Planning, Progress Monitoring, and Reporting Process

A. Planning
The Superintendent will develop both short and long-term plans that focus on achieving strong student outcomes for each and every student. Targeted outcomes should accurately reflect the core work of the District including the district's policy commitments to equity and accountability. Each plan will include a critical criteria review.

B. Report Content

To support the Board's oversight role, Progress Monitoring Reports shall be presented to the Board and posted on the district website. The reports should contain, at a minimum, the following:

Strategic Goals and Annual Targets
The report should be organized around District strategic or annual goals, measurable outcomes, and equity and accountability commitments. Specifically, the report should clearly identify:

- the target(s) aligned to the strategic goal(s) being addressed in the update
- the measures being used to assess the target(s)
- data used to assess progress towards the goal and target
- whether we are on-track or not-on-track to meet the goal and why

Data Analysis
Include a narrative in the report addressing the following questions:

- What trends does the historical data reveal?
- What factors (e.g., resources, training, strategies, implementation choices/constraints, etc.) are impacting progress (negatively or positively)?
- What adjustments have been or will be made to achieve the goal/target?
- What resources are needed

C. Annual Plan Progress Reports
Annual Plan Progress Reports highlight progress made towards target(s) identified in the Annual Plan.

Timing and Cadence:
Twice per year, aligned to the middle of the year (MOY) and end of year (EOY) data cycles and internal progress monitoring, the District will create an Annual Plan Progress Report to share progress and learnings towards annual plan targets, that incorporate district equity and accountability commitments.

Organization and Formatting of Progress Reports
Format reports to ensure the following
- Page numbers
- Plain and understandable language. If acronyms or education-specific terms are used, they should be defined in the report (at first use where possible and in a list of key terms and acronyms where appropriate).
- All axes, tables, graphs, figures, and data are clearly presented.

- Graphical data is clear and understandable such that it cannot be misunderstood. When possible, include data in tables and reports. Clarify when comparative data are based on past years/classes verses based on cohort growth.
- Include the date on which the report was finalized.

Submission of Progress Reports

Each report should be prepared and submitted with sufficient time for the following review and approval process:

Step 1. District staff complete the report and submits to the Superintendent or designee.

Step 2. Superintendent reviews and approves the report.

Step 3. Board Directors receive the report at least 4 business days prior to the board meeting.

Step 4. Board Directors are encouraged to ask clarifying questions to the Superintendent or their designee prior to the Board meeting if possible.

D. School Improvement Plan Progress Reports

As part of the school improvement planning process, each school's building leadership team will develop an annual School Improvement Plan (SIP) Summary of Progress to describe progress made that year towards its annual goals. This summary will be included in the following year's SIP.

Requirements
- the annual school goal(s) identified in the School Improvement Plan
- the targets and measures being used to assess the goal(s)
- data used to assess progress towards the goal and target
- data and historical trends
- whether or not the school met the goal and why
- a summary of strategies used to reach the target

E. Department and Program Updates

- The district will create department/program annual goals and to the degree possible, departments will align their goals and work to the Annual Plan. Some departments may not have direct alignment to annual goals and will instead have their own improvement goals, which will be reviewed and approved by the Superintendent or designee.
- The Superintendent will ensure oversight and accountability of department/program-level planning, goal-setting, and progress monitoring.
- Departments/Programs will provide reports that will be shared with the Board on School Board meeting agendas.
- The purpose of the department/program updates will be to inform the Board and broader community about the work they are doing and progress they are making to advance the district's vision, mission, values, strategic/annual/department/program goals.
- The Superintendent will recommend up to four department/program updates for presentation at a School Board meeting.

F. Study Sessions

Study Sessions provide dedicated time and space for staff and Board Directors to have deeper conversations about topics that support the Board's role of informed oversight and/or an action they will take as a result. Objectives of study sessions are to:

- Develop a deeper understanding of the strategies being employed, facilitators moving the work forward, barriers and challenges impacting the work, and the outcomes/experiences to date.
- Board directors will develop an understanding of current initiatives the district is working on to advance its strategic goals.
- Staff will gain additional perspectives in hearing from Board Directors about how initiatives may impact various stakeholder groups.
- The Superintendent will understand feedback from individual board directors on successes/challenges effecting outcomes and potential implications for the work.

G. Definitions

Strategic Plan – longer term, 3-5-year plan, that highlights 3-5 outcome-oriented goals the district is working on, and includes specific targets and measures of success.

Annual Plan – short-term, 1-year plan, that highlights specific work the district is doing that year towards achieving its strategic plan goals. Includes targets and measures of success.

Goal – written in results-oriented language, focused on what we strive to achieve. Examples include: "Students will achieve…," Students will experience…," "Staff will…," "Families will…"

Measure –Assessment of progress towards the goal, may be quantitative or qualitative, but must be representative, verifiable, not primarily anecdotal. Examples include perception data, assessment scores.

Target – the level at which we aim the measure to be. Example: 85% by June

Outcome – the result of the measure. Example, x% of students scored proficient in math.

Implementation – the rollout, adoption, usage of practices and strategies put in place to achieve the desired targets. When we measure fidelity of implementation, we are assessing the extent to which those practices and strategies are in place consistency and systemically.

Progress Monitoring – the process of measuring and assessing outcomes and implementation for the purpose of continuous improvement.

Progress Report – a report to the School Board that describes the current level of progress made towards goals.

Date: 11.16.21