



Proposal

Strategic Planning Facilitation

Presented to Dr. Allan Markley, Superintendent of Schools
Raytown C-2 School District

July 12, 2021

PROPOSAL FORM: Strategic Planning Facilitation


1. Respondent Information-Corporate

Name:	Insight Education Group
Address:	15760 Ventura Blvd. Suite 700
City State Zip	Encino, CA 91436

2. Primary Contact Person Information (please provide other contact information on a separate sheet as deemed necessary)

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3. Authorization

Signature	
Date	7/8/2021
Title	Co-Founder

4. Check if you have included the required proposal copies

<input type="checkbox"/>	Two (2) paper copies of the proposal including pricing
<input type="checkbox"/>	One (1) electronic copy of the proposal on a flash drive

6. Attach a list of references per Instructions to Respondents.

7. Summary of what differentiates your services and products from others.

8. Please provide a detailed description of how your proposed solution meets or exceeds the criteria detailed in the Scope of Service. Please provide responses in the order they appear in the Scope of Service.

Return by July 12, 2021, at 12:00 p.m.:

Raytown C-2 School District
 Attn: Dr. Allan Markley
 Raytown Quality Schools Administration Building
 6608 Raytown Road,
 Raytown, MO 64133

Contents

Section 1: Letter of Interest and Company History	4
Section 2: Scope of Work	10
Section 3: Approach	11
Section 4: Schedule / Timeline	19
Section 5: Fees	22
Section 6: Staff	24
Section 7: Qualifications and Experience Relevant to Scope of Work	35
Section 8: References	42
Appendix A: Sample Strategic Plan - Waukee Community School District	47

Section 1: Letter of Interest and Company History

Dear Dr. Markley,

Insight Education Group is pleased to present this proposal in hopes of partnering with the Raytown C-2 School District (Raytown Quality Schools, "RQS") to facilitate a strategic planning process that will create a new vision for the school district for the next five years.

The service offerings described are based on over 21 years of development, implementation, and evaluation of educational initiatives. We have facilitated the strategic planning process for numerous school districts, always with an equity focus. However, it is our commitment to providing a partner-driven strategic planning process—rather than relying on "ready-made" programs—that sets us apart from others and gets great results.

Insight's staff is comprised of former classroom teachers, instructional support staff, school leaders and high-level district leaders, each with outstanding records of success. Our partners know we have walked in their shoes and that we understand the challenges, nuances, and opportunities of implementing large-scale systems and initiatives. Key members of our team, including Kate England, Carmen Diaz-French, and myself, look forward to carrying out this work.

While the following proposal presents offerings based upon our recent conversations and our understanding of RQS's needs, it is always our practice to engage with partners to determine the best scope and sequence of services within desired timelines and budgets. We look forward to working together with you to find the right solutions to reach your goals.

Respectfully,

A handwritten signature in black ink, appearing to read "Jason Stricker", with a long horizontal flourish extending to the right.

Jason Stricker, Co-Founder

CORPORATE ADDRESS

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Overview and Qualifications

Insight Education Group is an international educational consulting organization that works with education leaders to develop aligned strategies and provide embedded supports to facilitate educator growth and positively impact student achievement. Since 2000, we have supported schools, districts, charter management organizations, and state education agencies through some of their largest challenges, including:

- successfully turning around chronically under-performing schools,
- engaging systems in the design and implementation of initiatives aimed at directly addressing racial equity,
- creating equity-focused strategic plans,
- fostering school cultures around mentoring, coaching, collaboration, and shared knowledge and skills,
- developing guidance for programmatic development and sustainability of initiatives,
- supporting teachers and educational leaders with innovative tools to continue professional learning,
- training aspiring and current educational leaders to be strategic and establish priorities for positive change, and
- helping to change the culture of teacher growth to one of trust.

Through our partnerships with states, districts, and schools across the country, such as Jackson Public Schools (MS), Guilford County Schools (NC), and the Syracuse City School District (NY), Insight has brought thousands of educators' practices to the next level. We have developed award-winning systems and solutions that are used in schools and districts in the United States and abroad, but it is our commitment to a partner-driven implementation process that sets us apart from others and gets the right results.

The efficacy of our work has been documented in prominent studies like the Bill and Melinda Gates Foundation's *Measures of Effective Teaching Project* and *The Best Foot Forward Project* from Harvard's Center for Education Policy Research. We have been featured in Education Week, T.H.E. Journal, eSchool News, District Administration, Scholastic, Tech & Learning, and EdSurge.

Most recently, Insight was awarded a second Teacher and School Leader (TSL) Incentive Grant from the US Department of Education for Project IGNITE, a partnership that provides 49 schools in Florida, Mississippi, New York, and Texas the opportunity to work together in a networked improvement community (NIC) context. This builds upon our first TSL grant, Empowering Educators to Excel (E3) program, which we were awarded in 2017.

A guiding principle of our work is to build on the synergy of multiple stakeholders and departments to effectively build educators' capacity and implement complex initiatives while avoiding unnecessary duplication of efforts. We do not simply facilitate meetings; we bring our experience and perspective to the discussion with our partners to ensure that their decisions are informed and will have the greatest impact. Our breadth of knowledge and experience as providers of diagnostic services, technical assistance, and professional learning gives us the unique ability to see the bigger picture and align all of our work to a partner's vision for success.

Our Core Values

We strive to address equity every day, in all that we do. Equity is the driving force behind all of our decisions, including: hiring diverse professionals, empowering teachers and school leaders, creating tools and culturally responsive resources, and participating in and facilitating conversations around bias, prejudice, and race. We will forever be champions of equity.

We are a team of leaders. We are all independently strong but collaborate intentionally to approach our work with purpose, flexibility, and a relentless pursuit of excellence.

We are educators. As former teachers, administrators, and district leaders, we are a team of educators who value continual reflection and refinement in all that we do, we work collaboratively with partners to generate innovative solutions to systemic challenges.

We are lifelong learners. In order to be catalysts of change, we have to stop pretending that the status quo is working and commit to permanently impacting the educational landscape through our own continuous development.

We thrive in a dynamic environment. We are flexible and adapt to meet the ever-changing needs of our partners while being motivated by their success, the success of our organization, and each other.

We place a high value on supporting one another and having fun. We're an all hands on deck, inclusive group that recognizes the importance of a positive team culture. Simply said, we love what we do, who we work with, and we have fun in the process.

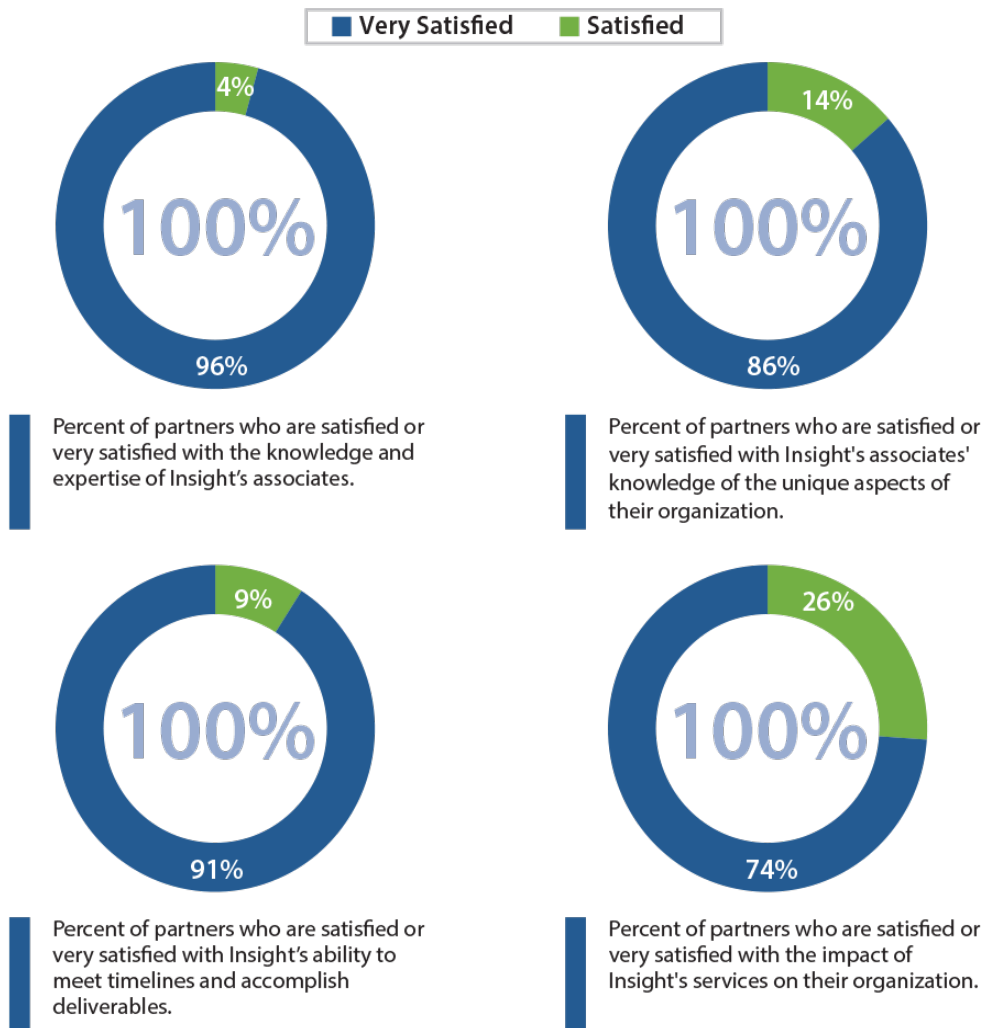
How We Work

We begin every engagement with a thorough implementation planning process to clarify goals and establish agreed-upon timelines and deliverables for the work. Weekly Status Reports will be developed and sent by the Partnership Manager to identified project stakeholders to ensure open communication. Regular Executive Check-Ins will also be scheduled and held between District project leaders and Insight's Executive Sponsor to make any necessary modifications and further guarantee the success of the work.

We also consistently seek feedback from stakeholders through a variety of mechanisms, including focus groups and partner surveys, and make appropriate adjustments to our services.

Below is a snapshot of our most recent *Partner Satisfaction Survey* results.

Insight Education Group Partner Satisfaction Survey



Where We Work

Insight’s ability to provide a variety of custom services and meet partners’ unique needs is driven by our deep understanding of the principles of change and ability to craft thoughtful project plans that guide sustainable implementation. We specialize in developing close partnerships with partners to understand their unique challenges, and design practical solutions that get results. For over 21 years, Insight has worked with thousands of educators in districts and schools nationwide to accelerate professional growth and ensure every student has a great teacher. Below are some of our most recent partners.

DISTRICTS & STATES		GOVERNMENT & ED ORGS
<ul style="list-style-type: none"> • Achievement School District (TN) • ACCEL Charter Network (OH) • Alliance College-Ready Schools (CA) • Apple Academy Charter Public Schools • Baltimore City Public Schools (MD) • Bassett Unified School District (CA) • Chicago Public Schools (IL) • Citizens of the World Charter Network • Colonial School District (DE) • Colorado Department of Education (CO) • Delaware Department of Education (DE) • Denver Public Schools (CO) • District of Columbia Public Schools (DC) • Dunkirk City Schools (NY) • Gainesville Independent School District (TX) • Highland Falls School District (NY) • The Governor's Office of Student Achievement (GA) • Green Dot Public Schools (CA) • Guilford Public Schools (CT) • Guilford Public Schools (NC) • Jackson-Madison County Schools (TN) • KIPP LA (CA) 	<ul style="list-style-type: none"> • Laurens County School District 56 (SC) • Los Angeles Unified School System (CA) • Lost Hills Union School District (CA) • Mansfield Public Schools (CT) • Marion County School District (SC) • Marlboro County School District (SC) • Maryland State Department of Education (MD) • Memphis City Schools (TN) • Metro Nashville Public Schools (TN) • Metropolitan School District of Decatur Township (IN) • School City of Mishawaka (IN) • New Schools for New Orleans (LA) • Newark Public Schools (NJ) • Newton County Schools (GA) • New York State Department of Education • Passaic Public Schools (NJ) • Ohio Department of Education • Queen Rania Teacher Academy (Jordan) • Racine Unified School District (WI) • School Districts of Philadelphia (PA) • Shelby County School District (TN) • St. Hope Public Schools (CA) • Summit Public Schools (CA) • Tennessee Department of Education (TN) • UNO Charter Schools (IL) • Syracuse City School District (NY) • Youth Empowerment Services (TX) 	<ul style="list-style-type: none"> • Aspen Institute • Broad Center for the Management of Schools • California Charter School Association • Education Service Center of Cuyahoga • Grimmway Family Foundation • Go! Austin / Vamos! Austin (GAVA) • KIPP Foundation • Mass Insight • Partnership for Los Angeles Schools • Teach for America • Tennessee Charter School Incubator • The Bill and Melinda Gates Foundation • The KIPP Fisher Fellows Foundation • The New Teacher Project • U.S. Department of Education • University of the State of New York Regents • Western Region Education Service Alliance

Section 2: Scope of Work

Insight's ability to provide a variety of custom services and meet partners' unique needs is driven by our deep understanding of the principles of change and ability to facilitate the crafting of thoughtful strategic plans that guide sustainable implementation. We specialize in developing close partnerships with partners to understand their unique challenges, and design practical solutions that get results. For over 20 years, Insight has worked with thousands of educators in districts and schools nationwide to accelerate professional growth and student learning. We hope to leverage our experience and partner with RQS to facilitate a strategic planning process that will create a new vision for the school district for the next five years

Insight also strives to facilitate and actively prioritizes an equity-focused strategic planning process. Specifically, we construct the strategic planning process to serve as a mirror that the district holds up to first see the system, then shape core beliefs, and finally develop goals that require the disruption of racialized outcomes. Through this process, we guide stakeholders to examine their own history with race and bias, understand the history of race in this country and the local community, and provide opportunities for regular discussions about race and bias throughout the organization. Through the individual, organizational, and community reflection process, the strategic plan becomes more than words on paper and works to transform beliefs and actions in the district to change life outcomes for students.

Insight will focus on aligning RQS's strategies and priorities into one coherent strategic plan. Throughout the process, Insight employs multiple methods for the collection of data and feedback. Stakeholder perceptions and feedback play an important role in the strategic planning process; they must be impartially examined against a backdrop that reflects data obtained through multiple measures, including direct observations, interviews, anonymous online surveys, focus groups, and reviews of extant documents and data.

Insight will work with RQS's leadership to develop and revise a comprehensive strategic plan. We will help to clarify and accelerate strategic efforts across RQS and connect multiple initiatives so that all groups can articulate a cohesive set of sustainable and focused supports for the school. Above all, Insight is committed to developing a strategic plan for RQS focused on equity, engagement, and deep learning. We understand that creating a strategic plan is a fluid process and engaging stakeholders is integral to the work. Once the plan itself is complete, we will work with the RQS leadership team to develop an implementation plan that includes regular touch points for monitoring progress against major milestones articulated in the plan.

Section 3: Approach

Insight will collaborate with RQS’s strategic planning team to shape the planning process and develop the district’s next strategic plan that addresses its mission, vision, guiding principles, and strategic goals and objectives. Insight understands RQS’s need for a partner to:

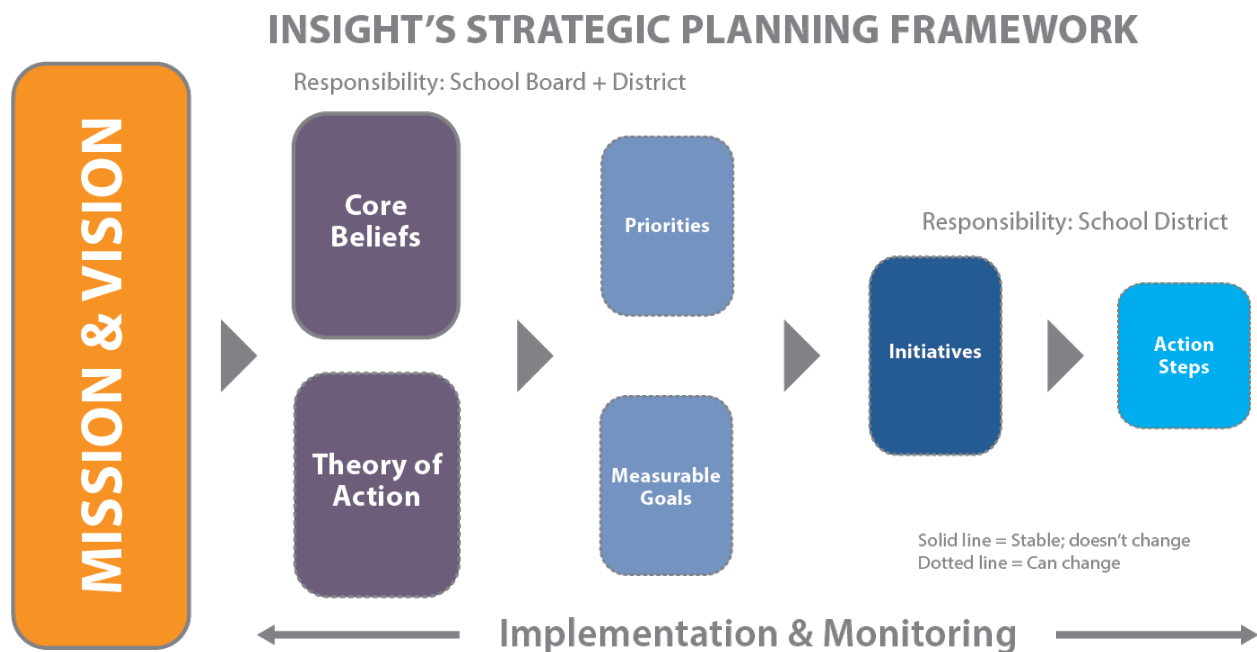
- Design the overall strategic planning process resulting in a “1 and 5 plan” for establishing short-term priorities and goals for the 2022-2023 school year and comprehensive direction for school years 2022-2023 through 2027-2028.
- Develop a robust and inclusive student, community, and staff engagement process to maximize stakeholder input, including in-person meetings, online feedback tools, and other effective modes.
- Engage with the Citizens Advisory Committee, Superintendent, leadership team, and School Board.
- Assist in the development of communications materials including materials for the community, staff, and School Board.
- Review pertinent RQS data and programs, including student outcomes data, program offerings and evaluations, and budget.
- Comply with confidentiality requirements under the Family Education Rights and Privacy Act “FERPA”, including providing and maintaining electronic data security measures.
- Present relevant research and best practices to inform the plan.
- Synthesize and identify themes from student, community, staff, and Board feedback, data review, and research.
- Facilitate the Citizens Advisory Committee in the development of strategic plan elements including goals, activities, and metrics.
- Develop actionable plan documents for communicating with students, staff, community, Board, and partners.
- Facilitate the Citizens Advisory Committee in development of an implementation plan, including an internal process for cross-functional and vertically integration implementation of plan, and a progress monitoring system.

Through the approach described below, Insight seeks to support RQS in identifying, clarifying and continuously refining its model to ensure success for every student; and taking strategic steps to ensure the expansion and sustainability of its work over time.

Establish a Set of Broad Priorities to Inform Long-Term Strategic Planning Process

Insight facilitates the development and implementation of strategic design and planning with our partners, including the facilitation of comprehensive stakeholder engagement and cohesive communication plans, to ensure lasting success. Our work in offering customized strategic design services is driven by our belief that well-designed, cohesive methodologies are based on Insight's Strategic Planning Framework. This Framework will guide and assist RQS in setting priorities for the strategic planning process.

Exhibit 1: Insight's Strategic Planning Framework



This framework creates an actionable plan for implementation as well as allows for progress monitoring of all systems throughout the process. Insight has consistently supported districts in developing their own strategic planning process from the initial dialogue with stakeholders to milestone check-ins after the plan has been implemented.

Efforts to implement a strategic plan by an entity such as RQS rests on the ultimate challenge of measuring the effectiveness of academic measures and gains that the plan has set in motion. Insight has developed a process to do just that. Given our experience developing and supporting implementation of strategic plans across the country, Insight is able to offer solutions to the inherent problems that can arise during the planning process. Insight has a proven track record of providing tailored services linked to changes in classroom practices and improvements in student achievement.

This Framework is designed to strategically focus on the development of successful implementation and monitoring tools. In order for this work to be carried out with fidelity, there are three stages crucial to the thoughtful development of the strategic plan, described in the section that follows.

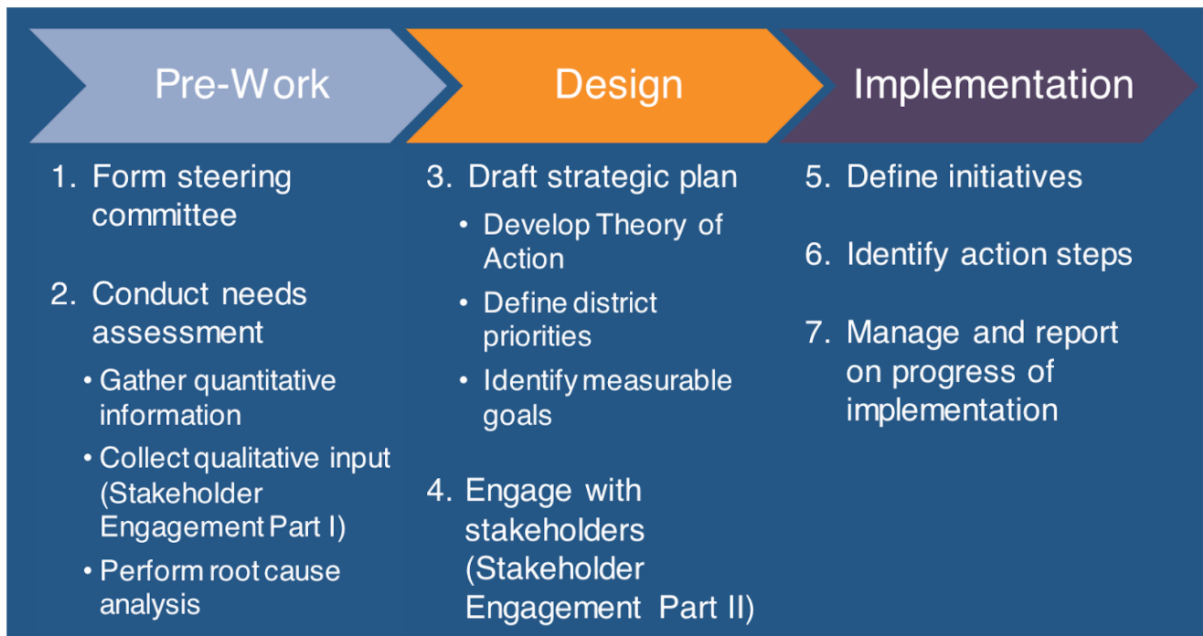
Insight will partner with RQS’s leadership to develop and implement structures and tools to engage the district’s students, families, staff, and community partners authentically throughout the strategic planning process.

Develop a Concrete Process for the Long-term Strategic Plan

Three Stages of the Strategic Planning Process

We will work closely with RQS leadership and stakeholders to initiate a comprehensive and concrete process focused around three stages of strategic planning.

Exhibit 2: Three Stages of the Strategic Planning Process



These three phases include pre-work, design, and implementation. During the *pre-work phase*, Insight will work with the RQS Strategic Planning Team to conduct a needs assessment with a variety of stakeholders—students, parents, families, teachers, school leaders, business members, and community partners—who will offer both virtual and in-person feedback (depending on the current situation with COVID-19). Insight has experience designing multiple tools and processes for gathering input from the public, such as surveys and focus groups,

which can be implemented both in person or virtually. Insight’s communications team can also design a social media campaign for gathering input to maximize participation.

As part of the data analysis, we will work with RQS staff to access appropriate data to inform the strategic plan so that all decisions around priorities are grounded in the district’s data. We couple the analysis of data with conversations and new learning about the importance of multi-generation thinking that is required to develop a plan that will lend itself to solving vexing systemic and institutional problems. We balance all of this information to develop a compelling path forward.

Insight will conduct a thorough analysis of RQS’s current organizational effectiveness and efficiency through qualitative and quantitative data analysis. As part of this process, Insight will support RQS leadership to collect qualitative data. The table below illustrates the types of engagement strategies Insight employs to gather qualitative data to inform the strategic planning process.

Stakeholder Group	Tools	Engagement Strategies
Students and families	Questionnaires, focus groups	School visits, home visits, parent meetings
Community members	Questionnaires, interviews	Community meetings
Business owners	Questionnaires, interviews	Local business visits, commerce meetings
Teachers	Questionnaires, focus groups	School visits, staff meetings
School leaders	Questionnaires, interviews	School visits, staff meetings
District staff	Questionnaires	District meetings

In addition to stakeholder engagement and input, quantitative data is a foundational piece that guides and informs the strategic planning.

Insight will collect data from existing quantitative data sets including:

- Student outcome data
- Staff survey results

Insight will then analyze the results in partnership with RQS leadership to synthesize major themes and critical issues and identify areas of strength, areas of growth, risks, and key areas on which to focus within the strategic plan. We will work closely with RQS’s leadership to set

and maintain goals and milestones for the district and regularly check-in to ensure data is being tracked and analyzed in order to make decisions. Insight will communicate the findings of all analyses with RQS's leadership in writing.

During the **design phase**, we craft the crux of the work: The Theory of Action (TOA). The TOA lays the foundation of the work for the planning process. Our process not only results in a compelling path forward for the district but serves as a vehicle for cross functional communication among stakeholders that ensures common understanding of the TOA and aligned goals. During this process we continue to engage stakeholders and refine the feedback process.

Engagement by the cross-section of stakeholders on the front end is critical as it accelerates the development of department-level operating plans aligned to the strategic plan and surfaces dependencies across departments resulting in purposeful, ongoing cross-functional dialogue. Reporting between the theme-based teams and larger RQS strategic planning team also facilitates cross-functional conversations and builds all members' understanding of the plan so that they can see their role in executing the plan as well as serve as "ambassadors" of the plan.

The last stage focuses on the **implementation** of initiatives that are aligned with the mission and vision set by the district/school and stakeholders. We will identify action steps throughout the process and conduct virtual check-ins to ensure that RQS is reaching its intended outcomes. We will create a performance management process to allow the leadership and stakeholders to refine the strategic plan and focus on positive student outcomes. We can also convene monitoring meetings to address the progress of initiatives and make adjustments to timelines in order to successfully achieve the school's milestones depending on the district's desire for additional supports and calibration.

Planning and Communication

A fundamental component of developing any system is to engage all stakeholders, including students, teachers, school leaders, families, and district administrators, and specifically listening to the voices of historically marginalized stakeholders. As with all of our work, Insight is committed to ensuring the long-term success of any initiative guaranteeing that all deliverables are revised to reflect stakeholder feedback. We will work to revise components of the plan in order to get continuous feedback from all stakeholders. During these stakeholder meetings, we will provide interactive presentations, case studies, and activity guides. Insight will work with key stakeholders through the process of developing the strategic plan by:

-
- Establishing focus groups to discuss goals of the project and to ensure support
 - Developing a close relationship with each stakeholder group
 - Creating a communications strategy around the district's intended plans

The Stakeholder Engagement process is carried out in all three phases. During the pre-work phase, we seek to hear from all stakeholders through school visits, focus groups, questionnaires/surveys, social media, and informal interviews. We will gather qualitative and quantitative data to inform the stakeholder committee we will be putting together. We will appoint members based on interest and representation of stakeholder population. We may also work with a pre-convened committee assembled by the district. During the design phase, we will convene these stakeholders and engage in a process to develop the strategic plan. Once the plan is complete and approved, Insight will facilitate professional development sessions for stakeholders in order to introduce and support the implementation of the plan. We will also support the strategic planning team with presentations to the Board of Education and develop necessary presentation materials to walk through the final strategic plan. Additionally, Insight will produce a video that provides an overview of the final strategic plan and goals that can be displayed on the RQS website and any other social media channels to build awareness and understanding of the new strategic plan.

Monitoring and Reporting Progress

Insight has seen many districts struggle with monitoring and reporting progress of their strategic plan. All too often district leaders spend days (sometimes weeks) before board meetings preparing a quarterly update for the board on the goals of the strategic plan. We recognize the drain in resources this requires. Simultaneously, we understand the importance of transparency and accountability. Therefore, we work with districts to develop a customized dashboard that can produce data reports related to strategic plan goals at the touch of a button. If RQS is interested in this reporting mechanism, we will engage district leaders early in the process to understand the data and accountability infrastructure currently in place to leverage that infrastructure and tie into the data being reported currently by the district as part of a customized dashboard creation process.

Conduct an Analysis of Current Data Tools and Develop Recommendations to Support District and Site-based Reporting

Insight's team members have worked in and with districts nationwide in developing a digital dashboard that have assisted in a wide-variety of monitoring of data, including educator effectiveness and strategic planning goals. The dashboard will serve as the hub for the

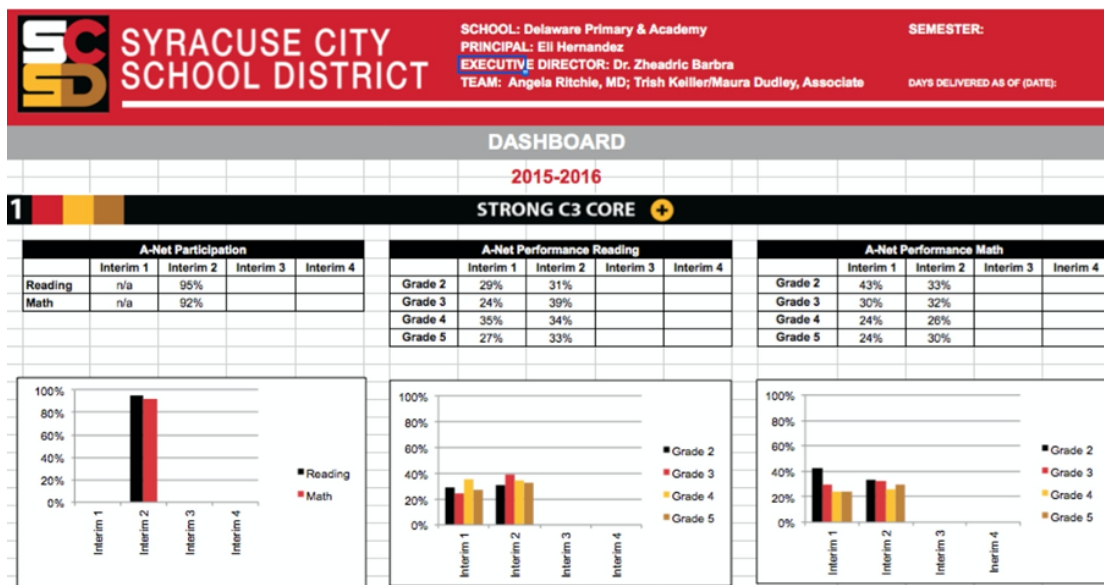
planning process with its chief aim to keep stakeholders updated on the process and to allow for feedback from the community.

Insight recommends creating a digital dashboard that includes the following:

- Embedded within (or easily accessible from) the district’s main website
- Use clear, non-jargon language
- Provide key data points that the RQS strategic planning team is choosing to monitor
- Set up an easy way for stakeholders to submit questions and comments
- Provide background information on the process, including selection of the committee, the committee members, timeline, key points for general stakeholder engagement, and explanations of key decisions
- Inform public stakeholders about the dashboard through a variety of other types of communications (newsletters, mentions in public meetings, social media, etc.) to encourage engagement in the process

We recommend integrating the model within RQS’s website and modeling it after Syracuse City School District’s data portal. This tool will monitor and report progress and outcomes on the execution of this plan. Exhibit 3 (below) is a digital dashboard we created for school communities in Syracuse City School District. Built in Excel (per district’s needs), the dashboards were instrumental for school improvement efforts.

Exhibit 3: Example Dashboard - Syracuse City School District



In order to help RQS's leadership gain perspective on the broader educational context in the state of Missouri, reflect on their current instructional and operational practices, and explore alternative models, Insight will conduct independent research on key areas of interest.

These areas may include:

- The current Missouri education landscape and demand for various types of school models (both similar and different from RQS)
- Local and national instructional best practices in supporting students of similar backgrounds to RQS students (i.e. low-income, students with disabilities, non-English dominant, at-risk, historically marginalized)
- Local and national best practices for organizations of similar mission and size (i.e. annual budget, staffing level, student enrollment)

Insight will share all findings with the RQS and utilize this research in conjunction with the findings of the quantitative and qualitative needs assessment to inform the development of the district's new strategic plan.

Develop a multi-year implementation plan that will guide district initiatives

In addition to facilitating the Strategic Planning process, Insight has extensive experience taking the Strategic Plan and translating it into department level operating plans. We develop the strategic plan with this lens in mind so that each district department has clear guidance on what their priorities should be in relation to the strategic plan and are provided with enough guidance to implement the work across multiple years.

Section 4: Schedule / Timeline

At the start of every engagement, we begin with a thorough implementation planning process to clarify goals and establish agreed-upon timelines and deliverables for the work. Weekly Status Reports will be developed and sent to project stakeholders to ensure open communication. Regular Check-Ins will also be scheduled and held between RQS’s project leaders and Insight’s project team to make any necessary modifications and further guarantee the success of the work.

Insight is prepared to begin the Strategic Planning process at any time to meet the department’s timelines and needs. Additionally, Insight is prepared to be flexible to accommodate any modifications considering the current situation with COVID-19. If in-person meetings are not possible, Insight will continue to engage with the RQS in this strategic planning work virtually. We have experience conducting strategic planning meetings virtually, most recently with Waukee Community School District (please reference Appendix A for this sample strategic plan). We are committed to helping RQS meet its strategic planning goals even during this uncertain and unprecedented time.

Please see the proposed timeline below. Note that the timeline represents Insight’s recommendations based on the RFP and may be adapted following a kickoff meeting with the RQS and adjusted to meet the department’s needs and timelines.

<i>Task/Deliverable</i>	August 2021	September 2021	October 2021	November 2021	December 2021	January 2022	February 2022	March 2022	April 2022	May 2022	June 2022
Kickoff Meeting with RQS to align priorities, establish goals, solidify timeline, develop metrics for success, and shape planning process /											
Engage with Superintendent, leadership team, and School Board - check in and											

Section 5: Fees

The table below represents the projected fees based upon our current understanding of the work and the approach presented in Sections 2-4. However, it is our practice to engage with partners to determine the appropriate scope to meet specific budgets. Should the specifications of the project change, fees will be adjusted accordingly. All pricing is subject to final terms and conditions.

DELIVERABLES	INVESTMENT \$2500/day	SUBTOTALS
<i>Planning and Communication (Stage 1 -Pre-Work)</i>		
Work with RQS to design the overall strategic planning process resulting in a "1 and 5 plan" for establishing short-term priorities and goals for the 2022-2023 school year and comprehensive direction for school years 2022-2023 through 2027-2028.	3 days	\$7,500
Design a robust and inclusive student, community, and staff engagement process to maximize stakeholder input, including in-person meetings, online feedback tools, and other effective modes.	5 days	\$12,500
Engage with Superintendent, leadership team, and School Board	0 days	\$0
Assist in the development of communications materials including materials for the community, staff, and School Board.	5 days	\$12,500
<i>Information Gathering and Synthesis (Stage 2 - Design)</i>		
Review pertinent RQS data and programs, including student outcomes data, program offerings and evaluations, and budget	5 days	\$12,500
Comply with confidentiality requirements under the Family Education Rights and Privacy Act "FERPA", including but not limited to providing and maintaining electronic data security measures	0 days	\$0

Present relevant research and best practices to inform the plan.	3 days	\$7,500
Synthesize and identify themes from student, community, staff, and Board feedback, data review, and research.	4 days	\$10,000
<i>Plan Formation and Implementation (Stage 3 - Implementation)</i>		
Facilitate the Citizens Advisory Committee in the development of strategic plan elements including goals, activities, and metrics <ul style="list-style-type: none"> Develop actionable plan documents for communicating with students, staff, community, Board, and partners. 	5 days	\$12,500
Facilitate the Citizens Advisory Committee in development of an implementation plan. <ul style="list-style-type: none"> Develop internal process for cross-functional and vertically integration implementation of plan. Design progress monitoring system. 	5 days	\$12,500
TOTAL		\$87,500
<i>Optional: Video Overview of Strategic Plan</i> <ul style="list-style-type: none"> Production of video overview of new strategic plan 		\$1,000
<i>Optional:</i> Graphic design of final strategic plan document (PDF & printer-ready files)		\$1,500 (est.)
<i>Optional: Dashboard</i> <ul style="list-style-type: none"> Create dashboard Launch dashboard 		\$10,000

Section 6: Staff

As former teachers, school leaders and high-level district administrators, we appreciate the challenges, nuances, and opportunities of implementing small and large-scale systems and initiatives. Additionally, we require that all of our team members engage in ongoing professional learning to continuously hone skills and remain current on best practices.

Insight's unique structure allows us to assign to this project a specialized team equipped with the experience and expertise needed to ensure high quality, flexible support at all times. Specific roles and responsibilities of each team member assigned to a contract are reflected below:

Executive Sponsors include Insight's principals and executive team members, who ensure contract fulfillment, oversee all elements of service delivery and communicate regularly with project staff and partners to guarantee optimal results. Executive Sponsors have extensive backgrounds in education, as well as specific experience managing large contracts in this capacity.

For this project, Jason Stricker will serve as the executive sponsor.

Partnership Managers have direct responsibility for contract deliverables and serve as the primary point of contact for partners. Partnership Managers hold senior positions within our organization and have strong backgrounds as teachers and administrators. Insight's Partnership Managers have previous experience working district level contracts. Their primary responsibilities include facilitating meetings, preparing status reports, completing or delegating tasks, convening stakeholder groups, monitoring project milestones and budget and delivering professional development.

For this project, Kate England will serve as the partnership manager.

Associates work directly with partners to plan and deliver high-quality, engaging professional learning experiences. They are assigned to work based on their backgrounds in education, ensuring all services are led by team members with experience and success in similar work. We recruit only seasoned former teachers and administrators and ensure they are equipped with the resources to effectively promote the growth of educators.

For this project, Carmen Diaz-French will serve as the associate.

The pages that follow contain resumes of all Insight staff that are designated to deliver services outlined within this proposal.

Jason Stricker

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Phone: 800.935.7022 • Fax: 818.385.0075
E-Mail: stricker@insighteducationgroup.com



EDUCATION/CERTIFICATION

Belmont University. Nashville, TN
Master of Arts, Education

University of California. Davis, CA
Bachelor of Arts, Political Science

EXPERIENCE

Insight Education Group, Inc. Encino, CA 2002-Present
Founding Partner

Co-founded Insight Education Group, an international educational consulting company that works with education leaders to develop the strategy and confidence to lead bold change and provides the embedded supports necessary for change to occur. Designed, led, and managed national projects related to teacher/principal/superintendent evaluation; observer calibration and inter-rater reliability training and certification; curriculum development; instructional effectiveness; instructional coaching for educators; and assessment for PK-12 public schools.

CEO 2015-Present

- Create and nurture partnerships with schools, districts, states, and other organizations and advise the direction and execution of services, including school improvement, leadership development, and teacher growth
- Serve as thought partner to district and organizational leaders to help drive organizational change
- Set the vision and direction of the company, including driving company culture
- Seek out and nurture relationships with other companies and organizations to promote partnership opportunities
- Raise the profile and positions of Insight through public speaking engagements, editorials, and presentations

Areas of expertise: building, leading, and managing educator effectiveness initiatives for teachers, principals, and superintendents; organizational change; facilitating large-scale professional development trainings for educators; executive coaching for principals and district leadership

Highlighted larger-scale client projects:

- **Alliance College-Ready Public Schools, (Los Angeles, CA):** Served as the interim Chief Academic Officer to drive improvements in curriculum & instruction, professional development, data-driven instructional leadership, and Alliance-wide leadership and team management
 - *Curriculum & Instruction:* Supported Alliance's continued transition to the Common Core State Standards and Next Generation Science Standards by guiding the development of aligned curriculum and the selection of appropriate instructional resources; directly managed and built the capacity of a team of Content Directors
 - *Professional Development:* Developed, implemented and led professional learning curricula, and design; developed ongoing training and support programs for school leaders to build capacity in instructional leadership and management skills
 - *Data-Driven Instructional Leadership:* Built the capacity of other staff in the Instructional division and in Alliance schools to assess, understand, and use student achievement data to inform decisions and strategies
 - *Alliance-wide Leadership and Team Management:* Provided leadership and support of Alliance's strategic goals as a member of the Alliance Leadership Team, with a strong focus on the instructional vision of the organization, manage, coach, and support the home office instructional team to develop a pipeline of future Alliance leaders
- **Syracuse City School District (NY):** Provide strategic direction and advisement to Superintendent and Chief Academic Officer in setting strategic plan for instructional improvement across the district; facilitate cross-functional design meetings to develop operating plans by department to ensure work of each department is aligned to strategic plan; facilitate the design of the district's leadership academy to build the capacity of school building leaders

Jason Stricker

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President

2002-2015

- Create and nurture partnerships with schools, districts, states, and other organizations and advise the direction and execution of services
- Seek and secure new business opportunities, working with prospective clients to design services that best meet their needs
- Oversee program implementation by providing strategic vision, direction for service delivery team and fiscal oversight to projects

Examples of client partnerships include:

- **Syracuse City Schools District (NY) and Baltimore City Public Schools (MD):** Provided strategic direction, management support, and direct services to district and school leaders related to teacher evaluation; observer calibration and certification.
- **Chicago Public Schools (IL):** Served as lead architect of Teaching for Learning Framework and rubric, accompanying implementation plan and professional development for school leadership teams.
- **District of Columbia Public Schools (DC):** Designed and implemented a Quality School Review process to evaluate underperforming schools. Facilitated the development of school restructuring plans using data gathered from Quality School Reviews.
- **TNTP (formerly The New Teacher Project) (NY):** Designer/writer of national teacher certification and training program and complementary professional development series.
- **California Department of Education:** Approved as a School Assistance and Intervention Team leader by the CDE. Conducted school evaluations of underperforming schools throughout the state and developed recommended actions for improvement.
- **The Broad Foundation (CA):** Developed and facilitated professional development series for Broad Residents on connecting school, leader, and teacher effectiveness.
- **UCLA School Management Program (CA):** Designed and presented professional development seminars and provided follow-up, classroom coaching for K-12 teachers in order to improve teacher practice and enhance student achievement.

Fresno County Office of Education. Fresno, CA

2001-2002

Literacy Consultant

- Developed and presented literacy and curriculum design workshops for K-12 teachers in 34 school districts.

Metro Nashville Public Schools. Nashville, TN

1998-2001

Gower Elementary

Teacher

- Provided targeted assistance to children in grades 1 and 2 who experienced difficulty attaining early literacy skills.
- Used best practices such as Reading Recovery principles and Guided Reading.

SELECT PRESENTATIONS

- Stricker, Jason and Culbertson, Jason. "Instructional Leadership: The Key Levers That Drive Change." Workshop, Edupedia Educator and School Leader Workshop, Cairo, Egypt, 2017.
- Stricker, Jason and Culbertson, Jason. "Levers to Increasing the Effectiveness of School Leadership." Presentation series, The Cairo School Leadership Symposium, Cairo, Egypt, 2017.
- Stricker, Jason. "Supporting Teacher Effectiveness Project (STEP)." Presentation, EduForum International Education Conference, Cairo, Egypt, 2016.
- Stricker, Jason. "Strategic Design for Student Achievement Presentation." Presentation, EduForum International Education Conference, Cairo, Egypt, 2016.
- Moody, Michael, Stricker, Jason, Nyankori, Richard. "Meeting the Challenge of College and Career: Supporting and Accelerating Educator Growth." District Administration Leadership Institute Summit, New Orleans, LA, October

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2015. <https://www.daleadershipinstitute.com/content/meeting-challenge-college-and-career-supporting-and-accelerating-educator-growth-0>.

SELECT PUBLICATIONS

- Stricker, Jason and Culbertson, Jason. "How to Build a Successful Instructional Coaching Program." *Insight Blog*, June 15, 2017. <http://www.insighteducationgroup.com/blog/how-to-build-a-successful-instructional-coaching-program>
- Stricker, Jason, and Culbertson, Jason. "How Does Wrap-Around Leadership Inspire Lifelong Learning in Principals?" *Getting Smart*, June 6, 2017. <http://www.gettingsmart.com/2017/06/how-does-wrap-around-leadership-inspire-lifelong-learning-in-principals/#>
- Stricker, Jason. "Distributive Leadership: 5 Ways Principal Coaches Can Help Principals Execute." *Insight Blog*, April 12, 2017. <http://www.insighteducationgroup.com/blog/distributive-leadership-5-ways-principal-coaches-can-help-principals-execute>
- Stricker, Jason, and Cantrell, Steve. "How the STEP Model Uncovers Local Bright Spots and Transforms Instruction ." *Education Week*, March 1, 2017. http://blogs.edweek.org/edweek/education_futures/2017/03/how_the_step_model_uncovers_local_bright_spots_and_transforms_instruction.html
- Stricker, Jason. "The 5 Shifts Healthy PLCs Make." *Insight Blog*, February 28, 2017. <http://www.insighteducationgroup.com/blog/5-shifts-healthy-plcs-make>
- Stricker, Jason. "Back-to-School Prep for School Leaders." *Getting Smart*, July 16, 2016. <http://www.gettingsmart.com/2016/07/back-to-school-prep-for-school-leaders/>
- Stricker, Jason and Michael Moody. "Why Video Is Essential for All Educators in the Teacher-Feedback Process." *Education Week*, July 12, 2016. http://blogs.edweek.org/edweek/education_futures/2016/07/why_video_is_essential_for_all_educators_in_the_teacher_feedback_process.html
- Stricker, Jason. "A research-based approach to instructional coaching." *Smartblog on Education. SmartBrief*, January 27, 2016. <http://www.smartbrief.com/original/2016/01/research-based-approach-instructional-coaching>
- Stricker, Jason and Michael Moody. "Calibrating Coaches: 4 Reasons to Foster Great Instructional Coaching." *Education Week*, November 13, 2015. http://blogs.edweek.org/edweek/education_futures/2015/11/calibrating_coaches_4_reasons_to_create_a_vision_for_great_instructional_coaching.html
- Moody, Michael and Stricker, Jason. *Strategic Design for Student Achievement*. New York, NY: Teachers College Press, 2008.

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EDUCATION/CERTIFICATION

University of Connecticut. Storrs, CT 2013
Executive Leadership Program

University of Connecticut. Storrs, CT ABD
Doctor of Philosophy (Ph.D.) in Educational Leadership

University of Connecticut. Storrs, CT 1994
Master of Arts (M.A.) in Education

University of Connecticut. Storrs, CT 1985
Bachelor of Science (B.S.) in Elementary Education

EXPERIENCE

Insight Education Group, Inc. Encino CA 2018 – Present
Partnership Manager

- Partners with clients to provide targeted support on educator effectiveness and strategic planning initiatives
- High level responsibilities include:
 - Executive coaching superintendents and principals
 - Facilitating district strategic planning process
 - Facilitating conversations on race and equity
 - Leading teams to enact school and district improvement

Examples of clients include:

- Jackson Public Schools, MS
 - Conducted a data study and wrote a comprehensive report for district and school improvement
 - Led a team to implement strategies for improvement, including developing a district strategic plan, collaborating with the Superintendent to restructure the central office, revising the instructional framework and creating an intervention framework
 - Impact/success: District has adopted the new strategic plan and is making substantive change to improve performance
- Colonial School District, DE:
 - Plan and facilitate bi-weekly Superintendent’s Cabinet conversations on race and equity
 - Plan and facilitate monthly District Equity Team meetings
 - Impact/success: District is advancing its work on providing equitable access to high-quality education and conditions for all students

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Hartford Public Schools. Hartford, Connecticut

Chief of Academics, Teaching, Learning, and Student Supports

2017 – 2018

- Oversee the work of the Offices of College and Career Readiness; School Culture and Climate; Curriculum, Instruction and Media Literacy; Data and Accountability; English Learners; Professional Learning; and Special Education Services for 21,000 students in 47 schools.
- Ensure equitable use of multi-million-dollar budget.
- Oversee the implementation of effective teaching, learning and assessment within the construct of the district theory of action.
- Implement and support curriculum, instruction and support services and assessments to meet the needs of students in general, special, bilingual, and gifted and talented education.
- Plan, develop and implement a student support services program addressing the entire continuum of services and delivery.
- Develop and maintain partnerships with critical stakeholders including parents, teachers, principals, higher education leaders, business leaders, policy makers and professional associations.
- Oversee the implementation of the district's Systemic Continuous Improvement processes.
- Create a culture of high engagement and expectations with principals and other administrators during all professional learning activities.
- Supervise, coach, and evaluate principals and central office leaders.
- Provide professional learning to the Senior Leadership Team to create the conditions for leaders to lead for learning district wide.
- Ensure alignment of instructional, human, and financial resources with the district's priorities and strategic plan.

Chief Academic Officer

2014 – 2017

- Serve as a member of Superintendent's Cabinet.
- Lead the work of the Office of Academics, including the Offices of College and Career Readiness; Curriculum, Instruction and Media Literacy; English Learners; and Data and Accountability for 21,000 students in 47 schools.
- Ensured equitable use of \$9.3 million budget across the Office of Academics.
- Led district-level professional learning regarding cultural competence, equity and access.
- Developed and oversaw implementation of new school designs.
- Collaborated with community and business partners to gain support for Office of Academics initiatives.
- Served as a member of the district's Sheff Desegregation negotiations team.

Associate Superintendent for Instructional Leadership (Portfolio Director)

2013 – 2014

- Implemented portfolio of schools reform strategy.
- Supported and evaluated a network of principals in all aspects of work.
- Brokered services of central office team to assist principals in improving student achievement and eliminating achievement gaps.
- Assisted principals and central office team in refining understanding of autonomy and improving autonomous decisions.
- Assisted principals in developing innovative practices and/or school designs to improve student achievement.

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- Collaborated with central office cabinet members to streamline portfolio practices and policies

Superintendent’s Designee: Lighthouse School Initiative 2013 – Present

- Lighthouse School Initiative results from latest agreement in Sheff vs. O’Neill segregation lawsuit.
- Chaired, on the Superintendent’s behalf, Board of Education appointed Lighthouse School committee.
- Facilitated Lighthouse School committee’s selection of a Lighthouse School candidate: a mid-performing neighborhood school on the cusp of high performance in an improving neighborhood that would strengthen racial integration through stabilization of area residential patterns based on the quality of the school.
- Conducted community forums.
- Developed application process and rating rubrics.
- Guided school communities through design options.
- Assisted successful candidate in developing budget (\$2.25 million over three years) to ensure quality implementation of the STEAM theme.
- Collaborated with City of Hartford to create development plan to support neighborhood integration

Superintendent Intern 2012 – 2013

- Served over 125 hours as Superintendent Christina Kishimoto’s intern during Executive Leadership work at the University of Connecticut.

Windham Public Schools. Windham, Connecticut

Deputy Superintendent / Director of Schools 2012 – 2013

- Examples of responsibilities, accomplishments
- Examples of responsibilities, accomplishments
- Initiated and implemented portfolio reform strategy in this new portfolio district.
- Developed new school designs.
- Conducted community forums.
- Developed and implemented a talent management strategy for the district.
- Evaluated all principals, Director of ESOL and World Language, Director of School and Community Partnerships, Director of Human Resources, Director of Guidance.
- Developed and implemented pilot Administrator Evaluation program.
- Assisted administrative team with implementation of Teacher Evaluation pilot.
- Contributed to University of Connecticut research on pilot Administrator Evaluation and Teacher Evaluation programs.

Manchester Public Schools. Manchester, Connecticut

Principal, Nathan Hale School 2006 – 2012

- Removed from AYP School in Need of Improvement designation (2011).
- Selected as Title I Demonstration Site through the Connecticut State Department of Education (2009).
- Awarded Heisman Trophy Trust Grant to purchase books for every student to diminish summer academic lag (2010).
- Awarded multi-year grant through Connecticut Health Foundation to develop academic and social supports to prevent students from entering the Juvenile Justice System and Behavioral/Mental Health System (2009)

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K-12 Language Arts Supervisor and Title I Coordinator 2005 – 2006

- Managed all aspects of language arts professional development in the district.
- Modeled lessons and coached teachers.
- Served as Connecticut Mastery Test (CMT) Coordinator for district.
- Composed and managed district Title I grant.
- Served as member of District Equity Team.

University of Connecticut. Storrs, Connecticut
Adjunct Professor 2008

- Administrator Preparation Program – Supervision of Educational Organizations

Mentor 2008 – 2011

- Administrator Preparation Program

Norwich Public Schools. Norwich, Connecticut
Principal, Samuel Huntington Elementary School 2000 – 2005

Connecticut State Department of Education (CSDE). Hartford, Connecticut
Education Consultant 1998 – 2000

- Responsible for all state early literacy initiatives.
- Developed and published Early Literacy policy.
- Developed and led state Early Literacy Academies, resulting in comprehensive training of more than 1600 teachers in two years.

Farmington Public Schools Consortium. Farmington, Connecticut
Reading Recovery Teacher Leader 1993 – 1998

- Responsible for year-long graduate level training and supervision of Reading Recovery Teachers

Willington and Farmington Public Schools. Willington and Farmington, Connecticut
Teacher 1986 – 1993

- Grades 1 through 3

HONORS/AWARDS

- 2015 – Finalist for Broad Fellowship.
- 2011 – Invited by David Nee, Executive Director, Graustein Memorial Fund, to serve on system design team for Right from the Start: An early education and child development system.
- 2010 – Received the Connecticut Reading Association Nicholas Criscuolo Reading Award for Administrators.
- 2009 – Invited by Commissioner McQuillan, Connecticut State Department of Education, to facilitate panel discussion for the State of Connecticut’s inaugural Reading Summit.
- 2009 – Member, Manchester Public Schools District Equity Team.

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- 2007 – Chair, Manchester School Readiness Council.
- 2003 – Received the David L. Clark award from American Educational Research Association for outstanding dissertation proposal

CERTIFICATIONS/ CREDENTIALS

- Superintendent Certification, Connecticut
- Intermediate Administrator, Connecticut
- Elementary Education (PK-8), Connecticut
- Reading Recovery™ Teacher Leader

Carmen Diaz-French

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EDUCATION/CERTIFICATION

- University of San Diego.** San Diego, CA 2012
Masters in Leadership Studies
Administrative Credential Tier 1
- University of California.** San Diego, CA 1997
Bachelor of Arts in Sociology

EXPERIENCE

- Insight Education Group, Inc.** Encino CA 2021-Present
Senior Associate
- Works on a variety of projects that support educator effectiveness, educator evaluation, professional development, training, and adult learning systems
 - Leads strategic school improvement and leadership initiatives with school districts

- Diaz-French & Associates.** Santa Rosa, CA 2020-Present
Founder / Lead Consultant
- Education consultant for various schools, districts, and organizations (www.diaz-french.org)

- Piner-Olivet Union School District.** Santa Rosa, CA 2016-2020
Superintendent
- Chief Executive and Administrative Officer for a K- 12 district with 1400 students.
 - Led one of the most affected districts through the Tubbs fire.
 - Facilitate Piner- Olivet Union School District in implementing policies, approving all major contracts, overseeing school fiscal affairs, and ensuring all legislation is followed.
 - Wrote and received grants to support 21st Century aligned educational programs.
 - Responsible for the general administration of all instructional, business, and operational functions; and for advising and making recommendations to the Piner-Olivet Board with respect to such activities.
 - Lead and manage a budget of over \$16,000,000, over 170 employees, and five schools and their programs.
 - Developed coherence and buy-in district-wide through a strategic math initiative focused on deeper learning.

- Stephen W. Hawking Math & Science Charter School.** Chula Vista, CA 2012-2016
Executive Director and Founder
- Lead administrator for a multi-million dollar charter school.
 - Facilitated the Hawking Board of Trustees in implementing policies, approving all major contracts, overseeing school fiscal affairs, and ensuring all charter legislation is followed.
 - Within four years strategically designed a successful, innovative charter school program from its inception with 150 students and 11 staff to over 700 students on two sites with a staff of over 50.

Carmen Diaz-French

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- Designed an innovative STEAM based school program (Science, Technology, Engineering, the Arts, and Mathematics) and Common Core integration through project-based and experiential learning in order to prepare students beginning in kindergarten–12th grade with transversal competencies.
- Attained an API (Academic Performance Index) of 884 (CA state goal is 800) within the first year of start-up charter school through implementing a strong vision, shared leadership, building capacity of staff, and empowering the community.
- Created and maintained an inspired culture within all stakeholders (parents, student, staff, community partners) through frequent public speaking regarding vision, shared decision making, implementing a collaborative model of working with colleagues, and sharing a passion for the transformational model of education.
- Secured facility funding of over 10 million dollars.
- Established the school as a 501(c) 3 non-profit organization

King-Chavez Primary Academy. San Diego, CA

Principal

2005-2012

- From 2005 to 2011: raised API from a failing school of 552 to current API of 879.
- Created a learning center with targeted interventions and small group instruction tailored for at-risk students from 2006 - 2008.
- Empowered counselors to develop a coherent counseling program as a team to address the needs of our school— kindergarten through 12th grade.
- Led with purpose to establish ownership among all stakeholders (parents, staff, students) through shared decision-making, collaboration, and building effective teams.
- Set annual goals and outcomes for all stakeholders and the school as a whole.

CERTIFICATIONS/ CREDENTIALS

- San Diego Unified School District - Multiple subjects Bilingual, Cross-Cultural, Language, and Academic Development Credential (BCLAD) Clear
- San Diego County Office of Education - Tier II Administrative Clear Credential

LANGUAGES

- English – Fluent
- Spanish – Fluent

Section 7: Qualifications and Experience Relevant to Scope of Work

Experience developing strategic plans for school districts

Insight has partnered with multiple states and districts through significant and similar strategic planning efforts. All of these projects required coordinating stakeholder participation, developing and conducting interviews and focus groups, reviewing existing documents, updating mission statements and core beliefs, identifying key metrics, and creating a final strategic plan document. The following provides an overview of some of our recent strategic planning projects.

Jackson Public Schools, Mississippi

- Insight and partners conducted a student-centered study that led to the creation of a community-wide vision and plan of action to create an excellent, equitable education system including a) JPS' status at the school and district levels, including personnel, financial, curricular and organizational, b) specific areas of concern, and c) specific strategies for addressing those concerns.
- Insight supported the development of short, intermediate, and long-term goals for school and instructional improvement.
- Insight interviewed state education leaders to assess their perspectives of public education successes and challenges.
- Insight interviewed diverse local stakeholders, including students enrolled in the District, to create a collective narrative of the community's perspective of JPS, including its successes and challenges.
- Insight managed and disseminated data to diverse assembled audiences, offered recommendations for evidence-based interventions, and shared available metrics and costs associated with the suggested strategies.

Guilford County Schools, North Carolina

- Insight conceptualized the development framework and facilitated the development of a 5-year strategic plan for the district, which included facilitated sessions with superintendent's cabinet and over 300 stakeholders throughout the district. Insight helped Guilford County Schools to prioritize equity and build it into the strategic plan.

-
- Insight served as key partner of academic team that analyzed current state of the district and provided recommendations for short- and long-term priorities to improve student learning in a district of over 75,000 students.
 - Insight conceptualized and facilitated development of the revised teaching and learning framework and definition of curriculum with a cross-section of over 50 stakeholders throughout the district.
 - Insight facilitated development of the Teaching and Learning Department's operating plan to ensure alignment to the district strategic plan and cadence of initiatives that are implementable.

Syracuse City School District, New York

- Development of two strategic plans, 'Great Expectations' and 'Building Our Future' and facilitation of Steering Committee meetings - Insight was involved in the process for developing the two groundbreaking strategic plans that set Syracuse on a path towards reimagining the district. The plans resulted in an increase in graduation rates for the first time in over a decade in the district and sparked improvements to ELA and Math achievement district-wide.
- Insight has continued to work with Syracuse to facilitate strategic design steering committee meetings in order to guide the planning process. Insight also supported the development of operating plans for each district-level chief aligned to the strategic plan.

Track record of inclusive engagement

Through our previous strategic planning engagements with our partners, we have developed extensive experience working with diverse populations and always prioritizing inclusive engagement. Insight is strongly committed to equity as an organization. We have supported districts to incorporate equity and consider equity implications in all aspects of the strategic planning process in order to create a district where all students and educators can succeed. Schools and school districts are uniquely situated to impact both educator and student views and actions related to equity. However, without thoughtful planning, clear objectives, and an honest assessment of the current situation, we cannot expect districts to have the impact they desire as they engage in their strategic planning processes.

A specific example of our equity work and commitment to inclusive engagement is our partnership with the Colonial School District (DE). Colonial is one of the 5 partner school districts in the [Empowering Educators to Excel \(E3\) program](#), Insight's 2017 Teacher and

School Leader Incentive Grant from the US Department of Education. The E3 partnership provides 47 schools across 5 districts and 4 states the opportunity to work together in a networked improvement community (NIC) context.

Colonial serves approximately 10,000 students in New Castle County, Delaware. Colonial serves a diverse student population including 73% students of color, which is significantly more than the Delaware public school average of 56% students of color.

During the first three years of the E3, Insight actively engaged with Colonial to develop a more sustainable recruitment and retention system. Colonial deliberately focused on the successful attraction and retention of educators of color to better reflect their student population. To address this need and to ensure a highly-effective teacher in every classroom, we co-created a year-round, systemic and multi-stakeholder approach to teacher recruitment and retention. Since the implementation of E3 and the year-round recruitment process, Colonial's recruitment and retention mindsets have changed and yielded positive results for the district. From the 2018-19 to the 2019-20 school year, the number of new teachers of color hired increased from 16% to 33%.

Additionally since 2019, Insight has worked with Colonial to create an aligned approach to equity work in the district. Insight is currently leading a series of trainings focused on equity for its Superintendent's Cabinet (District Senior Leadership Team). Trainings include sessions on Courageous Conversations¹, individual reflections and self-assessments, and systemic racial equity leadership. This partnership also established a District Equity Team, which meets monthly to move forward equity work across the district. As a result of this engagement, an Equity Workgroup (intersection of the Equity Team, Educator of Color Council, and Equity Practitioner Program) has also emerged. The Workgroup also meets monthly with an intentional focus on implementing an equity audit, developing the framework for professional learning, and establishing the long term plan for equity and excellence across the district.

Understanding of racial equity and how that impacts teaching practices and student learning

As stated above in Section 1, Insight has made equity a core mission of our organization as we work to support schools, districts, and other organizations with their racial equity work. We would never ask a partner to consider addressing a situation in a manner that we, ourselves,

¹ Singleton, Glenn E. Linton, Curtis. (2006) *Courageous conversations about race: a field guide for achieving equity in schools*. Thousand Oaks, Calif.: Corwin Press.

would not. As a diverse group of practitioners, we strive to promote policies and practices of anti-racism from the classroom level to the macro district-level. Insight's equity supports, including strategic planning with an equity focus, help adults in schools and school systems examine race and bias for themselves in order to better understand the implications of institutional and systemic racism and, ultimately, become more critically race conscious leaders. Insight strives to create environments that give individuals the courage (and space) to face their biases head on and embrace a structure for exploring and dismantling them amongst supportive accountability partners. Through our on-going supports, we provide an honest assessment of the current situation in the district and provide clear recommendations for a path forward to ensure an equitable education for all students.

The Insight Racial Equity Framework

An example of our understanding and commitment to racial equity is our Insight Racial Equity Framework. The Insight Racial Equity Framework was developed to support the evaluation of equitable practices in a district through the lenses of opportunity, access, and outcomes. The framework is designed to provide a concrete and cohesive foundational structure while remaining flexible enough to be used to focus on a district's specific needs and goals. At its core, the framework is a guiding set of expectations. These expectations can be used for many purposes, including (but not limited to):

- Reflection and Self-Analysis of Practices
- Guidance for Strategic Planning
- Development of Professional Learning
- Comprehensive Audit of Equity Practices

To be effective, reflection and self-assessment must be systematic, analytic, intentional, and ongoing. Ensuring equitable practices and outcomes throughout the district requires examination and implementation across all departments and should involve all district employees and stakeholders.

The Insight Racial Equity Framework supports organizations in examining key processes, structures, and practices in five comprehensive domains that span all departments and stakeholders:



While the needs of the organization will dictate how those areas are examined, the process for assessing a district’s racial competence will include:

- Analysis of available quantitative and qualitative data;
- conducting interviews and focus groups;
- administering stakeholder surveys;
- observing meetings, classes, school common areas;
- curriculum review; and
- and reviewing policies, processes, and relevant documents.

DOCUMENT & PROCESS REVIEW	STAKEHOLDER FEEDBACK	QUANTITATIVE DATA
<ul style="list-style-type: none"> • Strategic plan • Equity statement • Organizational chart • Meeting agendas • Various policies • PD and coaching plans • Course catalog • Schedules 	<ul style="list-style-type: none"> • District leaders • School leaders • Board of Education members • Community members • Caregivers • Students • Teachers and staff 	<ul style="list-style-type: none"> • Budgets • Staff and student demographics • Teacher and staff performance • Student performance • Attendance and discipline • RTI / MTSS

Specifically with strategic planning engagements, equity is a priority for many districts and organizations, but what is more difficult is translating that priority into action. We have seen the concept of equity situate itself in dozens of strategic planning processes we facilitated in districts across the country. With each new planning process, one thing has become increasingly clear - strategic plans themselves are critical for organizations, but at the end of the day, they are a technical fix. They are simply words on paper that are intended to provide guidance to an organization. What makes those words powerful, however, is the extent to which everyone believes them, understands them, and can clearly see their role in implementing what the words say. These considerations have dramatically impacted the way we at Insight facilitate strategic planning processes. In previous strategic planning engagements, we have supported districts to incorporate equity and consider equity implications in all aspects of the process.

Use of racial equity lens in business practices and decision making

At Insight, we acknowledge that systemic racism exists so we prioritize equity as the driving force behind all our decisions, including: hiring diverse professionals, empowering teachers and school leaders, creating tools and culturally responsive resources, and participating in and facilitating conversations around bias, prejudice, and race. As an organization, we:

- Believe education empowers individuals to disrupt the impact of systemic racism.

-
- Ensure students have equitable access to high-quality education by partnering with education organizations to improve existing conditions and practices.
 - Hire diverse, race-conscious educators who engage in intentional, ongoing development of self, rooted in the tenets of anti-racism.
 - Work relentlessly with our partners to understand and strategically dismantle practices that perpetuate structural racism.

Flexibility to adjust plans following stakeholder feedback

A fundamental component of developing any system is to engage all stakeholders, including students, teachers, school leaders, families, and district administrators, and specifically listening to the voices of historically marginalized stakeholders. As with all of our work, Insight is committed to ensuring the long-term success of any initiative guaranteeing that all deliverables are revised to reflect stakeholder feedback. We will work to revise components of the plan in order to get continuous feedback from all stakeholders, and ensure flexibility throughout the entire process in order to adjust plans following stakeholder feedback. During stakeholder meetings, we will provide interactive presentations, case studies, and activity guides. Insight will work with key stakeholders through the entire process of developing the strategic plan.

Section 8: References

Jackson Public Schools

Focus: Conceptualized and facilitated the development of a 5-year strategic plan.

Contact: Dr. Errick Greene

Superintendent

Jackson Public Schools

662 South President Street

Jackson, MS 39201

(601) 960-8700

ergreene@jackson.k12.ms.us

Guilford County Schools

Focus: Conceptualized and facilitated the development of a 5-year strategic plan to implement district-wide improvements to curriculum and professional development in order to improve student achievement.

Contact: Dr. Sharon Contreras

Superintendent

Guilford County Schools

712 Eugene Street

Greensboro, NC 27401

(336) 379-8992

superintendent@gcsnc.com

Syracuse City School District

Focus: Conceptualized and facilitated the development of a 5-year strategic plan and developed a dashboard to publicly track progress towards goals and strategic priorities.

Contact: Jaime Alicea

Superintendent

Syracuse City School District

725 Harrison Street

Syracuse, NY 13210

(315) 435-4499

jalicea@scsd.us

Waukee Community School District

Focus: Conceptualized and facilitated the development of a 5-year strategic plan; much of this work was completed via virtual planning sessions due to COVID-19.

Contact: Dr. Brad Buck

Superintendent

Waukee Community School District

560 SE University Ave

Waukee, IA 50263

(515) 987-5161

bbuck@waukeeschools.org

The following pages contain three letters of reference from our recent strategic planning partners.



GAINESVILLE INDEPENDENT SCHOOL DISTRICT

800 S. Morris Street
Gainesville, Texas
940.665.4362
940.668.0354 (fax)
www.gainesvilleisd.org

July 1, 2021

Dr. Allan Markley
Superintendent of Schools
6608 Raytown Road
Raytown, MO 64133

Dear Dr. Allan Markley,

As Superintendent of Gainesville Independent School District in Texas, I am writing to express my strong support for Insight Education Group's proposal submitted to the Raytown C-2 School District to facilitate a strategic planning process that will create a new vision for the school district for the next 5 years. It is my understanding that the process will include the Citizens Advisory Committee, district staff, and other key stakeholders, and will create a framework to make decisions concerning the school district and surrounding communities.

I have had the opportunity to partner with Insight Education Group for the past four years. Insight was awarded a Teacher and School Leader Incentive Grant from the US Department of Education for the Empowering Educators to Excel (E3) program in 2017, a partnership that provides five school districts (including 47 schools in Delaware, Indiana, South Carolina, and Texas) the opportunity to work together in a networked improvement community (NIC) context. As one of the school districts included in this grant, Insight has partnered with us in various capacities, including strategic planning. Insight's experience and expertise have been critical in revising our district vision and mission and establishing a framework for moving towards our priorities and goals.

It is without reservation that I recommend the Raytown C-2 School District to partner with Insight Education Group to create a strategic plan for the district. If you have any other questions regarding this recommendation, I am available at the contact information listed below.

Sincerely,

A handwritten signature in black ink, appearing to read 'DesMontes Stewart', written over a faint, illegible background.

DesMontes Stewart, Ed.D.
Superintendent
dstewart@gainesvilleisd.org



719 North Main Street • Marion, South Carolina 29571
Telephone: 843.423.1811 • Fax: 843.423.8328
www.marion.k12.sc.us

DR. KANDACE BETHEA
Superintendent

July 6, 2021

Dr. Allan Markley
Superintendent of Schools
6608 Raytown Road
Raytown, MO 64133

Dear Dr. Allan Markley,

As Superintendent of Marion County Schools in South Carolina, I am writing to express my strong support for Insight Education Group's proposal submitted to the Raytown C-2 School District to facilitate a strategic planning process. It is my understanding that the process will include the Citizens Advisory Committee, district staff, and other key stakeholders, and will create a framework to make decisions concerning the school district and surrounding communities.

I have had the opportunity to partner with Insight Education Group for the past four years. Insight was awarded a Teacher and School Leader Incentive Grant from the US Department of Education for the Empowering Educators to Excel (E3) program in 2017, a partnership that provides five school districts (including 47 schools in Delaware, Indiana, South Carolina, and Texas) the opportunity to work together in a networked improvement community (NIC) context. As one of the school districts included in this grant, Insight has partnered with us in various capacities, including strategic planning. Insight's experience and expertise have been critical in revising our district vision and mission and establishing a framework for moving towards our priorities and goals.

Further, based on my interactions with Insight Education Group and first-hand knowledge of their work, the high level of professionalism displayed and expertise shown across a myriad of education disciplines is most impressive. Throughout our partnership, Insight team members have remained extremely accessible and are always highly engaged in the work.

It is without reservation that I recommend the Raytown C-2 School District to partner with Insight Education Group in order to create a five-year strategic plan for the district. If you require any other additional information regarding this recommendation, I am available at the email address listed below.

Sincerely,

Kandace Bethea, PhD
Superintendent
kbethea@marion.k12.sc.us

FROM
THE OFFICE
OF THE
SUPERINTENDENT



July 6, 2021

Dr. Allan Markley
Superintendent of Schools
6608 Raytown Road
Raytown, MO 64133

Dear Dr. Allan Markley,

As Chief Academic Officer of Guilford County Schools in North Carolina, I am writing to express my strong support for Insight Education Group's proposal submitted to the Raytown C-2 School District to facilitate a strategic planning process that will create a new vision for the school district for the next 5 years. It is my understanding that the process will include the Citizens Advisory Committee, district staff, and other key stakeholders, and will create a framework to make decisions concerning the school district and surrounding communities.

Guilford County Schools has partnered with Insight Education Group over several years through several projects, but most recently, Insight has worked with our district to create and facilitate a five-year strategic planning process. Insight worked with our district to facilitate sessions with the superintendent's cabinet and over 300 stakeholders throughout the district. Within that strategic plan, Insight worked with us to prioritize equity and build it into the foundation of our plan. Insight served as a key partner of the academic team that analyzed the current state of the district and provided recommendations for short- and long-term priorities to improve student learning in a district of over 75,000 students. Further, Insight conceptualized and facilitated development of the revised teaching and learning framework and definition of curriculum with a cross-section of over 50 stakeholders throughout the district, facilitating the development of the Teaching and Learning Department's operating plan to ensure alignment to the district strategic plan and cadence of initiatives.

Insight continues to support our district leadership team by facilitating summer cabinet retreats and monthly team meetings where we focus on problems of practice and identify concrete solutions that help us maintain traction towards achieving our strategic plan goals.

It is without reservation that I recommend the Raytown C-2 School District to partner with Insight Education Group to create a strategic plan for the district. If you have any other questions regarding this recommendation, I am available at the contact information listed below.

Sincerely,

Dr. Whitney Oakley
Chief Academic Officer

712 N. Eugene Street | Greensboro, NC 27401 | P 336.370.8100

Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, marital status, parental status, or gender, except where exemption is appropriate and allowed by law.

Appendix A: Sample Strategic Plan - Wauke Community School District

STRATEGIC PLAN



2020

Table of Contents

Core Values1

Vision3

Mission3

Portrait of a Graduate 4

Priorities and Goals 7

 Priority 1: Learning, Growth and Equity.....7

 Priority 2: Connection, Communication & Advocacy.....9

 Priority 3: Investment in our People10

 Priority 4: Financial Health 12

 Priority 5: Operational Effectiveness..... 13

CORE VALUES

We believe in **developing people.**

We know that we are only as strong as our team and that as each person develops as a learner and a leader, our district becomes stronger. We are committed to investing in the development of our people through coaching, feedback, and training, as well as by fostering an environment that encourages personal development and professional growth. We believe that by supporting the growth of our team members will we all achieve our maximum potential.

We believe in **equity.**

We acknowledge that access to opportunities and success is not - and has not been - the same for all community members and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

We believe in **keeping students our priority.**

We approach our work with an open, curious mindset, committed to learning and relentlessly focused on our students' needs and interests. We make decisions and measure progress based on how well we are supporting our staff and improving outcomes for our students. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

We believe in **integrity.**

We strive to do the right thing, recognizing that what is right is not always what is easy. We operate with respect and kindness and are honest, transparent and responsive in our communication and actions. We collaborate openly and hold ourselves and each other accountable.

We believe in **joy.**

We see our work as much more than a job and we are here because we love what we do. We take pride in doing great work and celebrate our collective and individual successes. We cultivate positive relationships, express gratitude, and support and uplift one another.





We believe in **inclusivity**.

We respect and value the individual differences within our community, recognizing that the genuine embracing of those differences can increase our performance and create a culture in which everyone can (safely/openly) be themselves. We are committed to building a welcoming and encouraging environment that supports all stakeholders, gives them voice, and allows us to learn from one another.

We believe in **innovative problem solving**.

We seek excellence and learn from our challenges and successes as we evolve beyond the traditional notion of K-12 education. We do not shy away from struggles and are resilient in our approach to problems because we know that effort and perseverance lead to success. We are courageous and intellectually curious in our search for new ways to overcome obstacles and move ourselves forward. We work together, take initiative, and innovate, all in an effort to produce positive outcomes for ourselves, our students, and our community.

VISION

Inspiring learners who feel valued, challenged and prepared to embrace tomorrow's opportunities.

MISSION

Waukee Community Schools is a rapidly growing and increasingly diverse school district. We believe every individual's unique background and culture enhance our schools. By focusing on the joy of learning and growth for everyone, we create a dynamic work environment for our staff while engaging our students, families and the community through innovative educational experiences.

PORTRAIT OF A GRADUATE

Waukee Community School District is committed to providing all of its students with the knowledge, experiences and opportunities necessary for them to develop the competencies required for success in school, in the workforce, and in life.



Academics

Waukee graduates will be prepared with the content knowledge and skills necessary for their future success. They must be provided a variety of rigorous curricular options that apply to their interests, skills, and aspirations.

- **Leadership** – The ability to interact with employees, clients and other stakeholders and unite them behind a single purpose is an age-old skill that shows no signs of losing importance.

Future Ready Skills

Waukee graduates will be prepared to navigate a complex, ever-changing global society and economy. The following skills will be demanded by employers across industries and sectors:

- **Critical Thinking** – The ability to reason and analyze information to come up with new solutions to a problem. It's one skill that can't be automated.
- **Creativity** – With the constant influx of new products and services, employers need creative minds that can apply these new tools to their product and industry.
- **Collaboration** – The ability to work with others is a timeless skill, but as processes move faster and become more complex, the ability to understand others, be sensitive to their needs and find a way to work together will be more important than ever.
- **Communication** – Communicating clearly in multiple modes is a much-desired skill across industries.
- **Technology/Media Literacy** – Being able to understand how to work with the most up-to-date tools is a crucial skill in the constantly changing landscape of work. As automated services become more prevalent, the ability to speak the language of these tools becomes a necessity for all employees.

Inquiry

Waukee graduates will be prepared with the fundamental skills and knowledge of inquiry to be information literate. Information literacy is a prerequisite for success in all subjects of the curriculum, for preparation for work and further education, and for lifelong learning. The purpose of inquiry is to encourage high levels of critical thinking so that processes and resources are appropriate, conclusions are based on supporting evidence, problems are solved and decisions are made that will extend learning for a lifetime.

Wellness

Waukee graduates will be prepared with essential health and wellness skills and opportunities to continue extending these skills beyond graduation. More and more youth are coming to school with conditions that are negatively impacting their lives. No longer can health and wellness be considered an “if we have time we'll get to it” part of a school day. As evidenced by the data, youth are increasingly entering our classrooms anxious, lacking self-confidence, and suffering from a litany of social, emotional and physical health concerns.



Connection

Waukee graduates will be prepared to successfully build positive personal and professional connections in their lives because they have experienced those connections as a Waukee student. The foundation for these connections is understanding the synergy between the heart and the mind which all Waukee students will explore through their K-12 experiences.

Plan Beyond High School

Waukee students will be prepared to be successful beyond high school. The pieces of the portrait of the graduate work harmoniously and result in a Waukee student's ability to articulate and execute a plan beyond high school that results in continuous personal growth and civic contribution.

PRIORITIES AND GOALS

Priority 1: Learning, Growth and Equity

Goal 1: Academics and Social Emotional Learning (SEL) are priorities in all that we do

Indicator 1: Academic and SEL Frameworks for the district

Benchmark 1: Assemble District Leadership Team by January 1, 2021.

Benchmark 2: Develop/adopt districtwide framework by August 23, 2021.

Benchmark 3: Train all staff on use of framework by August 23, 2022.

Indicator 2: “SEL Standards” embedded in curriculum, assessment, and instruction

Benchmark 1: SEL integrated into PLC work by August 23, 2021.

Benchmark 2: SEL is included in lesson planning by August 23, 2022.

Benchmark 3: SEL initiatives communicated publicly (e.g. via website) by August 23, 2021.

Indicator 3: Comprehensive staffing plans to support academic & SEL

Benchmark 1: Create and administer measurement tool to determine if needs are being met by August 23, 2021.

Benchmark 2: Content Knowledge, Pedagogy and SEL considerations are integrated into hiring process by August 23, 2022.

Goal 2: Waukee serves all members of the org. by focusing on inclusive excellence for student equity

Indicator 1: Educational Access & Equity

Benchmark 1: Increase academic assessment achievement annually among all groups

Benchmark 2: Increase the number of historically underrepresented students in science, technology, engineering, and mathematics courses as well as AP and dual credit courses annually.

Indicator 2: Climate Survey

Benchmark 1: Establish baseline and annually increase feelings of belonging among all students as well as ethnically & racially diverse groups

Benchmark 2: Annually decrease percentage of incidents of harassment based on race, ethnicity, gender, and sexual orientation

Indicator 3: Staff and Student Learning

Benchmark 1: Establish teams to review and ensure vertical and horizontal curriculum articulation by January 1, 2021.



Priority 1: Learning, Growth and Equity

Benchmark 2: Deploy district Student Equity Teams dedicated to exploring and educating at micro (individuals, classrooms) and macro (buildings, departments, district, community) levels by August 23, 2021.

Benchmark 3: Annually increase diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the “campus” environment

Goal 3: Learning opportunities are improved every year for all students

Indicator 1: Increased educational opportunities for students

Benchmark 1: Implement a 5-year plan for additional educational opportunities for students by August 23, 2021.

Benchmark 2: Increase course catalogue offerings annually

Benchmark 3: Increase percentage of students enrolled in Career and Technical Education (CTE) and work-based learning courses annually.

Indicator 2: Distance Learning

Benchmark 1: LMS adopted and training provided to staff by September 1, 2020.

Benchmark 2: Adopt and implement a 1:1 technology plan for the district by August 23, 2020

Benchmark 3: Design, implement and improve online learning opportunities/courses for students annually

Priority 2: Connection, Communication & Advocacy

Goal 1: Every school has a positive connection and open dialogue with their community

Indicator 1: Open rates on district disseminated information.

Benchmark 1: Increase open rates of communication received by our community by 5% over a one-year time period through message analytics.

Indicator 2: Social Media analytics

Benchmark 1: Increase engagement by 5% on social media posts year over year.

Indicator 3: Traffic to website and intranet

Benchmark 1: Measure the baseline of current traffic, then set a goal to increase utilization of the staff intranet and external website.

Goal 2: All stakeholders in Waukee Community School District (WCSD) have a voice in advocating for continuous improvement

Indicator 1: Board Legislative Priorities

Benchmark 1: The introduction of bills progress through legislative sessions.

Indicator 2: Staff voices heard and acted upon.

Benchmark 1: Gallup results indicate voice heard through increased ratings by 1 point on questions below average.

Goal 3: WCSD is consistently referenced as a positive example of serving students and the community

Indicator 1: Coverage by local, state and national media

Benchmark 1: Increase percentage of positive media coverage annually with focus on “spotlights” of Waukee programs, people and positive contributions to community.

Indicator 1: Participation in seminars, media interviews, modeling our structures (i.e. APEX model, communication responses, programs).

Benchmark 1: Increase in “asks” and provide follow up to staff, community & Board.

Indicator 2: Unsolicited feedback

Benchmark 1: Create a system to track and analyze comments, observations, and opinions. These can come from viewers of our website, emails from the public, and other online sources. Report baseline views over a year. Improve annually.

Indicator 3: Improve/enhance communication with all

Benchmark 1: Implement new technology software to reach all staff, families, and students. Replace SchoolMessenger if necessary, integrate with IT.

Priority 3: Investment in our People

Goal 1: Staff feel valued, engaged, and heard

Indicator 1: Gallup Survey Data (i.e. engagement, overall satisfaction)

Benchmark 1: Maintain participation rate at or exceeding 75%.

Benchmark 2: Increase engagement ratio of actively disengaged to actively engaged from 11:1 to 13:1.

Benchmark 3: Increase district wide Overall Satisfaction score from 4.15.

Indicator 2: Retention Rates

Benchmark 1: Maintain 2020 retention rates of effective or highly effective staff while adding new staff to accommodate for annual growth.

Indicator 3: HR Office Hours

Benchmark 1: At least one HR staff member will hold HR office hours in each WCSD building once a month during the school year.

Benchmark 2: Utility of HR office hours to be measured and reported quarterly.

Benchmark 2: HR staff completes stay interviews with at least one staff member in each building each month.

Goal 2: Staff demographics start reflecting student demographics

Indicator 1: Recruitment practices & materials

Benchmark 1: Update recruitment materials to encourage non-represented groups to apply by January 1, 2021.

Benchmark 2: Increase recruitment in equity & cultural groups.

Indicator 2: Qualified diverse applicants

Benchmark 1: Increase overall percentage of underrepresented applicants by 8% for classified staff.

Benchmark 2: Increase overall percentage of underrepresented applicants by 8% for certified staff.

Benchmark 3: Increase overall percentage of underrepresented applicants by 5% for administrative staff.

Indicator 3: Hire qualified diverse candidates

Benchmark 1: Increase overall percentages of underrepresented staff by 5% for classified staff.

Benchmark 2: Increase overall percentages of underrepresented staff by 5% for certified staff.

Benchmark 3: Increase overall percentages of underrepresented staff by 10% for administrative staff.



Priority 3: Investment in our People

Goal 3: Access to professional learning opportunities are expanded every year for every employee

Indicator 1: Staff professional development

Benchmark 1: Increase in Gallup mean for Question 12 (This last year, I have had opportunities at work to learn and grow.) among all classified staff.

Benchmark 2: Increase in average response to exit survey item: “There were opportunities for my professional growth” from 3.67 district wide average.

Indicator 2: Hiring manager professional development

Benchmark 1: 80% participation in Human Resources University

Priority 4: Financial Health

Goal 1: The financial health of the district is maintained every year

Indicator 1: Maintenance of Bond Rating

Benchmark 1: District's Bond Rating remains steady

Indicator 2: Adequate Cash Reserves

Benchmark 1: Cash reserves remain at Iowa Association of School Board recommended levels

Indicator 3: Unspent Authorized Budget

Benchmark 1: District Unspent Authorized Budget remains at Iowa Association of School Board recommended levels

Goal 2: Budget allocations are clearly aligned to strategic priorities and goals

Indicator 1: Implementation of District Departmental Budgets

Benchmark 1: Each department will have a budget aligned to strategic priorities

Indicator 2: District will maintain and update a 5-year capital plan

Benchmark 1: 5-year capital plan for SAVE(Sales Tax), PPEL (Property, Plant, Equipment Levy), Debt Service to align with strategic priorities and goals

Benchmark 2: 5-year budget forecast will be reviewed and updated annually and cash reserves are adjusted based on long term projections.

Indicator 3: District will publish comprehensive budget document

Benchmark 1: Published budget document will be available online and District will apply for budget award.

Goal 3: Safety is improved and risk is reduced for every staff member every year

Indicator 1: EMR (Experience Modification Rate)

Benchmark 1: District manages EMR rate under 1.0

Indicator 2: Employee Safety

Benchmark 1: Targeted Safety training for 3 depts. based on workplace incidents

Indicator 3: Implementation of District Wellness Program

Benchmark 1: 50% of employees participate in wellness program



Priority 5: Operational Effectiveness

Goal 1: The productivity, quality and cost effectiveness of services across the district improve every year

Indicator 1: Breakdown Insurance Implementation

Benchmark 1: An increase of \$100,000 savings per year is realized in the district's general fund.

Indicator 2: Implementation of savings and efficiency programs

Benchmark 1: An annual energy savings due to consistent HVAC setpoints, reduction of inefficient personal items, and converting light fixtures to LED technology.

Benchmark 2: Explore technology-based document storage and contract processes.

Goal 2: Technology is integrated to improve outcomes across the system

Indicator 1: Comprehensive District Technology Plan

Benchmark 1: Develop a district technology plan that promotes access and equity to resources, supports and advanced coursework throughout the district.

Benchmark 2: District stakeholders are represented in a balanced form and plan drives actions beginning in 2021-2022.

Indicator 2: Develop a comprehensive approach to technology purchasing

Benchmark 1: Building leaders have clear guidance as to what standards exist in WCSD.

Goal 3: All operational initiatives are on time and within budget

Indicator 1: All soft-cost portions of construction processes will be competitively quoted and will strive to be below budget.

Benchmark 1: 100% of construction project soft costs are at or below cost opinion budget.

Indicator 2: Transportation efficiency study

Benchmark 1: Utilize the results of this study to determine baseline.

WAUKEE COMMUNITY SCHOOL DISTRICT
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WAUKEE, IA 50263
WAUKEESCHOOLS.ORG



InsightEducationGroup.com



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Linkd.in/InsightEdGroup

Insight Education Group is an international educational consulting organization that works with education leaders to develop the strategy and confidence to lead bold change—and provides the embedded supports to make change happen.