



# Black Tiger Pride Strategic Plan 2019-2024

Date of Board Adoption: June 26, 2019

# Table of Contents

Letter from Superintendent .....	3
Strategic Plan Summary .....	4
Strategic Planning Principles in this Plan.....	5
Plan Design .....	6
Vision, Mission & Beliefs .....	7
SWOT Analysis .....	8
Portrait of a Graduate .....	9
Areas of Strategic Focus.....	10
CFCS Strategic Area Interrelationships.....	11
CFCS Strategic Objectives .....	12
Timelines and Measurements by Area of Strategic Focus .....	13
Strategic Focus Area 1: Student Success .....	13
Strategic Focus Area 2: Culture of Caring.....	19
Strategic Focus Area 3: Black Tiger Family.....	23
Strategic Focus Area 4: Resource Leveraging .....	26
Implementation Guidelines .....	29



## Letter From Superintendent

---

I would like to take this opportunity to thank everyone including staff, families, business partners, community members and especially our students who were involved in this strategic planning process. Over the long process, we engaged and maintained communication with a steering committee of approximately 100 individuals.

From this cross-section of our community, we have built this plan based on the opportunity to leverage our exceptional programming and the diversity of our community. It became apparent through this process that our many strengths can be aligned so our schools continue to be the hub of our community and contribute to its economic and workforce development. This plan celebrates the Black Tiger Family's support of student well-being and performance through inclusive and ongoing collaboration.

We are committed to reporting on the progress toward these goals and to providing opportunities for our entire Black Tiger Family to be involved in the realization of our vision.

Sincerely,  
Dr. Todd M. Nichols  
Superintendent/CEO

---

“The more that you read, the more things you will know, the more that you learn, the more places you'll go.”  
– Dr. Seuss

---

## Strategic Plan Summary

---

- The plan is based on a comprehensive assessment of organizational culture, strengths, weaknesses, opportunities, barriers and challenges.
- The plan provides a consistent framework for guiding decision-making over the next three to five years.
- The plan allows for effective communication to organizational stakeholders about the challenges and opportunities facing the organization, along with clearly defined and measurable goals.
  - Mission
  - Vision
  - Goals, resources, timelines
  - Evaluation and refinement process
- The plan provides a basis for measuring progress.
- The plan should be revisited regularly and updated as needed.

---

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”

– Martin Luther King, Jr.

---

## Strategic Planning Principles in this Plan

---

- This plan builds on the success that CFCS D has already demonstrated, including academic rigor, community engagement, enduring partnerships and strong resource management.
- It is based on the input of stakeholders including students, families, community, business partners, staff and administration.
- It is intended to set a challenging but achievable agenda to further the mission of the district in an everchanging world.
- It is flexible and will evolve as the work progresses. It should be reevaluated periodically by the leadership team and the Board of Education.

---

“ Education is the most powerful  
weapon which you can use to  
change the world. ”  
– Nelson Mandela

---

## Plan Design

---

The Steering Committee gathered data from over 100 individuals in establishing this plan. Participation came from all stakeholder groups including students, staff, parents, community and local business leaders, administrators, and the Board of Education members.

- A design committee was established to assist in designing the steering committee meetings.
- A steering committee with broad representation met in February 2019 to develop a Portrait of a Graduate and conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. The SWOT analysis was used to identify historical strengths of the community and district, as well as highlight areas that would need to be addressed. This formed the basis of the strategic plan. Broad strategic areas were identified from this data gathered in this meeting.
- Idea lab focus groups gathered input from students, parents, teachers, administration, local businesses and community members to brainstorm methods for achieving the broad strategic areas identified in the first steering committee meeting.
- A second steering committee meeting was held in April 2019 to refine the strategic areas and develop specific actions. This committee defined steps, partners, resources and metrics.
- The design committee polished the strategic plan and included timelines and success criteria.

---

“ Education is not the learning of facts, but the training of the mind to think.”

– Albert Einstein

---

# Vision, Mission and Beliefs

---

## Vision Statement:

*Our VISION is ... Cuyahoga Falls City School District, the hub of our community, committed to a culture of caring! We innovate. We create. We personalize education for all.*

## Mission Statement:

*Our MISSION is ... Every student, every day, every opportunity!*

## Beliefs:

- *We believe that the best interests of students should serve as the foundation of all decision making.*
- *We believe that each student can learn. Personal achievement is fostered through a love of learning and lifelong intellectual engagement.*
- *We believe that collaborative partnerships among family, school, and community contribute to each student's success and are essential to the development of good character, values and citizenship.*
- *We believe that an environment of mutual respect is necessary for effective communication and learning.*
- *We believe in harnessing technology to design and provide meaningful and challenging student work.*
- *We believe that student and staff potential is best realized in a safe, healthy and nurturing learning environment.*
- *We believe that student engagement, within the framework of Ohio's academic content standards-based methods of teaching, learning and assessment is the foundation of each student's academic progress and success.*
- *We believe that involvement in extra-curricular and co-curricular activities is an integral component to the development of a well-rounded person.*
- *We believe that the success of our public school system is a shared responsibility and is dependent upon the commitment of time, talent and financial resources of the entire community.*

# SWOT Analysis

## STRENGTHS

- Excellent, engaged and determined staff
- Broad range of programs available to students
- Award winning music and arts programs
- Black Tiger Pride amongst students
- Authentic and experiential learning
- Community partnerships and relationships
- Culture of continuous improvement

## WEAKNESSES

- Poor condition of aging facilities
- Financial challenges
- Need for more engagement of families
- Technology (out-of-date)
- Support for student well-being needs to increase
- Need highly aligned Board of Education and leadership team

## OPPORTUNITIES

- Strong local partnerships
- Support from local businesses
- Solid communication methods and channels
- Passionate, involved community members
- Diversity of our community

## THREATS

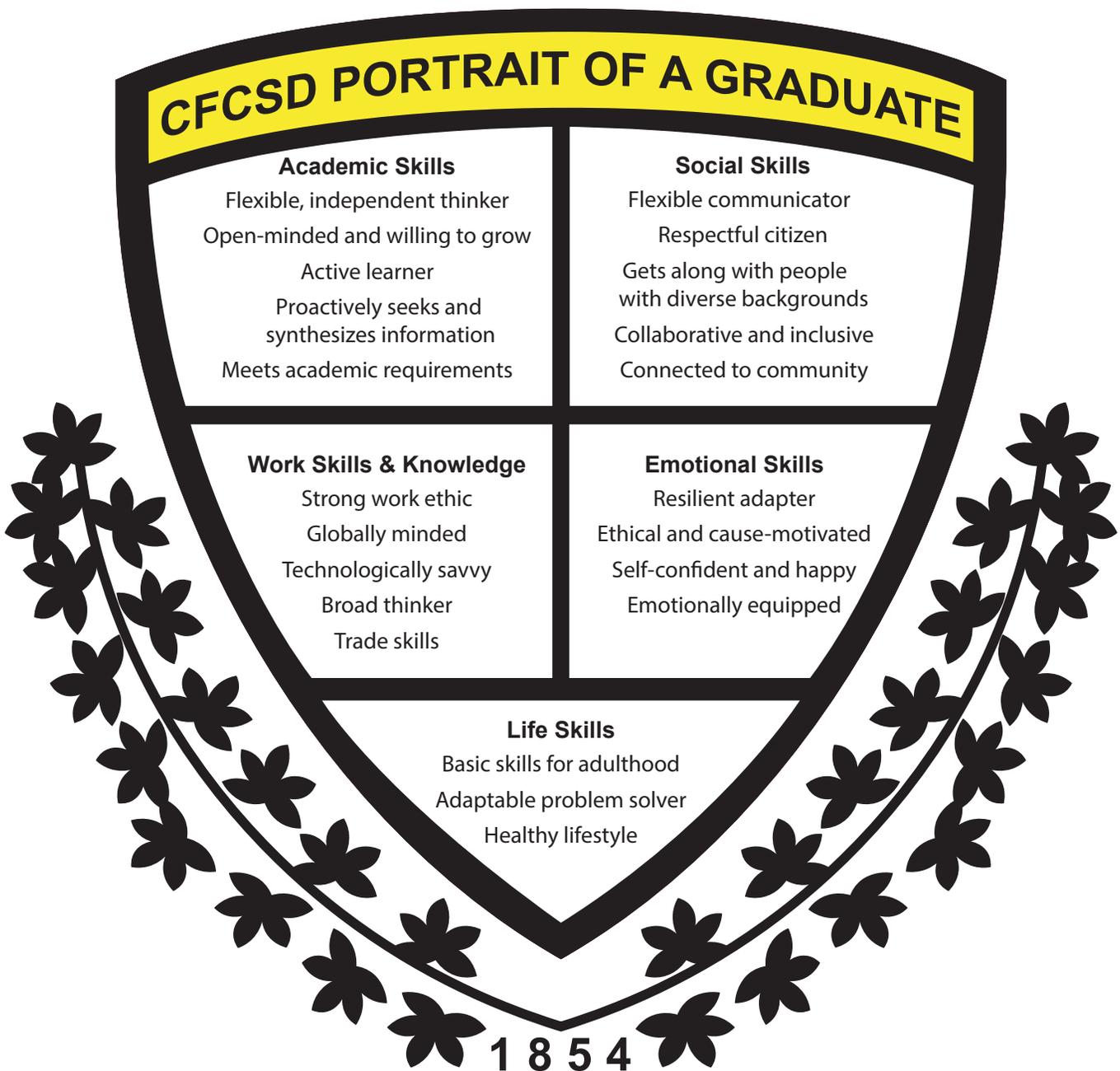
- Changing landscape for education
- Declining student enrollment
- Financial challenges if open enrollment declines
- Few new housing construction opportunities
- Negative view of district by some segments
- Social media used to inaccurately communicate about district



# Portrait of a Graduate

The portrait of a graduate is a communal effort to determine what a successful graduate—at any stage in the district (elementary to middle; middle to high school; high school to post graduation)—looks like. What are the skills, abilities, qualities, and knowledge sets that a student should have to be prepared for our ever-changing, increasingly diverse, and complicated world?

Based on the Steering Committee input, five categories emerged: Academic Skills, Social Skills, Work Skills & Knowledge, Emotional Skills and Life Skills.



# Areas of Strategic Focus

The strategic areas listed below are based on the key strategies and discussions that emerged during the steering committee meeting on February 22, 2019:

## Student Success

All students are prepared for real-world success resulting in enrollment, enlistment, or employment by:

- Exposing students to career possibilities throughout the K-12 continuum;
- Developing the skills needed to be productive citizens; and
- Being prepared for the next step in school or career.



## Culture of Caring

The community creates and practices a culture of caring by:

- Establishing strong relationships to support the whole child;
- Providing mental health services to support the well-being of staff and students; and
- Collaborating and communicating respectfully to support academic and personal success.



## Black Tiger Family

We are a Black Tiger Family because:

- Our schools are a source of pride to the community;
- Our families and staff are engaged and connected to the schools; and
- Community members including businesses, alumni, and residents are invested in our district.



## Resource Leveraging

Transparently utilize resources to support student learning by:

- Educating the community on the district's finances and resources;
- Providing safe, effective facilities that promote learning, collaboration, and well-being; and
- Ensuring that our schools are community gathering places.



# CFCSD Strategic Area Interrelationships

The following table depicts ways in which the keys strategic areas are interrelated. The intersection of the rows and columns indicates how a particular strategic goal (listed in the blue column) is supported by a separate strategic area (listed in the yellow row). Key measures for achieving goals in each strategic area are indicated on the diagonal (green cells).

Connections	Student Success	Culture of Caring	Black Tiger Family	Resources Leveraging
<b>Student Success</b>	<u>Key Measures:</u> <ul style="list-style-type: none"> <li>Success of graduates</li> <li>Student learning and achievement</li> </ul>	<ul style="list-style-type: none"> <li>Well-being is foundational to academic success</li> </ul>	<ul style="list-style-type: none"> <li>Community-based learning opportunities lead to career success</li> </ul>	<ul style="list-style-type: none"> <li>Resources are optimized to support student success</li> </ul>
<b>Culture of Caring</b>	<ul style="list-style-type: none"> <li>Successful students are positive role models and mentors</li> </ul>	<u>Key Measures:</u> <ul style="list-style-type: none"> <li>Availability and utilization of services</li> <li>Student and staff experience</li> </ul>	<ul style="list-style-type: none"> <li>Strong family involvement promotes well-being of staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Adequate resources exist to address mental health needs and to promote student well-being</li> </ul>
<b>Black Tiger Family</b>	<ul style="list-style-type: none"> <li>Student service and involvement contributes to the community</li> </ul>	<ul style="list-style-type: none"> <li>Healthy, engaged students and families contribute to a positive community culture</li> </ul>	<u>Key Measures:</u> <ul style="list-style-type: none"> <li>District image and public support</li> <li>Partnerships and involvement</li> </ul>	<ul style="list-style-type: none"> <li>Shared spaces and events build school-community connection</li> </ul>
<b>Resource Leveraging</b>	<ul style="list-style-type: none"> <li>Student success drives strong enrollment numbers</li> </ul>	<ul style="list-style-type: none"> <li>Staff and student(s) engage in collaborative and effective use of resources</li> </ul>	<ul style="list-style-type: none"> <li>Community supports district financial and volunteer needs</li> </ul>	<u>Key Measures:</u> <ul style="list-style-type: none"> <li>Effective resource management</li> <li>Community knowledge and support of district funding</li> </ul>

# CFCSD Strategic Objectives

## FOCUS AREA 1



### STUDENT SUCCESS

- 1 Provide applied, hands-on learning in STEAM to all students
- 2 Embed oral and written communication skills within all subjects to improve student performance
- 3 Drive personalized career exploration and planning with on-line guidance tools
- 4 Prepare students for success with life-skills training and programming
- 5 Enhance student learning by engaging alumni, community members, businesses, and educational partnerships

## FOCUS AREA 2



### CULTURE OF CARING

- 1 Expand partnerships with community resources
- 2 Celebrate successes of all staff and students
- 3 Foster adult/student relationships in each building and across the district
- 4 Increase staff collaboration and communication across buildings and grade levels

## FOCUS AREA 3



### BLACK TIGER FAMILY

- 1 Share positive messages with the community about our students and schools
- 2 Invite and welcome families into the buildings
- 3 Foster a culture of community service

## FOCUS AREA 4



### RESOURCE LEVERAGING

- 1 Develop methods for communication with the community on federal, state, and local school finances
- 2 Design new facilities to promote flexible learning, collaboration, safety and well-being
- 3 Identify and support additional revenue generation strategies

# Timelines and Measurements by Area of Strategic Focus

**FOCUS  
AREA**

**1**



## STUDENT SUCCESS

All students are prepared for real-world success resulting in enrollment, enlistment, or employment by:

- Exposing students to career possibilities throughout the K-12 continuum;
- Developing the skills needed to be productive citizens; and
- Being prepared for the next step in school or career.

### Strategic Objective 1: Provide applied, hands-on learning in STEAM (Science, Technology, Engineering, Arts, and Mathematics) to all students

Recommended Action	Timeline	Measurement Approach	Resources Needed	Baseline Measure	Success Criteria
1.1 Define STEAM at a district level	June 30, 2020	District definition of STEAM	Ohio STEAM Learning Network	Awareness of the value of STEAM	Agreement about the value STEAM brings to the students
1.2 Increase makerspace/tech opportunities within each building	June 30, 2023	Access to STEAM learning for students in middle through high school	Makerspace materials Partnership with NEOnet Teacher training Time allocated to STEAM	Perceived value of STEAM by staff, students and families	Evaluate the potential for achieving STEAM designation
1.3 Utilize core instructional time to support STEAM	June 30, 2024	STEAM activities integrated into core curriculum	Professional development Classroom technology Integration specialists (CTIS) Media specialists Classroom teachers	List of current practices	Increased infusion of STEAM in core instruction

**Strategic Objective 1: Provide applied, hands-on learning in STEAM to all students**

Recommended Action	Timeline	Measurement Approach	Resources Needed	Baseline Measure	Success Criteria
1.4 Provide professional development for staff annually to bring real-world skills into the classroom	June 30, 2024	Increased frequency of STEAM-related real-world experiences equitably in each building	Training materials and support from community business partners	ADKAR model for staff	Improve exposure to skills beyond the curriculum to support the portrait of a graduate
1.5 Increase the skill level of students using technology	June 30, 2020 (ongoing)	Increased student skill level assessed using technology skills rubric	Classroom Technology Integration Specialists (CTIS)  Media specialists  Classroom teachers	Technology skills assessment	Transparent use of technology relative to the curriculum



**Strategic Objective 2: Embed oral and written communication skills within all subjects to improve student performance**

<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>2.1</b> Provide professional development on oral and written communication skills across the curriculum	June 30, 2020: Develop June 30, 2021: Implement June 30, 2022: Refine	TbT accountability measures	Common rubric OIP	Determine baseline accountability measure by June 30, 2020	Provide support for staff to effectively embed and assess student communication skills
<b>2.2</b> Expand programming and events that promote oral/written communication skills (e.g., Reading Festival, Science Fair)	June 30, 2020: Collect and evaluate current programming and events	Number of programs linked to these skills equitably across all buildings	Designated staff and student involvement	Determine baseline accountability measure by June 30, 2020	Strengthened communication skills among all students

**Strategic Objective 3: Drive personalized career exploration and planning with online guidance tools**

<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>3.1</b> Fully integrate Naviance Scope and Sequence into grades 6-12 during I/E / Tiger Time	June 30, 2021	All students 6-12 have an account and know how to use it	Training teachers Counselors	Current number of 7-12 students/families who have completed Naviance Scope and Sequence	Improved implementation of Naviance across the district for grades 6-12
<b>3.2</b> Provide professional development for teachers and counselors on personalized career exploration	June 30, 2024 (ongoing)	Number of staff implementing grade-level appropriate personalized career exploration	Staff time Funding Training	Current percentage of staff implementing personalized career exploration tools	Staff who are prepared in the ever-changing world of education
<b>3.3</b> Create annual grade-level appropriate career exploration goals for students	June 30, 2024 (ongoing)	Percentage of students with a six-year plan	Students Counselors Parents	Current percentage of students with a documented six-year plan	All students having a plan for their schooling career

**Strategic Objective 4: Prepare students for success with life-skills training and programming**

Recommended Action	Timeline	Measurement Approach	Resources Needed	Baseline Measure	Success Criteria
<p><b>4.1</b> Incorporate social / emotional skills into learning</p>	<p>June 30, 2024 (ongoing)</p>	<p>Implementation of grade-level appropriate SEL standards across the district</p>	<p>ODE Standards for SEL CASEL Research Increased mental health support</p>	<p>Identification of the SEL standards currently supported in the district</p>	<p>Implementation of district-wide standards</p>
<p><b>4.2</b> Embed a life-skills class (e.g., family consumer science; career readiness) in every middle school student's schedule</p>	<p>June 30, 2022</p>	<p>Percentage of students taking a life-skills class in middle school</p>	<p>ODE Standards for SEL CASEL Research Increased mental health support</p>	<p>Percentage of students participating in current course offerings in middle school</p>	<p>Students are more prepared for life beyond high school</p>



**Strategic Objective 5: Enhance student learning by engaging alumni, community members, businesses, and educational partnerships**

<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>5.1</b> Assist student exploration of career paths with community professionals	June 30, 2024 (ongoing)	Percentage of students who have participated in a career experience	Business Advisory Council Alliance for School and Community Growth Local professionals Staff Students	Percentage of students who have participated in a grade-level appropriate career experience	Increased student exposure to a variety of diverse careers/ opportunities
<b>5.2</b> Host collaborative school-business events at the elementary school/middle school/high school levels	June 30, 2024 (ongoing)	Count of partnerships with businesses Number of events Student involvement Success stories	Staff Administrators Program coordinators Volunteers	Number of partners	Increased student exposure to broad careers/ opportunities
<b>5.3</b> Reach out to active adults to encourage volunteering	June 30, 2024 (ongoing)	Number of contacts	Natatorium Quirk Library	Number of participating volunteers	Increased engagement with this segment of the community
<b>5.4</b> Engage business professionals to support curriculum	June 30, 2024 (ongoing)	Number of participating professionals	Business Advisory Council Staff time PR person Alliance for School and Community Growth	Develop baseline measure	Creation of reliable year-over-year partnerships with business professionals that support student exposure and success

# Timelines and Measurements by Area of Strategic Focus

## FOCUS AREA 2



## CULTURE OF CARING

The community creates and practices a culture of caring by:

- Establishing strong relationships to support the whole child;
- Providing mental health services to support the well-being of staff and students; and
- Collaborating and communicating respectfully, to support academic and personal success.

### Strategic Objective 1: Expand partnerships with community resources

Recommended Action	Timeline	Measurement Approach	Resources Needed	Baseline Measure	Success Criteria
1.1 Expand existing community resources	June 30, 2021	Student to provider(s) ratio	Outside mental health organizations	Assess current integration of services; breadth and depth of provider relationships	Expanded resources available to assist with broad mental health needs
1.2 Provide educational opportunities for families	June 30, 2020: Determine interest / needs June 30, 2021: Implementation	Count number of opportunities Attendance and exit survey	Community partnerships Building space Instructors	Current offerings and attendance	Stronger relationships with the community

**Strategic Objective 2: Celebrate successes of all staff and students**

<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>2.1</b> Publicly recognize and celebrate student and staff successes	June 30, 2020 (ongoing)	Utilizing an internal communication process consistently and effectively	Process guidelines	List of current celebrations	Improved student and staff engagement
<b>2.2</b> Publicly recognize and celebrate school and community partnerships	June 30, 2020 (ongoing)	Frequency and consistency of recognition	Process guidelines	List of current celebrations	Improved school and community partnerships

**Strategic Objective 3: Foster adult/student relationship in each building and across the district**

<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>3.1</b> Develop an advisor/advisee mentoring program	June 30, 2022	Program participation Program quality survey	Guidelines Professional development for all staff	List of current practices	Improved feelings of support throughout school experience
<b>3.2</b> Develop a mentoring program with community members	June 30, 2023	Program participation Program quality survey	Guidelines Training for participants Community partners	No programs exist	Improved feelings of support throughout school experience
<b>3.3</b> Develop a student-to-student mentoring program	June 30, 2022	Program participation Program quality survey	Guidelines Training for participants	List of current practices	Improved feelings of support throughout school experience

**Strategic Objective 4: Increase staff collaboration and communication across buildings and grade levels**

<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>4.1</b> Provide time for collaboration	June 30, 2020 (ongoing)	Time allocated Quality survey	Needs assessment Schedule	Needs assessment results	Improved collaboration
<b>4.2</b> Identify ways to bridge academic and opportunity gaps across and between buildings	June 30, 2022	Audit	Needs assessment	List of current practices Needs assessment results	Equitable opportunities Consistent implementation

# Timelines and Measurements by Area of Strategic Focus

**FOCUS  
AREA**

**3**



## BLACK TIGER FAMILY

We are a Black Tiger Family because:

- Our schools are a source of pride to the community;
- Our families and staff are engaged and connected to the schools; and
- Community members including businesses, alumni, and residents are invested in our district.

### Strategic Objective 1: Share positive messages with the community about our students and schools

Recommended Action	Timeline	Measurement Approach	Resources Needed	Baseline Measure	Success Criteria
1.1 Hire a dedicated PR/social media firm/professional	June 30, 2020	Increased positive PR/social media	Funding Personnel	Current practice	Strengthen the district image
1.2 Develop internship and opportunities for students to tell our story	June 30, 2022	Increased student driven positive PR/social media  Rubric to assess skill development	Guidelines Personnel	Current practice	Strengthen the district image  Develop student communication skills

**Strategic Objective 2: Invite and welcome families into the buildings**

<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>2.1</b> Develop common cultural practices that are inclusive of all our families	June 30, 2023	Building events highlight and celebrate diversity	Survey data Staff development Community input	List of current practices	Increased family participation
<b>2.2</b> Engage and support district volunteer organizations	June 30, 2020 (ongoing)	Number of volunteers	Website page with links and volunteer opportunities	Current number of active members in each organization	Increased active membership and organization interaction with the district
<b>2.3</b> Develop strategies to increase family participation in building events	June 30, 2020 (ongoing)	Number of families who participate	Student advisory group Staff	List of current practices	Improve family involvement at building level



<b>Strategic Objective 3: Foster a culture of community service</b>					
<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>3.1</b> Increase CFCS community service opportunities	June 30, 2024	Number of opportunities	Staff Volunteers Funding Community partnerships	List of current opportunities	Increased district/ community service partnerships
<b>3.2</b> Increase building level service projects	June 30, 2024	Number of opportunities	Staff Volunteers Funding Community partnerships	List of current opportunities	Increased district/ community service partnerships

# Timelines and Measurements by Area of Strategic Focus

**FOCUS  
AREA**

**4**



## RESOURCE LEVERAGING

Transparently utilize resources to support student learning by:

- Educating the community on the district's finances and resources;
- Providing safe, effective facilities that promote learning, collaboration, and well-being; and
- Ensuring that our schools are community gathering places.

### Strategic Objective 1: Develop methods for communication with the community on federal, state, and local school finances

Recommended Action	Timeline	Measurement Approach	Resources Needed	Baseline Measure	Success Criteria
1.1 Provide education to the community on school finance in Ohio and our district	June 30, 2020 (ongoing)	Offerings	Finance team	Current opportunities Ease of access	Increased community knowledge of school finance
1.2 Provide education on school finance to staff	June 30, 2020 (ongoing)	Staff exposure to school finances	Superintendent and Treasurer	No current data	Increased staff knowledge of school finance
1.3 Demonstrate fiscal responsibility	June 30, 2020 (ongoing)	End of fiscal year cash carryover	Superintendent Treasurer Board Community support	FY 2019 cash carryover	Increased percentage of cash carryover

**Strategic Objective 2: Design new facilities to promote flexible learning, collaboration, safety, and well-being**

<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>2.1</b> Develop building plans to support educational best practices	June 30, 2024	Master facilities timeline	Funding Contracted services Owners representative	Master facilities Plan	New facilities meet the learning needs of future generations
<b>2.2</b> Provide extensive professional development on ways to utilize flexible space, collaborate on planning / teaching	June 30, 2024	Professional development schedule	Internal and external expertise related to teaching in a flexible, collaborative environment	No current data	All staff have awareness on how to utilize flexible collaborative learning environments

**Strategic Objective 3: Identify and support additional revenue generation strategies**

<b>Recommended Action</b>	<b>Timeline</b>	<b>Measurement Approach</b>	<b>Resources Needed</b>	<b>Baseline Measure</b>	<b>Success Criteria</b>
<b>3.1</b> Develop levels of business sponsorships	June 30, 2020	Cultivate mutually beneficial business sponsorships  Rubric for levels of sponsorship	Leadership personnel	Develop a database of current sponsors	Revenue
<b>3.2</b> Solicit community sponsorships for new facilities (i.e. signage and naming rights)	June 30, 2024	Dollar amount of contributors  Number of named facilities	Leadership personnel	Current level	Revenue
<b>3.3</b> Increase the amount of outside revenue (i.e. grants and donations)	June 30, 2024	Dollar amount generated	Leadership personnel and teaching staff	Current dollars	Increased revenue and resources

# IMPLEMENTATION GUIDELINES

## Communication

Roll out the plan with principals in an administrative retreat. Provide tools to communicate the plan at the building level. Principals will communicate and hold discussions to generate buy-in for the strategies of the plan among staff and families. Principals should connect with each other every several months about how the work they are doing ties into the portrait of a graduate and the plan overall. Broad communication on progress in each area should be communicated on a semi-annual basis to the community.

## Organizing the Work

Establish implementation teams to develop project plans for year one action items. Plans should be shared back with the Administrative team. The Superintendent will keep the Board informed of progress. The Board will hold the Superintendent accountable for achieving annual plan goals.

## Measurement

As baseline measures are collected, the scorecard can be built based on the data source, frequency of updates, and annualized targeted improvement from the baseline. It is expected that measures will be refined as the plan progresses.

## Change Management

Tie activities that buildings engage in throughout the year back to the strategic plan. This needs to be done at the building level. Using a change management framework, principals can identify how far they are progressing through the stages of awareness, desire, knowledge, and reinforcement to gain district-wide buy-in for the plan.

## Implementation Structure

Group	Role	Tasks
Board	Plan owner	Review progress; approve scorecards; community advocacy of plan; monitor updates to plan
Cabinet	Coordinate implementation Monitor progress of the plan Build/refine data sources for metrics	Measure progress; ensure synergies and coordination; adapt plan to changing circumstances
Building Administrative Teams	Monitor progress of the building plan	Work with sub-teams; remove barriers; advice on metrics; support culture change
Strategic Plan Steering Committee	Support plan Annual review and discussions	Ensure plan progress; recommend adaptations and updates if needed
Principals	Manage the building level implementation Include staff and students	Incorporate strategic plan goals into individual building objectives and goals