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 * Address all initiatives of the strategic plan in year four * 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 , principals and relevant district administrators	* State summative tests * Graduation rates * Annual Consultant Report * Benchmark "Big 4" school districts * District student achievement results * Reports to the school board * Notes and minutes of meetings	Aug 17, 2009: Benchmark Report June 15, 2010: board meeting
L2. Establish expectations and system guidance through updated and new board policies and administrative guidelines to support quality control of the educational program and system operations	* Establish a committee to include board members to review and edit board policies per curriculum audit *Identify and prioritize recommendations from curriculum audit to be included in strategic plan year four	**Superintendent**, Deputy Superintendent, Board members, Director of Communications	* Updated board policies * Board agendas * Board minutes	Ongoing July 14, 2009: Board minutes
L3. Coordinate initiatives in the district	* Create classroom walk-through schedule for district office * Monitor Monday (district) collaboration meetings through agendas	**Leadership Cabinet**, directors, building administrators	* Operational draft of Total Instructional Alignment (TIA) documents for all subjects * Minutes, agendas * Monitor Monday collaboration meetings * Agendas from building administrators for district Monday meeting * Quarterly report from committees * Curriculum Minutes * CWT Calendar	Ongoing: agendas from Monday meetings TBA-Ongoing: Committee quarterly reports Aug 1, 2009: CWT Calendar Jan & May 2010: CWT Results

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STRATEGIC PLAN
Year Four

Leadership				
School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L4. 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 support directors * Principal representation at leadership cabinet * Establish a standard protocol for district committees	**Superintendent**, Deputy Superintendent, relevant central office administrators, building administrators, 9-week representative (1 Sec. & 1 Elem)	* Minutes and agendas from leadership cabinet * Minutes & agendas from monthly administrator meetings * Committee reports	Completed meetings schedule for: leadership cabinet, principals' and assistant principals' meetings, service directors TBA: Quarterly reports to leadership cabinet from committees
L5. Evaluate the effectiveness of programs and interventions and make regular reports	* Establish a common protocol to evaluate the implementation of programs and interventions to determine whether to continue or discontinue * Monitor implementation of programs to ensure implementation fidelity * Disproportionality update	**Director of Data and Accountability**, CIO, Leadership Cabinet, appropriate directors, District Treasurer, Special Education Director, and Director of ESOL and Migrant Services	* Test results of programs and interventions participants * Cost/benefit analysis of program * Interim reports on software/interventions (Waterford, Read 180, FastForWard, Successmaker) * Disproportionality Report	Oct 26, 2009: Disproportionality report and update July 2009 & 2010: Test results Jan 11, 18, 25 & Feb 1, 2010: Intervention reports

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L6. **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 * Create exemplars for the administrator evaluation instrument * Building administrator participation on committees	Superintendent, **Deputy Superintendent**, Asst. Superintendent for Elementary, Executive Director for Secondary Curriculum, building administrators	* Agendas * Minutes from monthly administrative meetings * Leadership Cabinet minutes * Progress made on Total Instructional Alignment (TIA) documents * Updated administrative evaluation instrument	Ongoing February/March 2010: Evaluation instrument June 2010: Update on TIA Documents
L7. **Improve instruction for teachers new to the district**	* Review and evaluate the effectiveness of mentors annually * Recalibration training for mentors	Director of Special Education, Asst. **Superintendent for Human Resources**, Academic Coaches	* Mentor/mentee survey * Praxis III results * Academic coaches' reports * Classroom walk-through reports	July 28 & Aug 29, 2009: Mentor training Sept 28, 2009: 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 * Meetings with local realtors * Meet with local Chamber of Commerce	Deputy Superintendent, **Superintendent**, Director of Communications	* Calendar * Notes or minutes of meetings * Reports to Chamber of Commerce leadership * Meetings with patrons * Realtor meetings	Ongoing/when scheduled July 23,2009: Presentation to the Chamber of Commerce Nov 2009: Chamber retreat

STRATEGIC PLAN
Year Four

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L9. Continue to develop leadership capacity in the district	* Develop leadership development activities for principal and asst. principal meetings, * Continue leadership academy for teachers * AAEA Fall conference * Middle level conference * AAIMS Grant	Leadership Cabinet, building administrators, directors, **Deputy Superintendent**, Superintendent,	* Notes/ Agendas of meetings * Feedback forms from the leadership academy participants * Number of attendees at conferences	Ongoing June 3-5, 2009: Lead teacher training June 22-26, 2009: AP LA and Lit July 14-16, 2009: Middle Level Conference AAIMS Staff development: July 20-24, 2009: AP Math/Science July 27-30, 2009: *Laying the Foundation Training* Aug 2 & 3 2009: AAEA conference Aug 3-6, 2009: *Laying the Foundation Training* June 7, 2010: Leadership Academy feedback
L10. Recruit highly effective district administrators, principals and teachers that reflect the demographics of the district	* Pursue funding for paraprofessionals and other staff to pursue post secondary education for potential Hispanic teachers * Recruit quality minority candidates to fill positions * Create and disseminate a list of bilingual applicants * Initiate a program to grow our own Hispanic leaders and teachers	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, Asst. Superintendent for Elementary, Executive Director for Secondary Curriculum	* Agenda and calendar of meetings * Acquisition of grant funding * SIOP training rosters * Agendas from Hispanic student meetings * Principal performance reviews * Mentor/Mentee Survey * Report on the percentage of minority staff	Ongoing TBA Fall 2009: 08-09 Mentor/Mentee survey Oct 26, 2009: Staffing report Sept 28, 2009: New hire report March 2010: Principal performance review May 2010: 09-10 Mentor/Mentee Survey

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, teacher instruction processes and district business administration	* 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 * Extensively review 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 * Continue E-rate grants * Continue to update our infrastructure based on the results of a technology audit review * Audit and monitor the usage of technology for instruction in classrooms	CIO,Technology Committee, Deputy Superintendent, Superintendent, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, Technology Curriculum Specialists	* A completed Technology Plan * Minutes and notes from technology committee * CIO report to the board * Results of technology audit	Nov 2, 2009, Feb 1, & Apr 26, 2010: Technology committee reports Dec 7, 2009: Technology audit results April 12, 2010: (Technology Plan) July 2010: CIO report to the board

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L12. Monitor special education and ESOL department procedures and responsibilities to improve student achievement for students with disabilities and limited English proficiency	* Conduct weekly department meetings * Monitor the academic progress of students with disabilities and limited English proficiency in all classes and adjust instruction as needed * Reallocate special education and ESOL resources and implement and monitor a co-teaching model * Monitor the process to identify and align at-risk students with appropriate interventions * Monitor responsibility of special education and ESOL departments * Use prediction models to identify at risk students	**Director of Special Education, Director of ESOL and Migrant Services**, Deputy Superintendent, Superintendent, building administrators, Assistant Directors, ESOL Curriculum Directors, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary	* Agendas from meetings & notes * Staff assignments * Classroom walk-throughs * State summative tests * Report to the leadership cabinet * Improvement plans * TLI reports * Annual report to the board	Ongoing (meetings) **ESOL**: Oct 5, Dec 7,2009, Mar 1, May 10, 2010: Quarterly director reports Nov 9, 2009: Co-teaching reports **Sp.Ed.**: Oct 12, 2009, Dec 14, Mar 8, May 17, 2010: Quarterly director reports May 24, 2010: Co-teaching reports
L13. Monitor placement to prevent over or under identification of students in various subgroups	*Reduce the disproportionality of Caucasian students * Update principals on special education placement * Evaluate placement at individual buildings	**Director of Special Education**, building administrators, Asst, Superintendent for Elementary	* Disproportionality report * Principals' Roundtable agenda	Sept 1, 2009: Update principals Sept 8, 2009: Update asst. principals Oct 26, 2009: Disproportionality report

Data				
School Improvement Objective	Action	Person Responsible	Measurement	Timeline
D1. Use results from 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 summative and local formative data * Develop a plan to analyze and adjust curriculum and instruction to meet the needs of all students * Develop an ACSIP plan that reflects data driven priorities from state summative results * Report data results to appropriate stakeholders	Director of Data and Accountability, **Deputy Superintendent**, Executive Director of Secondary Curriculum, Asst. Superintendent for Elementary, building administrators and teachers, Director of Federal Programs	* Complete gap analysis on the performance of subgroups on state tests * Building data report * Interim data meetings/data notebooks * Completed ACSIP plans * State summative results * Monthly report on AYP programs from identified schools * Quarterly reports from special ed. and ESOL	July 21, 2009: Preliminary report to the board Aug 5, 2009: Building data and gap analysis report Aug 18, 2009: Board Meeting Oct 20, 2009: Report to the public
D2. Use summative state and local formative data and formative assessments to make instructional decisions	* Collect formative assessment data and grades by subgroups * Principal and teachers analyze The Learning Institute results * Produce a mid-year student achievement report * Use formative data to assist teachers to improve instruction * Use ACSIP Plan to develop and monitor instruction and interventions * Develop and refine common assessments for secondary	Director of Data and Accountability, **Deputy Superintendent**, Executive Director of Secondary Curriculum, Asst. Superintendent for Elementary, Director of Testing, teachers, building administrators, Directors of ESOL and Special Education, Professional Development Committee, department chairs, academic facilitators, Director of Federal Programs	* 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 facilitators plan * TLI reports * Determine the level of implementation through self reporting and classroom walk-throughs and use data to drive professional development for 2009-10 * Completed common assessments * Completed ACSIP Plans	Ongoing July 27, 2009 & Feb 22, 2010: Grade/GPA report Sept 2009-Oct 2010: Initial data meetings Sept 2009-May 2010: Development of common assessments Jan 2010: Mid-year prediction reports Jan-Feb 2010: Interim meetings

Data				
School Improvement Objective	**Action**	**Person Responsible**	**Measurement**	**Timeline**
D3. 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 * Ensure the fidelity of the implementation for each program (excludes Reading Recovery as per waiver) * Compare student achievement data for students in Alternative Learning Environments * Review credit recovery options for high school students * Fully implement the AAIMS grant	**Director of Data and Accountability**, Deputy Superintendent, building administrators and teachers, District Treasurer, Federal Programs Coordinator, Director of ESOL and Migrant Services, Director of Special Education, and Director of Gifted and Talented	* Report from each school on their respective programs and the impact on student achievement * State assessments * Interim progress monitoring report * TLI results *Analyze the results of spring and winter intercessions for credit recovery *Review summer school costs and impact on credit recovery *Test results for students in remediation programs for literacy at high school * AP performance reports * Pre-AP enrollment reports	Sept 2009-Oct 2009: Initial data meetings Oct 5, 2009: Pre-AP enrollments reports Jan-Feb 2010: Interim meetings Jan 19, 2010: Intersession report to school board April 2010: Proposed summer school report on enrollment and costs July 26, 2010: AP reports

Data				
School Improvement Objective	Action	Person Responsible	Measurement	Timeline
D4. 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 and implement an action plan with principals and counselors * Develop a drop out prevention committee * 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 * Implement requirements of AAIMS grant * Meet with parents of promising 8th grade students * Establish a rigor committee	Director of Data and Accountability, building administrators, counselors, teachers, **Executive Director of Secondary Curriculum**	* Completed enrollment report on the percentage of students from each subgroup enrolled in Smart Core * Participation in Smart Core, Pre-AP, and AP courses * Report on the percentage of students in each subgroup that successfully completes AP credit course work * Annual report from AAIMS grant *Analysis of core GPA for secondary students *Agendas and notes from committee	Quarterly drop out prevention committee reports July 27, 2009: AP Report September 14, 2009: Course Enrollment:remedialtion & AP Sept 21, 2009: Graduation report July 2009 & Feb 22, 2010: Grade/GPA TBA Jan 2010: Meet with parents of promising 8th graders
D5. Improve graduation rates	* Calculate and compare the graduation rate for each subgroup * Review and plan implementation from task force recommendations * Develop a plan to reduce the number of drop outs *Establish a drop out prevention committee	Director of Data and Accountability, Deputy Superintendent, **Executive Director for Secondary Curriculum,** Asst. Superintendent for Elementary, secondary administration and counselors	* Completed graduation rate report by subgroup	Quarterly drop out prevention committee reports Sept 21, 2009: Graduation report

STRATEGIC PLAN
Year Four

Data				
School Improvement Objective	**Action**	**Person Responsible**	**Measurement**	**Timeline**
D6. 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 * Share with appropriate stakeholders	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 year's and the correlation to student achievement * Hispanic Scholars meetings for promising students to access post secondary education (FAFSA-financial aid)	Fall 2009(FAFSA) & Jan 2010: Meet with parents of Hispanic scholars September 21, 2009: Graduation report by subgroup November 9, 2009: Enrollment Report December 7, 2009: Student Tracker Report
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 of Secondary Curriculum and Asst. Superintendent for Elementary, Asst. Superintendent for Human Resources	* Annual review of the accuracy of enrollment projections	October 19, 2009: Enorllment report February 1, 2010: Secondary FTE Allocations
D8. Use advanced technology to enhance data driven decisions	* Provide administrators and other stakeholders with timely, meaningful information from a data warehouse holding information from a multitude of sources * Provide a customized dashboard reflecting current status vs. accountability (pending funds) * Establish expectations and accountability * Provide extensive professional development	**CIO**, Director of Data and Accountability, Superintendent, Deputy Superintendent, Executive Director of Secondary Curriculum, Asst. Superintendent of Elementary	* Expand data driven decision culture at all levels * Availability of data by the warehouse * Changes effected districted wide as administrators timely visualize improvement toward meeting goals * Technology committee notes and agendas	Nov 2, 2009, Feb 1, & Apr 26, 2010: Technology committee reports June 2010: Completed technology plan August 2010: Fully operational (pending available funds)

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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 * Establish criteria for curriculum offerings to ensure students are prepared for the 21st century and a global economy * Select and implement curriculum audit priorities * Improve TIA documents to meet the standards outlined in the curriculum audit * Evaluate the effectiveness of high school academies	Director of Professional Development and Testing, curriculum directors, directors, literacy and math coaches, lead teachers, dept chairs, **Deputy Superintendent,** Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, building administrators, Superintendent, curriculum committee	* Results of the CWT at buildings * Total Instructional alignment documents * TLI reports * Course catalog * Completed TIA documents * Enrollment report * Curriculum committee notes * Board agendas and notes * Academy survey results	Ongoing: TLI reports Dec 7, 2009: Academy survey report January 2010: Course catalog June 2010: Enrollment report June 14, 2010: TIA Documents
C2. Implement an effective 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 40 classroom walk-throughs a month to monitor implementation by ESOL Director and ESOL Specialists *Review the 5-year SIOP training plan for teachers and administrators to expand the number of trained staff * Monitor 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)	**Director of ESOL and Migrant Services,** Deputy Superintendent, Superintendent, Executive Director of Secondary Curriculum, ESOL Specialists, ESOL and classroom teachers	* Completed and published curriculum * Classroom walk-through reports * Exit & placement report	Oct 12, 2009: ELL student placement report May 17, 2010: CWT Report

STRATEGIC PLAN
Year Four

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C3. Improve achievement for special education and ESOL students	* Improve instructional capacity for teachers * Conduct 40 monthly classroom walk-throughs by director, asst. directors and curriculum specialists to monitor instruction * Monitor the number of students with disabilities taking portfolio assessments so as not to exceed state guidelines * Monitor student achievement in identified subgroups * Review and monitor the RTI process	**Director of Special Education**, **Director of ESOL and Migrant Services**, Assistant Directors of Special Education, ESOL Curriculum Specialists, Deputy Superintendent, Superintendent, Executive Director of Secondary Curriculum, Asst. Superintendent of Elementary, teachers, school psychologists	* Summative state data * Cycle 7 state report / end of the year report * Disproportionality report * Quarterly reports from directors	October 2009: Disproportionality report February 22, 2010: RTI report February 22, & June 2010: Grade/GPA report **ESOL:** Oct 5, Dec 7,2009, Mar 1, May 10, 2010: Quarterly director reports Nov 9, 2009: Co-teaching reports **Sp.Ed.:** Oct 12, 2009, Dec 14, Mar 8, May 17, 2010: Quarterly director reports May 24, 2010: Co-teaching reports
C4. Implement a co-teaching model for general education, special education and ESOL teachers to meet the needs of their students.	* Provide targeted training for teachers and administrators * Monitor implementation through follow up visits by consultants	**Director of ESOL and Migrant Services**, Deputy Superintendent, Superintendent, appropriate building administrators, Executive Director of Secondary Curriculum, **Director of Special Education**, Director of Professional Development, Director of Data & Accountability	* CWT 's results * Summative state results * TLI results * Disaggregate test data on students participating in co-teaching	Ongoing TBA: Follow up co-teaching report from trainers July 2010: Co-teaching data analysis

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C5. Improve the effectiveness of the district's curriculum support organization	* Provide personnel and define responsibilities to support the curriculum process * Review TIA documents * Review and monitor monthly reports from academic coaches * Monthly updates to school board from Asst. Superintendent for Elementary and Executive Director for Secondary Curriculum * Train and implement co-teaching model	Superintendent, Deputy Superintendent, Asst. Superintendent for Human Resources, building administrators, **Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary** and Director of Professional Development	* State summative testing results * Feedback from stakeholders to include building administrators * Notes from department chairs, lead teachers, and academic coaches * Interim data meetings * AAIMS report * Co-teaching data analysis	Ongoing: Monthly reports to school board Sept 2009-Oct 2010: Initial data meetings Jan-Feb 2010: Interim meetings July 2010: Co-teaching analysis
C6. Increase the use of effective instructional practices	* Train and implement Cognitive Guided Instruction (CGI) for elementary math teachers * Analyze instructional practice using appropriate data * Share effective practices * Conduct weekly classroom observation by building and district administrators * Measure instructional practices through building CWT reports and provide monthly feedback to staff * Review academic coaches' reports * Establish an instructional practices committee	Director of Data and Accountability, **Executive Director of Secondary Curriculum, Asst. Superintendent for Elementary**, lead teachers, curriculum specialists, dept. chairs, academic coaches, principals and asst.principals	* Leadership meeting agendas * Minutes/Notes from curriculum meetings * Intervention reports * CWT summary * State summative test results * TLI results * Discuss CWT with principals at interim meetings * Interim data reports * Monthly agendas from building administrators * Instructional practices committee recommendations * Disaggregate test data for students involved in Cognitive Guided Instruction (CGI)	Ongoing Sept 2009-Oct 2010: Initial data meetings Dec 2009: Interim CWT report Jan-Feb 2010: Interim meetings Feb 2010: CWT interim report May 10, 2010: CWT summary July 12, 2010: State summative results July 2010: Test data report

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Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C7. Create rigorous curriculum opportunities for high performing students	*Implement AAIMS grant with fidelity * Increase the number of students in AP courses. * Increase the number of students in all sub populations that receive enriched instruction. * Monitor the number of students enrolled in honors classes at the high schools * Establish a rigor committee * Continue the *Laying the Foundation* (LTF) training and implement instructional practices in secondary	Superintendent, Deputy Superintendent, Director of Gifted and Talented, **Executive Director of Secondary Curriculum**, Asst. Superintendent for Elementary, principals	* Percentage of students scoring a "3" or higher on AP exams by subgroup * Number of students served in Gifted & Talented programs * Course enrollment report * Disaggregate the performance of Gifted & Talented students on state assessments * Number of students in Smart Core curriculum * Recommendations from Rigor committee * AAIMS grant report	TBA: Quarterly committee reports (Rigor committee) September 14, 2009: Enrollment report September 2009: Enrollment in rigorous classes June 2010: AP test results July 2010: Gifted & Talented state assessment results

Professional Development

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
P1. Create and implement an effective research-based long range professional development plan	* Maintain an active advisory professional development committee composed of teachers, administrators and community members * Align professional development to a curriculum management plan * 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 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 * Investigate professional development consultant * Develop a district wide report using My Learning Plan (MLP)	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 and building reports * Compilation of individual professional development evaluations * Monday meeting schedule * My Learning Plan (MLP) summary report * Completed long range professional development plan	October 2009 -May 2010: Professional developement committee meetings Sept 28, 2009: MLP report January 18, 2010: CWT report to the board May 19, 2010: Presentation to the board/ Final MLP report June 14, 2010: Cycle 7 report

Professional Development

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
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 * Train and implement co-teaching model * Establish the instructional practices committee * Train and implement the Cognitive Guided Instruction (CGI) model	**Director of ESOL and Migrant Services**, **Director of Special Education**, building administrators, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, Director of Professional Development, curriculum specialists	* Performance on summative state tests including students in ELL and Special Education * TLI reports * CWT reports * RTI report * Performance on summative and state test * Common assessment results * Intervention analysis	February 22, 2010: RTI report May 10, 2010: Quarterly report from professional development committee July 5, 2010: Test Results July 5, 2010: Intervention analysis report
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 with a representative from each building * Create and provide a system to collect and manipulate professional development data	Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, building administrators, **Director of Data and Accountability,** Director of Professional Development, CIO	* Test scores * Monday collaboration agendas and notes * Monthly data team agendas and notes * Data from interim data meetings * Building day professional development agendas	Ongoing: Collaboration meetings Sept 2009-Oct 2010: Initial data meetings Sept. 10, 2009 thru May 13, 2010: Data meetings Jan-Feb 2010: Interim meetings July 5, 2010: 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 realtors, parents and students) to gather input * Publish newsletters for ESOL and Special Ed. stakeholders * Include more opportunities for input from administrators including roundtable meetings and committees * Involve and inform stakeholders about a variety of school issues * Use input from Cross & Justus	Leadership Cabinet, **Director of Communication**, building administrators, Coordinator of Student Relations, Director and assistant directors of Special Education, ESOL, and other directors as appropriate	* Agendas/Minutes/Notes from committees * Action plan recommendations developed from input * Updated annual communication and engagement plans * Consultant reports * Board minutes from Strategic Plan updates	Monthly board reports Realtor meetings as scheduled Oct 2009:Consultant report
CO2. Build positive relationships between students and school staff to improve student achievement	* Continue to train middle school staff in middle school philosophy * Maintain a drop-out/graduation task force * Measure the effectiveness of 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" * Continue to train front office staff and clarify expectations for customer service * Investigate the possibility of community mentors for some students * Continue Hispanic scholars meetings	Superintendent, Deputy Superintendent, **Director of Counselors and Social Workers**, building administrators, teachers, staff, academy chairs, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, Director of Professional Development, ESOL Director and Spanish communication specialists, Director of Data and Accountability, **Director of Communication**, Director of Counseling, counselors, Assistant Superintendent for Human Resources and social workers	* Minutes/notes of meetings * Drop-out rates * Graduation rates * Attendance rates * Discipline referrals/expulsions * Recommendations of task force * Participation in extracurricular activities * Customer service training agendas * Reconfiguration report	Dec 7, 2009: Academy survey results Sept 2009 Starts and ongoing: Customer service training September 28, 2009: Graduation/Drop-out rates October 12, 2009: Discipline Referral report November 9, 2009: Attendance rates Mar 15, 2010: Reconfiguration report July 31, 2009: Front office staff training

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
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 * Implement a content management system and clarify expectation for buildings *Establish a parent/teacher conference calendar to maximize parent involvement	**Director of Communication**, Deputy Superintendent, Superintendent, **CIO**	* Publications * Notes * Minutes * Agendas * Focus groups (PTO/PTA) * Completed procedures for WebPages	Directors' report to the board Fall 2009 and ongoing: Content managemant software implemented district wide Aug 2009: Parent/Teacher schedule June 2010-Web Procedures due
CO4. Improve support services for all schools	* Monitor School Dude, Trip Direct and tech requests reports for delays in work orders and work completion * Monitor the use of copy center and establish copy budget for 2009-10 * Update crisis plan * Conduct a school secretaries in-service * Review the district forms process * Establish web based email * Report to the Chamber of Commerce * Enhance crisis plan through REMS grant and other funding sources to include an emergency notification system	Director of Buildings and Grounds, Deputy Superintendent, Superintendent, Director of Transportation, CIO, **Business Manager**, and Director of Communication	* Monthly Reports * Agendas * Minutes * Tech requests reports * School Dude /Trip request reports * Copy center reports	Fall 2009 and ongoing: Content managemant software implemented district wide Monthly service directors meetings July 23, 2009: Report to Chamber Aug 5, 2009 Crisis plan/School Safety Plan Oct 5, Dec 14,2009 & May 17, 2010: Technology requests report Mar 2010: Copy center report

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO5. Improve effectiveness of communication with Hispanic families	* Review school district communications to ensure all key communications are available in Spanish * Involve a student relations coordinator on the curriculum committee * Develop job description for Student Relations Coordinator * Build leadership skills with Hispanic students * Establish a parent/teacher conference schedule to efficiently use interpreters * Conduct a series of meetings with students and families of promising Hispanic students * Distribute DVD for Hispanic parents on American education to all schools *Translate website *Hire a bilingual clerical aide to help Hispanic families	Superintendent, **Deputy Superintendent**, Student Relations Coordinator, AmeriCorps, Spanish Communications Specialist, principals, Director of Grants, Asst. Superintendent for Human Resources	* Performance of Hispanic students on state tests * Involvement of the Hispanic community in their respective schools * Attendance rates of Hispanic students * Hispanic Scholars meetings * DVD use in buildings and ESOL office * Hispanic parent/teacher conference attendance	Aug 5, 2009: Co-ordinated P/T conference schedule Sept 2009: Hispanic Scholars-Financial aid and scholarships Sept 2009: DVD distributed Oct 5, 2009: Job Description Nov 2009 & Mar 2010: Parent conference report to the board Jan 2010: Hispanic Scholars 8th grade registration
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 (stimulus money-spring 2009)	District dept. directors, **Treasurer**, Deputy Superintendent, Asst. Superintendent for Elementary	* Agendas * Notes * Board meeting minutes * FTE allocations	June 9, 2009: End of Year meeting budget report to administrators Aug 5, 2009: Administration Kickoff meeting Stimulus Funding Website Feb 2010: Secondary Allocations

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO7. Improve customer service to all stakeholders	* Gather feedback through stakeholder focus groups * Maintain and update an accurate directory of services * Maintain a procedures manual for building staff * Establish an electronic process for input through the district website * Meet state requirements for the publication of Arkansas Comprehensive School Improvement Plans * Revise the 360 feedback process * Implement a plan to increase accessibility for parents	Director of Communication, 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, and **Asst. Superintendent for Human Resources**	* Report from focus groups * Annual survey results * Spanish communication report * Call logs to the Director of Family and School Relations * Stakeholder input * Update procedures manual * Publish directory of services * Feedback from parents	Ongoing: Directory and procedures manual updates Oct 2009: ACSIP Plans available on website Nov 3, 2009: 360 Feedback process(administrator meetings)
CO8. Create a communication plan to communicate strategic plan goals to internal stakeholders	* Publish a quarterly strategic plan bulletin for district employees. * Communicate the strategic plan with employees * Link Strategic Plan Year Four to home page	Director of Communication, **Deputy Superintendent,** Superintendent, principals	* Completed Deputy Bulletins * Building agendas * Established link on web page	Deputy's Bulletin published: Quarterly August 11,2009: Present Strategic Plan to new teachers Aug 18, 2009: Present Strategic Plan to school board

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Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO9. Create a communication plan to market Rogers' Public Schools	* Improve website communication * Develop virtual tour of district and schools * Investigate the use of social media tools for outreach * Implement new content management software to standardize district WebPages * Create a friendly, courteous and respectful environment throughout the district * Use a variety of mediums to communicate with all stakeholders	CIO and Director of Communication	* Completed procedures for WebPages * Establish a user-friendly, interactive website	Ongoing: Social media tools Realtor and family tours as requested TBD: Update website May 2010 and ongoing: Completed virtual tour