Normandy Board of Education
October 2010

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If we know where we want to go and how we want to get there, we have a better chance of reaching our destination – Destination World-Class.
Introduction

The Normandy Board of Education and Superintendent, commonly called the Team of Eight, agreed one of their objectives for the 2009-2010 school year was to refine the district’s strategic planning process and develop a strategic plan that would identify desired results for the next five years and provide direction for accomplishing those results. The Board of Education selected the Baldridge National Quality Program, a national model developed by the United States Department of Commerce, as a framework for the planning process, the building of leadership and management systems, and a results-driven, systematic approach to district improvement (see figure 1).

Strategic planning is the process for creating a long-range vision, mission, and objectives and strategies (please see Appendix D for definitions and planning terminology). The plan focuses on what the district should be doing and how it will accomplish this. The plan also includes the organizational values that employees should uphold in their actions and attitudes. Having a strategic plan increases the probability that desired outcomes are achieved, and it positions the district as proactive and ready to address and overcome its challenges and issues.

The development and implementation of the Normandy School District’s strategic plan is the responsibility of the Superintendent of Schools. The Superintendent recommends the district’s vision, mission and values to the Board of Education annually, though it is unusual for changes to occur every year. The Missouri Department of Elementary and Secondary Education requires the Board of Education to approve the Superintendent’s plan.

The strategic plan components include the vision, mission and value statements, the major long-range objectives, and the strategies for attaining the objectives. Objectives provide direction for the improvement efforts initiated by transformation action teams. These teams are responsible for using the objectives to create tactics and goals, called Transformation Action Plans, which specifically outline the steps to be taken to meet the objective in the strategic plan. The Board of Education is not required to approve Transformation Action Plans.

Strategic planning is a requisite for excellence. No school district becomes excellent without a strategic plan. However, merely having a plan does not guarantee excellence. What makes the difference? Successful districts involve leadership, staff and the community in various parts of the planning process. Leaders in successful districts build community and staff willingness to support improvement initiatives, execute the plan, measure results, adapt as necessary, and communicate progress and next steps to the various stakeholders. Leaders should help every employee understand the district’s mission and how each employee’s performance contributes to the improvement of district’s results and student achievement.

The early Vikings faced the unknown. When they set sail, they feared falling off the edge of the world and unknown (and often fictional) sea
animals. They also dealt with known challenges, including navigation, provisions and health, as they sailed with only a vague notion of where they were heading. The early Vikings didn’t have a plan in place and they didn’t have the data and information to make informed decisions on their course. But today, the Vikings of Normandy School District have a process in place to chart their long-term course, to take action, to monitor progress, to modify plans over time as conditions and assumptions change, and to celebrate success. Evidence exists that when one makes a plan and works the plan, planned results occur. Stated differently, “If we know where we want to go and how we want to get there, we have a better chance of reaching our destination – Destination World-Class.”

The Purpose of Success for the Future

The strategic plan provides direction for areas of improvement, for changes that need to be accomplished and for things the staff need to do differently. A strategic plan is not all-inclusive of the activities of a school district. Part of the planning process is determining priorities. Strategic plans address questions that begin “Of all the things that Normandy or I as an employee could do, what are the things that the district or I as an employee must do” so that student learning and district performance increases.

Triangles, strong geometric figures, help visualize some of the planning processes (see figure 2). For example, for teaching and learning, there are three questions.

1. **Curriculum:** Of all the things (knowledge, concepts, skills, attitudes and sensitivities) that could be learned, what are the things that must be learned?
2. **Instruction:** Of all the things that could be taught, what are the things that must be taught?
3. **Testing:** Of all the things that could be assessed/Measured, what are the things that must be assessed/Measured?

The extent to which curriculum, instruction and testing overlap is the power of the District’s teaching/learning program.

The district’s management system also can be described with a triangle (see figure 3 on the next page). The apex is Quality - delighting students, parents, the community and colleagues with student achievement and organizational performance results. Another angle represents scientific approaches - managing the district as a system, developing process thinking, basing decisions on information and understanding and reducing variation. The third angle represents all working together as one team - believing in people, treating everyone in the district with dignity, trust and respect; working toward win-win instead of win-lose for all stakeholders (students, parents, employees, the community, and our partners, colleagues and suppliers).

The strategic planning process itself also can be represented by a triangle (see figure 4 on the next page). At the base are the Vision, Mission and Values of the district. The board of education policies that govern the school district follow. Next are the strategic objectives, the
The essence of the strategic plan, that describe what must be accomplished to address our challenges and advance the district to its next level of performance excellence. At the next level are the strategies that describe what must be accomplished to achieve the strategic objectives. At the apex of the triangle are the tactics, the specific activities, programs and practices developed by the Transformation Action Teams and implemented by the staff that make possible the improvement of district performance.

Generally, a strategic plan includes fewer strategic objectives than this plan for Normandy School District. In fact, many would recommend no more than two or three strategic objectives per function area. “The Transformation Plan” includes a large number of strategic objectives because of the immediate opportunities and threats facing the district.

**Benefits**

The Board of Education and Superintendent, the senior leadership team, and the district staff have specific reasons for using the strategic planning process. Some of them include:

1. We need to develop effective strategies to meet changes, challenges and threats facing the Normandy School District.
2. We need a clear future direction, putting everyone on the “same page.”
3. Because there is so much we want to accomplish, we need a process for determining priorities.
4. We need a long-term plan that is measurable.
5. We need to examine how we allocate financial and human resources and establish priorities for spending and staff assignments.
6. We need to do some things differently to improve our results. We need a sense of long-term stability, so that we don’t change our attention on new objectives, goals, programs and outcomes each year without first achieving our goals.

The process for developing a strategic plan brings the district and its community together to create its own future for students, staff and stakeholders.

The Planning Process

Development of the strategic plan occurs within the context of existing state and federal statutes and regulations, Board of Education policies, present resources, understanding current performance, and what we know about organizations and their improvement. Trends and assumptions about individual schools and the district tend to shift after three to five years. Accordingly, the maximum life of a plan should be three to five years. Missouri requires district plans to include a five-year span.

Figure 5 describes the district’s multi-step, strategic planning process. The process begins with the review and revision as necessary of the district’s Vision, Mission, and Value Statements. Key stakeholders are identified by Board of Education members and the Superintendent. Stakeholder requirements and district core competencies are identified.

Strategic advantages and challenges, environmental trends and SWOT (strengths, weaknesses, opportunities and threats) analysis are based on data available to the district. Figure 6 (on the following page) reports the questions used to obtain data for the SWOT analysis. The analysis includes a review of current performance results and an examination of environmental shifts within the district. Facilitators familiar with schools and trends within the St. Louis metropolitan area as well as other consultants to the district provide external input regarding strategic advantages and challenges to help ensure a comprehensive and objective analysis.

To further ensure appropriate planning, the Board of Education’s Planning Committee conducts a review of the draft strategic objectives and strategies before they are finalized. The Senior Leadership Planning and Plan Review Team reviews the available data, community input and the district’s strategic advantages and challenges as it develops the strategic plan, and the strategic objectives and strategies to accomplish them within two to five years. The plan is then forwarded to the Superintendent for review. The Superintendent
then presents the plan to the Board of Education for final approval.

Once the strategic plan, including the objectives and strategies used to accomplish them, is approved by the Board of education, Transformation Action Teams at the district and school/campus/ department level are established to design and implement the various strategies. The Transformation Action Teams develop detailed action plans to achieve specific goals within a one- or two-year period that are approved by the Senior Leadership Planning and Plan Review Team.

These teams examine the gaps between where the district is now and where it wants to be. They then determine the root causes for the gap, study alternatives and recommend appropriate changes. The Transformation Action Team recommendations are not isolated; teams consider all factors affecting their recommendations, including personnel and facility needs, training, and financial considerations. The teams’ steps are coordinated with other teams and departments to assure alignment of functions are identified and shared with appropriate individuals. Recommendations for modifications to the district or school/campus/department level scorecards are presented to the Senior Leadership Planning and Plan Review Team as necessary.

As plans are implemented, progress is monitored at least on a monthly basis. Transformation Action Teams recommend modifications to their plans as appropriate based on their progress or lack of progress as determined by the evaluation data collected. The Board of Education receives a Planning for Success progress report at least annually in addition to the annual program evaluations and their annual approval of the Rolling Comprehensive School Improvement Plan.

As of June 2010 the district has not identified its core processes, which are defined as the district's
essential processes and what it does best. The Superintendent identified one core process: the design of engaging academic work for students and staff that leads students to academic success will become a core process. Another will include delighting the district's customers — students, parents, community and colleagues — with student achievement and organizational performance results.

The review of annual program evaluations, state performance data, and formative performance measures and measures reported in the planning documents are used to evaluate current district performance as it relates to the strategic planning objectives.

### The Transformation Plan: Sources of Information

The Superintendent determined that the Senior Leadership Team would serve as the Planning and Plan Review Team.

Members of the Board of Education and others identified community leaders, residents, parents and employees to attend three stakeholder planning meetings held in January and February of 2010. The meetings were well attended, and attendance increased in each succeeding meeting. At the meetings, participants responded to questionnaires and participated in group discussions related to a variety of questions designed to identify stakeholder requirements and expectations. At the sessions, the planning team obtained reactions to drafts of the Vision, Mission, and Values and participants shared their thoughts as to how they would know if the mission was accomplished and the values reflected employee actions. Participants at the community meetings also identified the ideal characteristics of a graduate of Normandy High School, and the results are reported above in Figure 8. All data from the community meetings are reported in the Appendix.

In addition to the data from the community meetings, the Senior Leadership Planning and Plan Review Team reviewed performance data.
from the Missouri Department of Elementary and Secondary Education, district program evaluations, state and federal regulations, district policies, district demographic information and trends, and current district documents including the current Accountability Plan. Memberships in professional organizations, attendance at conferences, content in professional journals as well as input from consultants, state Department of Elementary and Secondary Education officials and community members provided an awareness of future trends in education and technology and their potential impact on district processes and results. The Senior Leadership Planning and Plan Review Team took all of this data into account during the strategic planning process.

**Ability To Execute The Plan**

A primary consideration while developing the plan was the district’s ability to implement it successfully. As objectives and strategies were developed, personnel skills, training and financial resources were assessed. The result is that the Transformation Action Team plans will include, when appropriate, the identification of training needs, facility requirements and the financial impact of recommendations. Transformation Action Teams align their efforts with the work of other teams and many departments’ needs. For example, if an intervention requires training, the Human Resources and Staff Development departments collaborate, and the Finance and Operations Department will be involved if expenditures will be required. Normandy School District has the personnel and financial resources to execute its strategic plan.

The plan includes key performance measures or indicators. This enables the Senior Leadership Planning and Plan Review Team to track the achievement and effectiveness of the action plans. Scheduled program evaluations and, when implemented, a Balanced Scorecard will update the Board of Education, district staff and the community on progress in key areas.

Agility is built into this plan. Transformation Action Teams are empowered to modify their plans when necessary. As changes are made, if the data indicates modifications are necessary, the implementation process provides a procedure for doing so.

The plan has the expectation that all employees become familiar with the district’s Vision and Mission. It also assumes that leaders and managers will make certain every employee knows how doing their best everyday helps the district be successful – students achieve their learning goals and district’s operational goals are met. The stated values describe the expected manner in which staff interacts with students, parents, the community and each other.

**Limitations**

A limitation to this strategic plan is that the Senior Leadership Planning and Plan Review Team were unable to conduct public opinion surveys of employees and stakeholders to identify satisfaction, and performance requirements and expectations, because of financial considerations. A second limitation is the number of objectives. Due to specific strategic challenges and threats to the district, more strategic objectives than might otherwise be desired were necessary. Therefore, as they complete their tasks, district leaders and managers, and the various action teams need to assure they are diligent as they go about their work, that they share information and that they seek and obtain information from others.

**Acknowledgments**

I want to thank the community members, faculty and staff, students, and the Board of Education who participated in the planning process. Because of their efforts, insights and thoughtfulness, and the gift of their time, the district has a long-range plan to guide its efforts for the next five years. Because of our strong community support, we have the financial resources to implement our plan. I look forward to working with the Transformation Action Teams, the Senior Leadership Planning and Plan Review Team, our Normandy faculty and staff, the community, and my fellow members of the “Team of Eight,” the Normandy Board of Education, as we use the plan to create our future and reach our Destination – World-Class.

Stanton Lawrence, Ed.D.
Superintendent of Schools
The Transformation Plan
Charting a New Course for Normandy School District

Revolving Comprehensive School Improvement Plan
Fiscal Year 2011 – 2016

Vision, Mission, Values 10
Summary Document 11
Long-Range Plan 23
Vision, Mission, Values

Vision:
Normandy students are recognized for sustained high academic achievement, active responsible citizenship, and living productive lives that are personally rewarding and a credit to society. The District is recognized as a high performing system committed to continual improvement, acting according to its values, and enriching the communities it serves.

Mission:
The Normandy School District provides the experiences and support necessary for students to become life-long learners who are productive, contributing members of society.

Values:

Trustworthiness
Normandy School District employees perform their duties with honesty and integrity. Employees conduct business with competence, fairness, impartiality, efficiency, effectiveness, and clear communication to enhance the education of students and to obtain and retain the public trust.

Responsibility
Normandy School District employees take responsibility for their actions, decisions, and statements that impact the education community and the public.

Respect
Normandy School District employees treat students, colleagues, parents and others with professionalism. Employees respect others’ opinions and beliefs, value individual differences, and seek to reach solutions based on consensus.

Caring
Normandy School District employees build professional relationships with colleagues, peers and the public based on the highest standards of fairness, consideration and common courtesy. These standards are the foundation of a caring professional environment that supports mutual respect, collaboration toward common goals, and excellence in job performance.

Citizenship
Normandy School District employees are good stewards of the public trust and public resources. They honor and abide by school district policies, district and building regulations, and the laws of the State of Missouri and the United States.

Ethics
Normandy School District employees are ethical. Accepted principles of right and wrong govern their conduct.

Fairness
Normandy School District employees conduct business with the public and co-workers in an equitable, impartial, and honest manner; without prejudice or favoritism. They base decisions on objective and balanced judgment in accordance with the district’s mission, values, and established policies, procedures and regulations.

Focus on the Future
Normandy School District employees work toward the continual improvement of district results and student achievement. All employees know their roles and how their performance helps the district accomplish its goals and objectives. Employees develop a shared understanding of the problems that must be addressed and the changes that must take place if the district’s vision is to be realized.
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Strategic Objective</th>
<th>Strategy</th>
<th>Measure</th>
</tr>
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<tbody>
<tr>
<td><strong>Academic</strong> – 1.0</td>
<td>Actively engage all students so that they experience academic success and develop to their highest capacities of personal growth and civic responsibility.</td>
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<tr>
<td>1.1 Meet academic requirements of the Missouri Department of Elementary and Secondary Education.</td>
<td>1.1.1 Review, implement and evaluation the District’s Accountability Plan.</td>
<td>Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).</td>
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<tr>
<td></td>
<td>1.1 Meet academic requirements of the Missouri Department of Elementary and Secondary Education.</td>
<td>1.1.2 Develop, implement, and evaluate extended learning opportunities for Normandy students.</td>
<td>Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).</td>
</tr>
<tr>
<td></td>
<td>1.1 Meet academic requirements of the Missouri Department of Elementary and Secondary Education.</td>
<td>1.1.3 Implement and evaluate the Normandy Graduate Profile.</td>
<td>Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).</td>
</tr>
<tr>
<td>1.2 Develop, implement and evaluate “Pacing Guides” and “Priority Objectives” for each grade, subject and course.</td>
<td>1.2.1 Develop, implement and evaluate “Pacing Guides” for each grade, subject and course.</td>
<td>Pacing Guides and Priority Objectives used by staff.</td>
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</tr>
<tr>
<td>1.2 Develop, implement and evaluate “Pacing Guides” and “Priority Objectives” for each grade, subject and course.</td>
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</table>
### Academic – 1.0
Actively engage all students so that they experience academic success and develop to their highest capacities of personal growth and civic responsibility.

<table>
<thead>
<tr>
<th>1.3  Develop, implement and evaluate an instructional system that engages students in rigorous academic work and leads them to success in that work.</th>
<th>1.3.1 Acquire, train, implement and evaluate the use of a software program that provides diagnostic and predictive assessments to help the staff measure student understanding and provide instruction to meet the needs of students.</th>
<th>The instructional system is in place and used throughout the District.</th>
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<tbody>
<tr>
<td>1.3.2 Train, implement and evaluate instructional staff use of “SMART” goals.</td>
<td>The instructional system is in place and used throughout the District.</td>
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</tr>
<tr>
<td>1.3.3 Administer at each campus an instructional effectiveness audit, such as the High-Performing Schools Audit from the National Center for Urban School Transformation (NCUST), analyze the results, and use the District’s improvement process to improve instructional effectiveness and student performance.</td>
<td>The instructional system is in place and used throughout the District.</td>
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<tr>
<td>1.3.4 Develop, implement, and evaluate a data-driven instructional system for the District.</td>
<td>The instructional system is in place and used throughout the District.</td>
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</tbody>
</table>
### Academic – 1.0

Actively engage all students so that they experience academic success and develop to their highest capacities of personal growth and civic responsibility.

| 1.3 | Develop, implement and evaluate an instructional system that engages students in rigorous academic work and leads them to success in that work. |
| 1.3.5 | Train, implement, and evaluate staff use of data in their Professional Learning Communities to increase student achievement. |
| **The instructional system is in place and used throughout the District.** |

### Employee – 2.0

Attract, obtain and retain a highly qualified staff, motivate them to perform at their best, and provide support for further enhancement of their skills.

| 2.1 | Meet Missouri Department of Elementary and Secondary Education resource standards for personnel. |
| 2.1.1 | Meet requirements for “Highly Qualified” staff. |
| **State acceptance of the Technology Plan that meets/exceeds the criteria.** |

| 2.1.2 | Develop, implement and evaluate a Technology Plan that meets District needs and exceeds state requirements. |
| **State acceptance of the Technology Plan that meets/exceeds the criteria.** |

| 2.2 | Develop a Retirement Incentive Plan to promote District planning and reduce salary expenditures. |
| 2.2.1 | Design a Retirement Incentive Plan that reflects staff data, the competitive environment and District resources. |
| **Board approval of the plan. Targeted percentages of staff accept the plan.** |

<p>| 2.3 | Establish the percentage of employees that state that the Normandy School District is a good employer. Increase the percentage of employees stating that the District is a good employer. |
| 2.3.1 | Develop, implement, and evaluate processes to build a positive, constructive employee culture. |
| <strong>Develop and administer a public opinion survey of staff. Establish the percent of expected improvement.</strong> |</p>
<table>
<thead>
<tr>
<th>Employee – 2.0</th>
<th>2.4 Develop, implement and evaluate a Professional Development Plan that meets District training and development needs and exceeds state requirements.</th>
<th>2.4.1 Develop, implement and evaluate a process to build capacity for implementation of District initiatives through the ascertaining of current capability, providing training opportunities and follow-up support, and evaluation.</th>
<th>Professional Development Plan meets/exceeds DESE standards. Staff uses the “training” received as a part of everyday practice.</th>
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<tr>
<td>Employee – 2.0</td>
<td>2.4 Develop, implement and evaluate a Professional Development Plan that meets District training and development needs and exceeds state requirements.</td>
<td>2.4.2 Design, implement and evaluate training programs aligned with District needs to support more differentiated instruction, response to instruction and intervention (RTI), classroom management and using data for instructional decisions.</td>
<td>Professional Development Plan meets/exceeds DESE standards. Staff uses the “training” received as a part of everyday practice.</td>
</tr>
<tr>
<td>Employee – 2.0</td>
<td>2.4 Develop, implement and evaluate a Professional Development Plan that meets District training and development needs and exceeds state requirements.</td>
<td>2.4.3 Implement and evaluate use of “walk through.” classroom observations.</td>
<td>Professional Development Plan meets/exceeds DESE standards. Staff uses the “training” received as a part of everyday practice.</td>
</tr>
<tr>
<td>Employee – 2.0</td>
<td>2.5 Administer and evaluate an employee performance evaluation system that provides employees with timely feedback for skill enhancement, assures District performance standards are met, and that employee actions are consistent with District values.</td>
<td>2.5.1 Assess employee capability, (knowledge, skills, abilities and competencies), for instructional and non-instructional programs. Develop and implement plans as necessary for employees to meet future requirements.</td>
<td>Completion of capability report to the superintendent.</td>
</tr>
<tr>
<td>Employee – 2.0</td>
<td>2.5 Administer and evaluate an employee performance evaluation system that provides employees with timely feedback for skill enhancement, assures District performance standards are met, and that employee actions are consistent with District values.</td>
<td>2.5.2 Evaluate, revise as necessary, train, and implement an evidence-based performance evaluation system for all employees that is consistent with the District's vision, mission and values.</td>
<td>Completion of capability report to the superintendent.</td>
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<tr>
<td>Strategic Focus Area: Students, Parents, and Community – 3.0</td>
<td>3.1 Increase parental support and involvement.</td>
<td>3.1.1 Identify the “attributes” of parental support.</td>
<td>Public Opinion Survey of Community and Staff. Selected participation counts; e.g., conference attendance, IEP participation, volunteer hours…and complaint tracking.</td>
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<tr>
<td>Strategic Focus Area: Students, Parents, and Community – 3.0</td>
<td>3.1 Increase parental support and involvement.</td>
<td>3.1.2 Design, implement and evaluate programs to increase parental support and involvement.</td>
<td>Public Opinion Survey of Community and Staff. Selected participation counts; e.g., conference attendance, IEP participation, volunteer hours…and complaint tracking.</td>
</tr>
<tr>
<td>Strategic Focus Area: Students, Parents, and Community – 3.0</td>
<td>3.1 Increase parental support and involvement.</td>
<td>3.1.3 Design, implement and evaluate a process to strengthen parent–school communications including parent requests for information, complaints and the resolution of conflicts.</td>
<td>Public Opinion Survey of Community and Staff. Selected participation counts; e.g., conference attendance, IEP participation, volunteer hours…and complaint tracking.</td>
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<tr>
<td>Treat parents as partners, focus on students as individuals, and increase community support for the District’s mission.</td>
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</table>

| 3.2 Establish and then increase the percentage of parents and students reporting the Normandy School District is meeting the individual needs of students, students are engaged in instruction activities, and the instruction/content is relevant. |
| 3.2.1 Develop, implement and evaluate a plan to increase student engagement in instructional activities which results in increased achievement. |
| Student Climate Survey data from instruments such as those by Bernhardt, Ewy or Schlechty. |

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</table>

| 3.3 Establish, sustain, and evaluate a District culture conducive to student learning and District success. |
| 3.3.1 Develop, implement and evaluate a District communications and marketing program. |
| Public Opinion Survey of Community and Staff. Student data from instruments such as those by Bernhardt, Ewy or Schlechty. |

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| 3.3 Establish, sustain, and evaluate a District culture conducive to student learning and District success. |
| 3.3.2 Identify the attributes of school District cultures that promote District success, then develop, implement and evaluate a program to strengthen the District’s culture. |
| Public Opinion Survey of Community and Staff. Student data from instruments such as those by Bernhardt, Ewy or Schlechty. |

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</table>

<p>| 3.3 Establish, sustain, and evaluate a District culture conducive to student learning and District success. |
| 3.3.3 Establish and then increase the percentage of registered voters giving the Normandy School District an “A” or “B” rating when asked about satisfaction with the District. |
| Public Opinion Survey of Community and Staff. Student data from instruments such as those by Bernhardt, Ewy or Schlechty. |</p>
<table>
<thead>
<tr>
<th>Strategic Focus Area: Students, Parents, and Community – 3.0</th>
<th>3.4 Design, implement and evaluate a program to welcome all parents and students new to the Normandy School District, assure they are treated with respect and inculcated into the District culture.</th>
<th>3.4.1 Design, implement and evaluate a program that welcomes new students, orientates them to their new campus complex and instructional program, provides information about District and school procedures and teaches students expected behaviors.</th>
<th>Public Opinion Survey of Community. Internal school climate instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial and Operations – 4.0</td>
<td>4.1 Employees, students, parents and the community rate Normandy School District schools as “Safe.”</td>
<td>4.1.1 Select, implement, and evaluate “District approved” programs such as the “Positive Behavior Support” model to improve student conduct.</td>
<td>No negative reports from required inspections. Public Opinion Survey of the Community and Staff. Student Climate Survey data from instruments such as those by Bernhardt, Ewy or Schlechty.</td>
</tr>
<tr>
<td>Finance and Operations – 4.0</td>
<td>4.1 Employees, students, parents and the community rate Normandy School District schools as “Safe.”</td>
<td>4.1.2 Meet or exceed local, state and federal building, life-safety, and health codes and regulations, as well as safety requirements of the Missouri Department of Elementary and Secondary Education.</td>
<td>No negative reports from required inspections. Public Opinion Survey of the Community and Staff. Student Climate Survey data from instruments such as those by Bernhardt, Ewy or Schlechty.</td>
</tr>
<tr>
<td><strong>Finance and Operations – 4.0</strong></td>
<td><strong>4.2</strong> Develop, implement, and evaluate a process to establish process documents, work flow calendars, and appropriate schedules for use in every department.</td>
<td><strong>4.2.1</strong> Establish a District-wide continuous improvement program that operates in every department/unit.</td>
<td>Continual improvement program in operation. Process documents, work flow calendars, and schedules used in every department.</td>
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<tr>
<td><strong>Finance and Operations – 4.0</strong></td>
<td><strong>4.3</strong> Establish and then increase the percentage of residents reporting the District operates with financial responsibility, integrity and efficiency.</td>
<td><strong>4.3.1</strong> Develop and implement a program to inform staff and community about the integrity and efficiency of District programs and District stewardship of resources.</td>
<td>Public Opinion Survey of the Community No major negative findings in the Audit and Management Letter</td>
</tr>
</tbody>
</table>

Provide and maintain safe, functional and attractive facilities, support campus and District administrative and instructional functions, and be good stewards as resources are obtained, managed and expended to accomplish the District’s mission.
| Finance and Operations – 4.0 | 4.4 Continue the implementation and development of the District’s new management software systems. | 4.4.1 Implement an audit of computer program/system use, evaluate the results, and provide training as necessary for new and existing staff. | Audit of information system use/effectiveness |
| Finance and Operations – 4.0 | 4.5 Develop a process to manage and improve key work processes to deliver student achievement and achieve organizational success. | 4.5.1 Develop, implement, and evaluate a process to identify service areas where the District has excellent results and those where significant improvements are necessary. | Program evaluations |
| Finance and Operations – 4.0 | 4.6 Provide the necessary funds to operate the District’s programs and accomplish its mission. | 4.6.1 Develop, implement and evaluate a process to determine desired fund balances. | Fund balance policy in effect. Variance of fund balances/targets regarding fund balance goals. Budget. Transmittal Letter reflects degree of dependence on grants. |
### Finance and Operations – 4.0

Provide and maintain safe, functional and attractive facilities, support campus and District administrative and instructional functions, and be good stewards as resources are obtained, managed and expended to accomplish the District’s mission.

| 4.6 | Provide the necessary funds to operate the District’s programs and accomplish its mission. | 4.6.2 | Develop, implement, and evaluate a process to determine the effects of grants and other “special” funding sources and develop plans to protect the District and its programs should such funds be reduced or no longer be available. | Fund balance policy in effect. Variance of fund balances/targets regarding fund balance goals. Budget. Transmittal Letter reflects degree of dependence on grants. |

### Governance and Administration – 5.0

Govern the District in an efficient and effective manner that unites the District as a team working together to achieve its mission and reach its vision.

| 5.1 | Continue to strengthen the School Board – Superintendent leadership team to improve student achievement and organizational performance. | 5.1.1 | Review, revise as necessary, and approve Board of Education Policies and Regulations. | Policy Review Results. Board/Superintendent Evaluation Instrument. Public Opinion Survey of Community and Staff’ |

| 5.1.2 | Develop, implement, and evaluate a systems approach for the management of the District – Quality, Scientific Approaches, All One Team. | Policy Review Results. Board/Superintendent Evaluation Instrument. Public Opinion Survey of Community and Staff’ |

| 5.1.3 | Create a culture that supports implementation of a systems model for the District; Quality, Scientific approaches, All One Team. | Policy Review Results. Board/Superintendent Evaluation Instrument. Public Opinion Survey of Community and Staff’ |
Governance and Administration – 5.0
Govern the District in an efficient and effective manner that unites the District as a team working together to achieve its mission and reach its vision.

5.1 Continue to strengthen the School Board – Superintendent leadership team to improve student achievement and organizational performance.

5.1.4 Design, implement and evaluate a leadership development program for District administrators that builds upon the work of the National Center for Urban School Transformation.


5.2 Develop, implement and evaluate a District-wide system of continual improvement.

5.2.1 Develop, implement and evaluate a District-wide continual improvement process.

Continual Improvement Program developed and District-wide evidence of its use.

5.3 Develop and implement a balanced scorecard reporting system for quarterly progress reports to the Board of Education.

5.3.1 Create, implement and evaluate key measures and metrics for each strategic objective.

Balanced Scorecard developed and used throughout the District. Regular reporting of results to the Board of Education.

5.4 Develop a process to evaluate the Districts’ current grade level organizational structure and campus attendance boundaries.

5.4.1 Develop and implement a process for the periodic review of the District’s grade level organizational structure.
<table>
<thead>
<tr>
<th>Governance and Administration – 5.0</th>
<th>5.4  Develop a process to evaluate the Districts’ current grade level organizational structure and campus attendance boundaries.</th>
<th>5.4.2  Develop and implement a process for the periodic review of the District’s campus attendance boundaries and assignment policies.</th>
<th>Process in place and used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govern the District in an efficient and effective manner that unites the District as a team working together to achieve its mission and reach its vision.</td>
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</tbody>
</table>
### Long-Range Plan

**Strategic Focus Area: 1.0 Academic** – Actively engage all students so that they experience academic success and develop to their highest capacities of personal growth and civic responsibility.

### Normandy Strategic Objective/CSIP Objective:
1.1 Meet academic requirements of the Missouri Department of Elementary and Secondary Education (DESE).

**Goal Champion:** Dr. Todd, Dr. Williams, Ms. Yarbrough

### DESE Goal: SP
Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

### ePeGS:
Student Performance: Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.

### Measure:
Meet each of the fourteen (14) Missouri performance standards.

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<td>Annual Target</td>
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<tr>
<td>Target Met?</td>
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### MSIP Standard(s):
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<th>Description of Strategy</th>
<th>District Person(s) Accountable</th>
<th>Measure</th>
<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Review, implement and evaluate the District’s Accountability Plan.</td>
<td>Director, Curriculum and Instruction</td>
<td>1. MSIP standards. 2. Interim and final evaluation reports.</td>
<td>State Funds</td>
<td>8/2010</td>
<td>5/2015</td>
</tr>
<tr>
<td>1.1.2 Develop, implement and evaluate extended learning opportunities for Normandy students.</td>
<td>Director, Curriculum and Instruction</td>
<td>1. MSIP Standards. 2. Evaluation report.</td>
<td>State Funds</td>
<td>1/2010</td>
<td>5/2012</td>
</tr>
<tr>
<td>1.1.3 Implement and evaluate the Normandy Graduate Profile.</td>
<td>Director, Curriculum and Instruction</td>
<td>1. Evidence of use of the profile. 2. Evaluation report.</td>
<td>State Funds</td>
<td>9/2010</td>
<td>5/2011</td>
</tr>
</tbody>
</table>
**Long-Range Plan**

**Strategic Focus Area: 1.0 Academic** – Actively engage all students so that they experience academic success and develop to their highest capacities of personal growth and civic responsibility.

**Normandy Strategic Objective/CSIP Objective:** 1.2 Develop, implement and evaluate “Pacing Guides” and “Priority Objectives” for each grade, subject and course.

**Goal Champion:** Dr. Todd, Dr. Williams, Ms. Yarbrough

**DESE Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Student Performance. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

**Measure:** Pacing Guides and Priority Objectives used by staff. Meet state standards for percentage of students scoring at the proficient and advanced achievement levels on the MAP.

<table>
<thead>
<tr>
<th>MSIP Standard(s):</th>
<th>9.1<em>1, 9.1</em>2, 9.1<em>3, 9.1</em>4, 9.1<em>5, 9.1</em>6, 9.3, 6.1, 6.5</th>
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<td>Results:</td>
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<td>Target Met?</td>
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<tr>
<td>Description of Strategy</td>
<td>District Person(s) Accountable</td>
<td>Measure</td>
<td>Resources (Money, People &amp; Time)</td>
<td>Implementation Date</td>
<td>Completion Date</td>
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</tr>
<tr>
<td>1.2.1 Develop, implement and evaluate “Pacing Guides” for each grade subject and course.</td>
<td>Director, Curriculum and Instruction</td>
<td>1. Walk-through and follow up data. 2. Evaluation report.</td>
<td>Content Area Coordinators</td>
<td>1/2010</td>
<td>5/2011</td>
<td></td>
</tr>
<tr>
<td>1.2.2 Develop, implement and evaluate “Priority Objectives” for each grade, subject and course.</td>
<td>Director, Curriculum and Instruction</td>
<td>1. Observation data from grade level/department meetings and use in district publications. 2. Evaluation report.</td>
<td>Content Area Coordinators</td>
<td>1/2010</td>
<td>5/2011</td>
<td></td>
</tr>
</tbody>
</table>
**Strategic Focus Area: 1.0 Academic** – Actively engage all students so that they experience academic success and develop to their highest capacities of personal growth and civic responsibility.

**Normandy Strategic Objective/CSIP Objective:** 1.3 Develop, implement and evaluate an instructional system that engages students in rigorous academic work and leads them to success in that work.

**Goal Champion:** Dr. Todd, Dr. Williams, Ms. Yarbrough

**DESE SP Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** 1) Student Performance. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals. 2) Highly Qualified Staff. Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

**Measure:** The instructional system is in place and used throughout the District. Meet each of the fourteen (14) Missouri performance standards. Meet DESE process requirements.

**MSIP Standard(s):**

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<tr>
<td>Target Met?</td>
<td>No</td>
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<tr>
<td>Description of Strategy</td>
<td>District Person(s) Accountable</td>
<td>Measure</td>
<td>Resources (Money, People &amp; Time)</td>
<td>Implementation Date</td>
<td>Completion Date</td>
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<tr>
<td>1.3.1 Acquire, train, implement and evaluate the use of a software program that provides diagnostic and predictive assessments to help the staff measure student understanding and provide instruction to meet the needs of students.</td>
<td>Director, Curriculum and Instruction</td>
<td>Formative data from data teams/grade level and department meetings. 1. Formative data from data teams/grade level and department meetings. 2. Evaluation report.</td>
<td>State and Federal Funds Instructional Technology Coach</td>
<td>9/2010</td>
<td>5/2011</td>
<td></td>
</tr>
<tr>
<td>1.3.2 Train, implement and evaluate instructional staff use of “SMART” goals.</td>
<td>Director, Curriculum and Instruction</td>
<td>Minutes. Evaluation report.</td>
<td>State and Federal Funds Principals</td>
<td>1/2010</td>
<td>12/2010</td>
<td></td>
</tr>
<tr>
<td>1.3.3 Administer at each campus an instructional effectiveness audit, such as the High-Performing Schools Audit from the National Center for Urban School Transformation (NCUST), analyze the results and use the district’s improvement process to improve instructional effectiveness and student performance.</td>
<td>Director, Curriculum and Instruction</td>
<td>Audit reports and recommendations. Minutes of the Senior Leadership Planning and Review Team.</td>
<td>Directors of Elementary and Secondary Education</td>
<td>8/2010</td>
<td>12/2010</td>
<td></td>
</tr>
<tr>
<td>1.3.4 Develop, implement and evaluate a data-driven instructional system for the district.</td>
<td>Director, Curriculum and Instruction</td>
<td>Evidence of system use. Evaluation report.</td>
<td>Directors of Elementary and Secondary Education</td>
<td>8/2010</td>
<td>5/2011</td>
<td></td>
</tr>
<tr>
<td>1.3.5 Train, implement and evaluate staff use of data in their Professional Learning Communities to increase student achievement.</td>
<td>Director, Curriculum and Instruction</td>
<td>Data team minutes. Evaluation report.</td>
<td>State and Federal Funds Directors of Elementary and Secondary Education</td>
<td>8/2010</td>
<td>5/2011</td>
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</tr>
</tbody>
</table>
Strategic Focus Area: 2.0 Employees – Attract, obtain and retain a highly qualified staff, motivate them to perform at their best, and provide support for further enhancement of their skills.

Normandy Strategic Objective/CSIP Objective: 2.1. Meet Missouri Department of Elementary and Secondary Education resource standards for personnel.

Goal Champion: Mr. Henderson, Ms. Yarbrough

DESE SP Goal: Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

ePeGS: 1) Highly Qualified Staff. Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals and objectives. 2) Facilities, Support, and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Measure: State acceptance of the Technology Plan that meets/exceeds the criteria. Meet all Department of Elementary and Secondary Education personnel requirements.

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<tr>
<td>Annual Target</td>
<td>100% Compliance</td>
<td>100% Compliance</td>
<td>100% Compliance</td>
<td>100% Compliance</td>
<td>100% Compliance</td>
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Results:

Target Met?

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<tr>
<th>Description of Strategy</th>
<th>District Person(s) Accountable</th>
<th>Measure</th>
<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
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</thead>
<tbody>
<tr>
<td>2.1.1 Meet requirements for “Highly Qualified” staff.</td>
<td>Chief of Staff</td>
<td>DESE report.</td>
<td>Coordinator, Human Resources</td>
<td>8/2010</td>
<td>5/2015</td>
</tr>
<tr>
<td>2.1.2 Develop, implement and evaluate a Technology Plan that meets district needs and exceeds state requirements.</td>
<td>Chief Operations Officer</td>
<td>DESE approval of the district’s technology plan.</td>
<td>Director, Technology</td>
<td>5/2010</td>
<td>1/2015</td>
</tr>
</tbody>
</table>
### Long-Range Plan

| Strategic Focus Area: Employees – 2.0 Attract, obtain and retain a highly qualified staff, motivate them to perform at their best, and provide support for further enhancement of their skills. |

---

**Normandy Strategic Objective/CSIP Objective:** 2.2 Develop a Retirement Incentive Plan to promote district planning and reduce salary expenditures.

**Goal Champion:** Mr. Henderson, Ms. Yarbrough

**DESE SP Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Highly Qualified Staff. Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

### Measure: Board approval of the plan. Targeted percentages of staff accept the plan. The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.

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<tr>
<th>MSIP Standard(s):</th>
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<td>8.5</td>
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<td>Results:</td>
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<td>Target Met?</td>
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<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Design a Retirement Incentive Plan that reflects staff data, the competitive environment and district resources.</td>
<td>Chief of Staff</td>
<td>1. Plan approved. 2. Participation target met. 3. Dollars available for re-allocation.</td>
<td>State Funds Coordinator, Human Resources</td>
<td>3/2010</td>
<td>5/2015</td>
</tr>
</tbody>
</table>
Strategic Focus Area: 2.0 Employees – Attract, obtain and retain a highly qualified staff, motivate them to perform at their best, and provide support for further enhancement of their skills.

Normandy Strategic Objective/CSIP Objective: 2.3 Establish the percentage of employees that state that the Normandy School District is a good employer. Increase the percentage of employees stating that the District is a good employer.

Goal Champion: Mr. Henderson, Ms. Yarbrough

DESE SP Goal: Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

ePeGS: Highly Qualified Staff. Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

**Measure:** Develop and administer a public opinion survey of staff. Establish the percent of expected improvement. The District creates a positive climate for learning and established a focus on academic achievement.

<table>
<thead>
<tr>
<th>MSIP Standard(s):</th>
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<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>2.3.1 Develop, implement and evaluate processes to build a positive, constructive employee culture.</td>
<td>Chief of Staff</td>
<td>1. Interim evaluation reports. 2. Staff climate survey data.</td>
<td>Local Funds Coordinator, Human Resources</td>
<td>8/2010</td>
<td>5/2015</td>
</tr>
</tbody>
</table>
### Long-Range Plan

#### Strategic Focus Area: 2.0 Employees – Attract, obtain and retain a highly qualified staff, motivate them to perform at their best, and provide support for further enhancement of their skills.

**Normandy Strategic Objective/CSIP Objective:** 2.4 Develop, implement and evaluate a Professional Development Plan that meets district training and development needs and exceeds state requirements.

**Goal Champion:** Dr. Todd, Dr. Williams, Ms. Yarbrough

**DESE Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Highly Qualified Staff. Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

**Measure:** Professional Development Plan meets/exceeds DESE standards. Staff uses the “training” received as a part of everyday practice. Professional development is an integral part of the educational program and all school improvement activities.

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<th>MSIP Standard(s):</th>
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<td>Target Met?</td>
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## Description of Strategy

### 2.4.1 Develop, implement and evaluate a process to build capacity for implementation of district initiatives through the ascertaining of current capability, providing training opportunities and follow-up support and evaluation.

<table>
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<tr>
<th>Description of Strategy</th>
<th>District Person(s) Accountable</th>
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<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
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</thead>
</table>
|                          | Director, Curriculum and Instruction | 1. Interim and final evaluation reports.  
2. Increased student achievement.  
3. DESE approval of the district’s professional development plan. | Directors of Elementary and Secondary Education | 8/2010 | 5/2015 |

### 2.4.2 Design, implement and evaluate training programs aligned with district needs to support more differentiated instruction, response to instruction and intervention (RTI), classroom management and using data for instructional decisions.

<table>
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<tr>
<th>Description of Strategy</th>
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<th>Completion Date</th>
</tr>
</thead>
</table>
|                          | Director, Curriculum and Instruction | 1. Classroom walk-through data.  
2. Team meeting minutes.  
3. Increased student achievement.  

### 2.4.3 Implement and evaluate use of “walk-through” classroom observations.

<table>
<thead>
<tr>
<th>Description of Strategy</th>
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<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
</tr>
</thead>
</table>
|                          | Director, Curriculum and Instruction | 1. Schedule and data review.  
2. Evaluation report.  
### Long-Range Plan

| Strategic Focus Area: Employees – 2.0 | Attract, obtain and retain a highly qualified staff, motivate them to perform at their best, and provide support for further enhancement of their skills. |

#### Normandy Strategic Objective/CSIP Objective:
2.5 Administer and evaluate an employee performance evaluation system that provides employees with timely feedback for skill enhancement, assures district performance standards are met and that employee actions are consistent with district values.

**Goal Champion:** Mr. Henderson, Dr. Todd, Dr. Williams, Ms. Yarbrough

#### DESE SP Goal:
Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP). Implementation of an evidenced-based performance evaluation system for all employees that is consistent with the District’s vision, mission and values.

**ePeGS:** Highly Qualified Staff. Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

<table>
<thead>
<tr>
<th>Measure: Completion of capability report to the superintendent.</th>
<th>MSIP Standard(s):</th>
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<tr>
<td><strong>School Year:</strong></td>
<td><strong>2009-2010</strong></td>
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<td>Annual Target:</td>
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<td>Results:</td>
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<td>Description of Strategy</td>
<td>District Person(s) Accountable</td>
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<tr>
<td>2.5.1 Assess employee capability, (knowledge, skills, abilities and competencies), for instructional and non-instructional programs. Develop and implement plans as necessary for employees to meet future requirements.</td>
<td>Chief of Staff</td>
</tr>
<tr>
<td>2.5.2 Evaluate, revise as necessary, train and implement an evidence-based performance evaluation system for all employees consistent with the District’s vision, mission and values.</td>
<td>Chief of Staff</td>
</tr>
<tr>
<td>Long-Range Plan</td>
<td>Strategic Focus Area: 3.0 Students, Parents, and Community – Treat parents as partners, focus on students as individuals and increase community support for the District’s mission.</td>
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**Normandy Strategic Objective/CSIP Objective:** 3.1 Increase parental support and involvement.

**Goal Champion:** Ms. Thompson, Dr. Todd, Dr. Williams

**DESE SP Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Parent and Community Involvement. Promote, facilitate, and enhance parents, student, and community involvement in LEA/District education programs.

**Measure:** Public Opinion Survey of Community and Staff. Selected participation counts; e.g., conference attendance, IEP participation, volunteer hours and complaint tracking. The District creates a positive climate for learning and establishes a focus on academic achievement. The District has a variety of committees to study issues, provide advice, and facilitate communications.

**MSIP Standard(s):**

6.5, 8.8

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<tr>
<td>3.1.1 Identify the “attributes” of parental support.</td>
<td>Director, Curriculum and Instruction</td>
<td>List of measures developed.</td>
<td>Local Funds</td>
<td>8/2010</td>
<td>1/2011</td>
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<td>Parent Facilitators</td>
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<tr>
<td>3.1.2 Design, implement and evaluate programs to increase parental support and involvement.</td>
<td>Director, Curriculum and Instruction</td>
<td>1. Participation counts. 2. Community Survey results. 3. Minutes of meetings. 4. Evaluation reports.</td>
<td>Local, State and Federal Funds</td>
<td>10/2010</td>
<td>5/2015</td>
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<td>Parent Facilitators</td>
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<tr>
<td>3.1.3 Design, implement and evaluate a process to strengthen parent – school communications including parent requests for information, complaints and the resolution of conflicts.</td>
<td>Director, Guidance and Student and Family Services</td>
<td>1. Process documents. 2. Formative data by category by school. 3. Evaluation reports.</td>
<td>Local, State and Federal Funds</td>
<td>8/2010</td>
<td>1/2012</td>
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</table>
Long-Range Plan | Strategic Focus Area: 3.0 Students, Parents, and Community – Treat parents as partners, focus on students as individuals and increase community support for the District’s mission.

**Normandy Strategic Objective/CSIP Objective:** 3.2 Establish and then increase the percentage of parents and students reporting the Normandy School District meets the individual needs of students, students are engaged in instruction activities, and the instruction/content is relevant.

**Goal Champion:** Dr. Todd, Dr. Williams, Ms. Yarbrough

**DESE SP Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Student Performance. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

**Measure:** Student Climate Survey data from instruments such as those by Bernhardt, Ewy or Schlechty. The district creates a positive climate for learning and establishes a focus on academic achievement.

**MSIP Standard(s):** 6.1, 6.3, 6.4, 6.5

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**Description of Strategy**

3.2.1 Develop, implement and evaluate a plan to increase student engagement in instructional activities that results in increased achievement.

**District Person(s) Accountable:** Director, Curriculum and Instruction

**Measure:**
1. Approval of measures.
2. Increased student achievement.
3. Evaluation reports.

**Resources (Money, People & Time):** Local, State and Federal Funds

**Implementation Date:** 8/2010

**Completion Date:** 5/2015
### Strategic Focus Area: 3.0 Students, Parents, and Community – Treat parents as partners, focus on students as individuals and increase community support for the District’s mission.

**Normandy Strategic Objective/CSIP Objective:** 3.3 Establish, sustain and evaluate a district culture conducive to student and employee learning and district success.

**Goal Champion:** Dr. Lawrence (Lead), Mr. Henderson, Mr. Fisher

**DESE SP Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Parent and Community Involvement. Promote, facilitate, and enhance parents, student and community involvement in LEA/District education programs.

**Measure:** Public Opinion Survey of Community and Staff. Student data from instruments such as those by Bernhardt, Ewy or Schlechty. The district creates a positive climate for learning and established a focus on academic achievement.

**MSIP Standard(s):**

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| 3.3.1 Develop, implement and evaluate a District communications, marketing and branding program. | AMG Consultant                                       | 1. Program approved.  
2. Evaluation reports                                                   | $9,400 + staff time                                             | 8/2010                             | 5/2013           |
| 3.3.2 Identify the attributes of school district cultures that promote District success, then develop, implement and evaluate a program to strengthen the District's culture. | Director of Curriculum and Instruction  
Chief of Staff;  
Chief Operations Officer | 1. List developed.  
2. Evaluation reports                        | Local Funds  
Directors of Elementary and Secondary Education  
Principals                  | 8/2010                             | 1/2011           |
| 3.3.3 Establish and then increase the percentage of registered voters giving the Normandy School District an “A” or “B” rating when asked about satisfaction with the District. | Director, Curriculum and Instruction                  | 1. Administer survey and establish baseline data.  
2. Set increasing annual targets  
3. Evaluation reports                      | Local and State Funds  
Coordinator, Public Relations                  | 8/2010                             | 5/2015           |
### Long-Range Plan

**Strategic Focus Area: 3.0 Students, Parents, and Community** – Treat parents as partners, focus on students as individuals, and increase community support for the district’s mission.

<table>
<thead>
<tr>
<th>Normandy Strategic Objective/CSIP Objective:</th>
<th>3.4 Design, implement and evaluate a program to welcome all parents and students new to the Normandy School District, assure they are treated with respect and inculcated into the district culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Champion:</td>
<td>Dr. Lawrence, Mr. Henderson, Mr. Fisher</td>
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<thead>
<tr>
<th>DESE SP Goal:</th>
<th>Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).</th>
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<tbody>
<tr>
<td><strong>ePeGS:</strong> Parent and Community Involvement. Promote, facilitate and enhance parents, students, and community involvement in LEA/District education programs.</td>
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<tr>
<td><strong>MSIP Standard(s):</strong></td>
<td>6.5</td>
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<td>Measure</td>
<td>Resources (Money, People &amp; Time)</td>
<td>Implementation Date</td>
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<tr>
<td>3.4.1 Design, implement and evaluate a program that welcomes new students, orientates them to their new campus complex and instructional program, provides information about District and school procedures and teaches students expected behaviors.</td>
<td>Director, Curriculum and Instruction</td>
<td>1. Program developed. 2. Process measures developed and data collected and analyzed. 3. Evaluation reports.</td>
<td>State and Federal Funds Director of Guidance and Student and Family Support Services</td>
<td>8/2010</td>
<td>5/2013</td>
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</tr>
<tr>
<td>3.4.2 Design, implement and evaluate a program that welcomes parents new to the district and provides information regarding programs, policies and procedures.</td>
<td>Director, Curriculum and Instruction</td>
<td>1. Program developed. 2. Process measures developed and data collected and analyzed. 3. Evaluation reports.</td>
<td>State and Federal Funds Director of Guidance and Student and Family Support Services</td>
<td>8/2010</td>
<td>5/2012</td>
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Long-Range Plan

**Strategic Focus Area: 4.0 Finance and Operations** – Provide and maintain safe, functional and attractive facilities, support campus and district administrative and instructional functions, and be good stewards as resources are obtained, managed and expended to accomplish the District’s mission.

**Normandy Strategic Objective/CSIP Objective:** 4.1 Employees, students, parents and the community rate Normandy School District schools as “Safe.”

**Goal Champion:** Mr. Fisher, Mr. Abernathy, Dr. Todd, Dr. Williams

**DESE SP Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Facilities, Support, and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

**Measure:** No negative reports from required inspections. Public Opinion Survey of the Community and Staff. Student Climate Survey data from instruments such as those by Bernhardt, Ewy or Schlechty. Schools are orderly; students and staff indicate they feel safe at school. Facilities are appropriate, healthful and safe.

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<tr>
<td>Annual Target:</td>
<td>No Violations N/A</td>
<td>No Violations Survey Results TBD</td>
<td>No Violations Survey Results TBD</td>
<td>No Violations Survey Results TBD</td>
<td>No Violations Survey Results TBD</td>
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**Results:**

**Target Met?**
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<th>Description of Strategy</th>
<th>District Person(s) Accountable</th>
<th>Measure</th>
<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
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</table>
| 4.1.1 Select, implement and evaluate “district approved” programs such as the “Positive Behavior Support” model to improve student conduct. | Director, Curriculum and Instruction;                    | 1. Program implemented.  
2. Formative data and analysis.  
3. Evaluation reports.                                                   | State and Federal Funds  
Director, Guidance and Student and Family Support Services | 8/2010               | 5/2013           |
| 4.1.2 Meet or exceed local, state and federal building, life-safety, and health codes and regulations, as well as safety requirements of the Missouri Department of Elementary and Secondary Education. | Chief Operations Officer                                 | 1. No violations.  
2. Internal inspections.  
3. Emergency plan developed and practiced.  
4. Evaluation reports.                                                     | Local and State Funds  
Coordinator, Safety                                                        | 8/2010               | 5/2015           |
### Strategic Focus Area: 4.0 Finance and Operations – Provide and maintain safe, functional and attractive facilities, support campus and district administrative and instructional functions, and be good stewards as resources are obtained, managed and expended to accomplish the District’s mission.

| Normandy Strategic Objective/CSIP Objective: | 4.2 Develop, implement and evaluate a process to establish process documents, work flow calendars, and appropriate schedules for use in every department. |
| Goal Champion: | Mr. Fisher, Ms. Peoples |
| DESE SP Goal: | Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP). |
| ePeGS: | Facilities, Support, and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities. |

**Measure:** Continual improvement program in operation. Process documents, work flow calendars, and schedules used in every department. The District implements systematic procedures to ensure efficient fiscal management and accountability.

| MSIP Standard(s): | 8.6, 8.7 |

<p>| Annual Target: | N/A | TBD | | | | |
| Results: | | | | | | |
| Target Met? | | | | | | |</p>
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<th>Description of Strategy</th>
<th>District Person(s) Accountable</th>
<th>Measure</th>
<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td><strong>4.2.1 Establish a district-wide continuous improvement program that operates in every department/unit.</strong></td>
<td>Chief Operations Officer</td>
<td>1. Process documents completed. 2. Process measures defined. 3. Quarterly results report.</td>
<td>State Funds Director, Business Services</td>
<td>8/2010</td>
<td>12/2010</td>
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<tr>
<td><strong>4.2.2 Establish, implement and evaluate appropriate process documents for every department.</strong></td>
<td>Chief Operations Officer</td>
<td>1. Cycles of improvement documented. 2. Evaluation reports.</td>
<td>Director, Business Services</td>
<td>8/2010</td>
<td>5/2015</td>
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</table>
Long-Range Plan

**Strategic Focus Area: 4.0 Finance and Operations** – Provide and maintain safe, functional and attractive facilities, support campus and district administrative and instructional functions, and be good stewards as resources are obtained, managed and expended to accomplish the District’s mission.

**Normandy Strategic Objective/CSIP Objective:** 4.3 Establish and then increase the percentage of residents reporting the district operates with financial responsibility, integrity and efficiency.

**Goal Champion:** Mr. Fisher, Ms. Peoples

**DESE SP Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Facilities, Support, and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

**Measure:** Public Opinion Survey of the Community. No major negative findings in the Audit and Management Letter. The District implements systematic procedures to ensure efficient fiscal management and accountability.

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<th>MSIP Standard(s):</th>
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<tr>
<td><strong>Annual Target:</strong></td>
<td>1. No major negative audit findings.</td>
<td>1. No major negative audit findings.</td>
<td>1. No major negative audit findings.</td>
<td>1. No major audit findings.</td>
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<td>2. TBD community survey satisfaction percentage.</td>
<td>2. TBD community survey satisfaction percentage.</td>
<td>2. TBD community survey satisfaction percentage.</td>
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<td>2. TBD community survey satisfaction percentage.</td>
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<th>Results:</th>
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<td>Description of Strategy</td>
<td>District Person(s) Accountable</td>
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</table>
| 4.3.1 Develop and implement a program to inform staff and community about the integrity and efficiency of District programs and District stewardship of resources. | Chief Operations Officer | 1. Program developed.  
2. Program implemented. | Local Funds  
Director, Business Services  
Coordinator, Public Relations | 8/2010 | 1/2011 |
Long-Range Plan

Strategic Focus Area: 4.0 Finance and Operations – Provide and maintain safe, functional and attractive facilities, support campus and district administrative and instructional functions, and be good stewards as resources are obtained, managed and expended to accomplish the district’s mission.

Normandy Strategic Objective/CSIP Objective: 4.4 Continue the implementation and development of the District’s new management software systems.

Goal Champion: Mr. Fisher, Mr. Young

DESE SP Goal: Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

ePeGS: Facilities, Support, and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Measure: Audit of information system use/effectiveness. Technology is an integral part of the instructional and support programs.

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<td>Annual Target</td>
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MSIP Standard(s): 6.4, 8.5, 8.6, 8.7

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<th>Description of Strategy</th>
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<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>4.4.1 Implement an audit of computer program/system use, evaluate the results, and provide training as necessary for new and existing staff.</td>
<td>Chief Operations Officer</td>
<td>1. Audit results. 2. Evaluation reports.</td>
<td>Director, Technology</td>
<td>1/2011</td>
<td>5/2011</td>
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</table>
### Strategic Focus Area: 4.0 Finance and Operations

Provide and maintain safe, functional and attractive facilities, support campus and district administrative and instructional functions, and be good stewards as resources are obtained, managed and expended to accomplish the District’s mission.

**Normandy Strategic Objective/CSIP Objective:** 4.5 Develop a process to manage and improve key work processes to deliver student achievement and achieve organizational success.

**Goal Champion:** Mr. Fisher, Ms. Peoples

**DESE SP Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Facilities, Support, and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

**Measure:** Program evaluations. The district reviews objectives and goals of each program and service, reports their effectiveness, and acts to ensure that these programs efficiently achieve their goals. Appropriate procedures assure the accurate and timely reporting of required data.

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**Results:**

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<tr>
<td>4.5.1 Develop, implement, and evaluate a process to identify service areas where the district has excellent results and those where significant improvements are necessary.</td>
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## Long-Range Plan

### Strategic Focus Area: 4.0 Finance and Operations – Provide and maintain safe, functional and attractive facilities, support campus and district administrative and instructional functions, and be good stewards as resources are obtained, managed and expended to accomplish the District’s mission.

### Normandy Strategic Objective/CSIP Objective: 4.6 Provide the necessary funds to operate the District’s programs and accomplish its mission.

**Goal Champion:** Mr. Fisher, Mr. Henderson

### DESE SP Goal: Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

### ePeGS: Facilities, Support, and Instructional Resources. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fund balance policy in effect. Variance of fund balances/targets regarding fund balance goals. Budget. Transmittal Letter reflects degree of dependence on grants. The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.</th>
<th>MSIP Standard(s):</th>
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<td>8.5, 8.6</td>
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<td>Results:</td>
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<td>Description of Strategy</td>
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<td>Resources (Money, People &amp; Time)</td>
<td>Implementation Date</td>
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<tr>
<td>4.6.2 Develop, implement and evaluate a process to determine the effects of grants and other “special” funding sources and develop plans to protect the District and its programs should such funds be reduced or no longer be available.</td>
<td>Chief Operations Officer</td>
<td>Percentage of instructional budget related to grants.</td>
<td>State Funds Coordinator, Federal Programs Director, Business Services</td>
<td>10/2010</td>
<td>5/2015</td>
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</table>
### Long-Range Plan

#### Strategic Focus Area: 5.0 Governance and Administration – Govern the District in an efficient and effective manner that unites the district as a team working together to achieve its mission and reach its vision.

<table>
<thead>
<tr>
<th>Normandy Strategic Objective/CSIP Objective:</th>
<th>5.1 Continue to strengthen the School Board – Superintendent leadership team to improve student achievement and organizational performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Champion:</strong></td>
<td>Dr. Lawrence, Board President</td>
</tr>
<tr>
<td><strong>DESE Goal:</strong></td>
<td>Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).</td>
</tr>
<tr>
<td><strong>ePeGS:</strong></td>
<td>Governance. Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.</td>
</tr>
<tr>
<td><strong>Measure:</strong></td>
<td>Policy review results. Board/Superintendent evaluation instrument. Public opinion survey of community and staff. The board adopts a current set of policies, meets regularly, and secures the required training for its members.</td>
</tr>
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</table>

| **MSIP Standard(s):** | 8.3 |

#### Annual Target:

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<tbody>
<tr>
<td><strong>Annual Target:</strong></td>
<td>N/A</td>
<td>1. Annual policy review. 2. Board/Superintendent evaluation. 3. TBD community survey results.</td>
<td>1. Annual policy review. 2. Board/Superintendent evaluation. 3. TBD community survey results.</td>
<td>1. Annual policy review. 2. Board/Superintendent evaluation. 3. TBD community survey results.</td>
<td>1. Annual policy review. 2. Board/Superintendent evaluation. 3. TBD community survey results.</td>
<td>1. Annual policy review. 2. Board/Superintendent evaluation. 3. TBD community survey results.</td>
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<p>| <strong>Results:</strong> | | | | | | |
| <strong>Target Met?</strong> | | | | | | |</p>
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<tr>
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<th>Completion Date</th>
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<tbody>
<tr>
<td>5.1.1 Review, revise as necessary, and approve Board of Education Policies and Regulations.</td>
<td>Superintendent of Schools</td>
<td>Policy review.</td>
<td>Chief of Staff, Chief Operations Officer</td>
<td>8/2010</td>
<td>5/2015</td>
</tr>
<tr>
<td>5.1.2 Develop, implement and evaluate a systems approach for the management of the district – Quality, Scientific Approaches, All One Team.</td>
<td>Superintendent of Schools</td>
<td>1. Management system implemented. 2. Evaluation reports.</td>
<td>Chief of Staff, Chief Operations Officer</td>
<td>8/2010</td>
<td>5/2015</td>
</tr>
<tr>
<td>5.1.3 Create a culture that supports implementation of a systems model for the district; Quality, Scientific approaches, All One Team.</td>
<td>Superintendent of Schools</td>
<td>Community and staff survey results.</td>
<td>Chief of Staff, Chief Operations Officer</td>
<td>8/2010</td>
<td>5/2015</td>
</tr>
<tr>
<td>5.1.4 Design, implement and evaluate a leadership development program for District administrators that builds upon the work of the National Center for Urban School Transformation.</td>
<td>Superintendent of Schools</td>
<td>1. Program developed and implemented. 2. Evaluation reports.</td>
<td>State and Federal Funds, Chief of Staff, Chief Operations Officer, Directors for Elementary and Secondary Education</td>
<td>8/2010</td>
<td>5/2015</td>
</tr>
</tbody>
</table>
### Long-Range Plan

#### Strategic Focus Area: 5.0 Governance and Administration – Govern
the district in an efficient and effective manner that unites the district as a
team working together to achieve its mission and reach its vision.

| Normandy Strategic Objective/CSIP Objective: | 5.2 Develop, implement and evaluate a district-wide system of continual improvement. |
| Goal Champion: | Mr. Fisher, Mr. Henderson, Dr. Todd, Dr. Williams, Ms. Yarbrough |

#### DESE SP Goal:
Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

#### ePeGS:
Governance. Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

#### Measure:
Continual Improvement Program developed and district-wide evidence of its use. The District has an ongoing, written comprehensive improvement plan which directs the overall improvement of its educational programs and services.

| MSIP Standard(s): | 8.1, 8.2 |

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<tr>
<td>Annual Target:</td>
<td>9 AYP 6 TBD Number of successful process improvements</td>
<td>AYP 7</td>
<td>AYP 9</td>
<td>AYP 12</td>
<td>AYP 14</td>
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<td>Results:</td>
<td>5</td>
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<tr>
<td>Target Met?</td>
<td>No</td>
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<tr>
<td>5.2.1 Develop, implement and evaluate a district-wide continual improvement process.</td>
<td>Chief of Staff; Chief Operations Officer, Director, Curriculum and Instruction</td>
<td>1. Program developed and implanted.</td>
<td>Directors of Elementary and Secondary Education</td>
<td>8/2010</td>
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<td>2. Evaluation reports including evidence of use.</td>
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<tr>
<td>5.2.2 Develop and implement an accountability system to monitor progress towards the</td>
<td>Chief of Staff; Chief Operations Officer; Director, Curriculum and Instruction</td>
<td>1. Program measures approved.</td>
<td>State Funds</td>
<td>8/2010</td>
<td>6/2011</td>
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<td>accomplishment of strategic and operational goals.</td>
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<td>2. Evaluation reports.</td>
<td>Directors of Elementary and Secondary Educations</td>
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</table>
**Strategic Focus Area: 5.0 Governance and Administration** – Govern the District in an efficient and effective manner that unites the district as a team working together to achieve its mission and reach its vision.

**Normandy Strategic Objective/CSIP Objective:** 5.3 Develop and implement a balanced scorecard reporting system for quarterly progress reports to the Board of Education.

**Goal Champion:** Mr. Fisher, Mr. Henderson

**DESE SP Goal:** Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Governance. Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

**Measure:** Balanced Scorecard developed and used throughout the district. Regular reporting of results to the Board of Education. The Board of Education and its staff systematically provide information to the public regarding the condition of school programs.

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<tr>
<td>Annual Target</td>
<td>N/A</td>
<td>Satisfactory results for all measures.</td>
<td>Satisfactory results for all measures.</td>
<td>Satisfactory results for all measures.</td>
<td>Satisfactory results for all measures.</td>
<td>Satisfactory results for all measures.</td>
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<td>Results:</td>
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**MSIP Standard(s):**

- 8.3, 8.6, 8.9

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<tr>
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<th>Resources (Money, People &amp; Time)</th>
<th>Implementation Date</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>5.3.1 Create, implement and evaluate key measures and metrics for each strategic objective.</td>
<td>Chief of Staff</td>
<td>1. Measures approved. 2. Quarterly updates to Balanced Scorecard.</td>
<td>Directors, Elementary and Secondary Education</td>
<td>8/2010</td>
<td>6/2011</td>
</tr>
</tbody>
</table>
### Strategic Focus Area: 5.0 Governance and Administration – Govern the District in an efficient and effective manner that unites the district as a team working together to achieve its mission and reach its vision.

#### Normandy Strategic Objective/CSIP Objective: 5.4 Develop a process to evaluate the District’s current grade level organizational structure and campus attendance boundaries.

**Goal Champion:** Mr. Fisher, Dr. Todd, Dr. Williams, Mr. Henderson, Ms. Yarbrough

#### DESE SP Goal: Increase the percentage of students achieving the Show-Me Standards at target performance levels in the Missouri Assessment Program (MAP).

**ePeGS:** Governance. Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

<table>
<thead>
<tr>
<th>Measure: Process in place and used. The district reviews the goals and objectives of each program and service and takes actions to ensure that these programs efficiently achieve their goals.</th>
</tr>
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<tbody>
<tr>
<td><strong>MSIP Standard(s):</strong></td>
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<tr>
<td>8.1, 8.6, 8.10</td>
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<th>Completion Date</th>
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</thead>
<tbody>
<tr>
<td>5.4.1 Develop and implement a process for the periodic review of the District’s grade level organizational structure.</td>
<td>Chief of Staff</td>
<td>Report</td>
<td>Chief Operations Officer</td>
<td>10/2010</td>
<td>1/2011</td>
</tr>
<tr>
<td>5.4.2 Develop and implement a process for the periodic review of the District’s campus attendance boundaries and assignment policies.</td>
<td>Chief Operations Officer</td>
<td>Report</td>
<td>Chief Operations Officer</td>
<td>10/2010</td>
<td>1/2011</td>
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</tbody>
</table>
Appendix A—Normandy Board of Education

Cozy W. Marks, III
   President

Joyce R. McRath
   Vice President

Nancy Hartman
   Secretary

Edward Haynie, Ed.D.
   Treasurer

Ed James
   Director

William Humphrey
   Director

Sheila Williams
   Director
Appendix B—Central Office Team

Superintendent
   Dr. Stanton Lawrence

Chief of Staff
   James L. Henderson

Chief Operations Officer
   Leon Fisher

Director of Secondary Education
   Dr. Aubrey Todd

Director of Elementary Education
   Dr. Sharon Williams

Director of Curriculum and Instruction
   Mary Yarbrough

Coordinator of Safety/Security
   Mr. Fred Abernathy
Appendix C—Normandy Schools

Normandy High School - 1,363 enrollment
   Curt Green, Principal
   T-Herbert Jeffrey, Associate Principal
   Nigel Word, Assistant Principal

Normandy Positive Alternative School - 112 enrollment
   Calvin Nicholas, Principal

Normandy Middle School - 585 enrollment
   Lynett Hookfin, Principal
   Eric Jefferson, Assistant Principal
   Anthony Smith, Assistant Principal

Bel-Nor Elementary School - 196 enrollment
   Netra Taylor, Principal

Bel-Ridge Elementary School - 195 enrollment
   Debra Hayes, Principal

Garfield Elementary School - 350 enrollment
   Angela Kinlaw, Principal

Jefferson Elementary School - 273 enrollment
   Robin Vaulx-Williams, Principal

Lucas Crossing Elementary School - 832 enrollment
   Roger LaBlanc, Principal

Pine Lawn Elementary School - 242 enrollment
   Angela Kinlaw, Principal

Washington Elementary School - 238 enrollment
   Dr. Marcellars Mason, Principal

Normandy Early Childhood/Kindergarten Complex - 240 enrollment
   Kathryn Garrett, Principal
Appendix D—Definitions of Strategic Planning Terms

Alignment: “Alignment” refers to consistency of plans, processes, information, resource decisions, actions, results and analysis to support key district goals. Effective alignment requires a common understanding of purposes and goals. It also requires the use of complementary measures and information for planning, tracking, analysis and improvement at three levels: the district’s senior leader level; the key process level; and the program, school, class, or individual level.

Core Competencies: “Core competencies” refers to the Normandy School District’s areas of greatest expertise. Normandy’s core competencies are those strategically important capabilities that are central to fulfilling your mission.

DESE SP: DESE SP are strategic objectives identified by the Missouri Department of Elementary and Secondary Education.

ePeGS: ePeGS refers to the Missouri Department of Elementary and Secondary Education’s Electronic Plans and Electronic Grants System, a system that helps school districts relate their strategic plans to grant funding.

Mission: The mission refers to the overall function of the district. The mission answers the question, “What is the Normandy School District attempting to accomplish?”

Process: The term “process” refers to linked activities with the purpose of producing a program or service. In education, process is used to spell out what must be done. It can be very specific including a sequence to be followed or a general understanding regarding competent performance, timing, options to be included, evaluation, and reporting. Processes are repeatable and observable. They can be written or “the way things are done.”

Strategic Advantages: “Strategic advantages” refers to those benefits that exert a decisive influence on the district’s likelihood of future success. These advantages frequently are sources of the district’s current and future competitive success relative to other schools and districts that provide similar educational programs, offerings, and services. Strategic advantages generally arise from either or both of two sources: (1) core competencies; and (2) strategically important external resources, which are shaped and leveraged through key external relationships and partnerships.

Strategic Challenges: The term “strategic challenges” refers to those pressures that exert a decisive influence on the district’s likelihood of future success. These challenges frequently are driven by the district’s future competitive position relative to other schools and districts. Strategic challenges generally are externally driven. However, in responding to externally driven strategic challenges, the district may face internal strategic challenges.

External strategic challenges may relate to student, stakeholder, or market needs or expectations; changes in educational programs or offerings; technological changes; or budgetary, financial, societal or other risks or needs. Internal strategic challenges may relate to the district’s capabilities or its human or other resources.

Strategic Objectives: The term “strategic objectives” refers to the district’s stated aims or responses to address major change or improvement. They are what the district must achieve to remain or become competitive and ensure long-term sustainability. Strategic objectives set the district’s longer-term directions and guide resource allocation and redistributions.
Appendix D—Definitions of Strategic Planning Terms

**Systematic:** The term “systematic” refers to approaches that are well-ordered, are repeatable, and use data and information so learning is possible. Approaches are systematic if they build in the opportunity for evaluation, improvement, and sharing, thereby permitting improved performance results.

**Values:** "Values" refers to the guiding principles and behaviors that embody how the district and its people are expected to operate. Values reflect and reinforce the desired culture of the school district. Values support and guide the decision-making of every employee, helping the district accomplish its mission and attain its vision in an appropriate manner.

**Vision:** The “vision” is the desired future state of the district. The vision describes where Normandy is headed, what it intends to be, and/or how it wishes to be perceived in the future.
## Appendix E—Preliminary SWOT Analysis

### STRENGTHS

1. Focus on what is right for students
2. Board/Superintendent as a “Team of Eight”
3. Board/Superintendent leadership
4. District size
5. Willingness to admit a problem exists
6. Willingness to do things differently
7. Board/Superintendent communications
8. Creating a unity of purpose
9. Community support
10. Community expectations for District
11. Community expectations for students
12. 24 Communities as 1
13. Acceptance of students as they are
14. Diversity
15. University of Missouri – Saint Louis
16. Board of Education stability

### WEAKNESSES

1. Student achievement
2. Student attendance
3. Student apathy
4. Curriculum rigor
5. Many students not actively engaged in the learning process
6. Safety
7. Negative culture
8. Communications – internal and external
9. Lack of Communication/Marketing Plan
10. Accountability
11. Facilities
12. 24 Independent communities
13. Do tasks rather than work processes
14. Need for routine use of additional “work skills/knowledge”
15. Students not taking their responsibility for school decorum
16. Staff respect for parents and students

### OPPORTUNITIES

1. Wellston students and parents
2. Support from UMSL, DESE, and others
3. Financial stability/Bonding capacity
4. Grants and “special funding” provide unique opportunities for improvement
5. Commitment to continuous improvement
6. Commitment to developing and implementing a long-range plan
7. Community support for change
8. Number of new employees
9. Develop model systems that produce desired outcomes
10. Use the planning process to be proactive and use mission and values when reacting

### THREATS

1. Loss of State Accreditation
2. State “take over” or dissolution of District
3. Perception as unsafe/unsecure
4. Non-public schools
5. Negative attitudes
6. Student bullying
7. Community problems come into the schools
8. Focus on multiple needs at the same time
9. Wellston students and community are isolate
10. Reliance on grants and “special funding”
11. Lack of an identified “core competency”
12. Lack of personnel or consultants for selected tasks
13. Number of new employees.
14. Change to state funding formula or funding level

**Note:** An item may be both strength and a weakness.
Normandy School District
Strategic Planning Committee Meeting Agenda

Tuesday, May 25, 2010  6 p.m.  Board Room, Campus Support Center

Welcome & Introductions  Ed James

Purpose  Dr. Stanton Lawrence

Results of Community Action Forums  Dr. Paul Doerrr

Open Discussion  Committee Members

Next Steps  Ed James

Adjournment
Appendix G—Central Office Team Meeting Notes

January 20, 2010

Normandy Strengths:
- Tenure / length of time some of the teachers have been at NSD
- Seeing the result thus far on improvements to campuses
- Creating the parent liaison positions with each campus/school building
- 24 Municipalities
- Teacher salaries are higher
- UMSL is next door
- Board of Education has improved
- Team of adults have helped to get 30 kids back in school of 99 dropouts
- More extra-curricular activities are being offered that have resulted in disciplinary issues being decreased (Middle School level)

Normandy Weaknesses:
- Public perception of district (due to culture?) – goal to change
- Lack of effective mechanism to communicate the strengths of the District
  - Community Meetings starting 1/30/10 will help
- Lack of inevitability into each of the school buildings/campuses – goal to change
- Charter and Private Schools
- America’s economic situation
- Normandy does not have a large commercial base and also is slowly drying up
- MAP scores
- Potential loss of accreditation
- TIF money (i.e. Express Scripts)
- Older buildings
- District is land-locked (i.e. golf courses; cemeteries)
- Parental involvement
Appendix H—Principal Meeting

January 25, 2010

- NIS = National Institute Standards – the definition is listed in the last section of agenda / Balridge

- Strengths for NSD – per the School Principals
  - NSD is building better collaboration with outside partners
    - i.e. UMSL with student teachers; UMSL with after school activities; UMSL with the assistance of curriculum
  - Partnership with other Child Care Facilities within the NSD
    - i.e. Offering other child care employees professional development
    - i.e. Trying to coordinate curriculum with Child Care Centers
  - NSD developing partnership with Special School District
    - More collaboration is still needed / right now varies between bldgs
  - NSD is reaching out to municipalities
  - NSD Alternative School is partnering ½ day with Job Corp.
    - i.e. Alternative school has a good conflict resolution
    - Parental involvement is mandatory in conflict resolution
  - NSD is doing a good job at exposing children to a variety of experiences
    - i.e. Powell Symphony Hall
    - Opportunities for kids to experience things and events as being part of the NSD
    - Educating the whole child
  - NSD is doing a good job at addressing Drop Outs – and reclaiming the kids back into NSD
  - There are 49 Oasis tutors for grades 1-3
  - There is also a Saturday school that is provided
  - Acuity (measures progress toward MAP testing) – drives the instruction for NSD elementary and middle schools
    - Monthly feedback for results
    - Provides a vast bank of resources (i.e. tutorials)
    - Allows student assignments that are specifically tailored to individual students
  - NSD provides student transportation
    - Buses are on time – this is important to both kids and adults
    - Buses are available for student field trips
    - NSD Transportation Department is self sufficient
    - Providing transportation for students meets students emotional and social needs
  - NSD links parents with resources for support and help
    - Some parents do help out in the school district
    - Parents as Teachers program
  - NSD Curriculum Dept. is addressing and providing ‘vehicles’ across the District that is uniform in order to be measured with other school districts in Missouri
    - This helps to interpret data and guide the teachers’ instructions
  - NSD technology is improving
    - i.e. Wireless setup, parent and student portals online
  - NSD has teacher extended years of experience
  - NSD Alternative School curriculum allows for thinking outside the box
  - All grades and principals at NSD have flexibility for addressing the needs of students and families
Appendix H—Principal Meeting

- NSD has some third generation families that attend
  - Some of these families have stated that this is due specifically to the NSD teachers and staff
- Strength of ‘principles’ in attendance at this meeting
  - Knowledge
  - Willing
  - Compassionate
  - Go the extra mile
- NSD - Character Plus works better in elementary schools than middle sch.

- Weaknesses of NSD – per the principals
  - Academic achievement
  - Need more regular communications among administrators across all areas
  - NSD needs to focus and readjust resources and skills to be better students
  - Turnover rate is 25-30% at elementary level (is this students or teachers??)
  - Some students/families have left the NSD and then returned within 6 mos to 1 year
  - There needs to be more addressing / counseling to the kids that are repeat offenders and get suspended repeatedly – there are emotional concerns
  - Administrators and the community need to work together
    - Something needs to be done to reach out to communicate and bring everyone together /unity
  - Safety
  - Perceptions of parents of middle school students and high school students
    - Parents are concerned about these schools being safe and send their children to other schools in other districts
    - Middle school has worked hard and is working hard toward changing those perceptions
      - Dr. Doerrer discussed suggestion of meeting with real estate agents and providing a tour of the middle school as it is now (to improve the perceptions)
Appendix I—Community Meeting Part I

Normandy School District
Strategic Planning Meeting Agenda

NORMANDY HIGH SCHOOL  6701 St. Charles Rock Rd.  St. Louis, MO  63133

Where: Normandy HS Library

Who: Concerned Stakeholders

What: A Strategic Planning/Community Meeting

When: Saturday, January 30, 2010
  9—11 a.m.

Why: To make certain that plans for our future are developed collaboratively

Welcome & Introductions      Stanton Lawrence
Purpose (Power Point)        Stanton Lawrence
Task Description            Stanton Lawrence
Breakout Sessions           Community Members/Facilitators
Reconvene/Share Out         Focus Teams
Adjournment

Next Meeting Date: Saturday, February 6, 2010
(Same time and location)
Appendix I—Community Meeting Part I

Normandy School District  Planning for Success 2010

January 30, 2010
Community Questions

If you have comments that you did not have the opportunity to voice today, please write them on this form and submit them to your group’s facilitator at the end of the meeting.

1. What are the core competencies of the Normandy School District? (What are the district’s greatest areas of expertise)?

2. What does world-class education mean?

3. What are the skills students need to successfully live, work and participate in our representative democracy in the 21st century?

4. What issues, or strategic challenges, will Normandy School District have to address over the next three years?

5. What are the strengths, or the strategic advantages, of Normandy School District? What do we do well?

You may use the back of this sheet for any additional comments you would like to share.
Appendix I—Community Meeting Part I

Meeting Notes
January 30, 2010

1. What are the core competencies of the Normandy School District? (What are the district’s greatest areas of expertise)?
   • Passion
   • Desire and commitment to be successful
   • Music & Fine Arts Department
   • Action step of community meeting(s)
   • Collaboration to bring all stakeholders together & move district forward to improve student achievement / collaborative effort
   • Coming together as community; municipalities; students; school district
   • Appreciation of current quality leadership of NSD at all levels
   • Keeping focused on the vision and drive of the current administration
   • Dedicated staff
   • NSD is gaining momentum
   • There is (some) parental and community involvement
   • NSD is self-corrective
   • NSD recognizes issues are a challenge and not a problem – district has the ability to see a problem as a positive and not just a negative; problem solving
   • Flexibility
   • Communication
   • Desire to try new things
   • School spirit
   • Teachers are highly qualified and credentialed (*is this verifiable?*)
   • Great and strong curriculum and learning environment
   • Priority to educate our children
   • Facilities Management
     o Upgrading and improving
   • Safety and security
   • Leadership role in community
   • Athletic programs
   • Working hard at collaborating
     o Ex. Science collaboration/partnering with UMSL
   • Committed, spiritual, partnering adults
   • Belief in all children can learn / succeed
   • What is success
     o Earning a quality high school diploma
   • Extra curricular activities
   • Gear-Up program
   • College prep. focus
   • Education beyond high school

2. What does world-class education mean?
   • Upon graduation, students are able to compete on a global platform and compete in society
   • Competitive edge on a global scale; global perspective
Appendix I—Community Meeting Part I

- Children are educated so they can compete with any child of similar age in the world
- Students can succeed on the level they chose (i.e. college vs. career, etc.)
- NSD to produce citizens to grow United States; be productive
- Prepare students for the future – beyond high school
- Goal is to reach forward to achieve world class
- Make goals attainable
- Parental participation; it is a partnership
- Top Notch
- High academic standards
- Commitment to excellence
- Exemplary
- Every child will have the opportunity to receive the best of his/her educational needs – in order to be successful in life and to be able to reach their dreams and goals
- The right needed equipment to teach students, the right teachers, right help and resources for parents
- Taking education from idea, to thought on paper, to proven success, to a young person, through tests and hands on results. This leads to success in the future on personal career, family and community.
- The results of obtaining a world class education can only be measured by where the graduates arrive after-the-fact
- Students being prepared to meet challenges wherever they may be, by having been prepared through learning.
- That students are achieving above the national average
- Means all areas that are vital to education are addressed and met – making sure that the student will be a well rounded member of their community and society at large
- Means a fully accredited district
- Connect, compete, succeed – at next level
- Having access
- Defined
- Recognition
- Sense of values and sense of learning to attain world class distinction
- Appreciation for all facets of learning
- Goal / results oriented
- Ground in feedback / two way communication
- Recognizing and adapting to change
- When children have the foundation (a graduate) to be successful/competitive/thriving anywhere in today’s society
- Prepares students to successfully compete in life and in the workforce
- Leading edge, in front of the curve, not behind it

3. What are the skills students need to successfully live, work and participate in our representative democracy in the 21st century?

- Reading at grade level or above – literate
- Critical thinking and reading; comprehension
- Write – effective oral, written communication skills
Appendix I—Community Meeting Part I

- Math skills
- Ability to research and interpret information
- Ability to reason, communicate and offer particular knowledge that moves society forward
- Ability to be articulate and innovative; command of the English language
- Technological competency and also advances; technologically astute
- Compete / create / collaborate
- Resiliency
- Basic skills – student accountability; self-worth; ownership; self-discipline; focus; independence
- Social and interpersonal skills
- Students need to be able to culturally socialize
- Entrepreneurial skills
- Students must know the value of their education
- Guidance to achieve
- Students must have love, nurturing and re-assurance that this is for a valuable result
- Trade skills
- Success beyond the classroom
- Proficient in technology
- Communicate in relationships
- Ability to adjust, appreciate others, diverse points of view
- Ability to learn, succeed from failures
- Be respectful to others beginning with self and sense of worth
- Ability to work together, teamwork
- Able to accept constructive criticism
- Exposure to public life and accepting responsibility; a sense of community and service/volunteerism
- What it means to live in a democracy and how to do it
- Having a sense of spiritual roots / integrity / cultural (?)…
- How to manage personal finances and economic responsibilities, time and talent
- How to set and reach goals
- Ability to quickly process information from various sources

4. What issues, or strategic challenges, will Normandy School District have to address over the next three years?
   - Accreditation
   - Need more uniformity across the district
   - Target specific skills for achievement
   - With a merge in progress with Wellston, bring the district together to move everyone in the same direction – forward
   - Blending 2 districts to minimize rivals and gang activity (Normandy and Wellston)
   - Gain more parent involvement
   - Plan to help the children with emotional challenges
   - Provide resources for fragile families
   - Some parents want to help but simply do not know how – support the parents
   - Reach parents with limited parenting skills
   - More professional development for teachers
   - More teacher collaboration – district wide
Appendix I—Community Meeting Part I

- Students need to better understand their roles – their choices affect the future
- Strategic plan is critical to NSD becoming a outstanding district
- Children’s willingness and desire to come to school with the intent to be active and respectful citizens in order to further their own personal and educational goals. Intrinsic motivation.
- Encourage others – parents, community, teachers, etc. to join the commitment
- Community culture
- Perceptions from within and the outside - what goes on at NSD?
- Communication to diverse constituents
- Test scores
- Parent, teacher and principal participation – success in the entire process – everyone needs to understand and move NSD toward the same goal
- Need a new or renovated Middle School
- Need more computer labs and technology for students K-12
- Need more stability of staff
- Wellston addition
- Community shifts
- Teach students to be accepting of one another – foster mutual respect
- Uniformity of targeted skills to achieve academic excellence
- Be a participant in their learning
- Politicians must be involved
- Be accountable for student achievement (schools)
- AYP (adequate yearly progress), Wellston merger, academic achievement
- Changing culture of adults
- Assessing our progress objectively (i.e. do they go to 4 year colleges, the graduation rate, tech schools)? Are we a success?
- Conflict with NCLB and best interests in children
- Reduction in tutoring, art, athletics, music to be better at test taking only
- How do we continue to address or meet the needs of the “whole” child?
- Discipline ???
  - Large or small class setting
  - Lack of social skills
  - They have to fail to get learning / alternative setting
- Telephone calls from school viewed only as citing problems by parents
- Lack of materials or supplies
- Consensus of goals from “all” stakeholders
  - Avoid self serving groups as opposed to serving children
- Prioritizing our goals
- Higher expectations needed (grades 7-8)
- Decreased parental involvement at the secondary level (grades 7-8)
- Credits for grades 7-8 (academic accountability)
- Maximize the use of limited attendance issues
- Level of dedication of staff
- Violence in the community
- 24 municipalities – territorial issues
- Need for better communication to all stakeholders in a timely manner
- Communication
  - Internal
Appendix I—Community Meeting Part I

- External – multiple constituents, communities
- Principal – teacher – parent – child
  - Discipline
  - Attitude(s)
- Attendance
  - Students
  - Parents
  - Staff
- Restructuring with a common foundation
- Changes in local environment
  - Transience
  - Construction / loss

5. What are the strengths, or the strategic advantages, of Normandy School District? What do we do well?

- "24 to 1" motto = turn 24 separate municipalities into one great school district
- Provide valuable education to every student who enters NSD
- Creating “Unity of Purpose”
- Students' capacity to achieve
- NSD commitment to work together
- NSD has put together a group of people that are willing to help
- Willingness to accept (multiple) inputs
- Willing to think “outside the box”
- District has genuine concern for its students and community
- There is community involvement
- Communication
- Small district; class sizes are managed well
  - Size of district makes change do-able
- Extra curricular activities
- More consistent efforts to include parents
- Very good curriculum
- Collaboration
- Have diversity in:
  - Municipalities
  - Economic backgrounds
  - Which we have to use smartly or they backfire
- Geographic flexibility in resources in our area
  - From K – 20 (*) to age 20??)
- Community supports
  - Metrolink
- Utilizing our resources effectively
- Our North County is growing and taking off
- Our crime is under control over/against media stereotypes
- We have leadership and committed…
- Have advantage in federal or grant funding due to our size
- Location to UMSL
- Strong early childhood / parents as teachers programs
- GEAR-UP
Appendix I—Community Meeting Part I

- Pro-active
- Pockets of excellence
- Friends of Normandy
- Honors classes
- Excellent job overall
- Cooperation between board members
- Employing resources
- Acceptance of all students
- Improvement of facilities and technology
  - This is a high priority
- Planning

Other Suggestions / Comments:
- Set up an academic blog area
- TLC Supt/Office need to be the engine which drives the train of the district – be strong
- NSD administration needs to demand accountability from all principals, teachers, staff who work with students
- Make sure salaries of administration (Asst Supts) is commensurate with area districts – to keep these people at NSD
Normandy School District
Strategic Planning Meeting Agenda

NORMANDY HIGH SCHOOL  6701 St. Charles Rock Rd.  St. Louis, MO  63133

Where: Normandy HS Library
Who: Concerned Stakeholders
What: A Strategic Planning/Community Meeting
When: Saturday, February 6, 2010
9—11 a.m.
Why: To make certain that plans for our future are developed collaboratively

Welcome & Introductions  Ed James
Purpose (Power Point)  Stanton Lawrence
Task Description  Stanton Lawrence
Breakout Sessions  Community Members/Facilitators
Reconvene/Share Out  Focus Teams
Adjournment

Next Meeting Date: Saturday, February 20, 2010
(Same time and location)
February 6, 2010
Community Questions

If you have comments that you did not have the opportunity to voice today, please write them on this form and submit them to your group’s facilitator at the end of the meeting.

1. What are your expectations of Normandy School District?

2. What standards do you use to evaluate the quality of Normandy School District?

3. What would persuade you that Normandy School District students receive a world-class education?

4. What are three areas regarding the Normandy School District that you want to be kept informed about?

5. What is getting in the way of student learning?

6. What do we need to do to help all children be successful in school?

You may use the back of this sheet for any additional comments you would like to share.
Appendix J—Community Meeting Part II

Meeting Notes
February 6, 2010

1. What are your expectations of Normandy School District?
   - To be able to think outside the box
   - To be able to reach and educate all students including those who do not do well with the traditional ways of teaching
   - To improve NSD’s AYP scores
   - Quality Education
   - Leadership
     - Professionalism
     - Accountability
   - Role Models
   - Fiscal responsibility
   - Full Accreditation – and maintain
   - College preparation
   - Safety
     - Safe environment, nurturing experiences and orderly
   - Influences / camaraderie
   - Structure
   - Have a positive school culture
   - Stat of the Art facilities
   - Teachers with Master’s and PhD degrees
     - Select highly qualified teachers to deliver instruction
     - Hire and retain certified, committed, knowledgeable teachers
     - Provide necessary staff development to keep teachers abreast of current trends
     - Take responsibility as staff members and be committed
     - Professional Development for teachers that includes classroom discipline
   - Communication from Board & Principals on achievement in all areas
     - In a clear and timely manner
     - District must have a vibrant communication system between district/parents and community
   - For NSD to become better than it is or has always been
   - To treat the children right
     - Address behavior concerns
   - Listen to the parents concerns
     - More consistent communication with parents
     - Outreach programs to include parental involvement
   - Turn out well equipped/armed students with the necessary tools to eventually become productive members of society
     - Every student can be successful
     - Prepare the students for the future - responsibility
     - Prepare children academically for the ‘real world’
     - Provide children with world class skill set to compete globally
     - Teach quality citizenship
     - Produce self confident students
     - Students to either go on to higher education or work force
     - Adequate resources both before and after graduation
   - Raise student expectations and clearly articulate these expectations
Appendix J—Community Meeting Part II

- High expectations of staff, students, and community
- Develop a culture of high expectations
- Always put the child's best interests first in all decisions
- Respect students' opinions, provide a VOICE for students
- Prepare students to compete globally by providing a quality education
- Educate children to compete for scholarships and attend college
- Improve graduation rates, overall student grades, test scores
  - Academic progress
  - Incentive to come and get an education
- Teacher planning – access to phones, communicate teacher availability
- Enforce written policies
  - Uniforms
  - ID's
  - Tardy
  - Use merit system
- Rates of progression leading to graduation
- Suggestion – identify student skills and strengths at an early age
  - For non-college bound students put resources and curriculum in place to prepare these students for success (i.e. technical schools) in the work force
  - Begin with students at an early age – address the curriculum
  - Rigorous curriculum from the start
  - Understanding the purpose – citizen in the community
- Provide an arrays of co-curricular activities that sustain student interests
- Prepare for technology
- Bring the kids up to grade level
- Develop recognition ceremonies for outstanding accomplishments
- Develop a mentorship program and/or expand existing ones
- Create a more positive educational environment
- Effective planning with the merger of NSD and Wellston SD
- Improve self esteem of schools and community

2. What standards do you use to evaluate the quality of Normandy School District?

- Achieve the goals of #1 above
- Look at administrators and teachers
  - Are they happy to help the children? Are they dedicated to teach children?
  - Or do they yell all day long at the kids (what kids say at home)
  - Quality of staff
  - Strong leadership
- Quality of education facilities
- Graduation and drop out rates
- % of high school graduates / tech schools
- Overall attendance rates at school
- Are Normandy graduates desirable?
- Are Normandy graduates competitive?
- Is the District at least on par with the other and neighboring districts? (ranking)
  - Using other districts as standards
  - Compare and contrast other school districts in STL with NSD – particularly successful schools
- State standards
Appendix J—Community Meeting Part II

- Standardized test scores and evaluations
- Measurements of grades and test scores
- Awards; recognitions from state, national, athletic, fine arts
- Full Accreditation
- Parent/community survey responses
- Stakeholders thoughts and opinions about the NSD
- Safety and violence in the NSD
- School culture
- Teacher competence
  - Level of dedication
- Teachers communicating with parents
  - How the staff acts and communicates with parents
- Parental participation
  - Volunteering
  - Getting involved
  - Provide resources for parents to get involved
- Strong leadership within schools
- Parents look at the subjects that are being taught
- Are there scholarship opportunities available to NSD students at the collegiate level?
- Role models
- Citizenship
- Character building
- Readiness
- School pride
- Discipline
- Types and numbers of honors programs being offered
- AYP
- EOC/MAP
- MSIP
- ACT composite scores
- Student performance
- Student activities within the community
- Parental and community evolvement
- Provide resources
  - Find a way to reach ALL parents
- Achievement data
- Children’s after school behavior
- Look at what the students have taken away from their academic experience
- Excellence (global)
- Are parents trying to get their kids in or out of NSD?
- Keep the NSD focus even with the merger with Wellston
- Enforce rules and expectations
- Physical environment and climate of the school
  - Provide quality facilities and instructional technology and aesthetics
- After school behavior to and from school – conduct and appearance
- Student uniforms have improved behavior and perception
  - Enforcement of uniform policies and manner worn
Appendix J—Community Meeting Part II

3. What would persuade you that Normandy School District students receive a world-class education?
   - Increased graduation rates
   - Student performance – academics; grades
     - High quality results
     - Higher achievement scores
   - Data improvement
   - High attendance rates
   - Healthy school culture
   - Student activities within the community
   - Changes in school policies and/or procedures
   - Progression toward accreditation
   - College placement and success
   - Economic success
   - Intellectually and financially independent adults
   - High college enrollment numbers
     - % of students that go to college
   - Lower drop out rates
   - Safety and violence
   - Quality of teacher
     - Make sure there are teacher evaluations
   - Proof!
   - Numbers, results, statistics, AYP – in all areas
   - If things in #2 above are in place – then there should be results
   - When children do not complain at home that they are not getting the help and attention at school, when they need it most
   - Technology
   - Resources to show importance of education
     - Resources for instruction
   - The ability for students to stand out in a competitive field
   - Job ready graduates with an acceptable GPA
   - Career placement
   - Follow-up data (post graduation)
   - Participation in extra curricular activities
   - Positive P.R.
   - Maintain student focus at different levels
   - When people who are not in the NSD say that NSD does it right!
   - Do we handle discipline issues effectively
     - Everyone needs to be more informed on how this is done
   - How can parents participate in improvements
   - Is world class achievable
   - Resolve or be mindful of social constraints, openly honest
   - How does school improve parenting and/or the social milieu
   - Emphasize importance of education and college
   - Increase student retention – find out what students like
     - Extra programs and incentive to achieve and attend
Appendix J—Community Meeting Part II

- Curricula support / expanded for results
  - Science labs
  - Foreign Language
- Upgraded facilities
- Students and staff retention

4. What are three areas regarding Normandy School District that you want to be kept informed about?
   - Have reasonable goals and expectations
     - Inspiration is important
   - Academics
   - Curriculum changes
   - Test scores
   - Grades
   - Attendance
   - Graduation rates
   - An overall monthly report on the behavior, student attendance, achievements of all school in the district
   - Changes in school policies and procedures
   - General information about what is going on in the district
   - Progress toward accreditation
     - Show status toward accreditation process
   - Public Meetings, concerts, games, etc.
     - Community tied events
     - More opportunities for community and parental involvement
   - Financial issues, financial spending, construction, big changes, etc.
     - Budgeting process (transparency) – available to all
   - Student Academic Success
     - Success in all areas
     - Student achievement
     - Keep parents informed of all areas concerning their children
     - Parental notification of change in school administration
     - Parental notification of change in classroom
     - Parental … changes within programming and overall administration
   - Children attitudes
   - Improvement programs
   - Educational programming / Professional Development
   - Successes as well as problems of the NSD
   - More information about merger with Wellston District
   - Current events
   - NSD successes
   - State policies that drive practices – NCLB
   - Use of technology for communication needed
   - Parental involvement
   - Inform parents of:
     - Attendance
     - Performance
     - Behavior
Appendix J—Community Meeting Part II

• Athletics
  • Extra curricular activities – support and communicate
    o Builds morale and pride
    o Fine arts and athletics

5. What is getting in the way of student learning?
• Inconsistent learning
• Lack of communication
  o Communicate from the top down / bottom up
• Parental attitudes
  o Lack of parental involvement - inadequate
  o Lack of parenting skills – parents are not being parents
    ▪ Some kids are raising themselves
  o Parenting wisely (PPO)
  o How can parents get the help they need
• PCAC, PPP
• Lack of belief in self
• Student apathy
• Student’s agenda – other than learning
• Lack of belief by student in the ability to escape one’s circumstances
• Violence
  o Campus fights
• Teachers
  o High turnover in some schools
  o Some teachers do not have the best interests of the students
  o Some teachers are only there for the money
  o Some teachers have lack of authority
  o Teacher demeanor
  o Effective teachers
  o Differentiation of instruction
  o Lack of different instructional strategies
  o Some teachers have lack of content knowledge – poor teaching
• Administrators and staff
  o Attitudes of some administrators and staff
  o Collegial staff
• Disconnection between school and home
  o Village is in disarray and is not connected to the school the way it has been and should be
• Bullying
• Peer pressure
• Toxic environment
• Negative environmental impact
• Kids acting up and distracting / disrupting classrooms
  o Behavioral issues
  o Poor classroom management
• Classrooms that are not conducive to learning
• School culture
• Discipline
  o Gets in the way. Enforcement lacking
Appendix J—Community Meeting Part II

- Improper instruction for children
  - Kids learn in different ways
- Students feeling over-tested / lack of motivation
- Inadequate arts and extra curricular activities
- Inadequate supplies
- Reduced resources (limited) – due to economy
- Reduced attendance
- Professional Development days
- 20% class time lost 1st semester
- Distractions of electronic devices. The philosophy behind the grading system
- How to deal with those not ready to be a part of culture of learning
- How does NSD deal with social promotions (i.e. athletics)
- Early recognition, intervention and implementation
- Teacher loses hope on child, parents lose hope on child, child loses hope in child
- Bored students outside of school and in class

6. What do we need to do to help all children be successful in school?
   - Address issues in #5 then children should become successful
   - Be more involved
   - Build relationships
   - Peer tutoring
   - Mentorship
   - Character education
   - Help the students help themselves
   - Better environment
     - More conducive to learning
   - We need to set the example – be successful adults – Role Models
   - Educate the community
   - Social support resources
   - Put value back in education
   - Make being an educated citizen a ‘cool thing’
     - This is an avenue for success
   - Support the children
     - Attend to student needs
   - Support the teachers
   - Move obstacles
   - Better technology
   - Better teachers
   - Better teacher tools
   - Encourage them to strive for excellence and show them how
   - Be better parents
     - More involved in what your child is doing
     - More involved in their kids lives
     - Educate parents on the value of education
     - Parenting training / responsibilities
Appendix J—Community Meeting Part II

- Parent resources
  - Parental intervention
- Obtain parental feedback
- Bend over backwards to help parents
- Go the extra mile for ALL students – be fair
- Listen
  - Recognize the individual child’s needs
- Teaching and learning is not a cookie cutter approach
- Nurture children
- Make sure we give all options and tools to succeed
  - Give them what they need to be successful
  - Continue to challenge students
- Support the education professionals
  - Highly qualified staff – teaching a digitized generation
  - Teachers that are competent and caring
- Provide high quality education programs
- Maintain high expectations for teaching and learning
- Accountability
- Discipline
- Don’t give up on the kids
  - Show them that it can be done
- Clearly define excellence
- Everything in questions 1 through 5
- Adequate funding for resources
- Get involved in political process
- Mandatory extra learning opportunities
- Enforce CHARACTER education
- Students helping teachers teach students – Student Strategic Planning
- Lack of more activities
- Initiative programs for parental and community involvement

Other Concerns
- District communication
- Address time constraints of all stakeholders
  - Meetings during day and evening hours
Appendix K—Graduate Profile

Normandy School District  Planning for Success 2010

February 6, 2010
Graduate Profile Activity

College, Careers and Citizenship
As a part of its Strategic Planning Process, the Normandy School District reviewed various documents that identified the knowledge and skills a student should possess to graduate from high school fully prepared to pursue additional education or training, or to begin their careers. There is general agreement that to be successful in the 21st century, students need to meet academic standards, be good communicators, be reflective thinkers, be problem-solvers, and be able to work cooperatively with others. They need to be comfortable with technology and aware of current events and issues. Graduates should have the knowledge, skills and attitudes required for active, responsible citizenship. Graduates should be able to live fulfilling lives.

Activity
1) Please review the marks of a high school graduate that follow.
2) Circle the number on the numerical scale that best indicates if you agree or disagree with the statement.
   Please use the space available to suggest modifications to the description. Please feel free to add comments that will help Normandy identify the knowledge, skills, and behaviors the Normandy community expects of its graduates.
3) At the end of this worksheet, please identify the four most important attributes of the Normandy graduate.

Effective Communicator
Graduates master the basic skills of reading, writing, comprehending, listening and speaking that are critical to daily life. They communicate with others in an articulate, effective and efficient manner.

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Comments:

Proficient Problem-Solver
Graduates make good decisions, handle problems and challenges, and think logically. They interpret and process information, assess the current and desired situations, anticipate the potential outcomes, and solve problems.

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Comments:
Appendix K—Graduate Profile

Independent Worker and Thinker
Graduates set priorities and goals; identify, assess, and apply available information; and, create options, develop plans of action, and monitor and evaluate their progress.

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Comments:

Cooperative Team Member
Graduates use effective leadership and group skills to develop supportive and cooperative relationships with others. They understand and respect the contributions of diverse cultures.

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Comments:

Efficient Technology-User
Graduates use technology to research, develop and complete classroom assignments and projects. They have a basic ability to use computers and computer software.

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Comments:

Knowledgeable About Worldwide Issues
Graduates have a basic knowledge of United States history, civics and the various stories and institutions that bind us together as a nation, as well as world issues, foreign affairs, politics and geography.

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Comments:

Responsible Citizen
Graduates are active, informed and responsible citizens who work to improve the well-being of their communities. They constructively participate in our democratic processes.

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Comments:
Appendix K—Graduate Profile

Culturally Aware
Graduates demonstrate knowledge of cultures and regions beyond the borders of the United States.

1 2 3 4 5 6 7 8 9 10
Strongly Disagree Neutral Strongly agree

Comments:

Please identify the **four most important** attributes of the Normandy graduate.

1. _____________________________________________________________________

2. _____________________________________________________________________

3. _____________________________________________________________________

4. _____________________________________________________________________
Appendix K—Graduate Profile

Graduate Profile Activity
Meeting Notes
February 6, 2010

47 responses to Graduate Profile Activity Questionnaire

- Proficient Problem-Solver – on a scale of 1 (strongly disagree) to 10 (strongly agree)
  Average response – 8.6

- Independent Worker and Thinker – on a scale of 1 (strongly disagree) to 10 (strongly agree)
  Average response – 8.6

- Cooperative Team Member – on a scale of 1 (strongly disagree) to 10 (strongly agree)
  Average response – 8.6

- Efficient Technology-User – on a scale of 1 (strongly disagree) to 10 (strongly agree)
  Average response – 8.6

- Responsible Citizen – on a scale of 1 (strongly disagree) to 10 (strongly agree)
  Average response – 8.5

- Effective Communicator – on a scale of 1 (strongly disagree) to 10 (strongly agree)
  Average response – 8.3

- Knowledgeable about Worldwide Issues – on a scale of 1 (strongly disagree) to 10 (strongly agree)
  Average response – 7.9

- Culturally Aware – on a scale of 1 (strongly disagree) to 10 (strongly agree)
  Average response – 7.8
Appendix K—Graduate Profile

Four most important attributes of the Normandy graduate:

- Continue to college and college focused
- Can converse intelligently on different topics
- Responsible for own actions
- Will help other students
- Citizenship
- Academic achievement – best of child’s ability
- World engagement
- Cooperation
- A life-long learner
- Able to set personal goals
- A collaborative citizen
- Confident
- Effective communicator
- Excellent in written and oral skills
- Good listener
- Proficient problem solver
- Independent worker and thinker
- Cooperative team member
- Global thinker – culturally aware citizen
- Logical and critical thinker
- Can make sound decisions
- Self respect
- Better parenting
- Teacher awareness
- Respectable
- Intelligent
- Goal oriented
- Has aspirations
- Innovative and efficient technology user
- Knowledgeable of world wide issues
- Responsible
- Problem solver
- Has a job
- Attitude toward the world
- Skills
- Giving back to the school
- Productive
- Giving back to the community
- Skilled to compete with others
- Proud to be a Normandy Alumni
- Competent
- Test scores
- Acceptance of all diversities – race, religion, gender, ability, sexual orientation
- Supportive parents
Appendix K—Graduate Profile

- Well rounded
- Graduate is well prepared to pursue his or her goals after graduation
- Student is proud of their achievements
- Studious
- Dependable
- Creative
- More input from students while they are here at NSD and while they are here for their classmates
**Normandy School District Strategic Planning Meeting Agenda**

**Normandy High School**  
6701 St. Charles Rock Rd.  
St. Louis, MO 63133

**Where:** Normandy HS Library

**Who:** Concerned Stakeholders

**What:** A Strategic Planning/Community Meeting

**When:** Saturday, February 20, 2010  
9—11 a.m.

**Why:** To make certain that plans for our future are developed collaboratively

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>Welcome &amp; Introductions</td>
<td>Ed James</td>
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<tr>
<td>Purpose (Power Point)</td>
<td>Stanton Lawrence</td>
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<tr>
<td>Feedback Analysis</td>
<td>Stanton Lawrence</td>
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<tr>
<td>Task Description</td>
<td>Stanton Lawrence</td>
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<tr>
<td>Breakout Sessions</td>
<td>Community Members/Facilitators</td>
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<td>Reconvene/Share Out</td>
<td>Focus Teams</td>
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<td>Adjournment</td>
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</table>
Appendix L—Community Meeting Part III

Normandy School District  Planning for Success 2010

February 20, 2010
DRAFT Vision, Mission and Values

As part of the strategic planning process, school leaders have drafted a vision statement, mission statement and values. The current drafts of these important statements are below and were created after gathering input from various groups, including community members, parents, staff and students. Please review the draft statements and discuss the questions that follow. You may use this document to write down comments you may not have a chance to discuss with your group.

Vision

Normandy students are recognized for sustained high academic achievement, active responsible citizenship, integrity, and living productive lives that are personally rewarding. The District is recognized as a high performing system committed to continual improvement, acting with integrity, demonstrating its values, and enriching the communities it serves.

Mission

The Normandy School District provides the experiences and support necessary for its students to become life-long learners who are productive, contributing members of society.

Values

Trustworthiness
Normandy School District employees perform their duties with honesty and integrity. Employees conduct business with competence, fairness, impartiality, efficiency, effectiveness, and clear communication to enhance the education of public school children and to retain the public trust.

Responsibility
Normandy School District employees take responsibility for their actions, decisions, and statements that impact the education community and the public. Employees effectively use the public resources entrusted to the district for the benefit of public school students and the district.

Respect
Normandy School District employees treat students, colleagues, parents and others with professionalism, consideration, and courtesy. Employees respect others’ opinions and beliefs, value individual differences, and seek to reach solutions based on consensus.

Caring
Normandy School District employees build professional relationships with colleagues, peers, and the public based on the highest standards of fairness and consideration. These standards are the foundation of a caring professional environment that supports mutual respect, collaboration toward common goals, and excellence in job performance.
Appendix L—Community Meeting Part III

Citizenship
Normandy School District employees are good stewards of the public trust and public resources. They honor and abide by school district policies, district and building regulations, and the laws of the State of Missouri and the United States.

Fairness
Normandy School District employees conduct business with the public and coworkers in an equitable, impartial, and honest manner; without prejudice and favoritism. Decisions are based on objective and balanced judgment and are in accordance with the district’s mission, values, established procedures, policies, and regulations.

Focus on the Future
Normandy School District employees work toward the continual improvement of district results and student achievement. Every employee knows their role and how their job helps the district accomplish its goals and objectives. They develop a shared understanding of the problems that must be addressed and the changes that must take place if the district’s vision is to be realized.

Your Thoughts

1. Does the “Vision” of the Normandy School District accurately describe how the district should be perceived in the future? What changes should be considered?

2. Does the “Mission” of the Normandy School District describe how the district should be perceived in the future? What changes should be considered?

3. Do the Normandy School District’s values reflect the desired way that the district and its employees should operate? What changes should be considered?

4. How would you determine whether Normandy School District is acting according to these values?

5. Please recommend three activities that can establish a sense of community between Wellston and Normandy students at the elementary, junior high and high school levels.
February 20, 2010
Exercise: Roles of School Community Members

This exercise helps Normandy School District assess the current perceptions, behaviors and actions of several important members of the school community. Determining how people are currently treated and behaving will help us transform Normandy School District into a learning organization that meets the needs of the community. This activity is based on the Schlechty Center’s “The Way Things Are, The Way They Should Be” exercise, and details are available at www.schlechtycenter.org.

Please put a check next to your role(s) within Normandy School District.
- I am a parent
- I am a student
- I am a teacher
- I am a member of the support staff
- I am an administrator
- I am a school board member
- I am a community member

Please select the answer that best describes how each party is either treated or behaves.

1. In practice, how are parents currently treated?
   - As partners
   - As guarantors and questionable allies
   - As supply sources and determinates of product quality
   - As shippers and receivers
   - As distrusted visitors

2. In practice, how do teachers behave?
   - As leaders, designers and guides of instruction
   - As performers, presenters, clinicians, and diagnosticians
   - As skilled workers
   - As clerks and record keepers
   - As guards

3. In practice, how do principals behave?
   - As leaders of leaders
   - As chiefs of staff
   - As shop foremen
   - As midlevel bureaucrats and keepers of keys
   - As wardens
Appendix L—Community Meeting Part III

4. In practice, how does the Superintendent behave?
   - As a moral and intellectual leader
   - As a CEO
   - As a plant manager
   - As a property manager
   - As a bureau chief

5. In practice, how does the Central Office behave?
   - As capacity builders
   - As technicians and support staff
   - As supervisors and program managers
   - As site supervisors and schedulers
   - As shift supervisors and compliance officers

6. In practice, how does the School Board behave?
   - As community builders and community leaders
   - As Board of Directors
   - As owners and advocates
   - As safety inspectors and fire marshals
   - As hearing officers and parole board
## Appendix L--Community Meeting Part III

### Normandy School District

**Roles of School Community Members**

**Community Meeting #3**

**February 20, 2010**

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<th>Questions</th>
<th>Role Parent</th>
<th>Role Teacher</th>
<th>Role Support Staff</th>
<th>Role Admin</th>
<th>Role School Board</th>
<th>Role Community</th>
<th>RoleTotals</th>
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<td>As shippers and receivers</td>
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<td>As skilled workers</td>
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<td>As clerks and records keepers</td>
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Normandy School District
Roles of School Community Members
Community Meeting #3
February 20, 2010

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<th>Role School Board</th>
<th>Role Community</th>
<th>Totals</th>
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How does Central Office behave at NSD?
- As capacity builders
  - 1 0 0 0 0 1 2
- As technicians and support staff
  - 7 3 3 0 1 9 23
- As supervisors
  - 2 2 1 1 2 5 13
- As schedulers
  - 3 1 0 1 1 1 7
- As compliance officers
  - 5 1 0 0 1 2 9

How does School Board behave at NSD?
- As community builders and leaders
  - 8 4 2 0 2 11 27
- As Board of Directors
  - 5 2 2 1 2 5 17
- As owners and advocates
  - 6 0 0 1 2 6 15
- As safety inspectors and fire marshals
  - 2 1 0 0 0 3 6
- As hearing officers and parole board
  - 3 1 0 0 0 2 6
Appendix M—District Management Meeting

Strategic Planning – District Management and Supervision Leadership Team
February 3, 2010
Preliminary Agenda

1. Welcome and Introductions

2. Purpose
   a. Develop a strategic planning process and plan
   b. Benefits
   c. Current thoughts regarding structure and process

   a. Identify key stakeholders
   b. Identify stakeholder requirements
   c. Identify core competencies
   d. Collect demographic data and complete self-assessments
   e. Review Vision, Mission, and Values; adjustments as necessary
   f. Identify strategic goals and strategies
   g. Develop a district scorecard
   h. Develop building/department action plans
   i. Implement plans; adjust as necessary
   j. Continue the cycle

4. What are the core competencies of the Normandy School District?
   What does it do best? How do we know?

5. What are the Normandy School District’s Strengths, Weaknesses, Opportunities and Threats (SWOT)?

   Strengths
   What do we do very well?
   What makes us stand out from our competitors? Who are our competitors?
   What advantages do we have over others?

   Weaknesses
   In what areas do we struggle as a school district?
   What do our students, parents, and stakeholders complain about? How do we know?
   What are the unmet needs of our students, parents and stakeholders?

   Opportunities
Appendix M—District Management Meeting

Are there areas where our competitors are not fulfilling student, parent, and stakeholder needs/expectations that Normandy could pursue?

How can the Normandy School District leverage its resources and advantages to improve performance results in every area?

Threats

Are there emerging trends that will amplify our weaknesses?
Are there areas where our competitors are becoming stronger that could effect our success?

6. What are our strategic advantages?

7. What are our strategic challenges?

8. Next meeting; date, time, and location.

Meeting Notes

What are the core competencies of the Normandy School District? What does it do best? How do we know?

- Teacher support.
- Different support avenues to help students reach their graduation goal.
- Helping students become aware of post-secondary choices – career academies and clusters, k-12 programs.
- Number of resources available to help students. (Teachers support, yet there is a need for more training to implement the programs fully.)
- Researched based programs.
- Breakfast program for students (95% on Free/Reduced Lunch).

What are the Normandy School District’s strengths, weaknesses, opportunities and threats?

Strengths
- Administrators allow for feedback.
- Students and Teachers are our primary customers.
- Teaching staff open to change, although some revert to past practices without support.
Appendix M—District Management Meeting

- Fiscal responsibility of the district. Last three years from a negative to a strength. The district pays bills promptly.
- Transportation – on time safe
- Fine Arts program
- Renewed interest in sports programs
- Communication with parents.

Weaknesses
- Community problem is the flow of information
- Notion of “I want yet no accountability”; e.g., come anytime, want x class, bus, etc.
- Customer friendly is improving, yet schools are the key and have a way to go.
- District employees – need to get along with others, more collaboration internal and external.
- Public relations
- Food service operates at a loss
- Respect in general for support services

Opportunities
- Build respect for support services
- Communication
- Improve free/reduced application process
- Inform employees of benefits; e.g., tuition reimbursement for food service, custodial and maintenance, transportation…departments.
- Improve stakeholder perceptions of District.
- Crisis management plan