

# **Strategic Plan**

Presented to

Superintendent Muñoz

March 1, 2013

by

Core Planning Team



**Rochester Public Schools**  
Independent School District  
#535  
615 7<sup>th</sup> Street SW  
Rochester, Minnesota 55902  
(507) 328-4256



March 8, 2013

Dear Mr. Muñoz,

It has been my pleasure to serve as the internal coordinator for the Rochester Public Schools Strategic Planning process. The process that began a year ago with the first World Cafes will culminate with your recommendations to the School Board on March 19, 2013. Since the first World Café on March 15, over 600 staff, students and community members have provided input into the strategic planning process.

Attached are the recommendations of the Core Planning Team for the Strategic Plan including a draft District mission statement, core values, strategies, strategic objectives and delimiters. At the last meeting of the Core Planning Team, members heard final reports from the Action and Measurement Teams. The teams provided the results and means to implement the strategies and achieve the strategic objectives.

At this meeting, the Core Planning Team Members affirmed their support for the Strategic Plan. They also determined their recommendations for the results for first year implementation.

Thank you for this opportunity to serve the Rochester Public Schools and the community.

Sincerely,

Jackie Silver  
Executive Director  
Community Education



### **Core Planning Team**

Jeffery Amundson, Community  
Mo Amundson, Community  
Don Barlow, Community  
Mary Lou Bartholome, Paraprofessional  
Dave Beal, Community  
Karla Bollesen, Student Support Services  
Monica Bowler, Principal  
Nora Dooley, Community  
Sarah Dudas, Technology  
Greg Gallas, Community  
Valerie Guimaraes, Community  
Abdullahi Hassan, Community  
Kit Hawkins, Teacher  
Jessa Holmes, Student  
Jess Ihrke, Community

Diane Jordan, Teacher  
Angela LaBounty, Assistant Principal  
Jean Lubke, Curriculum & Instruction  
Barb Mollberg, Higher Education  
Mike Muñoz, Superintendent  
Thomas Olson II, Principal  
Sambath Ouk, ELL  
Onelis Quirindongo-Cedeno, Community  
Gary Smith, School Board  
C. Estelle Souchet, Community  
Graham Sparks, Student  
Laura Unterholzner, Teacher  
Seng Vang, Community  
Julie Workman, School Board

### **Action Team**

Martha Cashman, Community  
Kristin Engbrecht, Teacher  
Chris Fogarty, Principal  
Bobbie Gallas, Paraprofessional  
Miriam Goodson, Community  
Savita Katarya, Community  
Mark Kuisle, Activity Coordinator  
Hertica Martin, Elementary & Secondary  
Karen Mathison, Community  
Judy McDonald, Human Resources  
Cathy Nathan, Community  
Julie Nigon, Adult literacy  
Judy Olson, Clerical  
Peggy O'Toole-Martin, Early Childhood

Jacque Peterson, Principal  
James Robertson, Community  
Lisa Roelofs, Teacher  
Will Ruffin, Teacher  
Lauren Saner, Student  
Duane Sauke, Community  
Regina Seabrook, Student Engagement  
Wendy Shannon, Higher Education  
Brent Sprout, Maintenance  
Rick Stirn, Principal  
Jessi Strinmoen, Community  
Cindy Unger, Teacher  
Joyce Walker, Community

### **Measurement Team**

Joyce Balls-Berry, Community  
Anne Becker, School Board  
Samantha Grant, Community  
Jim Gross, Higher Education  
Dennis Hood, Research and Assessment

Kent Jurgenson, Teacher  
Brenda Lewis, Elementary & Secondary  
Daniel O'Neil, School Board  
Nicole Mueller, Student Support Services  
Meg Repede, Teacher

### **Strategic Planning Support**

Jackie Silver, Internal Coordinator

Melissa Garcia, Clerical Support

# Rochester Public Schools

## Draft Strategic Plan

### Mission

*Our mission is to inspire, challenge, and empower all students with the knowledge and skills required to reach their full potential, to contribute to future generations, and to become involved members of a global community.*

### Strategic Objective #1

*By 2017, all students will demonstrate and promote cultural understanding of self and others to become involved*

### Strategic Objective #2

*By 2017, all students will identify, develop and apply their personal talents to contribute positively to future generations.*

### Strategic Objective #3

*By 2017, all students will create and pursue their individual evolving roadmaps that empower them to reach their*

### Strategy 1

*We will create a collaborative learning environment that uses best practices to ensure that all students*

### Strategy 2

*We will expand and enhance our community partnerships to fulfill our mission and*

### Strategy 3

*We will inspire, challenge, and empower all current and future employees to model our core values*

### Core Values

#### We believe

- *each individual has value and purpose.*
- *it is our responsibility to provide a community where each individual feels welcomed, respected, included and safe.*
- *open communication and the inclusion of diverse perspectives sustain, strengthen, and enrich our community.*
- *that it is the responsibility of our community to empower individuals to learn and thrive for the rest of their lives.*
- *that there is individual and shared responsibility*

*for achieving our successes and addressing our failures.*

- *that individuals, non-profit organizations, businesses, and government share the responsibility for investing the necessary resources for the development of individuals resulting in the social and economic growth of our community.*
- *all individuals can achieve their personal best when barriers are removed, opportunities are made equitably accessible, and appropriate challenges are provided.*
- *that building relationships is essential to cultivating trust.*

### Strategic Delimiters

*We will not*

- ❖ *adopt any new program or service unless it aligns with and contributes to our mission.*
- ❖ *allow an existing mindset to prohibit us from creating ways to address when, where, and how learning occurs.*
- ❖ *allow behaviors that limit our possibilities.*
- ❖ *allow behaviors that diminish the value of any person.*

**Recommendations from Core Planning Team for Year 1**  
**March 1, 2013**

**Strategy 2 – Result 1** We have a criteria and processes in place for initiating, educating, developing, sustaining, providing leadership to and evaluating all community partnerships.

**Strategy 1 – Result 1** Pre-K-12 systematically uses professional learning communities focused on student learning to achieve our mission and strategic objectives.

**Strategy 3 – Result 2** All employees know the mission and understand how their roles help move the mission forward and achieve the strategic objectives.

**Strategy 3 - Result 1** All employees teach, model, and reflect the core values.

**Strategy 3 – Result 5** A training and development process is in place to increase the capacity of all current and future employees to achieve our mission, strategic objectives and core values, with emphasis on working with individuals with diverse backgrounds and skills.

**Strategy 1- Result 6** All students have a personalized student plan that reflects student interests, learning beyond high school and career goals.

## Strategic Objectives

By 2017:

- ◇ *All students will demonstrate and promote cultural understanding of self and others to become involved members of a global community.*
- ◇ *All students will identify, develop and apply their personal talents to contribute positively to future generations.*
- ◇ *All students will create and pursue their individual evolving roadmaps that empower them to reach their full potential.*

## List of Results

1. Staff, students, and parents understand our strategic objectives and framework for assessing student development.
2. Community partners recognize and support the value of our strategic objectives and framework for student development.
3. Rubrics relevant to all student levels have been developed.
4. A learning and phased process is used to refine how we gather evidence and assess student growth on the strategic objectives.

## Strategic Objectives - Plan of Action Specific Means

### Strategic Objectives:

By 2017:

- All students will demonstrate and promote cultural understanding of self and others to become involved members of a global community.
- All students will identify, develop and apply their personal talents to contribute positively to future generations.
- All students will create and pursue their individual evolving roadmaps that empower them to reach their full potential.

### Strategic Objectives – Result 1

**End Result to be Achieved:** Staff, students, and parents understand our strategic objectives and framework for assessing student development.

These steps to the means represent an internal and external communication plan. We also want to insure there is a plan for outreach to these stakeholders with students, teachers and parents ending up on the communication committee. Additionally there needs to be measurements created for assessing the staff and parents' understanding of the strategic objectives and framework.

### Specific Means to Achieve End Result:

Step #	Description of Steps
1.	In the spring prior to the implementation of the strategic plan the superintendent will meet with school administrators and school district cabinet to discuss the implementation of the strategic plan. This discussion will include the selection of the voluntary schools in one cluster (one elementary, one middle, and one high school) that will serve in the first phase of adaptation of the strategic plan.
2.	The principals will select staff members from each school in the district, not limited to the voluntary schools, to serve on the communication planning team. Team members will include teachers, administrators, District Communication/Marketing Representative, Coordinator of Student Engagement, English Learners Coordinator, and parent liaisons. The team will develop the internal communication plan for staff, students and parents. The planning team will start meeting in May with selected meetings in the summer and school year.
3.	The internal staff communication plan may include the following: <ul style="list-style-type: none"><li>a. The superintendent will send an email to staff and parents after the school board approves the strategic plan detailing the strategic objectives and plans for the coming school year.</li><li>b. The team will meet in May to begin the development of the marketing plan and communications roadmap. The plan may include:<ul style="list-style-type: none"><li>i. A digital presentation and printed materials will be presented at the first all staff meeting in August by the superintendent. This information will describe the district's strategic objectives, action plan, and evaluation</li></ul></li></ul>

- plan.
  - ii. The Rochester Public School District website will be updated with all documents related to the strategic plan.
  - iii. Staff will be given an opportunity to provide feedback on the communication roadmap during focus groups or world café mechanisms.
4. The team will work directly with the cluster schools to develop a more specific communication plan. This plan will provide a clarity on why the strategic plan is important, how it will be implemented, and how student achievement will be measured using the rubrics. The plan will be implemented during student and parent orientation.
- a. The team will present the digital presentation and print materials that will be distributed during the student and parent orientation meeting.
  - b. The strategic plan and matrices will be communicated to students through the following venues:
    - i. Target and advisory classes
    - ii. Email
    - iii. Announcements
    - iv. School assembly
    - v. Teachers
  - c. Examples of methods for communicating the material may include the student website, social media like Facebook, and examples of the student e-folios. Print material, digital communication, and possibly student presentations.
  - d. Other communication options could include the use of webinars.
  - e. Parent and student will be given an opportunity to provide feedback on the communication roadmap during focus groups or world café mechanisms.



**RPS Plan of Action  
Cost/Benefit Analysis**

<b>Benefits</b>	<b>Costs</b>
<ul style="list-style-type: none"> <li>• Creation of digital presentation, District webpage updates, and webinars</li> <li>• Sample of e-folio for the students and parents to see the components that will be used at the secondary level</li> <li>• Print materials including brochures and posters for internal communication</li> <li>• Development of focus group and world café questions for will allow for feedback from students, parents, and staff to refine the communication roadmap</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of digital presentation, webpage updates, and webinars estimated line item \$15,500</li> <li>• Creation of sample e-folios for the keystone and capstones project (10 samples e-folios and 10 staffing hours will be needed)</li> <li>• Creation of the focus group and world café feedback questions</li> <li>• Creation of print materials for communication roadmap \$5,000</li> <li>• District costs for staffing:               <ul style="list-style-type: none"> <li>○ Teachers will require a substitute when meeting during the school year (cost is based on the number of meetings demanded appropriate by the communication team; factors to consider is the cost of the substitute teacher at \$143.94 per day)</li> <li>○ Teachers will provided with compensation for time during the summer for meetings prior to the start of the school year</li> <li>○ Administrators, District Communication/Marketing Representative, Coordinator of Student Engagement, and English Learners Coordinator compensation will be included in the costs (each team members total cost for the meeting days should be calculated)</li> </ul> </li> </ul>

**Strategic Objectives - Plan of Action  
Specific Means**

**Strategic Objectives:**

By 2017:

- All students will demonstrate and promote cultural understanding of self and others to become involved members of a global community.
- All students will identify, develop and apply their personal talents to contribute positively to future generations.
- All students will create and pursue their individual evolving roadmaps that empower them to reach their full potential.

**Strategic Objectives – Result 2**

**End Result to be Achieved:** Community partners recognize and support the value of our strategic objectives and framework for student development.

Be sure to include community members on the communication team and identify community members with marketing skills to help create the plan.

**Specific Means to Achieve End Result:**

**Step #    Description of Steps**

1. Communication and marketing to the community – all stakeholders in the Rochester Public Schools. (Responsible person - Communications Coordinator and Department in conjunction with the communications team)
  - a. Develop a marketing and communication plan to provide information to the community regarding the strategic objectives and framework for student development.
  
2. Community partners at the core encompasses everyone in our community but these steps focus first on collaborative organizations and agencies that partner directly with the District to achieve the strategic objectives of the district plan. (Responsible person- District Leadership, Executive Director of Community Education)
  - a. Develop a targeted presentation that provides an overview of the strategic plan and specific focus on partnerships to achieve the strategic objectives and provide information on the framework for student development.
  - b. Deliver message to leaders in community collaborative organizations.
  - c. Conduct a World Café process with a larger group of community partners to discuss how their organization connects to achieving the strategic objectives.
  - d. Facilitate regular and consistent communication to community partners for feedback and support.

**RPS Plan of Action  
Cost/Benefit Analysis**

<b>Benefits</b>	<b>Costs</b>
<ul style="list-style-type: none"><li>• All stakeholders receive a consistent message about strategic objectives and framework for student development.</li><li>• Feedback from community will contribute to our success in serving students.</li><li>• Successful implementation will create community buy-in and support for the students to reach the strategic objectives which supports the mission and vision of the district.</li><li>• Community members and organizations are active partners which leverages additional resources for our students and families.</li></ul>	<ul style="list-style-type: none"><li>• Communication materials - Branding the message – posters, advertising, etc.</li><li>• Community partner meetings – refreshments and materials.</li><li>• Time for staff and community members to attend meetings, prepare presentations.</li></ul>

**Strategic Objectives - Plan of Action  
Specific Means**

**Strategic Objectives:**

By 2017:

- All students will demonstrate and promote cultural understanding of self and others to become involved members of a global community.
- All students will identify, develop and apply their personal talents to contribute positively to future generations.
- All students will create and pursue their individual evolving roadmaps that empower them to reach their full potential.

**Strategic Objectives – Result 3**

**End Result to be Achieved:** Rubrics relevant to all student levels have been developed.

**Specific Means to Achieve End Result:**

**Step #    Description of Steps**

The means listed here is one suggestion to complete the rubric. Use a collaborative approach to facilitate a process to gain input from students and parents representing diverse perspectives in creating the remaining rubrics. A team including high school students will be needed to review the existing high school rubric. The make-up of these committees needs to be representative of the stakeholders but may not meet the prescriptive nature of the steps listed below. Teachers paid to work on this would be paid the curriculum rate of \$34.00 an hour, not the learning rate of \$28.00 per hour.

5. The district will select 5 implementation coaches to facilitate this process. As part of the implementation coaches training, they will meet with members of the measurement team.
6. The district will identify 5 implementation coaches to meet with teams representing middle school and intermediate elementary to create rubrics that are accessible to teachers and their students at the given grade bands. The implementation coaches will meet with a team representing primary elementary to create writing prompts and lessons that support the exit rubric.
7. The implementation coaches will meet with teachers from the cluster middle school including the middle school implementation associate. This will include 1 teacher from grades 6, 7, 8 and 2 teachers from special areas (art, special education, music, etc.). The middle school team would consist of 5 middle school teachers and 5 implementation coaches. The recommendation of the measurement team is for this middle school task force to create a rubric that supports the exit rubric.
8. The implementation coaches will meet with teachers from the cluster elementary schools including the elementary school implementation associates. This will include 1 teacher from each elementary school building in the cluster representation grades 3, 4, and 5. The intermediate elementary school team would consist of 5 classroom teachers and 5 implementation coaches. The recommendation of the measurement team is for this 3-5 grade task force to create a rubric and writing prompts that support the exit rubric.

9. The implementation coaches will meet with teachers from the cluster elementary schools including the elementary school implementation associates. This will include 1 teacher from each elementary school building in the cluster representing grades K, 1, and 2. The primary elementary school team would consist of 5 classroom teachers and 5 implementation coaches. The recommendation of the measurement team is for this K-2 grade task force to create lessons and writing prompts that support the exit rubric.
10. The criteria for assessing the rubric would be that a) teachers understand and can translate the rubrics into behavior they would see at their level, b) parents would understand and be able to relate to behaviors their child would engage in and, c) students could either understand or have the rubric represented to them in a way that they would understand the expectation or goal.
11. The exit rubric developed by the measurement team would provide the framework. Traits would remain the same with the primary variation being the descriptions of how those traits would manifest at various age levels.

**RPS Plan of Action  
Cost/Benefit Analysis**

<b>Benefits</b>	<b>Costs</b>
<ul style="list-style-type: none"> <li>• By having the teachers who will use the rubric create it; we will avoid rework and increase ownership.</li> <li>• By using this process for writing prompt revisions, it will allow teachers to use this more quickly.</li> <li>• By staggering the development of the new rubric (middle, intermediate, primary), the new group will have the benefit of the document created before them.</li> <li>• By building everything from the structure of the exit rubric, it will ensure consistency of the process.</li> <li>• By having the measurement team, it will ensure that the exit rubric process is used while creating the new rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>• The development time for a new rubric at middle school will be approximately 8 hours per team. The rubric writing will happen during summer 2013. Staff development rate per hour for teacher is \$28.00.</li> <li>• 5 teachers @ 28.00 x 8 hours = \$1,120</li> <li>• 5 implementation coaches = \$0 (part of contract)</li> <li>• The development time for a new rubric and writing prompts at intermediate elementary school will be approximately 12 hours per team. The rubric writing will happen during summer 2013. Staff development rate per hour for teacher is \$28.00.</li> <li>• 5 teachers @ 28.00 x 12 hours = \$1,680.00</li> <li>• 5 implementation coaches = \$0 (part of contract)</li> <li>• The development time for a new lessons and writing prompts at primary elementary school will be approximately 12 hours per team. The rubric writing will happen during summer 2013. Staff development rate per hour for teacher is \$28.00.</li> <li>• 5 teachers @ 28.00 x 12 hours = \$1,680.00</li> <li>• 5 implementation coaches = \$0 (part of contract)</li> <li>• The training time for the implementation coaches and measurement team members will be approximately 3 hours. The training will happen during summer 2013.</li> <li>• 5 implementation coaches = \$0 (part of contract)</li> <li>• 2 measurement team members @ \$150 stipend = \$300.00</li> </ul>
<p>Include both tangible and intangible benefits</p>	<p>Include both tangible and intangible costs</p>

**Strategic Objectives - Plan of Action  
Specific Means**

**Strategic Objectives:**

By 2017:

- All students will demonstrate and promote cultural understanding of self and others to become involved members of a global community.
- All students will identify, develop and apply their personal talents to contribute positively to future generations.
- All students will create and pursue their individual evolving roadmaps that empower them to reach their full potential.

**Strategic Objectives – Result 4**

**End Result to be Achieved:** A learning and phased process is used to refine how we gather evidence and assess student growth on the strategic objective.

The steps listed below represent one way of creating a roll out plan. However, we request that a process is used to gather feedback to determine what type of implementation roll out plan for the rubrics will work best for the District at the time. For example, we may have some schools volunteer to be first, we may opt to go grade level by grade level, we may opt to have all go at once and evaluate as we go. We need a method to be collecting the baseline data and to be collecting the data to measure growth as we go along.

**Specific Means to Achieve End Result:**

**Step #      Description of Steps**

1. Presentations/feedback sessions provided at all school sites throughout the district. The timeline for roll out will be discussed as well as the entire process. This could be in several formats (i.e. video at staff meetings, presentations by measurement team members, etc.).
2. Identify feeder pattern as well as additional volunteers outside of feeder pattern. Solicit volunteers within feeder pattern. We fill out the team if necessary. Pilot teachers will be offered relief (i.e. reduced duty time, comp time, release time (sub) etc.) from a reasonable number of other responsibilities in order to ensure they are able to devote the necessary time to the pilot program.
3. The implementation team needs to be identified.
4. Once the pilot sites are identified, the person/team leading the implementation of this result should hold a meeting to further orient this group to the rubrics and the vision for how this might work. Participants should be given a budget to support their learning (buy books, attend a conference, planning time, etc.). Participants should be asked to gather, record and document what they are doing to facilitate this process and make it efficient. It should be communicated that they'll be piloting for one year and at least two short meetings will be scheduled to bring pilot teachers together in grade alike conversations to share strategies, problem solve, etc. In addition, individual teachers may be visited by members of this implementation team to provide support, hear stories, etc. Pilot teachers should alert the implementation team when observations are needed for feedback.
5. Pilot teachers will maintain records of activities and ways in which students are collecting evidence.

6. The implementation team will collect samples and conduct feedback/input sessions with pilot teachers. The implementation team will provide professional development regarding implementation.
7. Implementation coaches (5 first year, 7 second year and 7 third year) will serve as the initiators and support for the implementation and expansion of pilot program. A cabinet member will be program champion working directly with implementation coaches.
8. The Implementation team will report to Core Team to provide updates on progress, tweaks that need to be made, etc.
9. The Implementation team will communicate to staff, students, and community celebrations as well as improvements that will be made.



**RPS Plan of Action  
Cost/Benefit Analysis**

<b>Benefits</b>	<b>Costs</b>
<ul style="list-style-type: none"> <li>• wrap around professional development and support</li> <li>• adaptive small learning cadre</li> <li>• investment is consistent with our strategic direction</li> <li>• stakeholders will understand the depth of our commitment</li> <li>• work team has institutional knowledge in change process</li> <li>• tweaks are made on the fly in a timely manner</li> <li>• collaboration and support among pilot teachers</li> <li>• Process builds on momentum of strategic planning               <ul style="list-style-type: none"> <li>- phased in model allows for sites to observe implementation in action</li> <li>- speed in implementation</li> <li>- implementation team enhance our ability to communicate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 5 Implementation Coaches \$78,041/FTE (\$390,205) (year 1)</li> <li>• 7 Implementation coaches \$546,287 (year 2)</li> <li>• 7 Implementation coaches \$546,287 (year 3)</li> <li>• .2 FTE Cabinet Member Salary (\$24,000)</li> <li>• \$87,000 for staff development (full day of PD for all pilot teachers)</li> <li>• \$ 4,000 lunch for PD day (professional development funds)</li> <li>• \$30,000 staff development for subs, site visits, etc.</li> <li>• \$3,000 transportation dedicated for site visits</li> <li>• \$5,000 PD supplies</li> </ul>
<p>Include both tangible and intangible benefits</p>	<p>Include both tangible and intangible costs</p>