

**Expanding Opportunities for Lifelong Learning for All  
Students**



**Rochester Public Schools  
Five-Year Strategic Plan: 2008-2013**

**May 2008**

# Vision Mission

## Lifelong Learning for All

Create an environment where lifelong learning is valued, excellence is expected, and improvement is continuous.



# Aims & Goals

## High Student Achievement

- All students will meet or exceed proficiency levels in reading, writing, mathematics, and science.
- All students of all abilities will be challenged academically and successfully earn a diploma.
- Parents/guardians and community members are valued and active partners in student achievement.

## Safe & Welcoming Learning Environment

- Students and staff will understand and respect all individuals.

## Efficient & Effective Operations

- Ensure a high performing workforce by incorporating the principles of continuous improvement in all levels of the organization.

RPS06010



## Rochester Public Schools

Independent School District #535

615 7<sup>th</sup> Street SW • Rochester, Minnesota 55902

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Office of the Superintendent • Telephone (507) 328-3000 • FAX (507) 328-4212

May 30, 2008

Dear Rochester Community,

One of the most effective ways we can honor the legacy of this District and the staff and students who have gone before us is to work in support of education and to ensure that all students have opportunities to soar. For many years the aims of Rochester Public Schools have been to ensure high student achievement, a safe and welcoming learning environment, and efficient and effective operations. Those aims guided us as we developed this five-year plan to close the opportunity gap. “Expanding Opportunities for Lifelong Learning for All Students” describes where we are starting from and clearly defines our goals, strategies for achieving our goals, measures so we will know how we are doing, and targets and timelines.

District teachers, staff, and administrators are facing this challenge, but we can’t do it alone. Therefore this plan includes parents, businesses, community members, and leaders who all have a stake in making sure our students attain proficiency and achieve their full potential. It is our job as a community to create the opportunities that our students need to be successful—regardless of race, gender, ethnicity, or socioeconomic status. All of our children will need to compete one day in a multiethnic global economy. We must give them the tools they need to be whatever they dream they can be.

As you read through this document, you will see our commitment to providing an education to all students in Rochester Public Schools. We promise to report our progress to you, and we hope you will find a way to join us in this endeavor.

Romain Dallemand, Ed.D.  
Superintendent

# **Rochester Public Schools Five-Year Strategic Plan 2008-2013**

## **EXECUTIVE SUMMARY**

### **Expanding Opportunities for Lifelong Learning for All Students**

The District's 2008-2013 Five-Year Strategic Plan highlights the strategies and opportunities for improving the achievement and success of every student in Rochester Public Schools. It is composed of four elements: Strategic Plan Tables, and a Theory of Action, a Conceptual Framework, and the School Improvement Matrix.

The Strategic Plan Tables are organized according to the three District aims which continue to guide our District as they have since 1995: 1) high student achievement, 2) safe and welcoming learning environments, and 3) efficient and effective operations. The tables clearly describe specific ways to address the focuses in each aim. The District's other planning efforts currently in process will be aligned with this Strategic Plan, and contribute further detail on how the plan will be implemented to meet defined targets and timelines.

The Theory of Action outlines how the District will make fundamental change. The District will create a new management model that builds upon the strengths of past and current initiatives by integrating effective management processes with managed instruction and performance empowerment.

The Conceptual Framework is an overview of the organization and results of this five-year plan. Three major efforts – student results, workforce development, and family/community engagement – will foster high student achievement. By focusing on school climate, the District will provide safe and welcoming learning environments. By focusing on more effective organizational and educational leadership and on improved management, the District will engage in more efficient and effective operations. As we achieve our aims, the District will meet the mission to create an educational environment where lifelong learning is valued, excellence is expected, and improvement is continuous.

The School Improvement Matrix outlines the implementation plan. During the 2008-2009 school year, the Plan will implement interventions in seven Tier 1 schools to bring the greatest number of students to proficiency and beyond. In 2009-2010, we will implement interventions in eight Tier 2 schools, and in 2010-2011 five Tier 3 schools will implement interventions. The goal is that within five years all students will show continuous improvement.

**Strategic Plan Framework**  
Framework Diagram – Page 20

**Aim 1: High Student Achievement**

**Focus on Student Results**

Teachers and administrators will expand their expertise and their perspectives to achieve success with an increasingly diverse population, and their efforts will focus on continuous student improvement. The enrollment of school-age children and adolescents and the rate of high school completion will continually increase. All children will arrive at school ready to succeed and will graduate from high school prepared for a multi ethnic global economy. Throughout the grades, students of all abilities will be challenged academically; meet or exceed proficiency levels in reading, mathematics, writing, and science; and develop the fundamental knowledge and skills to ensure successful post-secondary education, productive life outside school, and lifelong learning.

To meet these goals, the District will establish and maintain high standards and high expectations across the board. We will expand our investments in professional development and support, equip teachers with a variety of instructional strategies to address the broad range of student learning styles and needs, and build a culture of proficiency. Everyone involved will acknowledge that the opportunity gap exists, affirm the commitment to closing it, identify students “in the gap” and provide them with additional instructional supports. The District will continually evaluate and refine the instructional program and use a variety of assessments to measure student progress and improve the quality of instruction. In this process, the District will eliminate low-level courses; expand access to early childhood education, enrichment and support, and portal programs; and strengthen special education, ESOL and newcomer programs/policies.

**Focus on Family and Community Engagement**

Parents/Guardians and the community will be valued and active partners in improving student achievement.

To meet this goal, the District will establish strong partnerships among families, schools, businesses, and the community – individuals, organizations, higher education, non-profits, and governmental agencies. The schools will engage families as partners in planning and problem solving at all levels, and involve family members as participants in Efficacy Training. The District will include citizens and leaders as resources, and engage the community in providing enrichment activities.

## **Focus on Workforce Development**

All students will graduate prepared for college, training, and/or employment.

To meet this goal, the District will strengthen our partnerships with business and industry to provide work experiences for students. A specific plan, developed in collaboration with community and business leaders, will be developed during the 2008-2009 school year and implemented immediately upon School Board adoption.

## **Aim 2: Safe and Welcoming Learning Environment**

### **Focus on School Climate**

Schools will embrace diversity, develop cultural competence, establish respect, guarantee safety, and support excellence.

To meet this goal, the District will use research-based approaches to assessing school climate. Schools will foster climates that are positive, safe, and nurturing for all students and staff. We will set high expectations for interpersonal relationships and endorse, adopt, and support implementation of school-wide approaches to positive behavioral supports.

## **Aim 3: Efficient and Effective Operations**

### **Focus on Organizational and Educational Leadership**

The District will build a high-performing workforce at all levels of the organization to provide equity of opportunity and access to high quality services and programs.

To meet this goal, the District will adopt a management cross-blended model, integrating outside expertise with a blended-balanced approach (combining managed instruction with performance empowerment), and implement new organizational structures that reflect and support the strategic priorities. Utilizing the principles of continuous improvement, we will adopt District-wide approaches with leadership teams at the District and school levels, invest in building leadership and staff capacity, and support leaders in facilitating the accomplishment of the District goals.

### **Focus on Management**

The District will balance expenditures with the General Fund Recurring Revenues and develop funding streams for continuous improvement. We will develop more adequate

facilities and, in partnership with the community, improve access to adequate transportation for students and families.

To meet these goals, the community and the District will provide the necessary funding and redirect expenditures to close the opportunity gap. The District will pursue revenue enhancements and the elimination of unnecessary expenditures, and negotiate increased community investments and increased private philanthropy. The District will continue to implement the 10-Year Facilities Plan to meet future facility needs (expanding enrollment, early childhood facilities, and Area Learning Center facilities). With the leadership in the community, the District will develop and implement a multi-year Transportation Plan for providing adequate transportation to all students and their families.

**Rochester Public Schools**  
**Five-Year Strategic Plan 2008-2013**

**Strategic Plan Table Overview**

**Mission:** Create an environment where lifelong learning is valued, excellence is expected, and improvement is continuous

**Aim 1:** High Student Achievement

**Focus:** Student Results

**Focus:** Workforce Development

**Focus:** Family and Community Engagement

**Aim 2:** Safe and Welcoming Learning Environment

**Focus:** School Climate

**Aim 3:** Efficient and Effective Operations

**Focus:** Organizational and Educational Leadership

**Focus:** Management

**Aim 1: High Student Achievement**  
**Focus: Student Results**

<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect and when?</i>
<p>Considerable efforts to give children and youth outstanding educational experiences</p> <p>Multi-faceted initiatives to recalibrate instruction to enhance learning and boost student achievement</p> <p>Many opportunities for curricular and co-curricular enrichment</p> <p>Enrollment continues to increase slightly from year to year.</p> <p>Close to 80% of our students achieving at acceptable levels</p> <p>The average ACT scores above the state and national averages</p> <p>Some low expectations for certain subpopulations of students</p>	<p>All teachers and administrators will expand their expertise and their perspectives to achieve success with an increasingly diverse population.</p> <p>All efforts will focus on continuous student improvement.</p> <p>All children will arrive at school ready to succeed.</p> <p>All students will be prepared for a multi-ethnic, global economy.</p> <p>All children will have the fundamental knowledge and skills to support post-secondary education, productive life outside school, and lifelong learning.</p> <p>All students will meet or exceed proficiency levels in reading, mathematics, writing, and science.</p>	<p>Equip teachers with a variety of instructional strategies to address the broad range of student learning styles/needs and build a culture of proficiency</p> <p>Expand investments in professional development and support</p> <p>Establish and maintain high standards and high expectations across the board</p> <p>Continually evaluate and refine the instructional program</p> <p>Acknowledge that the opportunity gap exists, affirm the commitment to closing it, identify students “in the gap” and provide them with additional instructional time</p> <p>Use a variety of assessments to measure student progress and improve the quality of instruction</p>	<p>The percentage of students who meet or exceed state standards (MCA - II) in reading, mathematics, writing, and science</p>	<p>Proficiency reading            Gr. 3-8, 10:            In 2008 84%            By 2009 89%            By 2010 93%            By 2011 95%            By 2012 97%            By 2013 100%</p> <p>Proficiency math            Gr.3-8,11:            By 2009 75%            By 2010 82%            By 2011 88%            By 2012 94%            By 2013 100%</p> <p>Proficiency writing            Gr. 9:            By 2009 80%            By 2010 85%            By 2011 90%            By 2012 95%            By 2013 100%</p> <p>Proficiency science            Gr. 5, 8, 9-12:            In 2008 70%            By 2009 74%            By 2010 80%            By 2011 86%            By 2012 93%            By 2013 100%</p>

<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect and when?</i>
<p>A lack of consistency in challenging curricula and differentiated instruction</p> <p>Reading proficiency declining</p> <p>Math proficiency showing minimal overall improvement</p> <p>Limited access to early childhood and kindergarten programs</p> <p>Disproportionate percent and numbers of students in sub-populations (students of color, English language learners, poor students, students with disabilities) in the opportunity gap</p> <p>Majority of students in portal programs white and affluent</p> <p>Racial, linguistic, and socio-economic disproportionality in special education services</p> <p>ESOL and newcomer programs require upgrading</p> <p>Inequitable access to learning support and enrichment</p>	<p>All students of all abilities will be challenged academically and successfully earn a diploma.</p>	<p>Eliminate low-level courses</p> <p>Expand access to early childhood education</p> <p>Expand access to enrichment and support, and portal programs</p> <p>Strengthen ESOL and newcomer programs/policies</p> <p>Strengthen special education programs and policies</p>	<p>The percentage of kindergarten students who have completed early childhood screening prior to kindergarten</p> <p>The percentage of students who are rated at no or low risk on kindergarten entry measures of literacy and personal growth</p> <p>The percentage of students graduating with their ninth grade peers</p> <p>The annual Grade 9-12 dropout rate</p> <p>The percentage of graduates receiving an honors diploma</p> <p>The percentage of graduates who have taken at least one AP course</p>	<p>By 2009 80% By 2010 84% By 2011 92% By 2012 95% By 2013 95%</p> <p>By 2009 80% By 2010 84% By 2011 88% By 2012 92% By 2013 95%</p> <p>In 2008 96% By 2009 98% By 2010 100% By 2011 100% By 2012 100% By 2013 100%</p> <p>In 2008 1.4% By 2009 1.2% By 2010 1.0% By 2011 0.75% By 2012 0.5% By 2013 0.25%</p> <p>In 2008 35% By 2009 37% By 2010 40% By 2011 42% By 2012 45% By 2013 48%</p> <p>By 2009 30% By 2010 35% By 2011 40% By 2012 45% By 2013 50%</p>

<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect and when?</i>
	<p>The enrollment of school-age children and adolescents and the rate of high school completion will continually increase.</p>	<p>Develop a plan to increase the percentage of resident students enrolled in the District</p> <p>Develop a plan to reduce the net student loss due to open enrollment</p>	<p>The percentage of AP exams with a score of 3, 4, or 5</p> <p>The percentage of students who agree/strongly agree with the statement, "My school sets high academic expectations for me."</p> <p>The percentage of students who agree/strongly agree with the statement, "The school has high expectations of academic standards and performance for all students."</p> <p>The percentage of RPS students enrolled in public schools</p> <p>The ADM net loss due to open enrollment</p>	<p>In 2008 34% By 2009 38% By 2010 40% By 2011 43% By 2012 47% By 2013 50%</p> <p>In 2008 92% By 2009 95% By 2010 98% By 2011 99% By 2012 100% By 2013 100%</p> <p>In 2008 95% By 2009 96% By 2010 97% By 2011 98% By 2012 99% By 2013 100%</p> <p>By 2009 - 82.4% By 2010 - 83% By 2011 - 83.5% By 2012 - 84% By 2013 - 84.5%</p> <p>By 2009 400.00 ADM By 2010 300.00 ADM By 2011 200.0 ADM By 2012 100.0 ADM By 2013 0.00 ADM</p>

**Aim 1: High Student Achievement**  
**Focus: Workforce Development**

<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect and when?</i>
Projected shortage of 20,000 workers by 2020	All students will graduate prepared for college, training, and/or employment.	Strengthen our partnerships with business and industry to provide work experiences for students	The percentage of students who graduate from high school and engage in positive, post-secondary endeavors (college, training, employment)  The number of RPS students taking remedial classes at RCTC	By 2009 96% By 2010 97% By 2011 98% By 2012 99% By 2013 100%  By 2009 -10% By 2010 -20% By 2011 -30% By 2012 -40% By 2013 -50%

**Aim 1: High Student Achievement**  
**Focus: Family and Community Engagement**

<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect and when?</i>
<p>Families eager to be involved in the children's educational experience</p> <p>High level of community interest and investment in the schools</p>	<p>Parents/Guardians and the community will be valued and active partners in student achievement.</p>	<p>Establish strong partnership among families, schools, businesses, and the community – individuals, organizations, higher education, non-profits, and governmental agencies</p> <p>Engage families as partners in planning and problem solving</p> <p>Engage families in Efficacy Training</p> <p>Engage residents and leaders as resources</p> <p>Engage the community in providing enrichment activities</p>	<p>The percentage of students whose parents/guardians conference regularly with staff</p> <p>The percentage of family and community volunteers and their cumulative hours of service</p> <p>The percentage of parents/guardians of preschoolers who participate in family education</p> <p>The percentage of adults in the District who participate in District adult learning activities</p> <p>The percentage of families that participate in Efficacy Training</p> <p>Percentage of students participating in enrichment activities provided by the District and in the community</p>	<p>By 2009 96%  By 2010 97%  By 2011 98%  By 2012 99%  By 2013 100%</p> <p>By 2008 3,942  By 2009 4,010  By 2010 4,060  By 2011 4,110  By 2012 4,160  By 2013 4,210</p> <p>By 2009 20%  By 2010 25%  By 2011 30%  By 2012 40%  By 2013 50%</p> <p>By 2009 10%  By 2010 12%  By 2011 15%  By 2012 18%  By 2013 20%</p> <p>By 2009 20%  By 2010 40%  By 2011 60%  By 2012 80%  By 2013 100%</p> <p>By 2009 collect baseline data  By 2010 - TBD  By 2011 - TBD  By 2012 - TBD  By 2013 95%</p>

<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect and when?</i>
			<p>The percentage of parents/guardians who agree/strongly agree with the statement, "Parents and staff at my school practice meaningful, regular, two-way communication."</p> <p>The percentage of parents/guardians who agree/strongly agree with the statement, "My child's school regularly provides me with tools/resources to support my child's academic progress at home."</p>	<p>In 2008 92% By 2009 96% By 2010 97% By 2011 98% By 2012 99% By 2013 100%</p> <p>In 2008 84% By 2009 90% By 2010 97% By 2011 98% By 2012 99% By 2013 100%</p>

**Aim 2: Safe and Welcoming Learning Environment**  
**Focus: School Climate**

<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect and when?</i>
<p>Many orderly learning environments</p> <p>Struggling with changes in student demographics</p> <p>Important, deeply-rooted issues of diversity and equity</p> <p>Lack of responsiveness to students and families of color, other languages, and low socio-economic status (SES)</p>	<p>Schools will embrace diversity, develop cultural competence, expect respect, guarantee safety, and support excellence.</p>	<p>Use research-based approaches to assessing school climate</p> <p>Foster a school climate that is positive, safe, and nurturing for all students</p> <p>Set high expectations for interpersonal relationships</p> <p>Endorse, adopt and support implementation of school-wide approaches to positive behavioral support</p>	<p>The percentage of diverse and minority licensed staff</p> <p>The number of days of suspensions</p> <p>The rate of expulsions</p> <p>The percentage of students who agree/strongly agree with the statement, "My classmates treat me with respect."</p> <p>The percentage of students who agree/strongly agree with the statement, "Teachers and staff understand and respect students of all social, ethnic, and cultural backgrounds."</p> <p>The percentage of students who agree/strongly agree with the statement, "My teachers treat me with respect."</p>	<p>In 2008 3%  By 2009 4 %  By 2010 8 %  By 2011 12 %  By 2012 17 %  By 2013 20%</p> <p>In 2008 587  By 2009 469  By 2010 375  By 2011 300  By 2012 240  By 2013 192</p> <p>By 2009 90%  By 2010 80%  By 2011 70%  By 2012 60%  By 2013 50%</p> <p>In 2008 80%  By 2009 85%  By 2010 90%  By 2011 95%  By 2012 99%  By 2013 100%</p> <p>By 2009 96%  By 2010 97%  By 2011 98%  By 2012 99%  By 2013 100%</p> <p>In 2008 88%  By 2009 90%  By 2010 92%  By 2011 94%  By 2012 96%  By 2013 100%</p>

<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect and when?</i>
			<p>The percentage of students who agree/strongly agree with the statement, "I regularly learn about people from different social, ethnic, and cultural backgrounds."</p> <p>The percentage of parents/guardians who agree/strongly agree with the statement, "Teachers and staff understand and respect students of all social, ethnic, and cultural backgrounds."</p>	<p>In 2008 82%  By 2009 86%  By 2010 90%  By 2011 94%  By 2012 98%  By 2013 100%</p> <p>In 2008 90%  By 2009 92%  By 2010 94%  By 2011 96%  By 2012 98%  By 2013 100%</p>

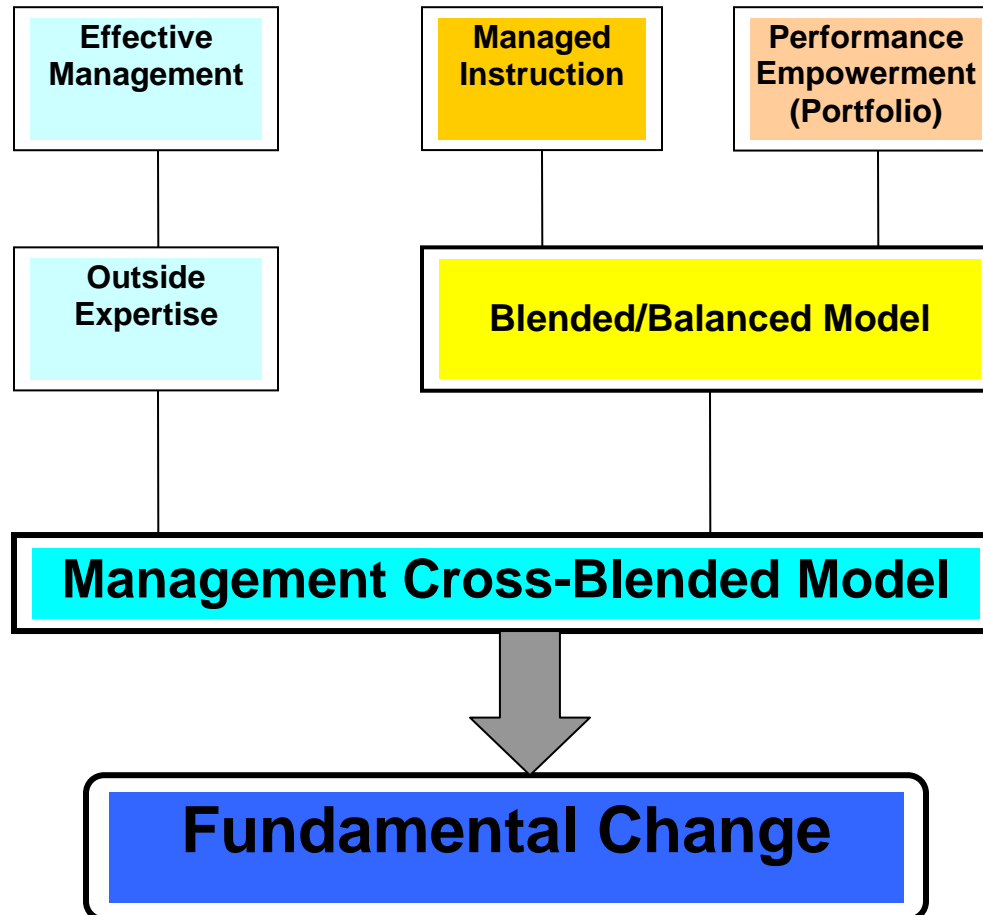
**Aim 3: Efficient and Effective Operations**  
**Focus: Organizational and Educational Leadership**

<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect by 2012-13?</i>
<p>Core of committed teachers and administrators with demonstrated expertise</p> <p>Many dedicated and talented leaders and staff genuinely care about students and demonstrate both the willingness to tackle challenges and the spirit to innovate.</p>	<p>The District will provide equity of opportunity to high quality services and programs.</p> <p>The District will build a high performing workforce at all levels of the organization.</p>	<p>Adopt a management cross-blended model, integrating outside expertise with a blended-balanced approach (combining managed instruction with performance empowerment).</p> <p>Utilize the principles of continuous improvement</p> <p>Adopt District-wide approaches with District-level leadership</p> <p>Develop leadership teams at the District and school levels</p> <p>Invest in building leadership and staff capacity</p> <p>Support leadership in leading the work</p> <p>Develop and implement new organizational structures that reflect and support the strategic priorities</p>	<p>The percentage of sites/departments with improved results over time</p> <p>The percentage of new teacher satisfaction with the induction/mentoring programs</p> <p>The percentage of staff using continuous improvement/Efficacy Self Directed Improvement System (SDIS) model in their work setting</p> <p>The percentage of parents/guardians who agree/strongly agree with the statement, "My child is in a classroom where he/she uses data to set goals and track performance improvement."</p>	<p>By 2009 96% By 2010 97% By 2011 98% By 2012 99% By 2013 100%</p> <p>By 2009 96% By 2010 97% By 2011 98% By 2012 99% By 2013 100%</p> <p>In 2008 0 schools By 2009 7 schools By 2010 17 schools By 2011 22 schools By 2012 22 schools By 2013 22 schools</p> <p>In 2008 95% By 2009 96% By 2010 97% By 2011 98% By 2012 99% By 2013 100%</p>

**Aim 3: Efficient and Effective Operations**  
**Focus: Management**

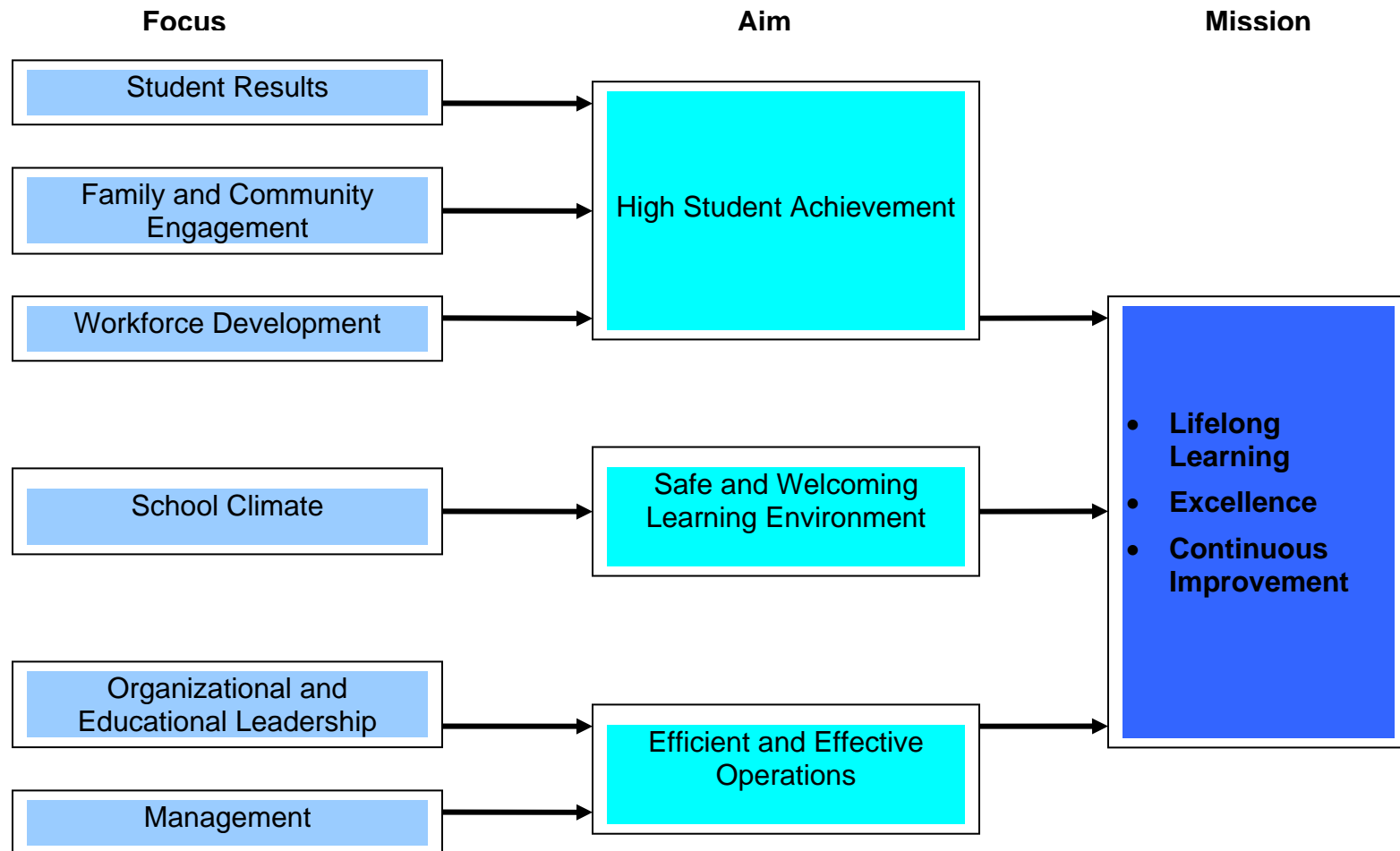
<b>Current Status</b> <i>Where are we now?</i>	<b>Goals</b> <i>Where do we want to be?</i>	<b>Strategies</b> <i>How will we get there?</i>	<b>Measures</b> <i>How we will know when we arrive?</i>	<b>Targets/Timelines</b> <i>What do we expect and when?</i>
<p>Conservative approach to budgeting, not assuming any future per pupil increases beyond the statutes</p> <p>Expenditure budgets based on staffing ratios and base-plus-inflation</p> <p>Funding available for deferred maintenance, accessibility, health and safety</p> <p>Facilities in very good condition and currently building a new elementary school for increasing enrollment</p> <p>Limited access to transportation for children and families</p>	<p>The District will balance expenditures with the General Fund Recurring Revenues.</p> <p>The District will develop funding streams for continuous improvement.</p> <p>The District will provide adequate facilities.</p> <p>The District will arrange with the community adequate transportation for students and families.</p>	<p>Provide necessary funding and redirect expenditures to assist in closing the opportunity gap</p> <p>Arrange for revenue enhancements and/or expenditure reductions</p> <p>Negotiate increased community investments and private philanthropy</p> <p>Implement the 10-Year Facilities Plan to meet future facility needs (expanding enrollment, early childhood facilities, Area Learning Center facilities)</p> <p>Develop and implement a multi-year Transportation Plan with the community for providing adequate transportation</p> <p>Develop and implement a rolling 5-Year Strategic Plan with quarterly Board updates, to address students' achievement, learning environment, and operations</p>	<p>A minimum unappropriated fund balance of 6% of recurring expenditures</p> <p>Analyze and report to the Board twice yearly</p> <p>Summary of community and private funding</p> <p>Monitor the results of implementing the Facilities Plan</p> <p>Monitor the results of implementing the Transportation Plan</p> <p>Monitor the results of implementing the Strategic Plan</p>	<p>100% of the time</p>

## Theory of Action for the Rochester Public Schools Five-Year Strategic Plan



# Conceptual Framework for the Rochester Public Schools Five-Year Strategic Plan

## “Expanding Opportunities for Lifelong Learning for All Students”



# School Improvement Matrix

## Spring 2006-07 MCA-II Reading & Math Rate of Improvement

	Improving	No Change to Moderate Improvement	Declining
<b>Goal Range</b> (63 students)	--	--	1. Washington – 17 (-2.5%) 2. Franklin Montessori – 22 (-6.8%) 3. Folwell – 24 (-4.7%)
<b>Tier 3</b> <b>2010-2011</b> (293 students)	--	--	1. Rochester ALC – 65 (-10.4%) 2. Elton Hills – 74 (-8.1%) 3. Hoover – 53 (-2.2%) 4. Lincoln – 43 (-6.3%) 5. Longfellow – 58 (-23.5%)
<b>Tier 2</b> <b>2009-2010</b> (1,323 students)	--	1. Mayo – 214 (0.5%) 2. Kellogg – 267 (1.0%)	1. Willow Creek – 371 (-2.6%) 2. Friedell – 140 (-0.6%) 3. Sunset Terrace – 109 (-4.0%) 4. Bishop – 84 (-9.8%) 5. Jefferson – 75 (-7.5%) 6. Pinewood – 63 (-26.7%)
<b>Tier 1</b> <b>2008-2009</b> (1,647 students)	--	1. Century – 322 (0.9%) 2. John Adams – 431 (0.9%)	1. Gage – 167 (-24.5%) 2. Bamber Valley – 140 (-10.9%) 3. Riverside Central – 118 (-16.5%) 4. Franklin – 88 (-4.3%) 5. John Marshall – 381 (-2.9%)

## DEFINITIONS

ADM	Average Daily Membership is the formula used by the Minnesota Department of Education based on the number of days in the calendar and the head count of students enrolled in the District. Students can generate no more than 1.0 ADM but can generate less if they are not enrolled for the full year.
AP	Advanced Placement
Efficacy	The central objectives of efficacy are to build the belief that virtually <i>all</i> children can "get smart" and to build the capacity of adults to set the terms to help them do so.
ESOL	English Speakers of Other Languages
Managed Instruction	Managed instruction is a tightly coupled instructional-management system. Building on content and performance standards, the district constructs a curriculum that covers every subject for every grade in elementary school and every course in middle and high school. The curriculum is coherent, aligned, and detailed down to individual lesson plans, teaching materials, and sample assessments (all of which are available to teachers but not necessarily required). ( <i>What School Boards Can Do</i> by Donald McAdams, 2006)
Performance/Empowerment	Since employees are accountable, they must also be empowered. Participative management and employee involvement prevail; as much power as possible is pushed out into schools and classrooms. Since students are accountable, parents, on their behalf, are also empowered. They are given public school choice and great influence in the schools they choose. ( <i>What School Boards Can Do</i> by Donald McAdams, 2006)
Portal Programs	"Portal programs" describe those programs that provide students with greater access to higher-level academics, learning opportunities, and/or experiences (e.g., varsity sports, band, chorus).
RPS	Rochester Public Schools
SDIS	Self-Directed Improvement System is part of the efficacy model.
SES	Socio-Economic Status
Theory of Action	A theory of change is a set of beliefs about what motivates people and how organizations and societies work. A theory of action is a guide to actions that, given a theory of change, will achieve desired results. ( <i>What School Boards Can Do</i> by Donald McAdams, 2006)

# **Rochester Public Schools Rochester, Minnesota**

**Superintendent  
Dr. Romain Dallemand**

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