

SECTION 4

Strategic Plan Priorities

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Priorities, Goals, Strategies, Outcomes, and Evaluation Tools

The order of Priorities, Goals, and Strategies do not indicate ranking or importance. For example, Priority 2 or 3 is not less important than Priority 1 or more important than Priorities 4, 5, and 6. It is important to remember that a strategic plan is meant to be dynamic. Goals and strategies will change as the school district learns and assesses results of initiatives designed to achieve priorities. Evaluating progress is essential to learning what works and what does not work.

How will achievement of the plan be determined?

YSS will monitor progress by applying and developing local standards and by comparing local learning with national and state data. Evaluation provides the evidence needed to respond to emerging needs and to adopt new training, techniques, and strategies that will enhance student achievement. YSS will make use of current indicators and develop new indicators as needed. The following is a partial list of indicators that will be used to monitor our progress.

- Standardized tests scores such as SAT
- Graduate rates
- Post-secondary education rates
- Percentage of YSS students requiring developmental education in college
- Participation rates in experiential learning and co-curricular activities
- Attendance
- Promotion
- Discipline data
- Parent/guardian involvement
- Satisfaction rates of teachers, students, and parents
- Teachers utilizing experiential and inquiry based learning in class
- Partnerships with other educational institutions and subject matter experts
- Demand for enrollment from students outside of the district
- Awards for excellence—schools, students, teachers, and professional staff
- Balanced budgets
- Dollars of private funding
- Energy efficiency of facilities and operations

Priority 1: Making Sure Our Students Succeed

YSS will 1) raise the academic achievement of all students to ensure graduation from high school and success in careers or post-secondary education; 2) prepare students for their civic responsibilities to community and society; and 3) develop self-directed learners that will succeed in a competitive and global world.

Goal What is Expected	Suggested Strategy What Approaches We Will Consider Taking to Achieve Our Goals	Outcome What We Want to Achieve	Evaluation What We Will Measure
1.1 Expect more from students.	<ul style="list-style-type: none"> a) Develop educational success plans for every student with specific annual academic growth objectives. b) Develop and implement accurate and timely indicators to enhance learning and target interventions. c) Create and adopt an instructional plan based on self-directed learning and a culture of rigorous standards. 	<ul style="list-style-type: none"> • Vertically aligned curriculum and interventions. • Students reach learning goals set by the teacher and the student. • Minimum learning benchmarks set for assessing teaching and curriculum. • Teachers differentiate instruction based on assessment of student needs. 	<ul style="list-style-type: none"> • Percentage of students reading at or above grade level. • Percentage of students reaching mathematics benchmarks. • All students leave YSS system with a post-secondary education plan to achieve their career goals. • Percentage of students who strongly agree: "YSS set high academic standards and expectations for me."
1.2 Foster the knowledge, skills, and virtues necessary to become active citizens.	<ul style="list-style-type: none"> a) Create a "civic engagement" requirement for each grade in partnership with area experts. b) Develop a community co-curricular program to strength civic skills, including conflict mediation. c) Create a "community connection learning plan" that communicates learning opportunities from area conferences, performances, and events in the Dayton metro. d) Work with local business and community organizations to create student-learning opportunities; for example, Student Board Member, Internship, and Mentorship. 	<ul style="list-style-type: none"> • Civic engagement fully integrated across grades and curriculum • Students demonstrate superior "skills for life." • Integration of schools, students and teachers in community. • Formal and up-to-date community event calendar. • Formal and effective internship/mentorship program. 	<ul style="list-style-type: none"> • All grades offer civic engagement curriculum. • Percentage of teachers participated in at least one civic engagement experience • Range and number of community and business experts engaged with students and schools increased annually. • Percentage of students participating in internship/mentor program by the time they graduate.

<p>1.3 Engage parents in the educational development of their children.</p>	<p>a) Hold neighborhood events to engage parents in conversation on the importance their involvement. b) Design and produce a district-wide curriculum guide to help parents guide their students on course offerings and achievement standards. c) Engage parents in discussions about self-directed learning and their child's learning style. d) Create individualized "parent participation" plans or contracts for each student. e) Prioritize parent/student written requests for teachers to student assignment to teachers.</p>	<ul style="list-style-type: none"> ● Parents/guardians understand school policies and curriculum. ● Parents/guardians know how they can help their students can succeed in school. ● Teachers and parents work collaboratively to help students succeed. 	<ul style="list-style-type: none"> ● Percentage of parents/guardians who participate in school events such as PTO, parent study groups, and school events. ● Percentage of parents/guardians who participate in an individualized learning plan for their student. ● Increase in parent/guardian satisfaction with schools and teachers. ● Lower disciplinary and dropout rates. ● Percentage of parents/guardians who strongly agree with the statement: "YSS provides me with the information and resources I need to support my student's academic success." And ● Percentage of parents/guardians who strongly agree with the statement: "I have a meaningful relationship with my student's teacher and school."
<p>1.4 Narrow the achievement gap.</p>	<p>a) Develop a district-wide system for monitoring achievement gaps in all academic areas and levels. b) Encourage faculty to use instructional techniques that serve individual learning styles. c) Provide professional development to staff to help address achievement gaps related to diversity and inclusion. d) Establish a K-12 Response to Intervention (Rtl) system.</p>	<ul style="list-style-type: none"> ● Learning assessment in place and relevant for all students. ● Rtl system effectively lowers the achievement gap. ● Teacher training in place for research-proven interventions. 	<ul style="list-style-type: none"> ● Achievement gap continues to decrease annually. ● Percent of students meeting and exceed state and national standards in reading, mathematics, science, and social studies.

1.5 Support and challenge top students.	<ul style="list-style-type: none"> a) Employ individual education plans to balance achievement and stretch student-learning objectives. b) Provide professional development to faculty to help them support and challenge top students. c) Utilize external experts to maximize student learning potential. d) Create a menu of opportunities. 	<ul style="list-style-type: none"> • Top students from other districts enroll in YSS. • Students graduating from YSS receive national merit scholarships. • Students graduating from YSS attend top ranked universities and colleges. 	<ul style="list-style-type: none"> • Percentage of students graduating with honors. • The percentage of students who take AP courses. • Number of annual National Merit Scholars. • Percentage of students who strongly agree: "YSS set high academic standards and expectations for me." • Percent of students across grades who participated in special problem solving projects that include external experts.
1.6 Support and challenge special needs students.	<ul style="list-style-type: none"> a) Employ individual education plans to balance achievement and stretch student-learning objectives. b) Provide professional development to faculty to help teachers understand special needs students and learn how to support and challenge them. c) Utilize external experts to maximize student learning potential. d) Create a menu of opportunities. e) Teachers develop a pyramid of interventions; general, targeted, and intensive. 	<ul style="list-style-type: none"> • Special needs students narrow the achievement gap. • All students meet or exceed high standards. • Special needs students complete HS and graduate on time. 	<ul style="list-style-type: none"> • Percentage of special education students who strongly agree: "YSS set high academic standards and expectations for me." • Higher graduation and post-secondary rates for special education students.
1.7 Prepare all students for post-high school education.	<ul style="list-style-type: none"> a) Investigate current strategies for advancing student learning such as Air Force Bright Horizons report, Wright Scholars program, and Connect a Million Minds. b) Prioritize Ohio curriculum that aligns with college-readiness. c) Integrate dual enrollment opportunities into core curriculum so all students earn college credit. d) Invite college faculty to middle and high school to speak about preparation for college. e) Promote "Welcome to 	<ul style="list-style-type: none"> • A menu of internal and external activities that support learning enrichment and post-secondary education is utilized. • All students complete a post-graduation career plan. • Students complete ever-increasing credit hours of college curriculum while in HS. • YSS curriculum is vertically articulated to prepare students for college curriculum. 	<ul style="list-style-type: none"> • Scores on college placement tests for our college bound students. • Percentage of YSS graduates entering college completes a two or four year college degree. • Percentage of YSS graduates earning a BA/BS in four year, five years, and six years. • Percentage of YSS graduates requires developmental education decreases. • Percentage of students

	<p>College" and "SOCHE College Planning Zone" and other college planning initiatives so parents are informed about college prep, fit and costs.</p> <p>f) Develop a student support program for college preparation: for example, YS Promise, Air Camp, Science Fair, and Academic Competitions.</p>		<p>who strongly agree with the statement: "YSS prepared me for college level courses."</p>
<p>1.8 Prepare all students to be competitive in the workplace after high school and/or after college.</p>	<p>a) Establish markers for skills achievement beginning in grade school.</p> <p>b) Have school counselors develop career path with students who do not plan to attend college.</p> <p>c) Have school counselors form partnerships with area workforce development agencies to identify skill sets that are in demand occupations.</p> <p>d) Invite local businesses to the middle and high schools to speak about cognitive and non-cognitive skill sets (e.g. teamwork, interpersonal skills).</p> <p>e) Hold career exploration and preparation workshops starting in ninth grade.</p> <p>f) Develop a student support program for career preparation; for example, Air Camp and Science Fair.</p>	<ul style="list-style-type: none"> • A menu of internal and external activities that support learning enrichment and career education is utilized. • All students complete a post-graduation career plan. • Students complete increasing credit hours of career internships. • Students graduate with fundamental knowledge and life skills. 	<ul style="list-style-type: none"> • Percentage of YSS graduates pursuing a career earns a technical certificate. • Percentages of YSS graduates pursuing careers are employed within one year after graduation. • Career students have continued to enhance their skills after 5 years. • Percentage of students strongly agreeing with the statement: "YSS prepared me for my career."

Priority 2: Create an Innovative YSS Teaching and Learning Model

YSS will strengthen the curriculum, increase student choice, develop creative programs, and increase opportunities for experiential learning.

Goal What Is Expected	Suggested Strategy What Approaches We Will Consider Taking to Achieve Our Goals	Outcome What We Want to Achieve	Evaluation What We Will Measure
2.1 Design the common core curriculum for the 21st century.	a) Develop curriculum maps for each core course to align purpose and content. b) Use BAT (best available technology) to facilitate learning. c) Utilize BAM (best available materials) to facilitate learning. d) Involve students, parents and experts to "white box" test the curriculum. d) Integrate maps, BAT and BAM across disciplines and grade levels to create an YSS STEAM (Science, technology, engineering, arts and mathematics) curriculum.	<ul style="list-style-type: none"> ● Curriculum maps clearly link together core concepts to content. ● State of the art technology and materials enhance classroom learning. ● Provide YSS a comprehensive STEAM learning environment. 	<ul style="list-style-type: none"> ● Percentage of teachers who strongly agree that the curriculum is 1) supported effectively by technology; 2) vertically and horizontally aligned. ● Evidence of curriculum maps completed by spring of 2014.
2.2 Identify and integrate skills for the 21st century (e.g. be adaptable, solve problems, think critically, and value diversity).	a) Identify skills using educational research. b) Adapt skills for various grades and social and emotional development. b) Integrate into common core. c) Share case specific stories of success and continue to refine methods based on evaluation.	<ul style="list-style-type: none"> ● Schools adopt and integrate innovatively developed skill sets for the 21st century. ● Skills are an integral part of student assessment. 	<ul style="list-style-type: none"> ● Evidence of skills integrated in student assessments. ● Skills undergo continuous assessment and redefining ● Dedicated professional development time spent on skills development.
2.3 Expand project and inquiry based instruction.	a) Review the District's past experience using project and inquiry based instruction as a first step towards expanding this method. b) Establish an outreach program to identify interested faculty and project and inquiry based opportunities. c) Share stories and benefits of project and inquiry based learning during in-service days. d) Faculty from all three schools will develop a plan to increase project/inquiry instruction.	<ul style="list-style-type: none"> ● A significant percentage of learning units are centered on project & inquiry based learning. ● Integrated/thematic learning units widespread throughout the district. 	<ul style="list-style-type: none"> ● Percentage of faculty using inquiry/project based learning at least 75% of the time.

<p>2.4 Research and adopt technology to facilitate the delivery of curriculum and support student success.</p>	<p>a) Assess current technologies used by YSS and recommend future changes. b) Conduct cost-effectiveness analysis of adopting technology to address YSS critical needs, including enable 12-month and distance learning (Goals 2.6).</p>	<ul style="list-style-type: none"> ● Technology assessment and integration plan in place. ● Technology plan and school budget are in alignment. 	<ul style="list-style-type: none"> ● Percentage of students, faculty, staff and administrators who strongly agree that they have the technological tools needed to perform their responsibilities outlined in the strategic plan.
<p>2.5 Open opportunities for nontraditional learning.</p>	<p>a) Utilize partnerships with area organizations to assess and recommend adopting and or integrating nontraditional learning options such as: -12 month schooling -Home schooling -Distance Learning -Dual Enrollment -Cooperative education</p>	<ul style="list-style-type: none"> ● YSS fully explored nontraditional learning options. ● YSS made decisions based on the needs of students, fiscal sustainability, and learning outcomes. ● YSS implements innovative learning models. 	<ul style="list-style-type: none"> ● The number of students utilizing the established nontraditional learning options. ● Annual increase of YSS graduation rate (measured over 3 year time periods). ● Percentage of students who strongly agree: "YSS met my educational needs, and YSS increased my learning opportunities."
<p>2.6 Assess the effectiveness of the curriculum.</p>	<p>a) Critically review current course assessment measures and tools. b) Invite an area college to evaluate assessment tools. c) Explore national and global effectiveness tools and measures. d) Present, discuss, edit and adopt assessment measures and tools.</p>	<ul style="list-style-type: none"> ● YSS utilizes effective, regular formative and summative assessment measures. ● YSS utilizes peer schools for comparing performance indicators. 	<ul style="list-style-type: none"> ● YSS's assessment tools evaluated by area experts. ● Assessment findings are utilized to make change. ● YSS sets performance targets against peer schools. ● A dashboard is created and assessed for effectiveness.

Priority 3: Develop High Performing and Diverse Faculty, Staff and Administrators

YSS will retain, recruit, develop and recognize diverse faculty, staff and administrators. In an ever-changing world, the YSS workforce values intellectual curiosity and imaginative approaches to learning.

Goal What Is Expected	Suggested Strategy What Approaches We Will Consider Taking to Achieve Our Goals	Outcome What We Want to Achieve	Evaluation What We Will Measure
3.1 Develop a positive, collaborative and innovative school culture.	<ul style="list-style-type: none"> a) Foster clear understanding of, commitment to, and diligent communication of vision, mission, priorities and goals. b) Encourage critical thinking skills to improve YSS capacity to innovate. c) Create opportunities educational partners, such as parents, community members, and business and civic leaders, to brainstorm issues of collaboration and school innovation. 	<ul style="list-style-type: none"> • YSS recognized as a school system leading educational change. • Faculty, staff and administrations view each other as a part of one team. • Faculty, staff, and administrators perceive YSS as collaborative and innovative. • Formal and regular "innovation" and "collaboration" brainstorming sessions with YSS community and partners. 	<ul style="list-style-type: none"> • Percentage of annual District Survey participants showing favorable ratings.
3.2 Recruit and retain the best faculty, staff and administrators.	<ul style="list-style-type: none"> a) Explore and create recruitment plan and strategies based on service and educational values. b) Encourage and assist faculty, staff and administrators to obtain advanced credentials such as Master Teacher. c) Offer competitive wages and benefits. 	<ul style="list-style-type: none"> • Effective recruitment system. • Use exit interview data to improve recruiting and retention initiatives. • Career retention rate of excellent teachers, staff, and administrators is high. • Wages and benefits are competitive with peer school districts. 	<ul style="list-style-type: none"> • Higher retention rate of teachers evaluated as excellent. • Number of teachers making more than one year's growth with his or her students. • Low employee turnover rates • High demand for enrollment from students outside of YSS district.
3.3 Link evaluation of performance to the mission of YSS and critical objectives such as skills development, student learning outcomes, and innovation.	<ul style="list-style-type: none"> a) Research evidence of high performing personnel and develop an evaluation process (method and measurements) based on these criteria. b) Encourage and support varied professional development. c) Investigate appropriate compensation for meeting high performance standards. 	<ul style="list-style-type: none"> • Faculty, staff and administration believe the YSS fairly and effectively evaluate their performance. • Teachers, administrators and professional staff utilize a "dashboard" comprised of real time indicators. 	<ul style="list-style-type: none"> • Changed evaluation tool that measures teacher development, student performance, and innovative efforts.

3.4 Recognize creativity and extraordinary performance.	a) Develop and implement recognition and reward system. b) Develop and communicate plan for attaining recognition and/or reward.	<ul style="list-style-type: none"> • Recognition system in place and utilized with fidelity. 	<ul style="list-style-type: none"> • Annual designation of outstanding faculty, staff and administrators. • Recognition and awards communicated in the schools and community.
3.5 Become a demonstration center for teacher training and novel educational approaches.	a) Research 21 st century education curriculum models and pedagogy, e.g. constructivist learning and the Augsburg Public Achievement Model. b) Provide appropriate professional development and certification opportunities.	<ul style="list-style-type: none"> • YSS nationally recognized as a leader in education innovation and excellence. 	<ul style="list-style-type: none"> • The number of teacher professional development workshops YSS offers to educators beyond the school district.

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Priority 4: Funding for the Future

YSS will continue to be fiscally responsible by diversifying funding sources to achieve long-term sustainability and to support and fulfill the District's vision, mission and strategic goals.

Goal What Is Expected	Suggested Strategy What Approaches We Will Consider Taking to Achieve Our Goals	Outcome What We Want to Achieve	Evaluation What We will Measure
4.1 Maintain a balanced budget.	a) Prioritize investment in, and reduce or eliminate, programs and services in alignment with the objectives of the strategic plan. b) Continue to explore shared service delivery and create other partnerships that reduce expenditures and increased educational value.	<ul style="list-style-type: none"> ● Balance budget annually. ● 85% maximum (salary and benefits) to revenue ratio. ● Reduction in expenditures. 	<ul style="list-style-type: none"> ● Monthly budget reports. ● Partnerships that reduce expenditures.
4.2 Build cash reserves.	a) Develop policies or procedures for operating cash balance and the contingency fund. b) Preserve and grow the contingency reserve fund.	<ul style="list-style-type: none"> ● Five years of end balances with positive net cash. ● Contingency reserve fund sustained and enhanced. 	<ul style="list-style-type: none"> ● Forecast indicates increase in net assets of TBD% per year ● Contingency fund meets targets for % of annual budget or specific dollar amount.
4.3 Enhance current revenue streams.	a) Review existing levies to devise a levy strategy that provides long-term security. b) Support efforts of school personnel seeking grant funding. c) Assess the cost-effectiveness of strategies to enhance enrollment. d) Research ways for improving investment yield.	<ul style="list-style-type: none"> ● Levies replaced with appropriate millage. ● Successfully obtain grant funding throughout the academic school year. 	<ul style="list-style-type: none"> ● Revenues proportionately rise with student population.
4.4 Develop new funding sources.	a) Raise private funds to support objectives in strategic plan. b) Develop comprehensive fundraising program to garner new funds, including mechanisms for managing and sustaining new revenues. c) Review capital assets holdings for possible ways to generate new revenues. d) Identify educational initiatives for generating new revenue.	<ul style="list-style-type: none"> ● Funds raised sufficient to support the implementation of the strategic plan. ● Entrepreneurial venture launched and netting new income. 	<ul style="list-style-type: none"> ● Ratio of external funds to operational funds needed to implement strategic plan. ● Revenues earned on reserves and from new ventures.
4.5 Create a communication plan for the larger community.	a) Seek support from area universities/colleges in developing the message that YSS provides a quality education and identifies specific markets to receive the message.	<ul style="list-style-type: none"> ● Routine communication plan developed and implemented. 	<ul style="list-style-type: none"> ● Percentage of students, parents, faculty, staff and community members who strongly agree with

	<p>b) Identify low to no-cost medias that could be employed to send out the message to targeted markets.</p>		<p>the statement: “We are fully informed about YSS learning innovations, student successes, special awards, and school events.”</p>
<p>4.6 Advocate for increased state and local support for public education.</p>	<p>a) Develop case statement detailing need for additional state funds and the impact on public education. b) Lobby legislators individually and collaboratively with other school districts for 1) increased state support; and 2) policy changes that provide more local control of operations. c) Work with Village Council or other local organizations on projects that are mutually beneficial, and bring new resources to the schools.</p>	<ul style="list-style-type: none"> ● Case statement exists for YSS and other public school districts. ● Public schools receive increased funding from the state as state revenues increase. ● Increased local revenues for YSS schools. 	<ul style="list-style-type: none"> ● State allocation increase above Implicit Price Deflator Index. ● The number of local partnerships enhancing monetary and non-monetary support.

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Priority 5: Functional and Supportive Learning Infrastructure

YSS will develop and support a physical and technological environment that aligns with the curriculum, school and community values, and expansive learning.

Goal What Is Expected	Suggested Strategy What Approaches We Will Consider Taking to Achieve Our Goals	Outcome What We Want to Achieve	Evaluation What We Will Measure
5.1 Create a physical environment to support the YSS vision, mission, and values.	a) Create a two phased plan consisting of one phase that makes the best use of current facilities and a second phase that establishes criteria and plans for the construction of new or retrofitted school buildings. b) Maximize the flexibility of classroom spaces to accommodate various learning styles and teaching methods. c) Ensure that students are provided basics such as desks, chairs and books. d) Adopt policies and modify school facilities to provide greater access to community (inquiry-based learning and shared services).	<ul style="list-style-type: none"> ● Classroom spaces accommodate modern instructional pedagogy. ● Facilities and policies support cost-saving strategies and academic mission. 	<ul style="list-style-type: none"> ● Percentage of faculty and students who strongly agree with the statement: “Our classrooms support modern instructional pedagogy.”
5.2 Implement a comprehensive program to reduce, reuse, and recycle as many resources as possible.	a) Work with high school students to research and then propose strategies and targets for reducing, reusing, and recycling (RRR) waste from school operations. b) Ask each school to set annual waste RRR targets in Fall and then measures progress at the end of the annual term.	<ul style="list-style-type: none"> ● YSS faculty and students practice conservation of resources daily. ● Resources are more efficiently utilized. 	<ul style="list-style-type: none"> ● Annual budget for resources/per student decreases incrementally annually.
5.3 Introduce alternative energy and conservation measures to reduce the YSS carbon footprint.	a) Involve students in defining the YSS carbon footprint and then proposing specific strategies to reduce energy utilization. b) Involve administration in working with student representatives to determine the most cost-effective options for reducing energy use. c) Have students and administrators present to the Board their recommendations.	<ul style="list-style-type: none"> ● YSS students and staff are well versed in ways to reduce our energy usage and carbon footprint. ● YSS puts in place energy reduction and reduced carbon projects. 	<ul style="list-style-type: none"> ● Adjusting for weather variation, annual budget outlay for energy decreases incrementally annually.

Priority 6: Explore New Structures for the Yellow Springs Education System

YSS will explore different ways of structuring the education system in light of changing economic and demographic trends.

Goal What Is Expected	Suggested Strategy What Approaches We Will Consider Taking to Achieve Our Goals	Outcome What We Want to Achieve	Evaluation What We will Measure
6.1 Research alternatives to the YSS institutional structure.	a) Identify alternative institutional structures and educational delivery systems; e.g. STEAM and STEM schools. b) Collect information and performance data on each alternative.	<ul style="list-style-type: none"> ● Inventory educational alternatives that extend beyond curriculum and instruction. ● Quantitative and qualitative evidence is collected and analyzed that informs making a determination. 	<ul style="list-style-type: none"> ● Completed inventory, analysis of data and findings.
6.2 Evaluate the cost to benefit of various alternative institutional structures.	a) Conduct cost to benefit analysis on alternatives that have been screened and found to be supportive of YSS values, mission and vision. b) Report findings to School Board.	<ul style="list-style-type: none"> ● Periodic reports on structural and educational alternatives consistent with YSS values, vision, mission, and strategic goals. 	<ul style="list-style-type: none"> ● Cost effectiveness analysis of alternatives within a ten-year time frame.

SECTION 5

Strategic Plan Implementation

Achieving the mission of the Class of 2020 Initiative—*Helping all of our students succeed in college, career, citizenship and life*—will depend on our commitment to the vision and values that lay the foundation for the Strategic Plan. Students have a much better chance of success if our schools develop the spark of creativity that is within every individual. The sparks of creativity, if encouraged and supported, have the potential to produce innovation. In turn, our values—*excellence, acceptance, global perspective, adaptability, and perseverance*—provide the support system or culture needed to incubate innovation. The first step toward implementing the Plan's priorities, goals, objectives, and strategies is translating the Plan's high level expectations and ideas into initiatives that can be assigned to specific individuals, have a reasonably short timeline, and produce results that can be measured. The formation of Strategy and Action teams to identify the work that needs to be done to achieve each goal's objectives is crucial to the Plan's implementation.

Implementing and sustaining the progress made are challenges that can be met through four approaches: leadership; resources; communication; and shared accountability.



Leadership

The Yellow Springs Exempted School District Superintendent and his/her Implementation Team will assign individuals to be responsible for specific Strategies and Actions in the Plan. The Superintendent will report to the YSS Board of Education quarterly. The quarterly report will include progress on select strategies and recommendations to amend objectives and strategies. Once per year the superintendent will provide a written report that summarizes progress on the overall plan during the past year and expected progress that will be made in the next year. The annual report will be distributed to teachers, school personnel, parents, and the community.

Individuals assigned to Strategy and Action Teams also provide leadership to the Plan. Many of these individuals will be on the frontlines of implementing change and are

critical to monitoring progress and the effectiveness of the changes on student success, instructional environment, and other priorities. Further, these individuals are critical to keeping the plan's relevance, mission, vision, values, priorities, and goals in the forefront of day-to-day work.

Finally, the Board of Education must ask the tough questions about progress and effectiveness of strategies and set deadlines for achieving goals and objectives. Board members also will decide about when it is appropriate to revise the Plan.

Resources

To succeed in implementing the Class of 2020 Strategic Plan, resources will be required for investing in people, programs, and projects. The Board of Education will take responsibility for raising funds from private sources to meet in part the expenses of implementation.

Communication

Communication includes dialogue among Plan and strategy leadership and between Plan implementers and the Board, students, teachers, parents, and community. YSS must also tell its stories of student and teacher successes, personnel innovations, and the emerging YSS model of learning. In general, effective communication requires careful thought and inclusion. At a minimum, communication's plan should:

- Inform all stakeholders about the Plan and the Plan's Priorities, Goals, and Objectives.
- Inform stakeholders about progress being made and when Goals have been reached. This communication should also recognize individuals who made significant contributions to the Plan.
- Utilize the District's newsletter and website to provide updates, especially successes.
- Encourage teachers and administrators to share the Plan and progress being made at regional and national conferences.
- Design the message according to the audience, the purpose of the communication, and the communication medium.

Shared Accountability

While it is the responsibility of the Superintendent, Strategy Teams, and School Board to give life to the Strategic Plan, this effort will be supported by an independent committee composed of teachers, parents, students, and community members. This Ad Hoc Problem Solving team will also help breathe life into the Plan by helping the Superintendent resolve issues of slow or no progress, obtain additional resources, rethink objectives, strategies and measurements, and interpret performance data.

The implementation work will be assisted by a Metrics Team that will have the responsibility for collecting information needed to evaluate the outcomes of strategies that have been implemented. The metrics may come from standardized test scores; school data such as attendance, promotion, and graduate rates; discipline information;

post-secondary enrollment; surveys of alumni, students, parents, and teachers; and participation rates in co-curricular activities or internships and other nontraditional learning options.

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