School District of Janesville

Application for:

THE WISCONSIN

Fast FORWARD

March 21, 2017

School District of Janesville

527 S. Franklin Street, Janesville, WI 53548

Dr. Karen Z. Schulte, Superintendent

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Janesville School District *Educational Excellence*

GLOSSARY OF TERMS AND ABBREVIATIONS

3ʳᵈ FRIDAY COUNT –Head count on the 3ᵈ Friday in September of all students receiving their primary PK-12 educational services through Wisconsin public schools.

21ˢᵀ CENTURY SKILLS

The 21ˢᵗ Century Skills were developed by NCREL and the Metiri Group using a process that included literature reviews, research on emerging characteristics of the Net-Generation, a review of current reports on workforce trends from business and industry, analysis of nationally recognized skill sets, input from educators, data from educator surveys, and reactions from constituent groups. 21ˢᵗ Century Skills include all of the following:

1. Digital-Age Literacy

Basic, Scientific, Economic, and Technological Literacies
Visual and Information Literacies
Multicultural Literacy and Global Awareness

2. Effective Communication

Teaming, Collaboration, and Interpersonal Skills
Personal, Social, and Civic Responsibility
Interactive Communication

3. Inventive Thinking

Adaptability, Managing Complexity, and Self-Direction
Curiosity, Creativity, and Risk-Taking
Higher-order Thinking and Sound Reasoning

4. High Productivity

Prioritize, Plan, and Manage for Results
Effective Use of Real-World Tools
Relevant, High-Quality Products

A

ACA - AFFORDABLE CARE ACT

AD - ATHLETIC DIRECTOR

ADA - AMERICANS WITH DISABILITIES ACT

AESOP Now Frontline– system used for Substitute teaching vetting and registration

AIDET-

A - *ACKNOWLEDGE. Say hello and greet the customer by name.*
I -*INTRODUCE.* Introduce yourself, your skill set, your professional certification, and your training. This builds your credibility, and the customer's confidence, right up front.
D - *DURATION.* Describe what you are going to do for the parent and their child, how long it will take, and so forth. This alleviates uncertainty and makes the parent and child more comfortable.
E -*EXPLANATION.* Go into detail about important aspects of what you are doing.
T-*THANK YOU.* Quite simply, thank the customer for choosing your school. "Thank you" goes a long way.

AIM - ANALYZING INSTRUCTIONAL MATERIALS

ALC - ACADEMIC LEARNING COACH

AP - ASSISTANT PRINCIPAL

ARISE - Virtual School is a K-12 virtual public charter school under the authority of SDJ.

ARRA - AMERICAN RECOVERY AND REINVESTMENT ACT of 2009

ATODA - ALCOHOL, TOBACCO, OTHER DRUG ASSISTANCE

AUP - ACCEPTABLE USE POLICY

A school or organization's official policy statement regarding the use of the Internet or school district computer networks.

AWSA - ASSOCIATION OF WISCONSIN SCHOOL ADMINISTRATORS - SDJ Principals participate in the state association to extend the professional development opportunities, network, and share information.

AYP - ADEQUATE YEARLY PROGRESS - The term used by the federal government to define student, school, and district academic performance.

B

BENCHMARKS - Grade level performance indicators used to measure students' proficiency in meeting certain specific academic standards.

BERPS - BUILDING EMERGENCY RESPONSE PLANS

BEST PRACTICES - Strategies grounded in the reflective practices of teachers and embraced at the classroom level because they work or make sense, such as integrated curriculum, active learning, reflective transfer, and authentic assessment.

BLENDED LEARNING - A formal education program in which a student learns, at least in part, through online delivery of content and instruction with some element of student control over time, place, path, and or pace and, at least in part, at a supervised brick and mortar location away from home.

BLT - BUILDING LEADERSHIP TEAM

BOE - BOARD OF EDUCATION

BTC - BLACKHAWK TECHNICAL COLLEGE

BYOD - BRING YOUR OWN DEVICE - Students bring a mobile computer from home to access digital content and complete assignments in a digital learning environment.

C

CBA'S - **COMMON BENCHMARK ASSESSMENTS** - Collaborative teaching teams design assessments that are given universally to all students, at specified times during a curriculum sequence to determine if each student has mastered the curriculum benchmarks that were established in the pacing charts. Students who have not mastered the benchmarks are then tutored in small groups or individually

CESA - COOPERATIVE EDUCTIONAL SERVICE AGENCY - The state of Wisconsin is divided into 12 geographic CESA's .

CIA - CURRICULUM, INSTRUCTION, AND ASSESSMENT

CFO - CHIEF FINANCIAL OFFICER

CHS - JOSEPH A CRAIG

CIO - CHIEF INFORMATION OFFICER

CISCO TELEPRESENCE - Life-size, high-definition video and CD-quality audio in a premium room environment. Collaborative tools are used, such as presentation sharing and high-definition document cameras and or Interactive Whiteboards. These combined technologies give the students and staff the ability to communicate with the broader community of Cisco TelePresence users.

CLC - COMMUNITY LEARNING CENTER

CLR - Culturally and Linguistically Responsive teaching strategies. Teachers make standards-based content and curriculum accessible to all students and teach in a way students understand. Teachers integrate resources into students' daily experiences. E.G. teachers include prior knowledge and connections to students' interests such as music and sports

COLLABORATIVE TEACHING ENVIRONMENT - A school culture where planning, teaching, implementation, and reflection between and among educators occurs. Communication channels are key to a collaborative environment.

COLLECTION MAPPING - The processes schools use to collect, present, and organize information about the information and technology program's collection of resources. The map lays out the breadth and depth of the collection and how it correlates with what students are learning. The map also indicates the strengths and weaknesses in the collection and reveals areas for expansion and weeding.

COMMON CORE STANDARDS FOR LITERACY IN ALL SUBJECTS

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (note taking – Cornell Note-Taking Strategy)

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

5. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
6. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

7. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors' take.

Range of Reading and Level of Text Complexity

8. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

COMPREHENSIVE, ALIGNED, AND SCAFFOLDED EC/K-12 CURRICULUM - A broad and thorough program of study that aligns with state standards and assessments with support systems in place the enables students and staff to succeed in tasks they find challenging. Types of scaffolding include study guides, step-by-step directions, rubrics and other forms of assessments.

CONNECTED LEARNING - Defined by the Institute of Play as a theory of learning that connects and leverages various experiences, interests, communities, and contexts in which learners participate – both in and out of school—as potential learning opportunities.

COPPA - CHILDREN'S ONLINE PRIVACY PROTECTION ACT

CORE CURRICULUM - Language Arts, Math, Science, and Social Studies

CREATE - CULTURALLY RESPONSIVE EDUCATION FOR ALL TRAINING AND ENHANCEMENT

CURRICULUM - The sequential program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instruc-tional materials, and various instructional techniques. Curriculum specifies the details of the day-to-day schooling at the local level.

CURRICULUM MAP - A tool, based on the school calendar, where teachers record what they are teaching (topics; units) to students during each week in the school year. A curriculum map provides a "snapshot" of the actual operational curriculum—at any level, in any classroom—and contains valuable data for potential collaborative units, collection development, and curriculum support.

CURRICULUM MAPPING - A process used by schools and districts to reform and improve curriculum by gathering data on what all teachers are working on with their students through the course of a school year.

D

DAISY - DIGITAL ACCESSIBLE INFORMATION SYSTEM. Often, the term is used to refer to a standard for producing accessible and navigable multimedia documents.

DELT - DISTRICT EQUITY LEADERSHIP TEAM

DEPARTMENT - ESC - Divisions at the central office based on functions delineated in the organization profile.

DEPARTMENT - SCHOOLS - Divisions at schools based on a variety of functions e.g. grade levels and subject.

DI - DIFFERENTIATED INSTRUCTION is a philosophy that looks at students as all different and therefore they should all be taught differently.

DIP - DEPARTMENT IMPROVEMENT PLAN

DISPROPORTIONALITY - The inappropriate identification of culturally and linguistically diverse children in special education programs.

DOCUMENT CAMERA - Document cameras, as defined by Wikipedia, "also known as visual presenters, digital overheads, and document cameras, are real-time image capture devices for displaying an object to a large audience. They are, in essence, high-resolution web cams, mounted on arms so as to facilitate their placement over a page. This allows a teacher, lecturer or presenter to write on a sheet of paper or to display a two or three-dimensional object while the audience watches."

D-TAN - DISPROPORTIONALITY TECHNICAL ASSISTANCE NETWORK

E

EAP - EMPLOYEE ASSISTANCE PROGRAM

EBD - EMOTIONAL AND BEHAVIORAL DISORDERS

EBL - EVIDENCE BASED LEADERSHIP

EDUCATIONAL TECHNOLOGY COMPETENCY LEVELS
LITERACY LEVEL: Basic software application skills
ADAPTING LEVEL: Learn new tools that support traditional learning
TRANSFORMATION LEVEL: Learners work collaboratively to create innovative learning environments that would be impossible without technology and these individuals or teams are willing to teach others.

EDUCATOR EFFECTIVENESS PROJECT – A performance evaluation system implemented by the School District of Janesville in 2014-15. The Professional Standards were designed by Dr. James H. Stronge. SDJ is a partner with CESA 6 on this state mandated initiative. Performance Appraisal Rubrics inform School Administrators, Teachers, and Educational Specialists of various levels for effectiveness: Distinguished, Effective, Developing/Needs Improvement, or Unacceptable. This rubric designed system is based on six professional standards.

Administrator Professional Standards
1. Leadership for Student Learning
2. School Climate
3. Human Resources Leadership
4. Organization Management
5. Communication and Community Relations
6. Professionalism

Teacher Professional Standards
1. Professional Knowledge
2. Instructional Planning
3. Instructional Design
4. Assessment For and Of Learning
5. Learning Environment
6. Professionalism

Educational Specialist Standards
1. Professional Knowledge
2. Communication and Collaboration
3. Assessment
4. Program Planning and Management
5. Program Delivery
6. Professionalism

ELC - EDISON LEADERSHIP COMMITTEE

ELDI - Educator Leadership Development Institute

ELL - ENGLISH LANGUAGE LEARNERS

EMS - EDISON MIDDLE SCHOOL

ES - ENVIRONMENTAL SCAN - Includes Market Share, economic and societal trends, and competitive environment.

ESEA - ELEMENTARY SECONDARY EDUCATION ACT

EQUITY - In the context of instructional technology, refers to the availability of instructional technology to all students regardless of socioeconomic status, culture, locale, gender, age, or race.

EQUITY AND EXCELLENCE - Belief that all students can learn. Some learners may need accommodations or modifications to learn. All students have access to the general education curriculum. Instruction is differentiated. Students with disabilities learn in co-taught classrooms.

ESSA - EVERY STUDENT SUCCEEDS ACT (2015). The reauthorization of the United States Department of Education Elementary and Secondary Education Act (ESEA). Previously referred to as No Child left Behind (NCLB).

EXCELLENCE FOR ALL - The umbrella committee for all Culturally Responsive practices which includes the PP, CREATE Teams, Equity and Excellence beliefs and Disproportionality Data.

EXEMPT EMPLOYEES-
Employees in "exempt" positions are excluded from specific provisions of federal and state wage and hour laws and are not eligible for overtime pay. Exempt Employee Categories:
Administrators (persons who are required to have a contract under § 118.24, Wis. Stats. and other supervisory administrative personnel designated by the District. SDJ Administrators include principals, assistant principals, ESC directors or assistant directors, program supervisors); Teachers (persons hired under a contract under § 118.22, Wis. Stats); Coordinators; Department Managers; Kitchen Managers; Specialists; Therapists (Occupational Therapist, Physical Therapist); Therapist Assistants (OTA, PTA); Psychologists; Social Workers; Guidance Counselors; Some Non-Licensed Support Staff (Youth Advocates, Educational Interpreters, Board Clerk, Benefits Specialist).

F

FACE to FACE INSTRUCTION - Direct instruction that occurs within a brick and mortar building between the teacher and student. Many digital learning activities are included such as research online, Google Apps and Microsoft Office applications to create, communicate and share learning.

FERPA - FAMILY EDUCATION RIGHTS PROTECTION ACT

FLEXIBLE SCHEDULE - A flexible schedule or "flexible scheduling" is a method of structuring library media center usage so that blocks of time exist when students may come individually and in small groups for independent research and recreational pursuits. A flexible schedule will also provide the library media specialist with the time needed for planning collaboratively with teachers as well as working with groups of students on a scheduled or informal basis.

FLEXIBLY SCHEDULED TEACHING ENVIRONMENT - A learning environment based on student needs not class schedules.

FLIPPED LEARNING - A pedagogical approach where the learning space moves from large group to individual. The student views segments of lectures online (during homework time) and then practices what he/she learned through hands on activities during school time. The teacher circulates through the classroom and assesses how the student is applying the knowledge and checks for understanding.

FLIPPED MASTERY CLASSROOM - A learning environment where the students demonstrate mastery of the objectives, at their own pace. They watch short (under 10 minutes) instructional videos on curriculum concepts at home or during study time instead of listening to lectures during class time. They then use class time to work in small groups or individually to demonstrate they understand and can apply the concepts in a real world situation. The teacher formatively assesses the student and gauges their understanding. The student demonstrates mastery of objectives on summative assessments. The teacher provides remediation to students who do not demonstrate mastery of the objectives.

FMLA - FAMILY MEDICAL LEAVE ACT

FMS - FRANKLIN MIDDLE SCHOOL

FRC - FAMILY RESOURCE CENTER

H

HCAHPS - HOSPITAL CONSUMER ASSESSMENT OF HEALTH PLANS SURVEY

HIGH SCHOOL REDESIGN
High School Project Redesign is an initiative that better prepares students for success in college and the globally competitive work force. Key components are:
> Common Core Academic Standards
> AdvancED Accreditation
> Rigorous Curriculum Design
> Aligned by Design
> College Readiness Standards
> 21 Century Learning & Thinking
> RTI and Student Progress Monitoring
> Advanced Placement
> Career Pathways
> Differentiation
> Culturally Responsive Teaching
> Quality Assessment
> Strategic and meaningful structural changes
> Curriculum Based Assessments
> Additional courses available

HIGHER-ORDER THINKING SKILLS - While there is some disagreement among scientists on the existence of higher and lower levels of thinking, educators believe that it is important for students to engage in activities that incorporate more challenging thinking skills such as analysis, synthesis, decision-making, problem solving, information processing, conceptualization, judgment and evaluation, rather than just remembering and explaining.

HML - HIGH, MIDDLE, LOW PERFORMER

HMO - HEALTH MAINTENANCE ORGANIZATION - An organization that provides or arranges managed care for health insurance, self-funded health care benefit plans, individuals, and other entities in the United States and acts as a liaison with health care providers (hospitals, doctors, etc.) on a prepaid basis.

HPL - HEDBURG PUBLIC LIBRARY

I

ICS - Integrated Comprehensive Services

IDEA - INDIVIDUALS with DISABILITIES EDUCATION ACT

IEP - INDIVIDUAL EDUCATION PLAN

IIC - INSTRUCTIONAL IMPROVEMENT COMMITTEE

ILS - INNOVATIVE LEARNING SPECIALIST

IMMERSIVE CLASSROOM EXPERIENCE - Students participating in the Immersive Classroom have a learning opportunity utilizing the best high-definition video in a specially designed space, where they experience the other classrooms/students as if they were in the same space. Technology is used to break down communication barriers while opening up broad opportunities for learning.

INQUIRY/PROBLEM-BASED LEARNING (PBL) - A process through which students investigate a question or problem, devise and work through a plan to solve the problem, and propose a solution to the problem. Problem-Based Learning engages students with fuzzy, messy, or unstructured problems such as those encountered in real life. Students work in teams with projects they develop based on higher order thinking, collaboration, communication, and "just-in-time" learning of content and skills. PBL addresses a number of standards simultaneously and economically.

International Society for Technology in Education (ISTE) 2016 Standards for Students
  Creativity and Innovation
  Communication and Collaboration
  Research and Information Fluency
  Critical thinking, problems solving, and decision making

IT - INFORMATION TECHNOLOGY

ITL - INFORMATION AND TECHNOLOGY LITERACY

J

JEA - JANESVILLE EDUCATION ASSOCIATION

JIEP - JANESVILLE INTERNATIONAL EDUCATION PROGRAM

JTAG - JANESVILLE TALENTED AND GIFTED

L

LDA - LEADERSHIP DEVELOPMENT ACADEMY - Sponsored by Forward Janesville

LDI - LEADERSHIP DEVELOPMENT INSTITUTE

LEM - LEADERSHIP EVALUATION MANAGER. Web-Based accountability tool designed by the Studer Group and used by administrators to determine their goals and objectives.

LEVELED SUSTAINED STAFF DEVELOPMENT PROGRAM - Differentiated workshops that are designed to meet the varied needs of the staff. The workshops are continuously offered over an extended period of time to optimize learning opportunities.

LIKE DISTRICTS - The districts similar to Janesville in School Enrollment and Economically Disadvantaged. 2015-16

DISTRICT	ENROLLMENT	% ECONOMICALLY DISADVANTAGED
Janesville	10,341	46.5%
Eau Claire	11,226	37.7%
Sheboygan Area	10,399	40.4%
West Allis	9,631	55.8%

LTE - LIMITED TERM EMPLOYEE - Limited Term Employee is defined as a person hired for a specific project for a specific length of time. A Limited Term Employee has no expectation of continued employment.

LMS - LIBRARY MEDIA SPECIALIST

LMC - LIBRARY MEDIA CENTER –being transformed into Centers of Innovation or Learning Commons

LEGACY CLASSROOM - traditional, teacher-led, high quality instructional practices/

LTD - LIMITED TERM DISABILITY

MANAGERS - Managers are those persons in charge of district level departments. Managers include:

Manager of Food Service; Manager of Transportation, Purchasing, and Custodial Service; Manager of Maintenance.

MEET AND CONFER - An informal process through which employee groups, district administration, and the Board of Education come together to improve communications, review and discuss common interests, and exchange perpective on specific topics.

M

MMS - MARSHALL MIDDLE SCHOOL

MY LEARNING PLAN - Professional development portal aligned with Teacher effectiveness

N

NEEDS ASSESSMENT - The identification of the discrepancy between "what is" and "what ought to be." The first step in formulating the purposes for a new program. A needs assessment should be conducted prior to establishing program goals or objectives.

NO CHILD LEFT BEHIND ACT OF 2001 - The No Child Left Behind Act of 2001 is the reauthorization of the federal Elementary and Secondary Education Act enacted in 1965. It defines the federal role in K-12 education and is a compilation of numerous federal programs and grants. The act is based on four principles:

  Stronger accountability for results

  Increased flexibility and local control

  Expanded options for parents
  An emphasis on proven teaching and research methods

NON-EXEMPT EMPLOYEES - Non Exempt Employees are entitled to overtime pay for hours worked in excess of 40 hours per week. Non-Exempt Employee Categories: Food Service (non- Kitchen Managers); Maintenance; Custodial; Clerical; Confidential Staff; Para Professionals (Bus Aides; Classroom Aides; Special Education Aides; LMC Aides; Lunchroom Aides; Tutors); Parent Liaisons; Instructional Technology Staff.

O

ODR - OFFICE DISCIPLINE REFERRAL

OE - OPEN ENROLLMENT

ONE to ONE or 1-1 - Each student has access to a digital device in order to achieve at high levels in a digital learning environment.

OPEB - OTHER POST EMPLOYMENT BENEFITS are benefits (other than pensions) that U.S. state and local governments provide to their retired employees. These benefits principally involve health care benefits, but also may include life insurance, disability, legal and other services when those benefits are provided separately from a pension plan.

P

P4J - PRESCHOOL 4 JANESVILLE

PBIS - POSITIVE BEHAVIOR INTERVENTION STRATEGIES

PD - PROFESSIONAL DEVELOPMENT

PDP - PROFESSIONAL DEVELOPMENT PLAN

PDSA - Plan Do Study Act a systematic planning model.

PERSONALIZED CLASSROOM - an approach to learning and instruction that is designed around individual learner readiness, needs, strength, and interests

PERSONALIZED LEARNING - refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning is generally seen as an alternative to so-called "one-size-fits-all" approaches to schooling in which teachers may, for example, provide all students in a given course with the same type of instruction, the same assignments, and the same assessments with little variation or modification from student to student. Personalized learning may also be called student-centered learning, since the general goal is to make individual learning needs the primary consideration in important educational and instructional decisions, rather than what might be preferred, more convenient, or logistically easier for teachers and schools.

PHS - Parker High School

PILLARS OF EXCELLENCE
1. People – Excellent work environment for staff
2. Quality – Excellent student achievement
3. Service – Efficient, effective, and friendly interactions with our district employees, staff, students, parents, and visitors
4. Growth – Gain and retain a higher percentage of available students in the community
5. Finance - Equitable allocation and optimal utilization of our facilities, systems, and funding
6. Health and Safety – Protecting our resources, staff, students, parents, and visitors

PLC - PROFESSIONAL LEARNING COMMUNITY

PLO - POLICE LIAISON OFFICER (High Schools)

PLP - PERSONALIZED LEARNING PLAN

PLTW - PROJECT LEAD THE WAY - provides a comprehensive approach to STEM Education. Through activity-, project-, and problem-based curriculum, PLTW gives students in kindergarten through high school a chance to apply what they know, identify problems, find unique solutions, and lead their own learning.

PP - PLATINUM PLAN – The Platinum Plan is SDJ's tool to close the achievement gap for students of color. (SDJ combines the finer points of the PP, CREATE Teams, Equity and Excellence beliefs, and disproportionality data to close the achievement gap.)
Goals of the Platinum Plan include:
1. All students progress academically at high rates
2. All teaching staff closes the achievement gap between white and minority students
3. All teaching staff incorporates Culturally Responsive Teaching
4. All Administrators and teaching staff demonstrate their understanding of how poverty impacts learning
5. All administrators and teaching staff demonstrate racial awareness
6. All schools receive PP internal consultant services
7. CREATE Team
    a. Provides professional development at each school in the district
    b. Assesses colleagues' growth and learning through an assessment tool PP Team designed
    c. Analyzes data to determine progress toward goals
    d. Tracks PD sessions and include in End of Year Report
    e. Submits End of Year Report annually to Director of Student Services

POS - POINT OF SERVICE

PPO - PREFERRED PHYSICIAN ORGANIZATION –managed care organization of medical doctors, hospitals, and other health care providers who have agreed with an insurer or a third-party administrator to provide health care at reduced rates to the insurer's or administrator's clients.

PPG - PERSONAL PERFORMANCE GOAL

PPRA - PROTECTION OF PUPIL RIGHTS AMENDMENT

PPS - PROFESSIONAL PERFORMANCE STRUCTURE

PROFESSIONALLY LICENSED STAFF/NON-ADMINISTRATIVE - Employees required to have a professional license to perform their job duties. Examples of professionally licensed staff/non-administrative include: Teachers; Therapist (Occupational Therapist, Physical Therapist); Therapist Assistants (OTA, PTA); Psychologists; Social Workers; Guidance Counselors.

PST - PROGRAM SUPPORT TEACHER

PTA - PARENT TEACHER ASSOCIATION

PTO - PAID TIME OFF

PTO - PARENT TEACHER ORGANIZATION

PULSE CHECKS - Abbreviated surveys containing not more than 5 questions intended to gauge the pulse of a topic.

R

REGULAR EMPLOYEES
Regular Employees are defined as employees whom the District considers continuously employed, working either a fiscal or school year. Categories associated with Regular Employees include: Full-Time Twelve Month Employees; Full-Time School Year Employees; Part-Time Twelve Month Employees; Part-Time School Year Employees. Full-Time status is defined as 35 or more hours per week. Part-Time is defined as less than 35 hours per week.

Research Models
> *The Fab Five*
>> An early elementary problem solving model designed by Dr. Carol Kuhlthau from Rutger's University
>> Get Ready
>> Dig
>> Discover
>> Share
>> Evaluate
> *Guided Inquiry* An information problem solving model designed by Dr. Carol Kuhlthau, Dr. Leslie Maniotes, Ann K. Caspari . This research model is used across the United States as a guide for upper elementary and secondary research projects.
>> Open (Open minds and stimulate curiosity)
>> Immerse (Build background knowledge, connect to content, discover interesting ideas)
>> Explore (Explore interesting ideas, dip in)
>> Identify (Pause and ponder, identify inquiry question, decide direction)
>> Gather (Gather important information, go broad, go deep)
>> Create (Reflect on learning, go beyond facts to make meaning, create to communicate)
>> Share (Learn from each other, share learning, tell story)
>> Evaluate (Evaluate achievement of learning goals, reflect on content, reflect on process)

ROADMAP TO EXCELLENCE 2016-2021- SDJ'S strategic plan

ROUNDING - Tactic employed by SDJ leadership to determine school needs, strengths and weaknesses.

RRCS - Rock River Charter School is a public charter school under the authority of SDJ.

RtI - RESPONSE TO INTERVENTION

RUHS - Rock University High School is a public charter school under the authority of SDJ.

S

SAFETY CRISIS AND MANAGEMENT PLAN
> The **Safety and Crisis Management Plan** covers all aspects of school safety The SDJ's Crisis Manual aligns with Wisconsin Act 309, which requires school districts and private schools in the State of Wisconsin to have a school safety plan. The district's plan covers 4 areas, as required by the state.
> Mitigation: Prevent or minimize a crisis

> Preparedness: Drills and coordination of a crisis with the community
> Response: Planned action steps to take during a crisis
> Recovery: Action steps to take after the immediate crisis is addressed

The district safety plan outlines training, Building Emergency Response Plans (BERPS), drills, Incident Command, and other concepts important for addressing and managing a crisis that affects a school(s) in the district. The safety plan is updated as needed. Training in this area is often led by the Janesville Police Department and includes Active Shooter Training and Emergency Casual Care training.

SCHOOL CONTINUOUS GROWTH PLAN - A formalized school improvement plan involving many stakeholders. The five year rotating improvement cycle begins with a collaborative process between central office and building level staff. The plans are evaluated and updated yearly by building leadership teams with input from the entire faculty.

SDJ - SCHOOL DISTRICT OF JANESVILLE

SDJ BOE – SCHOOL DISTRICT OF JANESVILLE BOARD OF EDUCATION

SECTION 504 - OFFICE FOR FEDERAL RIGHTS LAW Students needing accommodations from birth to death.

SIP - SCHOOL IMPROVEMENT PLAN

SIS - STUDENT INFORMATION SYSTEM – Software that tracks the students' academic records: student course schedules, grades and gradebooks, attendance and discipline, class rosters, health records, and parent information. In 2014-15 SDJ implemented Infinite Campus for these functions.

SLO - STUDENT LEARNING OBJECTIVE

SRO - SCHOOL RESOURCE OFFICER (Middle Schools)

STD - SHORT TERM DISABILITY

STEAM - SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHEMATICS

STEM - SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

SUBSTITUTE EMPLOYEES - Substitute Employees are defined as persons hired to replace a regular employee during the regular employee's leave of absence.

SUPERVISORS - A SDJ employee designated to perform the functions of a supervisor to another employee, department, or group of employees. Supervisory duties may include evaluation, scheduling, and development, recognition and discipline of employees.

SUPPORT CARD SURVEY - A short customer service survey used by Administrative Services to the assess the quality of service experience.

SWD - STUDENT WITH DISABILITY
SWOT ANALYSIS - STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

T

TAG - TALENTED AND GIFTED

TAGOS - TAGOS comes from a Greek term for leadership. TAGOS Leadership Academy is a public charter school under the authority of SDJ.

TATE - TRUANCY ABATEMENT TRANSITIONAL EDUCATION

TECHNOLOGY INTEGRATION - Educators use a variety of technology-supported strategies and tools for teaching and learning experiences for all students across all curricular areas at all grade levels.

TECHNOLOGY HELP DESK LOGS - Charts maintained by the library media specialists as a communication tool between staff and technicians regarding technical problems.

TECHNOLOGY LITERACY - The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (US Department of Education).

TITLE II-D- ENHANCING EDUCATION THROUGH TECHNOLOGY -

A subpart of the No Child Left Behind Act of 2001. The primary purpose of the EETT program is to improve student academic achievement through the use of technology in schools. It is also designed to assist students in crossing the digital divide by ensuring that every student is technologically literate by the end of eighth grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

U

UDL - UNIVERSAL DESIGN FOR LEARNING http://www.cast.org/index.html An approach to learning that calls for

Multiple means of representation, to give learners various ways of acquiring information and knowledge,

Multiple means of action and expression, to provide learners alternatives for demonstrating what they know,

Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation.

V

VIRTUAL CLASSES - The student accesses coursework online, taught by licensed K-12 systems and universities.

VIRTUAL LEARNING - A learning experience which is "mediated" or "intermediated" by electronic information and telecommunication technologies. Also, learning that is provided by a highly realistic computer software simulation, a distance learning source, or from programming or courses via the Internet.

VIDEO STREAMING - Broadcast of movie or video via the internet.

VOC - VOICE OF THE CUSTOMER

W

WASB - WISCONSIN ASSOCIATION OF SCHOOL BOARDS

WASBO - WISCONSIN ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

WASDA –WISCONSIN ASSOCIATION OF SCHOOL DISTRICT ADMINISTRATORS

WEB 2.0 - Web 2.0 as defined by Wikipedia "refers to what was perceived as a second generation of web development and web design. It is characterized as facilitating communication, information sharing, interoperability, and collaboration on the World Wide Web. It has led to the development and evolution of web-based communities, hosted services, and web applications. Examples include social-networking sites, video-sharing sites, wikis, blogs and folksonomies."

WEBPAGE - A single on-line document or screen containing information that can be accessed over the World Wide Web (www).

WECAN - Wisconsin Education Career Access Network

WIRELESS TECHNOLOGIES - The networking of computers and other technologies using wireless access points and network interface cards rather than physically connecting them together with metal or fiber optic cables.

WISEdash - WISCONSIN INFORMATION SYSTEM FOR EDUCATION DATA DASHBOARD - Districts compare and explore statistics about Wisconsin Public Schools

WISCONSIN'S MODEL ACADEMIC STANDARDS FOR INFORMATION AND TECHNOLOGY LITERACY - One of eighteen sets of academic standards developed by an educational task force and the Wisconsin Department of Public Instruction. Wisconsin academic standards specify what students need to know and be able to do. The ITL standards or competencies are designed for integration into all content areas of the curriculum. They include:

1. Media and Technology

Use common media and technology terminology and equipment
Identify and use common media formats
Use a computer and productivity software to organize and create information
Use a computer and communications software to access and transmit information
Use media and technology to create and present information
Evaluate the use of media and technology in a production or presentation

2. Information and Inquiry

Define the need for information
Develop information seeking strategies
Locate and access information sources
Evaluate and select information from a variety of print, nonprint, and electronic formats
Record and organize information
Interpret and use information to solve the problem or answer the question
Communicate the results of research and inquiry in an appropriate format
Evaluate the information product and process

3. Independent Learning

Pursue information related to various dimensions of personal well-being and academic success
Appreciate and derive meaning from literature and other creative expressions of information
Develop competence and selectivity in reading, listening, and viewing
Demonstrate self-motivation and increasing responsibility for their learning

4. The Learning Community

Participate productively in workgroups or other collaborative learning environments
Use information, media, and technology in a responsible manner
Respect intellectual property rights
Recognize the importance of intellectual freedom and access to information in a democratic society

Preface: Organizational Profile

P.1 Organizational Description
P.1.a Organizational Environment
P.1a(1) Product Offerings/Educational Products and Services

Located in Rock County Wisconsin, the School District of Janesville (SDJ) is the tenth largest public school district in the State of Wisconsin. It proudly serves a diverse population of which 52% receive free and reduced lunch. SDJ commits to its Vision: *Educational Excellence: Building Our Future*. Foremost is the District's commitment to meeting the unique needs of each student. SDJ's *Evidence Based Leadership Model, Platinum Plan, and Equity in Excellence* are the main drivers for closing the Achievement Gap and preparing all students to be college and career ready. (**Refer to Results 7.1.1-7.1.3**)

SDJ offers PreK-12 education for Janesville area, Rock County Open Enrollment, and State of Wisconsin virtual and international students. SDJ includes two comprehensive (9-12) high schools, three (6-8) middle schools, 12 elementary schools, nine Early Childhood programs, and twenty 4-year-old kindergarten (*Preschool 4 Janesville - P4J*) sites. Five of the twenty P4J sites are located in five elementary buildings; the other fifteen *P4J* sites are Community Partnerships with SDJ. In addition, SDJ serves students in four charter schools: ARISE Virtual Academy, Rock University High School, Rock River Charter School, and TAGOS Leadership Academy. Through required Federal funding, SDJ also supports parochial and private schools with various programs, e.g. Title 1, ELL, Special Education Services and professional development offerings.

Mission and Vision: SDJ achieves its mission and vision of educating every child by **delivering** a wide range of academic **programs, offerings and services (Figure P-1).** SDJ offers a required, guaranteed and viable curriculum and assessment program that is articulated and sequential. SDJ bases the curriculum on the Common Core Standards and Wisconsin State Standards and Benchmarks. SDJ's Reading/Writing Blueprint, based on the work of Dr. Richard Allington and Dr. Lucy Calkins, guides a coherent interdisciplinary reading and writing program at all grade levels. SDJ's Equity and Excellence and Platinum Professional Development Plan assure that the pacing of the curriculum content is universal throughout all schools, all grades, and all subjects. The curriculum includes opportunities for directed hands-on problem solving, guided inquiry, and global literacies at a young age.

SDJ focuses on its mission to educate every child in a demographic landscape that has markedly changed over the last 10 years (**Figure P-2**) and (**Customer Focus 3.1a.2**). For example, through the efforts of the Food Service Manager, SDJ has responded to the poverty rates in the city by offering universal breakfast programs in grades K-12; which means every student regardless of income, can receive a free breakfast. (**Refer to Results 7.4.8**) Four of the elementary schools and Rock River Charter School, with a poverty rate over 60%, take part in the Community Eligibility Provision Program, which allows for free breakfast and lunch daily for all students. Summer meal sites are also offered.

SDJ offers over 22 Advanced Placement Courses throughout the district. Recent data (2015-16) from SDJ AP statistics (**Refer to Results 7.1.14 - 7.1.19**) show that there are multiple students taking multiple exams. Currently 16% of SDJ students taking AP exams receive AP recognition as compared to the national average of 10%. (**Refer to Results 7.1.18**)

Student academic needs are met by reviewing the curriculum data systematically that addresses gaps in achievement. Curriculum Review Data Summits occur throughout each school year and summer to track student progress and achievement, research and acquire curriculum materials that meet specific needs, and develop interventions for those not meeting state and federal standards and benchmarks.

Programming is based on students' individual needs and range from support in the general education classroom to full instructional academic programs in the special education classroom with integrated specials such as art, music, and physical education. Four specially designed charter schools also meet individual students' needs.

SDJ **delivers** additional intervention programing that improves students' academic success. The nationally recognized *Positive Behavior Intervention System* (PBIS) program leads students toward positive behaviors that will raise their academic achievement.

Figure P-1 Educational Programs, Offerings, and Services
School District of Janesville Product Map

SDJ's goal is to close the Achievement Gap among students with special
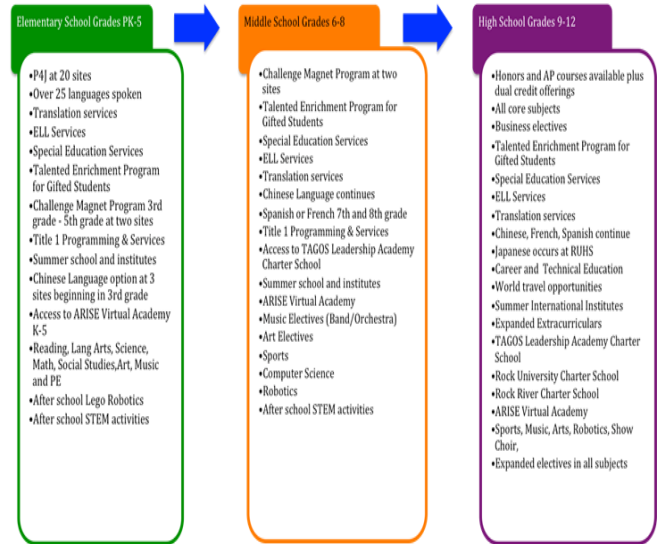
educational needs, students of color and their white or non-disabled peers. The programs also work together to embrace the diversity of students and staff served in SDJ.

SDJ's **competitive advantage** is its unique set of supplementary services available to the students including Youth Advocates, Diversity Outreach Specialists, Health Services, Homeless Coordinator, School Counselors, Student Services Specialists, Social Workers, Graduation Coaches, Internal and External Coaches, Rock County Juvenile Detention Center teachers, Truancy Abatement Program, School Nurses, and Special Education teachers. The Special Education Department serves 1,327 (13%) students with special needs. The ELL Department serves 642 (6.2%) students. (**Refer to Results 7.1.26**) Title 1 serves 5,385 (52%) students.

Food Service, Maintenance and Custodial Services, Athletics, Extracurricular Activities, and Information Technology support educational programming and are coordinated by district level staff. The IT program and technical services are tightly coupled with the Curriculum, Instruction and Assessment Department as well as the Library Media Program which spearheads the *Innovative Learning Program*. A comprehensive 30-year technology replacement plan (implemented in 5 year increments) provides funding guidance to sustain and grow a competitive digital learning environment. SDJ's IT Services stay current and innovative through 1:1 computer access, project and problem-based learning, and personalized learning tactics in order to support student achievement and engagement. SDJ programs such as the *Platinum Plan* and the *Equity and Excellence Program* work together toward one critical goal: to raise student achievement for all.

Figure P-2 Trending Demographic Data		
Data set	School Year	% or Numbers
Student Enrollment	2016-17	10,256
Free and Reduced Lunch	2015-16	52%
Number of Schools out of 22 with a minimum of 30% receiving Free and Reduced Lunch	2015-16	21
Minority Population	2015-16	26%
Languages (other than English) spoken in homes	2014-15	29
Home schooled	2015-16	272 (3%)
SDJ Graduation Rates in 4 years	2014-15	89.6%
State Graduation Rates	2014-15	88.4%
Graduates enrolling in Post-Secondary Institutions	2014-15	55.3%

P.1a(2) Vision, Mission, Purpose, Pillars of Excellence, Core Values, Core Competencies

SDJ's Evidence Based Leadership (EBL) Model **(Figure P-3)** reflects The Core Competencies as the framework for accomplishing SDJ's mission. The strategic planning process embedded in the continuous improvement and accountability work processes, drives SDJ's short and long-term planning.

Vision: Educational Excellence: Building Our Future
Mission: To serve our community by educating every child
Purpose: 1. **Building a leadership capacity.**   2. **Facilitating a culture of collaboration.**   3. **Guaranteeing consistent and viable instruction and assessment strategies in a global learning environment.**   4. **Implementing a process for continuous improvement.**
The Six Pillars of Excellence: People, Quality, Service, Growth, Finance, Health & Safety
Core Values: Respect, Caring, Honesty, Cooperation, Responsibility
Core Competencies: 1. **Culture of Continuous Improvement**   2. **Comprehensive Leadership Framework**   3. **Equity and Excellence for All**

School District of Janesville
GOALS 2016-2017
Mission: To serve our community by educating every child.
Vision: Educational Excellence: Building our Future

Figure P-3 EBL Model

School District of Janesville
Evidence Based Leadership

A Culture of Continuous Improvement

- Six Pillars of Excellence
- District Strategic Planning Process
- Building Improvement Plans
- Curriculum Based Assessments (CBAs)
- Staff, Parent, Student Surveys
- New Employee 30-90 Day Interviews
- Recognize and reward success
- Parent Teacher Conferences and Calls
- Online Standards-Based Report Cards
- Online Attendance Reporting
- New student programming based on customer input

A Comprehensive Leadership Framework

- Standards for Professional Behavior
- High, Medium, Low Interviews
- Managing Up
- Leadership Evaluation Management Tool (LEM)
- Leadership Development Institutes (LDI)
- Educator Leadership Development Institute (ELDI)
- Peer Interview Process
- Key words at key times

Equity and Excellence for All

P.1a(3) Workforce Profile

Figure P-4 illustrates the percentage of staff serving the students in SDJ.
Figure P-5 indicates the various workforce categories and numbers. Guided by a **Comprehensive Leadership Framework**,

Figure P-4 SDJ Workforce 2015-16 – Total 1.526	
Staff	%
Teaching Staff	55%
Support Staff (Aides, Clerks, Custodial, Food, Maintenance, Secretarial)	43%
Administrative	2%

Figure P-5 SDJ Workforce Categories and numbers in 2015-16	
Workforce Categories	#
Administrative	32
Professional (Certified)	838
Food Service	75
Maintenance/Custodial	104
Secretary, Clerks, Aides	388
Support Staff (IT, Managers, Nurses, Youth Advocates, FRC Coordinators, Diversity Outreach Specialists, Tutors, Specialists)	53

SDJ follows the Peer Interview Process during the employee hiring process in order to attract and retain the most highly qualified staff. There is **one remaining organized bargaining unit,** the Janesville Education Association (JEA). There are 820 employees represented in this bargaining unit as of September 14, 2016.
The educational levels of Administrators and Professional Staff: The Superintendent, Directors, Assistant Directors, Supervisors, Principals, Assistant Principals and Dean of Students are required to hold graduate level degrees either at the Master's or Doctorate level. Coordinators, Occupational Therapists, Physical Therapists, Academic Learning Coaches (ALC), Counselors, Innovative Learning Specialists (ILS), Library Media Specialists (LMS), Program Support Teachers, Psychologists, Speech/Language Pathologists, Student Services Specialists are required to hold a Master's degree (**Refer to Results 7.3.7**). All other certified staff holds either a Bachelor's degree and in many cases a Master's degree. Food Service, Secretarial/Clerical, Maintenance, Custodial staff hold a high school diploma or equivalent along with the appropriate certifications.

Key Workforce Benefits vary depending on full time or part time employment.
P.1a(4) Assets: SDJ earned community support over many years with referenda that helped build its facilities and assets. SDJ's twenty-one facilities are maintained by the Buildings and Grounds Department which operates under a Ten Year Capital Improvement Plan.
P.1a(5) Regulatory Requirements: SDJ, like all public school districts, in Wisconsin operates under a highly regulated federal, state, and local environment.

Local School Board Policies and Administrative Regulations are the basis of SDJ operations. The Board adopts, regulates and amends SDJ policies. The policies serve as guidelines for administration, staff, parents/guardians, students and community to attain the School Board's goals.

BOE policies assure compliance with local, state, and national educational regulations. Many student policies and codes are delineated in the Student Parent Handbooks, e.g.: Conduct and Athletics / Co-Curricular Codes; Acceptable Use of Technology and Internet Safety; Attendance; Bullying Prevention; Positive Behavior; and Privacy. The Employee Handbook and the Employee delineates board policies related to employment benefits and expectations. SDJ leads as an employer with one the best economical health insurance benefits compared with other schools in the region and size.

The City of Janesville also requires building inspections including fire and safety. In cooperation with the Police Department, school administrators check for drugs on the grounds utilizing the canine force, run lock down drills, and participate in rapid response training.

Wisconsin State Statute (WSS) Section 118 regulates the majority of educational rules including required curriculum, hours of instruction, and licensure for teachers and administrators. Funding revenue levels are regulated by the state and federal government. The student assessment environment is also highly regulated by the WI Student Assessment System.

Open enrollment, dual credit for high school and college, and virtual schooling are regulated. Open meeting laws are followed. Furthermore, personnel regulations are determined by the Department of Public Instruction (DPI), WI Employee Relations Commission, and the WI Department of Commerce.

In order to sustain a culture of continuous improvement, SDJ also requires all students to complete District-designed benchmark assessments, Curriculum Based Assessments (CBAs), as a pre and post assessment quarterly to guarantee that each student has mastered the benchmarked knowledge and skills **(Refer to Results 7.1.4).**

The Federal Government regulates educational standards through the US Department of Education Every Student Succeeds Act. ESSA regulates all Title Programs. The Federal Government also regulates personnel policies and procedures through: Americans with Disabilities Act, Family & Medical Leave Act, Federal Labor Standards Act, and the Equal Employment Opportunity Commission Occupational Safety and Health Agency (OSHA). International Student and Teacher visas (F1 and J1) are regulated by the US government via Homeland Security and the State Department,

P.1.b.   Organizational Relationships

P.1.b(1) Organizational Structure

SDJ is governed by the Board of Education consisting of nine commissioners elected to serve three year terms. The Board of Education approves policies, the budget and hires and evaluates the Superintendent. The Superintendent's Senior Leadership Team consists of the following Administrators: Director of Administrative and Human Services; Chief Financial Officer; Chief Information Officer; Director of Curriculum, Instruction, Assessment and Student Services; and Public Information Specialist. The Superintendent's Advisory Council (SAC) consists of the Superintendent, the Senior Leadership Team and four principals. The Leadership Team includes all Principals (18), Assistant Principals (9), Dean of Students at the 4 Charter Schools, Curriculum Coordinators (4), and managers (3). Each charter school (ARISE Virtual Academy, Rock University High School, Rock River Charter School, and TAGOS Leadership Academy) have Governing Boards. PTAs and PTOs at each school also have governing boards.

P.1.b(2) Key SDJ student segments include all current students (further segmented by ethnicity, gender, learning levels, etc.) and are detailed in **Figure P-6.**

Figure P-6 Student and Market Segments	
Key Student Segments	**Key Market Segments**
School level	*Resident*
Grade level and graduating cohorts	SDJ Students
Gender	Home Schooled
Students with special needs	Open Enrollment - outgoing
Students with high abilities	Parochial Students
Students who are economically disadvantaged	*Non-Resident*
Students from multiple races and ethnicities	Open Enrollment - incoming
International students	Families who work in another community but are looking to commute from Janesville

School and grade level segments are primary sources for data analysis.

Teachers monitor students through a variety of assessments to determine student knowledge, skills, and dispositions. With each academic achievement goal met SDJ sets its sights on the next goal in an environment for continuous improvement.

Key market segments have expanded over the years due in part to Wisconsin's Open Enrollment, expansion of SDJ's Charter Schools and international opportunities. In addition, as regional economies grow, SDJ's competitive K-12 education is sought after by commuting families. Those key market segments **(Figure P-6)**, guide SDJ's targeting strategy to increase enrollment. According to the September Third Friday Count data for the 2016-17 school year, 10,256 pre-kindergarten through 12th grade students enrolled in 21 schools.

The **Key Stakeholder Groups** include 5 key constituencies: students, parents, community, alumni and staff *(Figure P-7).*

Figure P-7 Stakeholder Groups and Attributes	
Stakeholder Groups	Key Attributes
Students	They will graduate from high school; college, career, and community ready. Curriculum is guaranteed and viable for all students and is rigorous, relevant, and engaging. Technology is a critical tool used by all through which they have access to content 24/7. They have voice and choice with their subjects.
Parents	They demand rigor, flexibility, access, accurate placement, and completion of courses. They want to be assured of their children's safety and that staff and administrators respond to their inquiries in a timely manner. They want to be connected in a variety of ways, US mail, social media, email, face to face.
Community	An estimated 2/3 of Janesville population has no direct link to SDJ. Property values have increased slightly compared to last 8 years. Unemployment is trending downward. Homelessness is increasing. The community is influenced by successful test scores, high graduation rates, property values, and employment. The community has supported education by passing all referenda proposed in past 15 years.
Alumni	They want to remain proud of their alma mater. Appreciate communication and continued connections with school district. Maintain a Facebook Page. Previous classes have donated back to their alma maters.
Employees	Required to sign and practice the Standards of Professional Behavior. They value communication, direct involvement with new initiatives, and are engaged at all levels with students and parents.

Through a mixture of collaboration, partnerships and advisory committees, SDJ involves each stakeholder group to educate every child. Students, employees, and parents are surveyed annually to determine their satisfaction with the district's schools' and principals' progress towards the SDJ's mission and goals. **(Refer to Results 7.2.1-7.2.7)** SDJ communicates with stakeholders through Board of Education meetings streamed via the Internet and local cable channel. The Superintendent maintains a BLOG, Board updates, and is actively engaged with stakeholders through face-to-face contact, meetings, and listening sessions. SDJ uses a variety of communication channels, including *Infinite Campus,* Google Services, District Web Pages, Social Media, and TelePresence as well as traditional backpack stuffers and the U.S. postal service. SDJ's translator publishes all mailings in Spanish for Hispanic families, which comprise 12% of the student enrollment. The Janesville Alumni Association actively supports the work of SDJ. The strategy and tactics to communicate with all stakeholders are articulated in the Integrated Communications Plan **(Refer to Results 7.2.8-.9).**

The Customer Groups identified in **Figure P-8** are served by the SDJ's Mission and Vision.

Figure P-8 Customer Groups: Key Collaborators, Partners, and Vendors	
Strategic Alliances	Community leaders and private donors; Local, state, national, and international governmental entities; Local, state, national, and international businesses, non-profits and corporations; Local, state, national, and foreign schools, including colleges and universities.
Volunteers	Parents, grandparents, citizens, PTOs and PTAs, Various Booster Clubs for the Sports and Fine Arts, Parent Advisory Groups, Community Service Clubs, Boy and Girl Scouts, Local churches with Breakfast and Tutoring Programs, Alumni, Retired Teachers and Administrators
Partners	Pre-School for Janesville (P4J) sites, Forward Janesville, Janesville, Performing Arts Center, Hedberg Public Library, Rock County Historical Society, City of Janesville, Rock County Services, YMCA, YWCA, Boys and Girls Club, Local Newspapers, Churches.
Major Vendors	Alliant Energy, Van Galder Bus Company, Fox River Foods, Integrys Energy Services, Netech Corp, Prairie Farms Dairy, Hewlett Packard, Apple Computers, Google Apps

Strategic Alliances offer growth and innovative opportunities to SDJ students and staff. Many SDJ employees serve on community boards of directors. Many of the partners also serve on SDJ task forces and planning committees. Volunteers are critical in assisting children with opportunities to learn.

P.1.b
(3) Suppliers, Partners, and Collaborators

SDJ has hundreds of suppliers who provide services and materials to the students and employees of SDJ. All vendors support SDJ's Mission and Vision by providing quality products and services. SDJ expects timely service when products need repair and training so that products are used effectively. The types of suppliers are varied. SDJ partners with city, state, federal and international governments in the areas of curriculum enhancement, educational opportunities and financial support for mandated, entitlement, and grant programs. Local and private foundations and professional organizations support internships, technology, professional development, and the international program.

The mechanisms for communicating with partners, suppliers, and collaborators vary. Vendors participate in the competitive bid process established by **Board of Education Policy.** SDJ communicates various procedures such as the Bid Process posted on the SDJ Website. All the businesses and organizations which serve SDJ play critical roles in moving SDJ forward by offering innovative solutions, facilitating the daily work of the students and staff, and the expanding the professional development of the employees.

P.2.   Organizational Situation
P.2.a.   Competitive Environment
P.2.a(1) Competitive Position: Success Breeds Success

SDJ continues to increase the number of students prepared for College and Career Readiness as evidenced in **7.1 Results** of the application. Academic success positively impacts the District's competitive edge.

SDJ's enrollment decreased over the last three years due to a trend in lower numbers of children entering kindergarten and lower birth rates However, open enrollment and international students have increased. For 2016-71 open enrollment students entering SDJ totaled 563. Open enrollment students leaving SDJ totaled 385. **Figure P-9** indicates international student enrollment trends.

According to the 2015-16 data, a total of 272 students are home schooled and therefore not enrolled in the district, though some enroll part-time in the ARISE Virtual Academy. Eight parochial schools within the SDJ boundaries had a total of 1,024 students. SDJ plans for growth by monitoring pre-school age students and participating in an annual Education Fair. An annual pre-school fair invites area parents and their pre-school aged children to learn about the school district offerings and where early childhood programs screening is available. The enrollment office is open daily for families moving into the area. SDJ works closely with local realtors to market the offerings within the school district.

SDJ holds 87% of resident students' market share. Based on the September 2016 3rd Friday count SDJ enrollment of 10,256 is the largest in the county and is the 10th largest district in Wisconsin. The 2016-17 budget of $118.5 million is up from the 2015-16 budget of $112.7 million by $5.8 million.

The numbers and types of competitors for the school district are indicated in **Figure P-10**. SDJ's primary competitors include other districts (both statewide and national), local parochial schools, homeschools, and virtual programs. Open enrollment initiatives nationwide also impact SDJ's potential customer base as well as increasing the number of potential competitors.

Figure P-9 Growth in Tuition Paying Students			
Year	Country	School Enrolled	#
2013-14	China South Africa	Craig HS ARISE VA	1 1
2014-15	China	Craig RUHS	5
2015-16	China	Craig Parker RUHS	7
2016-17	China Vietnam	Craig Parker	25 1

Figure P10 SDJ Competitors Within and Outside Boundaries 2015-16			
Competitors within the SDJ's boundaries include the following private and parochial schools	Competitors outside the SDJ where Janesville students open enrolled	Virtual Schools where Janesville students open enrolled	Home School Children
Oakhill Christian - PreK-12 - 6%	Beloit SD- 18	Appleton Area – WI Connections Academy - 9	Elementary - 82
Rock County Christian - Pre-K-5 - 8%	Beloit Turner SD- 32	Barron Area – Advanced Learning Academy of Wisconsin (1)	Middle School - 45
St. John Vianney - PreK-8 - 22%	Brodhead SD - 2	Chetek-Weyerhaeuser Area – Link2Learn Virtual Charter School (1)	High School - 57
St. Mary's — PreK-8 - 12%	Cambridge SD - 2	Grantsburg - iForward - 3	Ungraded - 88
St Matthew's PreK-8 - 9%	Clinton Community SD - 18	McFarland – Wisconsin Virtual Academy - 22	
St. Patrick's PreK-8 - 7%	Edgerton SD - 24	Medford Area Public – Rural Virtual Academy (1)	
St Paul's PreK-8 - 22%	Elkhorn SD - 1	Merrill Area – Bridges Virtual Academy (20)	
St. Williams PreK-8 – 16%	Evansville Community SD - 6-	Northern Ozaukee – Wisconsin Virtual Learning - 12	
	Fort Atkinson SD - 8	Waukesha – eAchieve Academy - 4	
	Madison Metropolitan SD - 1		
	Milton SD - 173		
	Monona Grove SD - 1		
	Oregon SD - 1		
	Palmyra-Eagle Area SD - 13		
	Parkview SD - 13		
	Stoughton Area SD - 2		
	Whitewater United SD - 1		
Total private and parochial within district boundaries– 1,024	Total outside district boundaries - 303	Total Virtual school enrollments - 53	Total Home-schooled - 272

P.2.a (2) Competitive Environment Changes

Key changes taking place throughout the entire state are: vouchers, the next biennium budget and funding sources along with Act 10 which impacts employee groups' collective bargaining and also allows Districts to make needed changes in insurance and retirement. The shuttering of the General Motors Assembly Plant in December 2008 and the subsequent economic downturn, triggered increases in unemployment and the growth of the number of homeless families.

According to the 2007-08 Title 1 statistics, children living in low-income homes comprised 33% of the District population. In the 2016-17 school year that population rose to 52%. Ahead of the economic changes however, SDJ embarked on a *Journey to Excellence* in 2008. Quint Studer, a former teacher from the school district, contacted SDJ about using an innovative leadership program. SDJ partnered with the Studer Group to improve its leadership, culture and subsequently, staff and student performance. Operational efficiencies and processes became hardwired. High performing employees are recognized and rewarded. Student achievement and high school completion rates are improving throughout the district and in the various subgroups.

P.2.a(3) Comparative Data

The key academic and non-academic sources for comparative data are listed in **Figure P-11.**

SDJ analyzes comparative and competitive data during data retreats at the district and school levels. Retreats focus on improving academics and student behavior. Data from the DPI's WISEdash website (**Refer to Results 7.1**), standardized reading assessments, ACT (**Refer to Results 7.1.10-7.1.13**) scores, Advanced Placement tests, locally designed Curriculum Based Assessments (CBAs) (**Refer to Results 7.1.4-7.1.6**), behavior interventions, parent teacher conferences all help to establish benchmarks and to determine the path for improvement.

P.2.b Strategic Context

SDJ's SWOT analysis of 2014 revealed key strategic strengths in math achievement, P4J, ELL and Technology. In 2015 High School completion rates and AP courses increased (**Refer to Results 7.1.14**), as well as many strengths detailed in **Figure P-12**. For additional market environment data, students and teachers completed a technology usage survey (**Refer to Results 7.1. 20-25**) in the winter of 2017, the annual Parent, Student, and Staff Satisfaction surveys provide relevant insight into strategic advantages and strategic challenges. Results are presented in Section 7.0.

P.2.c Performance Improvement System

SDJ's Board of Education annually identifies goals for the upcoming school year. The District Goals are posted on the BOE Dashboard. SDJ maintains a culture of ongoing improvement for the academic and non-academic work processes. SDJ's Strategic Plan focuses on Goals and Action Plans based on the Six Pillars of Excellence Framework. Evidence based tools and processes guide SDJ's Journey to Excellence. In the past year, SDJ developed Strategic Plans for Communication, Employee Benefits, Janesville International Education Program (JIEP) and STEM. **(Refer to Results 7.1.8)** Each Director utilizes the Leadership Evaluation Management tool to develop and evaluate department and school goals. SDJ teachers are evaluated during three-year cycles based on the CESA 6 Effective Educator Model.

Organizational learning occurs in various ways. The required Leadership Development Institute (LDI) occurs five times a year. All 52 leaders participate in continuous improvement seminars and workshops. Staff gain knowledge and skills through highly acclaimed, locally developed, workshops and attendance at state and national conferences. Innovative processes evolve as the well-rounded administrators and staff present projects. Innovation and risk-taking are supported with time and money and monitored with results analysis.

Figure P-11 Academic and Non-Academic Data Sources	
Key Academic Data Sources	Key Non-Academic Data Sources
National – (Advanced Placement, College Board for ACT, and US News & World Report, National Merit Scholars)	National (Standards & Poor's, Moody's Bond Rating, US Bureau of Labor & Statistics)
State – e.g. Graduation Rates, Closing the Gaps (DPI WISEdash)	State (DPI WISEdash)
CESA 2 Districts (DPI WISEdash)	Business (Studer Group for leadership and operational efficiency)
Big 8 Conference Districts	Baldridge and Wisconsin Forward Award (for process models)
Rock County Districts (Janesville Gazette; DPI WISEdash)	Rock County and CESA 2 (DPI WISEdash)
Like WI School Districts with similar size and demographics (DPI)	School Districts of similar size and demographics (for financial)
High Performing School Districts and Schools (WI Schools of Recognition, WI and IL Schools following Align by Design Model	Key Vendors (for cost analysis and service)
	Technology and Learning Implementation (BrightBytes)

Figure P-12 SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
Guaranteed and viable curriculum through EBL	Lack of branding with communications	Importance of education as viewed by community	Open enrollment Vouchers
Closing the Gap (PP and E&E). Increase in High School Graduation Rates for minority students	Understaffing	Local infrastructure improvements	Legislation and state budget mandates
Facilities including technology and all professional development resources	Not leveraging current technology	Global connections	Lack of engaging social outlets for new staff

1. Leadership

The education industry evolves and changes with great frequency and intensity. Key drivers and influencers include but are not limited to student demographics, the economy, laws and regulatory factors, politics, technology and industry needs.

SDJ's Senior Leadership team's **(Figure 1.1.1)** mission is to guide change as evidenced in its weekly/daily meetings with department and school leaders.

(Figure 1.1.1) The Superintendent's Senior Leadership Team

Superintendent					
Senior Leadership Team					
Board Relations Coordinator	Director of Administrative and Human Services	Director of Curriculum, Instruction, Assessment and Student Services	Chief Financial Officer	Chief Information Officer	Communications Specialist

SDJ's leadership philosophy is also evidenced in SDJ's finely tuned orientation of new employees. It is critical to understand that SDJ's senior administrative leaders serve all others and school leaders serve school staff.

The underpinnings that significantly influence SDJ leadership practices involves an integrated approach that leverages key leadership models from the works of James Collins (*Good to Great*), Michael Fullan (*Leading in a Culture of Change*), Robert Greenleaf (*Servant Leadership*) and Robert Marzano (*School Leadership that Works*). In addition, SDJ's work with Studer Group has advanced the principles of *Evidence-Based Leadership* (EBL) **(Figure 1.1.2)** into its operations. **This framework aligns organizational goals, behaviors, tools, tactics, and processes in a way that moves and sustains results. It is unique situational integration of these five models that defines how educational leadership is operationalized (on a day-to-day basis) in SDJ.**

Figure 1.1.2 The Nine Principles Applied to K-12 Systems for EBL			
	Nine Principles	**Baldrige Criteria**	**Description**
1	**Commit to excellence:** Improve the bottom line while living.	Leadership, Strategic Planning, Measurement, Analysis and Knowledge Management, Results	Models well-defined standards Creates service excellence so employees, students, and parents feel valued Merits a ranking for which any employee or parent recommends the school district to others
2	**Measure the important things:** Objectively assess the current statues and track progress toward goals.	Leadership, Strategic Planning, Customer, Measurement, Analysis and Knowledge Management, Workforce, Operations, Results	Identifies what the school district values Defines specific targets Determines aligned tools and processes Maintains responsibility to public spending by calculating return on dollars/time invested in outcomes
3	**Build a culture around service:** Connect services to organizational values.	Leadership, Customer, Measurement, Analysis and Knowledge Management, Workforce, Process Management	Ensures that thoughtful processes and procedures become the norm Ensures high-quality, caring environment for employees, students, and parents Invests in building relationships with employees and stakeholders
4	**Create and develop leaders:** Make leadership development a number one priority.	Leadership, Measurement, Analysis and Knowledge Management, Customer, Workforce, Results	Hires top-performing leaders Develops aspiring new and existing leaders on well-defined and aligned expectations Holds leaders accountable for defined outcomes
5	**Focus on employee satisfaction:** Build a top-performing workforce.	Leadership, Measurement, Analysis and Knowledge Management, Workforce Focus, Results	Gives employees opportunity for input Engages in professional conversations to improve performance Recognizes improved and high performance
6	**Build individual accountability:** Create a self-motivated workforce.	Leadership, Measurement, Analysis and Knowledge Management, Results	Aligns individual goals and measures to those of the organization Moves the hockey stick curves to a bell curve to represent performance
7	**Align behaviors with goals and values:** Align leadership and resources.	Leadership, Strategic Planning, Measurement, Analysis and Knowledge Management, Process Management, Results	Creates transparency of results to develop trust Creates leadership report cards using aligned score cards Aligns short cycle actions to results
8	**Communicate at all levels:** Show why, then describe what and how.	Leadership, Measurement, Analysis and Knowledge Management, Process Management,	Speeds up the decisions-making process Creates proactive behavior Improves working relationships
9	**Recognize and reward success:** Everyone makes a difference.	Leadership, Measurement, Analysis and Knowledge Management, Workforce Focus, Process Management	Creates win-win situations Never lets great work go unnoticed Recognizes behavior that merits following.

1

Evidence-Based Leadership Makes a Difference

Key elements that engage the employees in accomplishing SDJ's Mission and Vision include the training of Administrators and Department Managers in Leadership Principles through attendance at the Studer Group's *Taking You and Your Organization to the Next Level* (TYYO) Conference. Administrators and Department Managers also participate in *Leadership Development Institutes* five times a year as part of their professional development.

Bottom line: the EBL framework ensures leaders have the skills to drive improvements in a nimble and consistent manner. It allows SDJ to create a system of aligned goals and absolute accountability that ensures people will execute well every time. And as a result, organizations are able to quickly drill down to the tactics that most impact their desired outcomes.

1.1.a Leadership Strategies

The SDJ Senior Leadership team meets weekly throughout the year and includes additional district leaders for topic specific reports and discussion as needed. SDJ's senior leadership team monitors SDJ's progress toward achieving the SDJ strategic goals developed each fall driven by SDJ's Six Pillars of Excellence. Those SDJ goals are specifically recorded and aligned in the Superintendent's LEM. Subsequently, SDJ senior leaders examine and update: their LEMs, Educator Effectiveness in My Learning Plan, and School Improvement Plans that, in turn guide their respective staff members' initiatives, projects, assessment and measurement as they relate to the District goals and SDJ's mission: "To Serve Our Community by Educating Every Child."

The Superintendent is hired by the BOE and reports to the BOE president at least once a week on a formal basis and daily as needed. Reporting relationships are clear: Superintendent reports to the BOE, senior leaders report to the Superintendent, and SDJ leadership staff : Principals, Charter School Deans, Assistant Director(s), Assistant Principals, CIA Staff Development Coordinators, Program Support Teachers and Administrators, Comptroller, Maintenance Manager, Purchasing, Custodial, and Transportation Manager and Food Services Manager report to their respective Director. SDJ's senior leadership team aligns all departments and goals using validated best practices that include a reflective practice: reflect, review, analyze and operationalize. Senior leadership is committed and focused on ways to hardwire practices across the large District. SDJ is known to measure everything as a results-oriented district. Using the STAR assessment results three times a year provides the opportunity for mid-course correction as needed. The Superintendent distributes and assigns topics of relevance to senior leaders who then follow up with the BOE and related committees to solve problems, promote initiatives and share results.

Throughout its history, SDJ has collaborated with its leadership including administrative leaders, BOE, and community stakeholders to strategically plan its future. In 2008 the BOE approved the "*Journey to Excellence*" process as a strategic initiative that would add coherence and system wide transparency of SDJ's leadership culture. Focusing on building leadership capacity, reducing leadership variance, and standardizing best practices became themes of the efforts. From the very start of this journey, SDJ adopted an Evidence-Based Leadership (EBL) model in order to guide and sustain that journey. SDJ administrators use specific EBL tools and processes based on data and measurable improvement to focus on District Goals. In 2011, SDJ collaborated to create a five year Strategic Plan. And within the past year, SDJ, the BOE, and community stakeholders drafted the Roadmap to Excellence 2016-2021 Strategic Plan.

The SDJ Superintendent and Senior Leadership Team use LEMs, SIPs, My Learning Plan and department meetings to share and disseminate timely information about strategic goals and initiatives. The District level Senior Leadership Team then relays leadership strategies to department and building level leadership teams. **Figure 1.1.3** demonstrates how SDJ develops dispersed leadership teams.

Figure 1.1.3 Dispersed Leadership Strategies
Build capacity to cultivate a shared mindset through Professional Learning Communities.
Facilitate collaborative teams during the design, implementation, and assessment of academic and non-academic processes.
Focus leadership on evidence, data and results.
Involve representative staff in the development and implementation of *Standards of Professional Behavior.*
Apply proven/successful techniques "prescriptive 'to dos'" to the SDJ.
Take the SDJ from "Good to Great" through a cycle of continuous improvement.
Involve parents and students at a higher level in the form of more feedback, communication and survey results.
Unite all in community's efforts to provide a world-class education for each student.

1.1.b. Communication and Organizational Performance

The Superintendent and Senior Leadership Team **communicate** with the employees through a systematic process that includes: senior leaders weekly, bi-weekly, bi-monthly, or monthly face-to-face meetings; rounding; 30-90 day interviews with new staff; Leadership Development Institutes (LDI) five times a year; Spotlight Reports; email; TelePresence meetings; BLOGS; newsletters; SDJ Website postings; local radio; the Madison and Rockford TV news channels; Board Meeting streaming; and local cable channel. The district is divided into four regional Professional Learning Communities (PLCs) where communication occurs during scheduled meetings.

Professional development (PD) is both need and data driven. As new courses are added or technology developed, robust and vetted PD is offered. Attendance at PD is tracked using My Learning Plan. Other PD offerings develop from "teaching moments" or developing situational needs. For example, SDJ recognized a need for staff to understand gender dysphoria so it contracted GSAFE as an expert source for in-servicing SDJ staff and administration.

SDJ often uses current events as teachable leadership moments that result in PD offerings. For example, one of the high schools experienced a safety challenge when a student illegally dispersed homemade MACE. Though the situation was handled safely and quickly, school leaders identified gaps in their knowledge about HAZMAT situations and requested additional PD to be presented at the June 2016 LDI session.

Administrators **encourage and share high performance** of staff through a culture of accountability, recognition, and reward. All employees sign and adhere to the *Standards of Professional Behavior.* All employees collaborate with each other on tasks and participate in professional training and workshops. They complete an employee satisfaction survey biannually. SDJ's outstanding staff is recognized annually for years of service. Using Evidence-Based Leadership results, employees are nominated by peers and principals are selected based on performance objectives and honored at the annual *Employee Recognition Banquet*

The new employee selection, interview, and retention processes include teams of high performing employees chosen for their exemplary performance and communication skills. Observations, walkthroughs, thank you notes, one-to-one discussions, awards of recognition, incentive programs, Honor Roll, Student of the Week, student rounding, social media and local news media all work together to recognize high student achievement and workforce performance. High performing employees are also encouraged to develop their strengths by attending conferences and presenting at local, state, and national workshops. SDJ expects these employees to share the knowledge by presenting within SDJ. The EBL structure embraces accountability that is another key tool to building and recognizing SDJ leaders.

At the June 2015 LDI meeting, administrators also noted that SDJ grows its own leaders by providing pathways to promotion in positions such as ALC's, Deans of Students, Assistant Principals, Infinite Campus Coaches and other similar positions.

Compliance and risk management

SDJ, like all public school districts in Wisconsin, operates under a highly regulated federal, state, and local environment. It is an on-going challenge to keep up with the rapid changes in the state regulatory and legislative landscape. Local School Board Policies and Administrative Regulations are the basis of SDJ operations.

In keeping with SDJ's pillar of Health and Safely, SDJ follows all city, state and federal facility inspections for fire, safety, and related areas. SDJ is committed to providing a safe environment. SDJ maintains an active relationship with Janesville's Police Department. That active relationship produces comprehensive prevention plans, safety initiatives, and includes joint planning sessions and dynamic communication between the Police Department and SDJ. SDJ maintains safe schools with security cameras and access only through one door where visitors must announce who they are and their purpose for visiting. Nearly all locations now use digital sign-in; such technology allows SDJ to track types of visits, i.e., parent, volunteer, vendor, etc. SDJ Leaders also include a Safety Message at the beginning of every meeting in order to reduce safety hazards for students and staff. **(Figure 1.1.3)** The data indicates a trend upward due to SDJ revamping it reporting methods in the summer of 2015. The staff was then trained on how to report all incidents including student athletics and other extra curricular accidents that occur during school sponsored events.

Figure 1.1.3 Employee and Student Accident Reports by School				
Schools	Employee 15-16	Employee 14-15	Student 15-16	Student 14-15
2 High Schools	40	29	138	70
4 Charter Schools	0	4	4	0
3 Middle Schools	49	33	95	130
11 Elementary Schools	80	55	111	106

1.2 Governance and Societal Responsibilities
1.2.a. Leadership and Governance

SDJ is governed by an elected Board of Education consisting of nine commissioners elected to serve three-year terms. SDJ's BOE is an elected body with a President and Vice President. Terms are three years and the BOE has standing and ad hoc committees, which study school boundaries, personnel, building and grounds and the like. Board meetings occur bi-monthly to assure channels of communication and management accountability. **Figure 1.1.4** lists BOE Powers and Duties according to Board Policy 8210.

1.2.b. SDJ ensures legal and ethical conduct by retaining legal counsel (covered in BOE policy 4120) who attends all Board meetings, providing transparency, streaming all board meetings, posting agendas and minutes publicly and adhering to the State Open Meetings Law. A summary of the Board meetings are posted via an email to all employees and the minutes are posted on the SDJ website. The BOE sets the Levy and Annual Budget at the Annual Meeting occurring in the fall of the year. The BOE with guidance from the Superintendent monitors and addresses any breaches in board policy. Active participation in state organizations workshops and conferences (WASDA, WASBO, WASB) keep the board current with regulatory requirements and changes occurring in public education at the state and national levels. All employees and board members receive training on ethical behavior and sign the *Standards of Professional Behavior* document. Board members and administrators review and sign the Standards of Professional Behavior annually.

Figure 1.1.4 BOE Powers and Duties
1. Adopt policies to assess, monitor, and promote student performance in accordance with local and state standards.
2. Set explicit priorities and goals consistent with promoting high student achievement.
3. Communicate District priorities to the Janesville community, including general citizens as well as local, state and federal officials.
4. Promote a culture of continuous improvement and evaluate the level of attainment of educational goals. The District's program of accountability shall be systematic and specific in measuring results, setting priorities, and modifying practices so as to assure continuous improvement.
5. Select a District Administrator who will conscientiously implement Board policy.
6. Choose, direct and evaluate clear, measurable goals for the District Administrator.
7. Function primarily as a legislative body which formulates and adopts policies, and evaluates compliance with those policies.
8. Clearly distinguish between Board and staff roles and delegate all management and administrative functions, including personnel functions, to the District Administrator.
9. Make decisions only at properly called meetings of the Board. Board members shall have no authority to individually take action on behalf of the Board except as specifically directed by the Board or as otherwise provided by law.
10. Constructively attempt to carry out the will of the majority of the Board in such a way that, once a policy has been adopted, the Board shall treat that policy as the policy of the whole Board. Nothing in this policy shall be deemed to restrict the right of individual Board members to speak freely.
11. Publish the proposed budget of the District for a public hearing, adopt an annual budget and certify the tax levy for the District, supervise the execution of the budget, review school District accounts and business procedures, and provide for an annual audit of the accounts as required by law.
12. Negotiate collective bargaining agreements and other contracts in accordance with Board policy.
13. Select from among the Board members a president with appropriate leadership qualities and skills to preside at Board meetings, work closely with the District Administrator to establish meeting agendas and be an articulate spokesperson for the Board.
14. Select from among the Board members a vice-president, a treasurer, and a clerk with appropriate qualities and skills for such positions.
15. Evaluate its own performance and periodically take part in workshops with the District Administrator aimed at strengthening collaborative leadership for the District.

The Superintendent and all senior leaders are expected to model ethical conduct. School leaders and teacher leaders carry such modeling forward. The *Standards of Professional Behavior* ensure that each and every SDJ employee is operating from the same set of rules and practices. Prior to the *Standards of Professional Behavior,* staff did not .ag or call out colleagues who were seen as "low performing employees." In the new culture, such behaviors are flagged and accompanied by honest, frank conversations about expectations for correction and improvement—known as "courageous conversations."

SDJ senior leaders work to model the effective use of productive, time efficient agendas and meetings. Conscious effort is made to minimize unproductive or non-problem solving sessions. Focus is placed on actions plans with specific timelines and assignments. A universal agenda format is employed for all SDJ meetings.

The leadership culture has shifted at the school level as well. Prior to the *Standards of Professional Behavior* and other work force initiatives, school principals often looked to the senior administration to rescue them from low performers within their schools. Now, principals are hired and developed as leaders who are taught how to either improve or change the situation. They are taught how to recognize and communicate with High, Middle, and Low Performers. **(Refer to Workforce Figure 5.1.4 HML Performer Definitions).** School staff recognize that principals are leaders and key decision makers for personnel issues and performance.

Students and staff at every school follow the PBIS model as a means for living and embracing SDJ's core values: Respect, Caring, Honesty, Cooperation, Responsibility. PBIS goes toward satisfying SDJ's desire to improve our academic and social outcomes for students by creating a supportive and positive school culture. This reduces the amount of classroom disruptions, office referrals, and student absences or removals from class. Students have higher academic and social success. Response to Intervention (RtI) works in tandem with PBIS. RtI addresses gaps in student achievement with customized curricular additions provided throughout the school week at regularly scheduled intervals. SDJ successful track record using RtI is displayed in **Figure: 1.1.5.**

PBIS was first piloted in the district about 10 years ago. Since that time it has been adopted as a school wide program that has been implemented in all SDJ schools. Each school is at a different level of implementation, having started at different points in time. Each school continues to attend trainings to update and improve implementation of this District-wide strategy. New staff are trained each year as Tier 1 or Tier 2 team members and/or as members of the school community. **Figure 1.1.5** indicates schools that have received recognition for the PBIS success.

Figure 1.1.5 WI RTI Awards		
Year	Award	School
2015-16	Wisconsin RTI Center School of Distinction	Roosevelt Elementary
2015-16	Wisconsin RTI Center School of Merit	Adams Elementary Kennedy Elementary
2014-15	Wisconsin RTI Center School of Distinction	Harrison Elementary Lincoln Elementary
2014-15	Wisconsin RTI Center School of Merit	Roosevelt Elementary
2013-14	Wisconsin RTI Center School of Distinction	Harrison Elementary Roosevelt Elementary
2012-13	Wisconsin PBIS Network Schools of Distinction	Roosevelt Elementary
2012-13	Wisconsin PBIS Network Schools of Merit	Craig High Parker High Harrison Elementary
2011-12	Wisconsin PBIS Network Schools of Merit	Roosevelt Elementary
2010-11	Wisconsin PBIS Network Schools of Merit	Wilson Elementary

PBIS is a research-based program that is accepted internationally. **Schools of Merit** implement elements of the Wisconsin PBIS framework with integrity. The following events have occurred.

- Have sent a complete team to PBIS Tier 1 Training
- Have school leadership teams that meet regularly (minimum: monthly, at least 6 times) and includes active participation of a decision maker
- Have self-assessed at fidelity (70 percent or higher) on the Benchmarks of Quality (BoQ) or Tiered Fidelity Inventory (TFI) Tier 1 during the past 12 months (May 2015 to current)
- Actively use implementation and office discipline referral data to action plan and guide implementation

Schools of Distinction sustain these elements for at least two years and are using disaggregated student-level data to inform implementation.

- Have self-assessed at fidelity on the Benchmarks of Quality (BoQ) for two consecutive years or completed the BoQ for one year and the Tiered Fidelity Inventory - Tier 1 the following year; schools must have scored at least 80 percent in the past 12 months (May 2015-current) and at least 70 percent last year (May 2014-2015) on either assessment
- Have at least two years of disaggregated office disciplinary referral data by race and disability
- In addition to the above criteria, schools are asked **narrative questions** to describe implementation activities. These also contribute to the overall score for recognition.

The Tier I PBIS in each school builds the schedule for the year. They meet monthly of twice monthly to review data and create plans to address needs and support students and teachers. Implementation schedule is as follows: Generally, each school:

1. Begins each year with both a staff kick-off and a student kick-off. PBIS goals and school behavior practices are presented and displayed in every classroom and hallway in the school.
2. "How To's" are taught to all students by the classroom teachers or in other ways determined by the school team. This is how we line up… this is how we work together and treat each other in the lunch room, etc.
3. If issues arise, the PBIS team develops "Cool Tools" or other strategies to assist teachers, paras, food services staff, or other appropriate adults how to review and re teach the expectation to students who need that support.

SDJ's core values are published on the SDJ website, in all student handbooks—hard copies of which are distributed to every student and linked on Infinite Campus to the SDJ website (highlighted during on-line registration) .

All schools employ a combination of recognition tactics and methods to note accomplishments of staff and students and to thank volunteers and service providers. Teachers are charged with recording their positive contacts with families of students. Staff training and customer service tips are also provided to encourage sound and successful leadership habits. SDJ also employs shared leadership as evident in the IIC Leadership Teams.

SDJ Core Values:
Honesty • Respect
Responsibility • Caring
Cooperation

1.2.c. SDJ prides itself on **environmental activism** and active community involvement. **Figure 1.2.1** illustrates SDJ's commitment to the environment.

Figure 1.2.1 SDJ and Environmental Activism		
Function	Commitment	Measure
Technology	Recycle replaced computer parts, TVs	Statistics on number replaced
	Replacing SMART Boards and projectors with SMART Panels with longer life, less electrical use, and no bulb replacement	Kilowatts reduction Bulb replacement budget
	Increased use of learning management systems, including Google Applications to reduce paper – toner use	Paper/ Toner purchases
	Instituted paperless board packets to reduce paper – toner use	Paper/ Toner purchases
	Instituted daily automatic computer shutoff	Kilowatts reduction
	Replaced CRT monitors with flat screen monitors	Kilowatts reduction
	Replaced abundance of copy machines and printers with strategically located MFP machines	Kilowatts reduction, paper and toner reduction
Buildings and Grounds	Recycle paper and aluminum	# of recycling containers and pick ups
	Reduce energy consumption	Kilowatts reduction
	Focus on energy grants	$ awarded
	Replace lighting fixtures with energy efficient bulbs	Kilowatts reduction
	Replace furnaces and air conditioners with higher efficiency units	Energy reduction
	Conduct air, water, and radon tests to ensure safe buildings	Ongoing
Curriculum and Instruction	AP Environmental Science Course (taught via TelePresence)	16 students enrolled 2015-16
	Parker Green Squad Rock University High School Green Squad	# of students enrolled not available 8 students

Community Involvement

District employees contribute to the United Way of Rock County. SDJ staff and leaders work with SDJ High School students to organize an annual food drive, called Bags of Hope. The event consistently raises over $40,000.

SDJ is also very involved with the over 570 students who are homeless. SDJ collaborates with the Beloit Public Schools on the homeless education program and receives donations from area communities. The donations allow students full access to educational opportunities, including on-site International Summer Programs and all school-sponsored activities. Many of the students' and families' basic needs are also met through the homeless education program and multiple SDJ school-sponsored clothing and hygiene closets. SDJ's transportation department works with local transportation sources to arrange safe rides for homeless students. In addition, SDJ's successful graduation coaching program for homeless high school seniors met or exceeded the graduation rates for each high school in 2014. Rock River Charter School, Craig High School's School within a School, and Parker High School's BLOCK programs also serve students who need extra assistance to graduate. SDJ fulfills other societal responsibilities by offering time at BOE meetings for public comment. Board members also conduct listening sessions around the school district.
Figure1.2-2 Support of Local and International Communities SDJ works very closely with a variety of community, state and professional agencies to further its mission to educate and serve every child. **(Figure 1.2.2)**

Locally, staff represent SDJ on over 20 boards and groups. These strategic affiliations serve to move and promote SDJ's goals of education. Some affiliations are situational depending on the needs of the SDJ and its students. For example, the School District of Janesville was exploring the impact of students who routinely exhibit challenging behaviors in school. It was determined that a higher incidence of challenging student behavior is occurring in school. In response, a district task force was created to investigate this issue in more depth and generate a list of possible interventions to address the challenging behaviors issue. The task force consists of counseling agencies, police, churches, and parents. One of the task force findings revealed that a disconnect exists between how the district intersects with the community providers as it creates a more holistic response to students with challenging behavioral needs. One of the obvious task force goals was to reestablish a network between and among the different support resources in the community and county.

In learning about this need, the Janesville Education Foundation was quick to collaborate with the SDJ to create a forum and write a strategic plan that would define exactly how this collaboration would look and how both will mutually, "step up" to better serve families whose children are exhibiting aberrant behavior profiles. A series of summer meetings have taken place to create the plan that will be published in September 2016. Currently, SDJ has fourteen different agencies participating in the development of the intervention plan.

SDJ seeks out other organizations that share SDJ's commitment to serving the needs of all students and their families.

Several years ago, a local pastor of an ecumenical congregation approached SDJ's Superintendent to learn about ways community congregations of all faiths could assist the SDJ. As a result of that initial meeting, SDJ began meeting regularly with a group of church leaders to share information about SDJ services and needs. From those meetings came a vision to partner every school with a congregation which would assist with its needs such as a breakfast club, listeners for student readers, clothing or school supply drives, etc. As of today, each school is paired with a congregation whose leader meets with the principal as needed. The entire group of church leaders meets with the Superintendent and principals at least twice a year to share SDJ information and identify needs and projects.

Figure 1.2.2 Support of Local and International Communities	
Local (Top 5)	Highlights
Area Churches	Provide leadership, communication link, service, meet school specific student needs
City of Janesville	Provide leadership, communication link, service, coordinate safety
Forward Janesville (Chamber of Commerce)	Provide communication link, work with business leaders; all SDJ staff are members
Project 16:49 – Homeless students	Provide leadership, communication link, service
United Way	Provide leadership, communication link, service
Professional Affiliations (top 5)	Description
WASB	WI Association of School Boards
ASCD	Association for Supervision and Curriculum
WETL and WEMTA	WI Educational Technology Leaders and WI Educational Media and Technology Association
WASDA	WI Association of School District Administrators
State, National, Global	Description
Model Schools Conference	Each school level participates in the national conference
Studer Group	Administrators and teachers participate in TYYO Conferences
Department of Public Instruction – State Superintendent's Task Forces	Kennedy and Jackson Principals
Global Education Community	Provides educational leadership to countries around the world

In its sustained *Journey to Excellence,* SDJ addresses strategic challenges and leverages its strategic advantages through a data driven planning process that supports the District's vision and mission. The tightly coupled strategic planning process follows several steps. (**Figure 2.1a.1 SDJ Roadmap to Excellence and Figure 2.1a.2 SDJ Strategic Plan** at the end of this section). Administrators document the ongoing planning process using short-term action plans in their LEMs, SIPs (School Improvement Plans), and Educator Effectiveness on *My Learning Plan.*

The Studer Group worked with SDJ to design the LEM process for educators and administrators. The LEM converts Goals aligned to the Pillars, the 90-Day Action Plan Goals, Action Steps, Level of Importance, Results, and Status to a metrics based accountability tool. **Figures 2.1a.3 and 2.1a.4** contain an example of LEM template at the end of this section. Administrators access their LEM electronically via a secured Internet site. The strategic planning process, which has been occurring for over 20 years, continues through annual cycles and is a major component of the administrators' school calendars. SDJ's collaborative planning process, which includes representative stakeholders, has created a culture of *continuous improvement,* one of the district's core competencies. The planning process determines long-term goals and combines with action plans that set short-term direction to accomplish the School District's goals and objectives.

In 2011, SDJ convened staff, parents, community leaders and area business leaders to contribute to a five year strategic plan. As SDJ approached the end of that plan, it launched its successor, *Roadmap to Excellence 2016 -2021.* SDJ follows the Plan, Do, Study, Act (PDSA) Planning Model during the cycles for improvement. (**Figure 2.1a.5**) During this planning process SDJ updated its long-term goals and short-term tactics and linked to the overarching Pillars building upon the goals and objectives from the 2011 plan. In this way all stakeholders can easily see the connections among the pillars, goals, short and long-term tactics

In 2015, SDJ discovered a gap in understanding how its many initiatives and programs to raise student achievement connected back to its pillar foundation. This gap was evident in field interviews, BOE discussions and community responses. Hence, the Roadmap to Excellence 2016-21, a strategic plan, was created as a living, breathing document to link programs such as STEM, PBIS, Equity and Excellence, the budget and staffing plans with short and long-term goals.

The Roadmap to Excellence is an actionable blueprint since it represents SDJ's efforts to not only connect and motivate all staff but also provide a clear map for all stakeholders for SDJ's Journey to Excellence. In linking the pillars with not only the annual and long-term goals but also with the current short and long-term tactics and programs along with the relevant data sources, all SDJ staff and stakeholders can identify the key drivers contributing to SDJ's success or in some cases failure.

SDJ administrators and principals were surveyed regarding their views about SDJ's competencies in 2015. (**Figure 2.1a.6** for most frequent responses - not listed in any order).

SDJ administrators, managers and supervisors were asked to contribute to the planning process in early June 2015. They were asked to comment on how their school or area executes SDJ's mission to *Educate Every Child.* Many cited active use of SIPs, data analysis from formative and summative assessments, expanded PD offerings, RTI, PBIS, CLC, expanded student meal offerings (summer), co-teaching, and *Equity and Excellence* just to name a few.

In addition, during that same session, participants shared what they view to be SDJ's competitive market advantages. The list was similar to the SDJ competency list but also notably included: high student growth rates, Blue Ribbon School awards, Talented and Gifted Challenge Program, well maintained facilities and acclaimed music programs.

New programs or initiatives are scrutinized for their alignment with SDJ pillars and goals as reflected in the *Roadmap to Excellence.* Accountability is established on a departmental or area basis and results are gathered from both existing and new data sources. For instance it was noted that SDJ's current customer and staff survey tools are in need of updating in order to allow SDJ to better tailor its many products and services to meet customer needs using more target specific satisfaction surveys and communication.

In addition, school principals actively seek and respond to student and parent satisfaction survey data collected annually. Teachers and administrators supplement the annual staff and parent survey information with unscheduled pulse checks to monitor student and parent satisfaction.

Challenges facing SDJ in 2016-17 and perhaps beyond according to the senior leaders and principals, include changing demographics, some negative views of education from the community, increased need for supporting mental health needs of students, increasing poverty, and funding.

To better analyze evolving trends and needs for improvements, the various central office departments and schools gather information from a variety of data sources. The SDJ teams discuss and analyze the results from the annual Environment Scan (ES) and Strengths, Weakness, Opportunities and Threats (SWOT) Analysis. The ES uses data from market share (e.g. state and federal standardized assessments, satisfaction surveys and local curriculum based assessments); local, state and federal economic and societal trends, and the competitive environment. The planning teams analyze the data and study the patterns and gaps between the District goals and the data through data retreats. The teams then determine measurable long-term goals and create shorter-term 90-day action plan goals through focus group strategic planning sessions.

The planning teams also create a plan to monitor the Action Plans. Finally, the teams measure the outcomes and report to the school board and stakeholders the results. See **Figure 2.1a.5** below for an overview of the District Level Planning Process following the PDSA model. A recent example of how the planning process lays the foundation for improving academic achievement occurred in the fall of 2016. The BOE set a District goal to increase test scores by measuring student growth by 40%. To reach that goal the Superintendent, leadership team, and principals created goals in their LEMS, which then fed their SIPS' goals.

These goals triggered data collection and retreats in each school. The teachers analyzed the scope, sequencing and pacing of the curriculum (what, how and when the curriculum was taught). All students completed quarterly CBA's that indicated the successes and gaps in achievement. Students also completed STAR assessments in reading and math 3 times a year. When the teachers noticed negative trends in subjects such as Math they made mid-course corrections by giving extended instruction to students who needed improvement with various skills and dispositions.

Figure 2.1a.6 Top Ranked SDJ Competencies
• Evidence Based Leadership
• Cutting Edge Technology
• Inclusive Teaching Practices
• Project Redesign
• CBA's
• TelePresence
• Highly trained staff
• A continuum of service
• STEM and STEAM
• CLC grants
• Data driven decision making
• Collaborative culture
• Well-defined structure of leadership

Figure 2.1a.1

Figure 2.1a.1 SDJ Roadmap to Excellence 2016-2021
Mission: To serve our community by educating every child
Vision: Educational Excellence: Building our future

SDJ Core Values:

Respect: The School District of Janesville welcomes, promotes, and shares respect for diverse and global perspectives.

Caring: The School District of Janesville pursues the development of each student as an individual.

Honesty: The School District of Janesville values and promotes the personal and professional integrity of all employees, students, and volunteers.

Cooperation: The SDJ is committed to working with our families and our community to provide excellence in all aspects of pre-kindergarten through twelfth grade education.

Responsibility: The School District of Janesville serves its community by educating every child and helping to shape future community, state, national, and international leaders.

Figure 2.1a.2

Pillar	Pillar vision statement	Pillar application/practice	Pillar long-term/5-year goal
Quality	Excellent student achievement	Our primary focus is to prepare children to become productive, successful, competitive members of our 21st century global society through a comprehensive K-12 educational model. Literacy and Math are considered the building blocks to higher level skills such as problem solving, critical thinking, creativity, and evaluation. Each student is expected to achieve a minimum of one year of growth annually. (Resource Next Generation Assessments)	To measure effectively students' individual achievement with traditional and non-traditional tools that will prepare them for 21st century global challenges and experiences.
People	Excellent work environment for our employees	Investment in our employees with the desire to recruit and retain an exceptional workforce through professional development and leadership opportunities, a competitive compensation package and excellent work environment.	To promote active partnerships that fosters a common district vision.
Health/Safety	Protecting our resources, staff, students, parents and community	Health/Safety refers to a wide range of safety and health issues, which concern all individuals connected with SDJ. Health/Safety may be evidenced by "hard" indicators such as workers' compensation factors, immunization rates, and violence reports or "soft" indicators such as parent, student and employees safety perception surveys.	To continue to collaborate with home, school and community partners to guarantee a safe learning and social environment for all students, staff and visitors.
Finance	Equitable allocation and optimal utilization of facilities, systems and funding	To focus on an investment in people by allocating money for a competitive compensation package while maintaining a cost effective infrastructure.	To establish fiscal priorities and explore community, state and federal resources sufficient to continue (improve) and expand opportunities for greater student achievement.
Service	Efficient, effective and friendly interactions with our district employees, staff, students, parents and visitors	The district will engage in ongoing communication with all Stakeholders in the community to develop a vision for education. We invite involvement in our schools, the development of community and regional partnerships and the creation of educational opportunities for all learners. The district aspires to develop processes that identify and meet the needs of our community as a whole.	Engage a continuous improvement model based on data to excel in how we serve all stakeholders.
Growth	Growth through creation of innovative programs and initiatives	The definition of the growth pillar includes gain and retain a higher percentage of available students in the community (revenue). This definition has been expanded to include open enrollment student throughout the state either by physically attending our schools or attending through ARISE Virtual Academy and International student attending as a J1 or F1 student or through ARISE Virtual Academy.	Make SDJ the "preferred vendor" of education among families by providing student opportunities, collaboration, and innovative educational delivery options.

Act: Commit to Continuous Improvement

- **Senior Leaders, Administrators and Board of Education**
- Assemble Stakeholder groups
- Evaluate *Roadmap to Excellence* Action Plan and SIPs results
- Identify leading and lagging results
- Determine refinements and modifications
- Redirect resources if necessary
- Identify process improvements
- Begin next cycle

Plan: Clarify Purpose and Direction

- **SDJ convenes stakeholder groups every 5 years**
- Principals and teachers revise SIPs annually
- Conduct needs asessment
- Assess performance using a variety of student assessments
- Assess progress on previous goals and action plan
- Reaffirm Mission, Vision, Values, Purpose
- Refine and update department long-term goals
- Review ES data and update SWOT semiannually using current data and trend analysis.

Study: Analyze Results

- **Senior Leaders, Administrators and Board of Education conduct data retreats**
- Review progress of *Roadmap to Excellence* and SIPs goal measures
- Review Progress of *Roadmap to Excellence* and SIPs Action Plans
- Analyze successes and gaps

Do: Align Action

- **Leadership Teams**
- Make changes to the previous plan
- Align curriculum
- Update goals
- Create 90 Day Action Plans
- Determine measurements
- Allocate resources
- Determine end date
- Determine person responsible
- Deploy Action Plan
- Communicate to all stakeholders including BOE, SDJ administrators and staff, community, parents and students
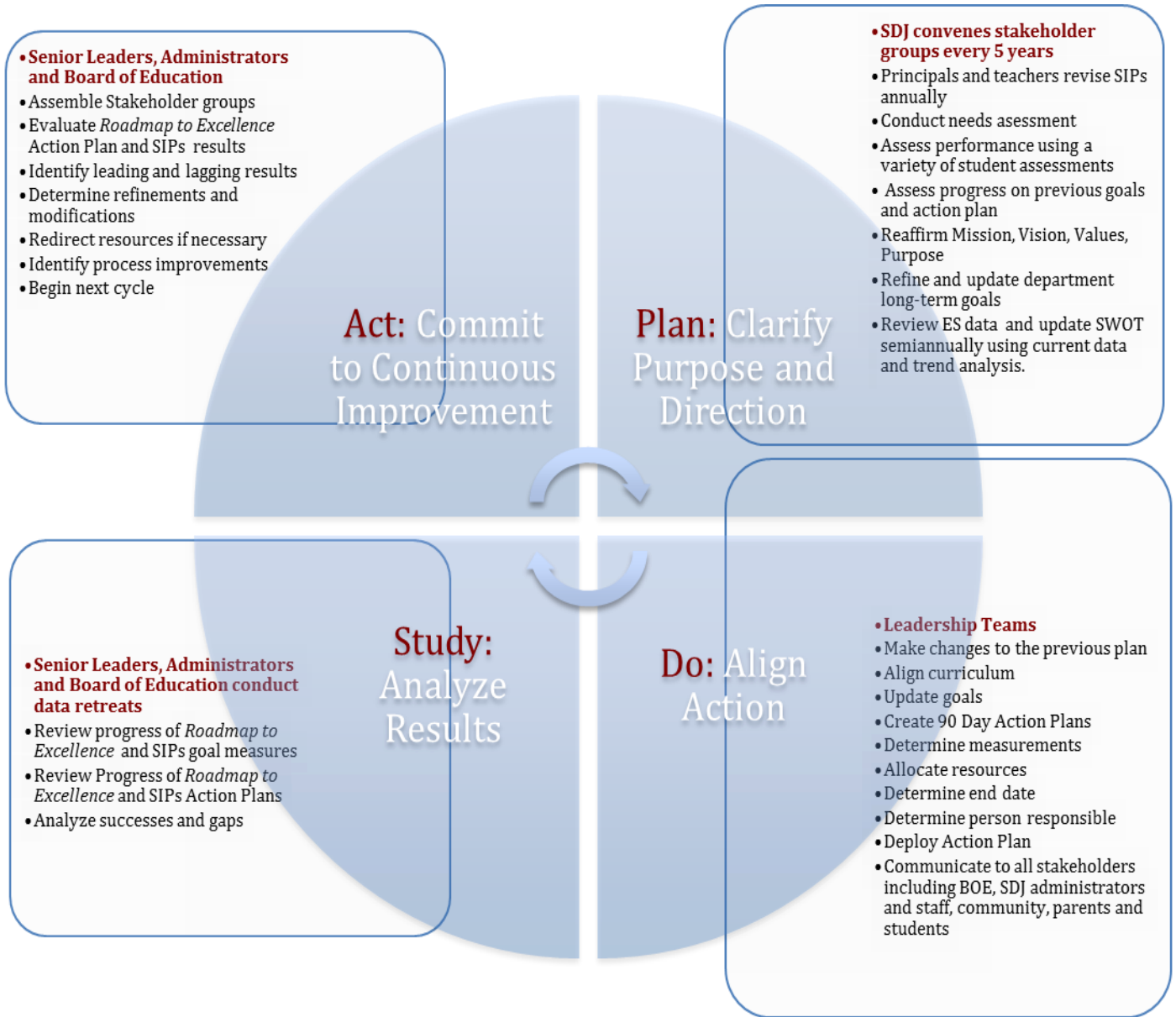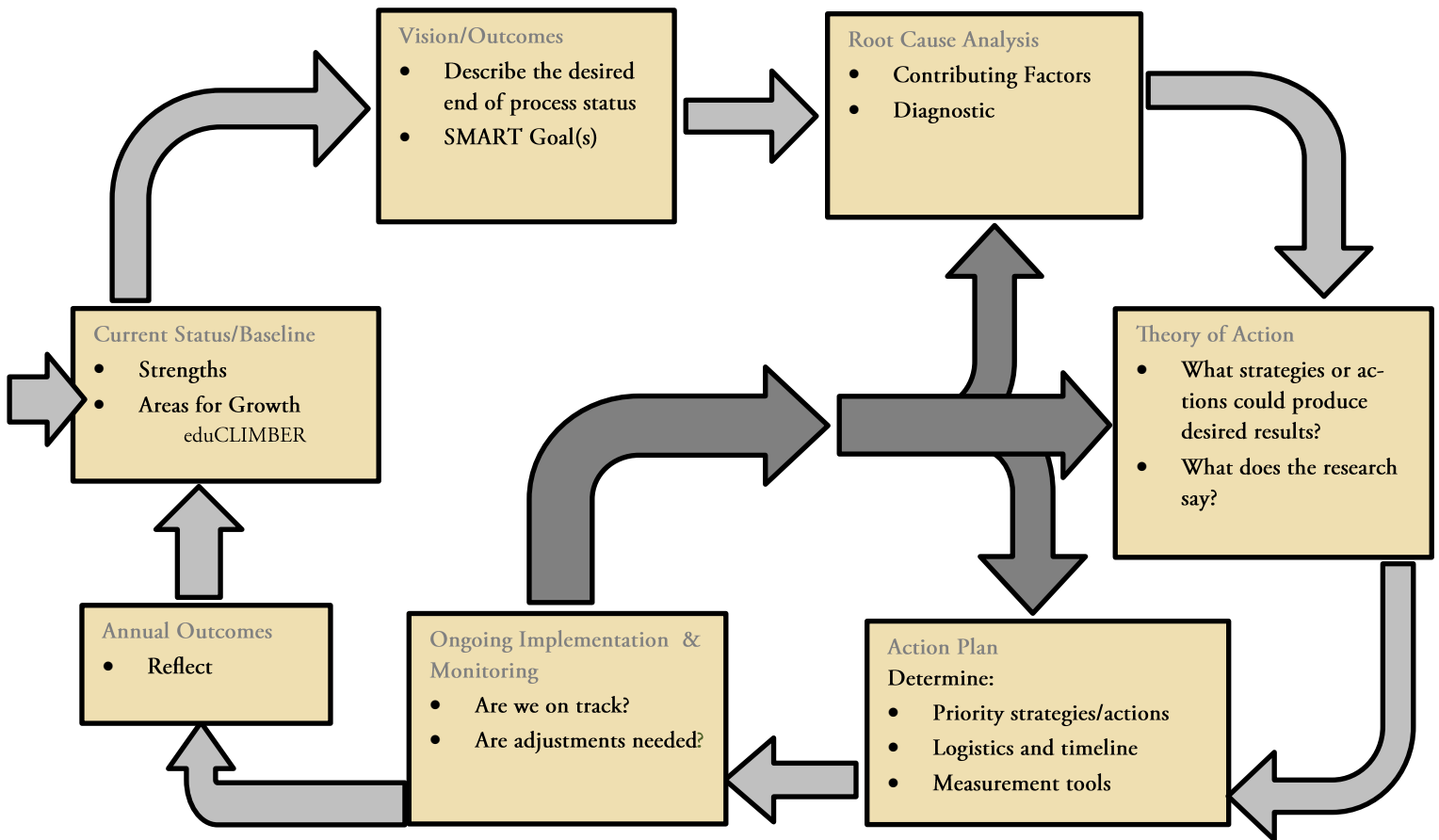
Figure 2.1a.5 School District of Janesville PDSA Model

As a result the State Report Card (Figure 4.1a.5 in Measurement, Analysis, and Knowledge Management) published in the late fall of 2016 indicated a significant growth in academic achievement by 80%, far exceeding the District goal of 40%. This growth placed Janesville 2nd in the state to similar schools with common enrollment and demographics.

SDJ does not require its schools or departments to follow a specific improvement-planning process. **Figure 2.1a.7** shows a variation to the SIP Process that addresses the academic growth model. The schools adapt this model to address their unique culture and student's learning needs The ESC assists the schools by providing improvement tools such as: BOE updated goals, data expectations, and support.

Figure 2.1a.7
The School Improvement Process and Growth in Achievement = Action Research
Based on the work of Richard Sagor, Lawrence Lezotte, Kathleen McKee, and System Dynamics

Vision/Outcomes
- Describe the desired end of process status
- SMART Goal(s)

Root Cause Analysis
- Contributing Factors
- Diagnostic

Current Status/Baseline
- Strengths
- Areas for Growth
  eduCLIMBER

Theory of Action
- What strategies or actions could produce desired results?
- What does the research say?

Annual Outcomes
- Reflect

Ongoing Implementation & Monitoring
- Are we on track?
- Are adjustments needed?

Action Plan
Determine:
- Priority strategies/actions
- Logistics and timeline
- Measurement tools

In-depth department specific strategic planning has also been occurring, organized by broad topic areas; e.g. Employee Benefits, Janesville International Education Program, Special Education, Communications, and Information Technology, STEM Programming. For example, CIA thinks in terms of drivers and shares its current view of the year's drivers, which influence SDJ's progress towards SDJ student achievement long and short-term goals. In 2015 those drivers were identified as the following: **(Figure 2.1a.8)**

Another planning example used by SDJ is its Special Education's strategic plan drivers and key attributes. **Figure 2.1a.9** is derived from the overarching SDJ goals of student achievement and continuous improvement as they related to the strategies used to serve students in the special education programs.
Figure 2.1a.9 *Special Education Strategic Plan Drivers and Key Attributes*

Figure 2.1a.8 2015 CIA Drivers
1. Competency Based Learning (manifested in use of Standards Based Report Cards)
2. Cognitive Science (brain based learning techniques)
3. Non-cognitive Conversation (Emotional Intelligence)
4. Giving up control (Collaborating with students and not just   unloading information)
5. Personalized Learning (Digital Devices)
6. Politics (the ever-changing world of mandates, shifts, policies and elections)
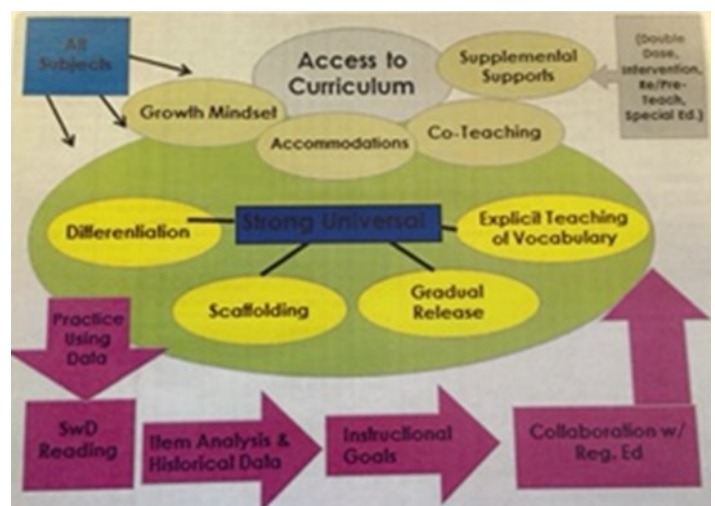
As a result of Special Education's strategic planning, schools are adding Closing the Gap to their SIP's. For example, Franklin Middle School's SIP includes the following Framework for Equity and Excellence. **(Figure 2.1a.10)**

Figure 2.1a.10 A Framework for Equity and Excellence at the Middle School Level

Academic Achievement

- Unifying Leadership
- Providing Professional Development Guided by a Clear Purpose
- Ensuring Access to, and Full Participation in, an Effective General Education Curriculum

Inclusive Practices

- Ensuring the Automatic Default is the General Education Classroom
- Scheduling for Heterogeneous and Natural Proportions
- Implementing Integrated Comprehensive Services

Critical Consciousness

- Adhering to a Critically Conscious Mission and Vision
- Implementing Positive Behaviors and Supports
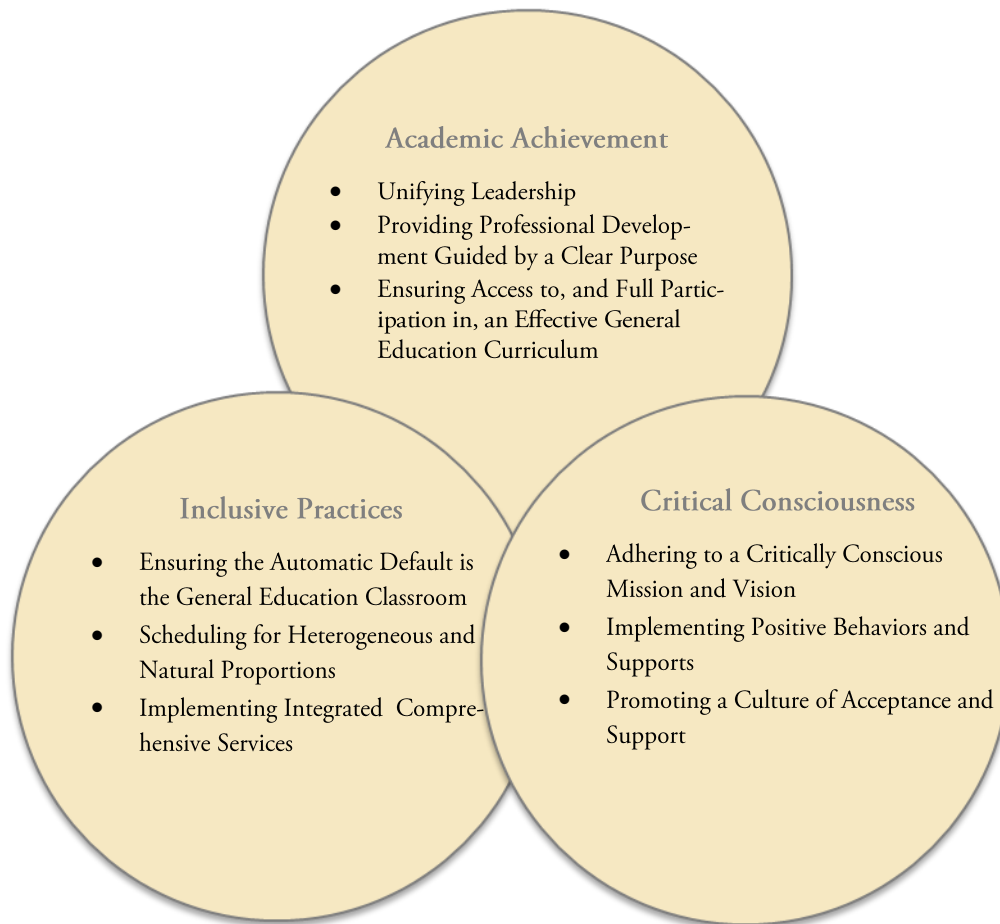- Promoting a Culture of Acceptance and Support

Figure 2.1a.10 is a visual representation of a framework for *Equity and Excellence at the Middle School Level*. The framework was influenced by a definition of social justice and social justice leadership (McKenzie, K.B., Christman, D.E., Hernandez, F., Fierro, E., Capper, C.A., Dantley, M., Gonzalez, M.L., Cambron-McCabe, N., & Scheurich, J.J., 2008), a review of relevant and current empirical literature, and a qualitative multi-case study (Urness, 2012). Each component of the Venn diagram (Academic Achievement, Critical Consciousness, and Inclusive Practices) impacts and supports the other two. The highest level of equity and excellence occurs with the full attainment and integration of all three.

Figure 2.1a.11 below explains in greater detail the "nine big ideas" Franklin Middle School's (FMS's) Framework for Equity and Excellence. The "nine big ideas" are critical components of their 2016–2017 School Improvement Plan. The goal is for the "nine big ideas" to become organizational habits at Franklin Middle School. When all nine are habitual, FMS will increase Equity and Excellence, close the Achievement Gap, and hard-wire a culture of achievement.

Figure 2.1a.11 A Framework for Equity and Excellence at the Middle School Level
1.   **Unifying leadership.** For school improvement plan success, unifying leadership is vital. We must stay focused, on message, and committed to the action steps in the plan. Without unifying leadership, individuals who are resistant to change may sabotage (consciously or unconsciously) school improvement efforts. Accordingly, staff members must ask questions of building leaders when they have concerns. Building leaders must stay unified and align their actions to the school improvement plan. Teachers must share what is working well and celebrate success without the fear of doing so.
2.   **Providing professional development guided by a clear purpose.** To ensure teachers have the skills to carry out the items in the school improvement plan, we will provide professional development with two clear purposes: integrated comprehensive services (ICS) and universal design for learning (UDL). ICS training will provide tools and strategies for co-teaching and team teaching. UDL training will provide tools and strategies for differentiating instruction.
3.   **Ensuring access to, and full participation in, an effective general education curriculum.** To increase test scores, we must increase access to, and full participation in, and effective general education curriculum. For example, math teachers are the experts in math. These individuals teach curriculum at high levels, in alignment to state standards, to prepare students for standardized tests. As a result, we want the highest percentage of students possible to benefit from their instruction.
4.   **Adhering to our critically conscious vision and mission.** From our Mission statement: "…whatever it takes to help students succeed and learn at high levels." From our Vision "…a community of learners that promotes shared practice and takes collective responsibility for student learning." We will adhere to that critically conscious vision though our thoughts, feelings, and actions.
5.   **Implementing Positive Behavior Interventions and Supports.** PBIS is the school-wide model for classroom management and student discipline at Franklin Middle School. As such, teachers are expected and required to implement PBIS to provide consistency. PBIS supports a culture of achievement.
6.   **Promoting a culture of acceptance and support.** This organizational habit relates to students, parents, and teachers. It is important to promote a culture of acceptance for all students to ensure that our inclusive practices are successful.
7.   **Ensuring the automatic default is the general education classroom.** It is possible that a small percentage of students need individualized or small group instruction. The default, however, is the general education classroom where instruction is at the highest standards-based level.
8.   **Scheduling for heterogeneous grouping and natural portions.** Ability grouping increases the achievement gap instead of decreasing the achievement gap. Heterogeneous grouping and natural proportions increases achievement for all students (school-dependent, gifted and talented, students with disabilities, at-risk, ELL). Short-term flexible grouping is a natural and effective instructional technique.
9.   **Implementing Integrated Comprehensive Services.** ICS is a shift from reactive programs in a segregated environment to proactive services in integrated environment. ICS supports a culture of achievement.

As a result of FMS's implementation of their SIP the students at FMS Exceeded Expectations on the 2015-16 State Report Card **(Figure 2.1a.12).**
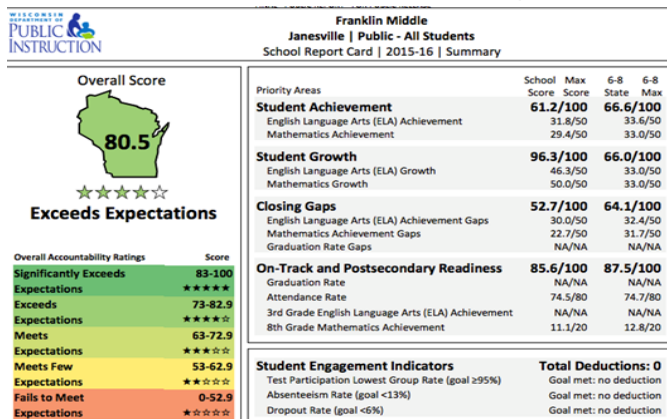
The Annual Staffing plan is yet another example of how the Director of Administrative and Human Services collaborates with Principals, Assistant Principals, Directors, Coordinators, and Supervisors of Special Education by following the PDSA Model to plan for annual shifts in enrollment and curriculum needs. HR uses a staffing timeline calendar which is distributed to participating administrators via hard copy, email and published on SDJ's website. Staffing plans make use of specific assumptions based on data from previous years, spring course selections at the middle and high school levels, actual Kindergarten enrollments and forecasting data from census data, market environment analysis and community trends.

SDJ's Dashboard Results are shared with the School Board and community through quarterly updates on the progress toward SDJ's annual goals as stated in the *Roadmap to Excellence.* As a result, the District's Annual Goals, aligned Department Goals, and SIPs are adjusted to address the continuous improvement cycle. **Figure 2.1a.2** illustrates the Pillar and Goal Alignment for the 2013-14 and 2014-15 planning process. The team determines the human and financial resources to accomplish the goals. The Action Plans created in the LEM are short-term road maps to goals that could take 1-3 years for completion.

At year-end, a structured analysis of the Plan's progress occurs using the Year End Reports in the LEM. District Goals cascade down to each leader who then sets their goals with their leadership teams; e.g. Elementary Principals during LDI Retreat. Quality Assurance Reports (QARs) are shared with the Superintendent quarterly; e.g. CBA results. These reports keep the Superintendent informed on the progress toward the Action Plans. Action Plans not progressing within the determined timeline are re-evaluated through a revised Action Plan. The team shares reasons for delay, refines actions, or determines re-allocation of human and financial resources.

Annually the Senior Leadership Team analyzes progress toward goals and Action Plans. The progress is published on the District Webpage Strategic Plan link. The continuous improvement cycle begins again in the summer. Innovative practices have occurred as a result of the strategic planning process and utilization of the LEM Metrics.

2.1.b Strategic Objectives and Goals.

2.1.b SDJ's objectives and goals are aligned to the District's six foundational pillars. In addition, employees with a LEM set and monitor their individual goals within the six pillars. For example, District Directors and the Superintendent set academic achievement targets for the district and place their goals under the Quality Pillar. A metric is then established so that progress toward the goal can be measured and the success rate can be assessed.

2.2   Strategy Implementation

2.2.a The SDJ uses a systematic process to maximize continuous improvement. District-level leadership teams convert goals to Action Plan objectives using their LEMs which is a metric system that reports results.

The Superintendent's Senior Leadership team acts as the central staging area of all activities and functions. Then all departments align their action plans to follow the overarching goals using validated best practices. SDJ has long used reflective practices to review, analyze and assess its operations for best practices. Using committees, SDJ seeks to hardwire such best practices across the large district.

Details count, according to a newly assigned Director. Administrators are almost always on time which not only saves time but also shows respect to their staff and colleagues. All meetings include a detailed, timed agenda with detailed follow-up regarding action steps and timeline.

SDJ's administration seeks to provide great service to all of its stakeholders all of the time in keeping with the overarching goals of its *Roadmap to Excellence.*

SDJ finds itself measuring all the time. Not surprising for such a data driven organization and one that uses evidence based leadership strategies and tactics. However, SDJ also assesses how it measures data and regularly examines if it is using the data and analysis in a robust enough manner. Data quality is as important as data quantity. One example from 2015 was the use of copier data that was measured in such a way to give building principals more control over copier and paper costs. Another example involved the EBD programming data that revealed voids in meeting the DPI quality indicators. Data collected is data used in a pragmatic and strategic manner—not merely reactive, but proactive and strategic responses are sought for sustained and continuous improvement. Mid-course corrections are thoughtful and results oriented.

2.2b The Action Plans are detailed on a specific individual or department basis and results are reported in the LEMs. Performance measures are analyzed by the BOE and the Leadership team. SDJ Senior Leaders share their Action Plan results with building principals, assistant principals, and managers during LDI (Leadership Development Institutes), which are held five times per year. LDIs hardwire Evidence Based Leadership strategies and monitor progress toward stated goal metrics. Reward and recognition is a standing agenda item for all LDIs. Building principals and senior leaders align the action steps on their LEM to professional development opportunities during PD and through courses taught in the district. Teachers are required to earn 10 professional development hours each year beyond their normal school calendar contract. The 10 hours align with strategic planning, district goals, and LEM action steps. In 2015-16 four professional development days will be reserved for all employees. Refer to **Figure 2.2b.1** for the 2016-17 Action Plan Objectives Summary.

Figure 2. 2b.1 Summary of LEM or SIP Action Plan Objectives – 2016-17	
Department	90 Day Action Plan Objectives
Administrative and Human Services	Increase the number of active subs on the District's sub list.
Administrative and Human Services	Work with Screen Vision media to produce an ad to be played at Movies 10 prior to movies showings.
Administrative and Human Services and Student Services	Attend Forward Janesville business fair to increase awareness of the District's hiring initiative and have a kiosk table at the Janesville Mall to increase awareness of hiring initiative.
Business Services	Increase awareness and offerings of lunch menu choices at HS level. Talk with K-5 principals about breakfast in the classroom.
Curriculum, Instruction and Assessment	Implement *Employability Skills and Attitudes Profile* (soft skills) into Career and Technical Education courses at the high school. Use the *Employability Skills and Attitudes Profile Rating Scale* to achieve this target.
Curriculum, Instruction and Assessment	Expand post-secondary classes at high schools through collaboration with UW-Rock County, Blackhawk Technical College, and UW-Whitewater.

Figure 2. 2b.1 Summary of LEM or SIP Action Plan Objectives – 2016-17	
Department	90 Day Action Plan Objectives
Curriculum, Instruction and Assessment	Teach financial literacy through the new required semester course to be taken at the Junior / Senior level. New Graduation Requirement.
Curriculum, Instruction and Assessment	Increase the enrollments in and the expansion of AP courses at the high schools.
Curriculum, Instruction and Assessment	Explore and develop summer school prep courses for students who enroll in AP courses so that students who later enter AP courses will be better prepared.
Curriculum, Instruction and Assessment	Develop mandatory AP Teacher Professional Development session that establishes "best practices" strategies that teachers of AP courses will routinely incorporate into their instruction.
Curriculum, Instruction and Assessment	Continue efforts to develop curriculum that represents the goals of the "Common Core," the Wisconsin State Assessment (Badger Exam in ELA and Math -grades 3-8, WKCE in Science and Social Studies grades 4, 8, 10, ACT Aspire grades 9-10, ACT – grade 11, ACT Work Keys –grade 11)
Curriculum, Instruction and Assessment	Pilot the new Wisconsin Educator Effectiveness Model in the 2013-14 school year. Include instructional rounds in the model.
Information Technology	Visit schools with IT staff to review operations, hear and address needs and concerns, as well as those of school staff
Student Services	Require all students to become involved in a community service learning project.
Student Services	Engage and involve parents in conversations and activities designed to address health and safety. Revision of wellness policy.
Student Services/Special Education	Ensure that staff (custodians, food service, clerical, teachers, aides, etc.) are included in learning communities that address student growth and community involvement. Cabinet through LDI, department meetings, meet and confers.
Superintendent/ Communication Specialist	Identify target audience (market). Focus advertising on that specific market. (Majority of Janesville residents do not have children in school).
Superintendent	Increase open enrollment and revenue by offering classes and courses that other districts do not offer.

2.2c Projected future improvement relative to key comparison on performance measures are also discussed at LDI meetings. For example, SDJ set a five-year goal of "Significantly Exceeds Expectations" on the State of Wisconsin's District Report Card. To achieve that goal, both high schools in the district implemented Project Redesign. In fall of 2016 SDJ met that goal. To continue the core competency of *continuous improvement,* the Redesign process began in the 2016-17 school year at all three Middle Schools.

Excerpts from Kennedy Elementary School Improvement Plan
Excerpts from an exemplary SIP demonstrates how schools determine goals and what a school does to move their students forward. "Background: In 2011 Kennedy School received the National Blue Ribbon award for high achievement scores in reading and math in a school with a rate of poverty over 40%.

In 2011 the percentage of students in the sub groups included a high number of students in the proficient and advanced categories. During 2011-2014 various factors including loss of Title One reading intervention, budget cuts, decrease in staffing and changes in state assessment data, Kennedy began to see a decline in the number of student proficient and advanced in our sub groups and overall scores. During the 2013-14 school year the principal and teachers at Kennedy School began to further develop and enhance our data driven instruction through increased data analysis and professional development on various researched based instructional models. The full time position of an academic learning coach in 2013-14 was restored to continue to support staff through resources, coaching and small group intervention instruction. During the 2014-15 school year utilizing data driven assessment, teacher collaboration and high quality instruction the State Badger exam indicated a significant increase in students' proficiency levels."

"During walkthroughs in the past few weeks I have continued to observe excellent teaching, learning and student engagement strategies throughout the building. The high-quality teaching strategies include utilizing culturally and linguistically responsive teaching strategies (CLR), clear learning targets and high-quality instructional models (gradual release, explicit vocabulary, scaffolding and differentiation)." (*excerpt for Kennedy Elementary School Improvement Plan 2015-16*)

Culturally Responsive Teaching- A misconception about culturally responsive instruction is that teachers must be of a specific race or teach in an African American/Black way. Sometimes we think students of different races need to be taught differently and we spend too much time trying to figure out the right process. What does CLR mean? It means that teachers make standards-based content and curriculum accessible to students and teach in a way that students understand. Teachers use resources to integrate aspects of the students' daily lives. It may include prior knowledge, connections to students' interests (music, sports) It means using effective and engaging strategies. Once students feel comfortable with how a teacher talks and discusses academic material, they will feel comfortable enough to focus and try to learn the content.

SDJ highlights another award winning elementary school, Jackson Elementary. What makes Jackson unique is that the school has the second highest percentage of economically disadvantaged students in the school district, the highest percentage of students where English is the Second Language, and a high percentage of students who come and go throughout the school year. Jackson's SIP and data-driven decision-making became critical processes for continuous improvement and supporting students and families toward high achievement that lays the foundation for college and career success. Because data-driven strategic planning is a basic driver for continuous improvement the CIA Department meets with every school's leadership team annually to review their SIP and offer needed support. Jackson Elementary School has received a Wisconsin Title 1 School of Recognition "Beating the Odds" award for 5 consecutive years. Beating-the-Odds Schools are in the top 25 percent of high-poverty schools in the state, and have above-average student achievement in reading and mathematics when compared to schools from similarly sized districts, schools, grade configurations, and poverty levels.

Overview of Jackson School: Title I School-wide--3 year School of Recognition, Special Education Program, P4J Programming, ELL Program, CLC Program. Diverse and high poverty (81% for T1; in building @90%). Summer Jackson Journey program and book mobile out to trailer park in collaboration with HPL. Unique at Jackson is high student turnover (120 children in and out of building so far 14-15; last year 190+). Continue to see reading as primary focus area as it connects with all academics. Imagine Learning has shown gains. Connections with HPL reach into summer school, CLC, ELL Family Nights, and 5th grade monthly visits.

They also earned a score of 89.7 on the WI State Report Card released in the fall of 2016. The score gives Jackson a five star rating of "Significantly Exceeds Expectations," the highest score in the SDJ. Its various literacy strategies, Boost time tactic, and co-teaching models are shared at LDI and ELDI sessions throughout the year and as a result replicated in other schools. Jackson staff also offers PD sessions to their peers through My Learning Plan.

Figure 2.1a.2 Roadmap to Excellence (Strategic Plan)					
Pillar/	Long-Term/5 Year Goal (From Original Strategic Plan)	Long-Term Tactics (Sustaining Programs)	Short-Term/1 Year Goal (From District Goals)	Short-Term Tactics (Action Steps)	Results (Data Sources)
<u>Service</u> (<u>Efficient, effective, and caring interactions with our employees, students, parents, and communi-ty)</u>	Engage a continuous improve-ment model based on data to excel in how we serve all stake-holders	**RECRUIT, RETAIN, REWARD** **Wellness Plan** Community Connections, Health Assessment & Biometrics, Mandatory Videos Integrated Communications Plan Janesville Multicultural Teacher Op-portunity Scholarship Leadership Development Academy (LDA) **COMMUNITY ENGAGEMENT** Alumni Association P4J Partners Forward Janesville Service Club Memberships EBL Janesville Education Foundation Community funded scholarships (Parker/Craig) Afterschool Programs: CLC & YWCA Law Enforcement Agencies (article) TATE Youth Services Center	Raise the overall parent satisfaction score from 4.26 (14-15) to 4.36 (15-16) Raise the overall student survey score from 4.13 (2014-15) to 4.28	**RECRUIT, RETAIN, REWARD** Pulse Checks - **COMMUNITY ENGAGEMENT** Boundary Lines Committee Community Forums BOE meetings Philanthropic projects (Bags of Hope) Integrated Communication Plan (Blogs, Press Releases, Videos to staff on current topics,	Data will be added here as it comes in. Parent Surveys
<u>Quality</u> (<u>Excellent Student Achievement)</u>	To measure effectively students' individual achievement with traditional and non-traditional tools that will prepare them for 21st century global challenges and experiences	**STUDENT ACHIEVEMENT** **Strategic Assessment System:** CBA STAR State Achievement Tests ACT	The SDJ accountability score from the state report card will remain in the top 3 scores of the 18 largest school Districts in the state. Grade levels K-10 will be assessed on the STAR assessment in the areas of reading and math.	**STUDENT ACHIEVEMENT** **Strategic Assessment System:** CBA STAR Increased AP courses	Data will be added here as it comes in. STAR ACT ODR data BOQ

Figure 2.1a.2 Roadmap to Excellence (Strategic Plan)					
Pillar/	Long-Term/5 Year Goal (From Original Strategic Plan)	Long-Term Tactics (Sustaining Programs)	Short-Term/1 Year Goal (From District Goals)	Short-Term Tactics (Action Steps)	Results (Data Sources)
Quality (Excellent Student Achievement)		**STUDENT ACHIEVEMENT** STEM Marquette Partnership, Articulation agreements BTC and UW-Rock County, Code.org, Project Lead the Way TAG/Challenge Program Summer Programming PBIS Standards Based Grading Equity and Excellence Platinum Plan (blog) now Excellence for All" Special Education Plan RtI (Multi Level Systems of Support MLSS) P4J JIEP (Expand program with clear instructional goals) FINANCIAL STEWARDSHIP Library Media Plan - (blog) IT 30-Year Capital Equipment Plan Capital Improvement Plan **RECRUIT, RETAIN, REWARD** Wellness Plan Community Connections, Health Assessment & Biometrics, Mandatory Videos	Grade levels K-10 will be assessed on the STAR assessment in the areas of reading and math. The median growth percentile for students in grades k-10 in reading, math, and early literacy will be 40 or higher on the STAR assessment.	**STUDENT ACHIEVEMENT** School Improvement Plans DIPs (District Improvement Plans - Student Learning Objective (SLO) Student / Parent Surveys Enrollment Driven Staffing Plan Backward Design Curriculum Design/Review Summer School CLC programs **FINANCIAL STEWARDSHIP** Enrollment Driven Staffing Plan Five Year Forecast. (Blog) RECRUIT, RETAIN, REWARD Professional development goals Enrollment Driven Staffing Plan LEM's (30/60/90 day goals)	Data will be added here as it comes in. STAR ACT ODR data BOQ Attendance Equity & Exc Data Number of students receiving Global Achievement Certificate Numbers of students receiving dual credit Increased graduation rates Number of students earning state cert Transcripts of students completing dual certificate AP Data (graph) E2 Reporting Form for Eq in Exc. **Enrollment for P4J for growth forecasts**

Figure 2.1a.2 Roadmap to Excellence (Strategic Plan)					
Pillar/	Long-Term/5 Year Goal (From Original Strategic Plan)	Long-Term Tactics (Sustaining Programs)	Short-Term/1 Year Goal (From District Goals)	Short-Term Tactics (Action Steps)	Results (Data Sources)
People (Excellent work environment for our employees)	To promote active partnerships that foster a common district vision	**COMMUNITY ENGAGEMENT** Grow SDJ communications office into full-fledged marketing department **RECRUIT, RETAIN, REWARD** Educator Effectiveness Professional Development for all employees Leadership Development Institute (LDI) ELDI Benefits Plan OPEB policy/memo PPS (FAQ) Standards of Professional Behavior EBL Service Clubs Active participation and leadership in Service/ Community Organizations with like-minded missions for children and families. Janesville Multicultural Teacher Opportunity Scholarship Wellness Plan Community Connections, Health Assessment & Biometrics, Mandatory Videos P4J Community Partners	Excellent work environment for our employees Raise the overall employee satisfaction score from the current mean rate of 4.14 in May 2015 to 4.29 in Dec. 2015 and May 2016.	**COMMUNITY ENGAGEMENT** **Responsive Tactical Plan** (included in SDJ Strategic Communications Plan) **RECRUIT, RETAIN, REWARD** Rounding (blog) Employee Survey Enrollment Driven Staffing Plan Pulse Checks Meet and Confers Develop authentic work-based learning partnerships with businesses	Survey Data (Parent) Staff Retention data Professionalism Standard Tracking JIEP long term goals and relationships

Figure 2.1a.2 Roadmap to Excellence (Strategic Plan)					
Pillar/	Long-Term/5 Year Goal (From Original Strategic Plan)	Long-Term Tactics (Sustaining Programs)	Short-Term/1 Year Goal (From District Goals)	Short-Term Tactics (Action Steps)	Results (Data Sources)
Finance (Equitable allocation and optimal utilization of facilities, systems and funding)	To establish fiscal priorities and explore community, state and federal resources sufficient to continue (improve) and expand opportunities for greater student achievement	**FINANCIAL STEWARDSHIP** Capital Improvement Plan JIEP Grant writing IT 30-Year Capital Equipment Plan Janesville Education Foundation	Balance the 16-17 budget without using fund balance** and focus on an invest-ment in people by allocating money for a competitive compensation package while maintaining a cost effective infra-structure.	**FINANCIAL STEWARDSHIP** Budget Process JIEP Enrollment Driven Staffing Plan Five Year Staffing Forecast Plan (Blog) Stop Light Reports Real time access to info Purchasing options to schools Communicate fiscally responsible practices to protect staff and assets	Bond Rating Financials Budget AAA Bond rating Custodians: Measurement Tools—Utilization rates Productivity Absentee reduction Safety training Recruiting volume Electronic form use New employee handbook Food and Nutrition Meals to labor costs Scores Equipment Replacement MTC programs to increase longevity MPLH PLE waiver and eliminate meal price increases Equipment replacement schedule Preventative maintenance SBP and NSLP # of meals LEP increase # of schools providing free meals
Growth (Growth through inno-vative programs and/or initiatives such as STEM, Robotics, the Summer Musical, the Challenge program and many other programs)	Make SDJ the "preferred ven-dor" of education among families by providing student opportuni-ties, collaboration, and innova-tive educational delivery options	**STUDENT ACHIEVEMENT** **Community Outreach** Long-term tactics outlined in Integrated Communication Plan TAG P4J Transition Programs- career & college ready Business partnerships	The SDJ will gain and retain a higher percentage of available students in the community. Increase the net open enrollment gain by a minimum of 50 students in the 2016-17 school year. Additional data that will be tracked includes: Number of students participat-ing in STEM at Schools. RESULT: 4,491	**STUDENT ACHIEVEMENT** Charter Schools (RUHS, TAGOS, Rock River Charter School and ARISE) SIPs Recruitment JIEP LEMs Summer School	Enrollment Data Goal Expand/communicate charter school options

		Figure 2.1a.2 Roadmap to Excellence (Strategic Plan)			
Pillar/	Long-Term/5 Year Goal (From Original Strategic Plan)	Long-Term Tactics (Sustaining Programs)	Short-Term/1 Year Goal (From District Goals)	Short-Term Tactics (Action Steps)	Results (Data Sources)
Health and Safety (Protecting staff, students, parents, resources, and community)	To continue to collaborate with home, school and community partners to guarantee a safe learning and social environment for all students, staff and visitors	**STUDENT ACHIEVEMENT** PBIS- keeping all students safe Partnerships with local health providers **FINANCIAL STEWARDSHIP** Capital Improvement Plan Wellness Plan Community Connections, Health Assessment & Biometrics, Mandatory Videos EAP: Employee Assistance Program RECRUIT, RETAIN, REWARD Health Plans Partnerships with local health providers	Decrease the employee accident rate by 5% from 4.16 per 100 employees in 2014-15 to 3.95 per 100 employees in 2015-16. Decrease the student accident rate by 2% from 2.70 per 100 employees in 2014-15 to 2.65 per 100 employees in 2015-16.	**STUDENT ACHIEVEMENT** LEMs SIPS Parent and Student Surveys **FINANCIAL STEWARDSHIP** Buildings/Grounds Coordination and Alert system **RECRUIT, RETAIN, REWARD** Student/Parent and Employee Surveys Stop Light Reports	Accident Rates and Reports Expulsions Immunization Rates Survey Reports

Underlining represents hyperlinks for easier access on the District website.
*Denotes tactic is shared by pillar. Please refer to the Glossary for definitions and acronym deciphering.

Note:
Tactics listed must have an associated data source in order to determine completion or satisfaction levels. Roadmap to Excellence is posted on the SDJ website with hyperlinks.

Figure 2.1a.3 LEM Sample Template

Goal	Goal Attributes	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Summary
Service To maintain the overall parent satisfaction mean score of 4.00 as measured by the March 2016 parent satisfaction survey.	Results Type :Personally Calculation Method :Whole Number Year-end Method :Last Units :1.00 **Higher is better** 5 is 4.1 and above 4 is 4.05 to 4.09 3 is 4 to 4.04 2 is 3.94 to 3.99 1 is 3.93 and below	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	4.44	Last : **4.44** Item Score: (15 %) x 5 = 0.75
Quality At least 70% of all students will score proficient or advanced on all core area district Curriculum Based Assessments (CBAs) on the first attempt or with one re-take attempt. The time frame for this objective is 1st quarter, 2nd quarter and 4th quarter during the 2015-2016 school year.	Results Type :Personally Calculation Method :Whole Number Year-end Method :Last Units :1.00 **Higher is better** 5 is 72 and above 4 is 71 to 71.99 3 is 70 to 70.99 2 is 69 to 69.99 1 is 68.99 and below	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	80	Last : **80** Item Score: (20 %) x 5 = 1.00
People To maintain the overall staff satisfaction mean score from the amount of 4.29 or higher as measured by May 2016 staff satisfaction survey.	Results Type :Personally Calculation Method :Whole Number Year-end Method :Last Units : **Higher is better** 5 is 4.5 and above 4 is 4.3 to 4.49 3 is 4.24 to 4.29 2 is 4.03 to 4.23 1 is 4.02 and below	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	4.54	Last : **4.54** Item Score: (15 %) x 5 = 0.75
Finance To maintain budget surplus to the amount of $1000 as measured by building budget	Results Type :Personally Calculation Method :Whole Number Year-end Method :Last Units : **Higher is better** 5 is 1,270 and above 4 is 1,001 to 1,269 3 is 995 to 1,000 2 is -269 to 994 1 is -270 and below	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2000	Last : **2000** Item Score: (10 %) x 5 = 0.50

Figure 2.1a.4 LEM Sample Template

3.0 Customer Focus
3.1 Voice of the customer (VOC)
3.1a Listening to Students and Other Customers

SDJ's **Integrated Strategic Communication Plan** guides the district in deploying multiple stakeholder listening and learning methods to hear the VOC (Voice of Customer). As a result of the Communication Plan, SDJ's Communications Department has redesigned its communications' tactics to better serve all stakeholders in a more responsive, proactive manner locally, statewide and globally. The Plan also guides the Communications Department to distinguish breaking news from daily news and from on-going campaigns.

In order to gain the VOC, the SDJ Communication Plan zeros in on the needs of the customer with action-oriented initiatives, which are result driven. SDJ deploys various listening methods and utilizes a variety of direct, print, and technology tools. **(Figure 3.1a.1)**. SDJ uses the data from its stakeholders to obtain valuable information on how to improve educational programs and services **(Refer to Results 7.28-.29).**

Figure 3.1a.1 Key Listening & Learning Methods			
Method	Stakeholder	Frequency	Internal Use of Data
Direct Communication			
BOE Meetings	S, P, C, PC	2xM	C, I, S, SL
Citizen Comments	AD, St	WN	E
Ad hoc	AD, St	WN	E
Senior Leadership Team Meetings	AD	W	C, E, I, S, SL
Curriculum Committees	AD, St	WN	C, E, I, S, SL
ESC Department Meetings	AD, St	WN	C, E, I, S
Meet & Confer	AD, St	WN	C, E, I, S,
SAC	AD, St	WN	I
Strategic Plan Participation	C, P, S, SP, St	A	C, E, I, S, SL
Classroom Observations	AD, St	O	C, E, S, SL
Focus Groups	C, P, S, St	WN	C, E, S, SL
High School Improvement Meetings	AD, P, St	Q	E, I, S, SL
Open Houses	C, FS, P, S, St	A	C, E, S, SL
Parent/Teacher Conferences	P, S, St	2xY	C, E, S, SL
Peer Interview Process	St	WN	C, E, S, SL
PTA/PTO Meetings	AD, P, St,	M	C, E, S, SL
Regional PLCs	AD, St		C, E, S, SL
Rounding	AD, St		C, E, S, SL
Student Councils	AD, S, St		C, E, S, SL
Vendor Meetings	AD	WN	C, E, S
Print			
Back Pack Stuffers	P, S, St	O	E, I, SL
All Documents Translated into Spanish	P, S, St	O	E, I, SL
Formative and Summative Assessments	S, St	O	C, E, SL
Correspondence	All	O	C, E, S
ESC Service Cards	All	O	C, E, S
Newsletters	C, P, SP		C, E, S
Standardized Test Results	AD, C, P, St, S	A	SL

Figure 3.1a.1 Key Listening & Learning Methods			
Method	Stakeholder	Frequency	Internal Use of Data
Standardized Test Results	AD, C, P, St, S	A	SL
Higher Ed Reports	P	A	SL
Technology			
BrightBytes Survey	AD, S, St	A	SL
Electronic Signage	All	O	E, S
Email	All	O	C, E, I, S, SL
Facebook	All	O	E, S
Family Access/Infinite Campus	P, S	O	C, E, SL
Faculty Access/Infinite Campus	St	O	E, SL
IT FootPrints Ticketing Service	AD, St	O	C, E, S, SL
Parent Satisfaction Survey	AD, P, St	A	SL, S, E, I
Pulse Checks	AD, S, St	O	SL, S
Registration Online	P, S	A	E, SL
Staff Satisfaction Survey	AD, St	A	SL, S, E, I
Student Engagement Survey	AD, S, St	A	SL, S, E, I
Superintendent's BLOG	All	W	E, I, S, SL
Telephone	All	O	C, E, S, SL
Twitter	All	O	E, S
Videos posted on Webpage	All	O	E, I, S, SL
Website	All	O	I, S, SL

Stakeholders: A=Alumni. Ad=Administrators, C=Community. FS=Future Students, P=Parents, SP=Strategic Partners, S=Students, St=Staff

Frequency: A=Annually, M=Monthly, O=Ongoing, Q=Quarterly, W=Weekly, WN=When Needed, x=Times, y=Year

Use: C=Resolve Complaint or Individual Concern, E=Improve Efficiency, I=Facilitate Innovation, S=Improve Service, SL=Improve Student Learning

A recent example of listening to the VOC was the work of the Boundary Lines Committee (BLC) led by a Board member and comprised of staff, city representatives, family and community representatives. The BLC convened over several months to address the enrollment imbalances at the middle school level. The committee formulated a detailed recommendation that was presented, voted upon and accepted at the April 2015 BOE meeting. This recommended change was communicated using a detailed timeline, carefully crafted messages and distributed in multiple forms to include: print, direct meetings, emails, personal phone calls, website and social media announcements.

Primary Customers: Students and Families

When district administrators and principals were interviewed in 2014, they responded that **all** students are the primary and most important customer group. Families followed closely behind and staff came in a strong third place. Nearly all agreed, whether at the administrative or school level, that making each child "one day smarter" and prepared for post-secondary success were the top two goals that drive their planning and communication strategies.

Current student demographics as reported on the 2015-16 District Report from the DPI is shown in **Figure 3.1a.2.**

District Information

Grades	K4-12
Enrollment	10,356
Within District Mobility	2.0%
Between District Mobility	6.1%

Race/Ethnicity

American Indian or Alaskan Native	0.3%
Asian	2.0%
Black or African American	5.3%
Hispanic/Latino	12.0%
Native Hawaiian or Other Pacific Islander	0.1%
White	74.4%
Two or More Races	6.0%

Student Groups

Students with Disabilities	13.1%
Economically Disadvantaged	52.0%
Limited English Proficient	6.2%

Figure 3.1a.2 SDJ District Demographics

"To serve our community by educating every child" in a demographic landscape that has markedly changed over the last 10 years. **(Figure 3.1a.3)**

Figure 3.1a.3 Demographics Report – 10 Year History				
Year	# Students	% FRL	# Homeless	% Minority
05-06	10,522	28%	274	13.8%
06-07	10,495	31%	312	15.4%
07-08	10,345	33&	315	16.2%
08-09	10,549	37%	360	16.8%
09-10	10,429	43%	381	16.8%
10-11	10,302	47%	416	22%
11-12	10,293	49%	438	23%
12-13	10,308	49%	509	23%
13-14	10,360	50%	554	24%
14-15	10,382	48%	500	25%
15-16	10,319	49%		26%

In January 2015, all of the schools within SDJ had 30% or more of the students receiving free and reduced lunches. Through the efforts of the Food Service Manager, SDJ has responded to the poverty rates in the city by offering universal breakfast programs in grades K-12; which means every student regardless of income, receives a free breakfast. Four of the elementary schools and Rock River Charter School, **with a poverty rate over 60%**, take part in the Community Eligibility Provision Program, which allows for free breakfast and lunch daily for all students. Through the Federally funded Summer Food Service Program (SFSP), SDJ provides breakfast and lunch at 17 locations throughout the city during the summer until school registration.

Note also that in 2014-15, SDJ recorded 29 languages spoken in SDJ family homes. **(Figure 3.1a.4)** Approximately 80% of those households are Spanish-speaking. SDJ has a district translator for Spanish who manages the bulk of written translation. Many of our ELL teachers and ELL aides are also bilingual (English-Spanish), and serve as the main links to these families.

In some schools, additional staff members (Spanish teachers, grade-level teachers, youth advocates, aides) are bilingual and assist families within the normal scope of their jobs or just to support a family in their building. SDJ's New Student Enrollment Office staff is bilingual.

For other languages, SDJ has newly (December 2015) established service through Green Linguistics (Milwaukee-based) for phone interpretation services. This provides over the phone interpretation in over one hundred languages on demand within minutes. So far, SDJ has used this service to communicate in six different languages.

SDJ also keeps an informal list of staff members who are proficient in different languages. Depending on the situation these individual SDJ employees assist--especially if it is important to have a live, staff member (even if from a different school) rather than an unknown person on the phone due to the sensitive nature of the situation. This has most often been used to support families speaking Chinese, Albanian, Japanese, and Russian.

Such demographics, economics and cultural hurdles certainly can challenge an organization's communications efforts. However, with the increase in dual language households, SDJ has the good fortune of staff members with dual language as well to assist from time to time with interpreting. Nearly all district-wide information (and often at individual buildings) are translated into Spanish. SDJ has a dedicated Spanish translator available to assist with meetings and translation of documents.

Figure 3.1a.4 Primary Languages spoken in SDJ homes

School	Total ELLs & Monitored 6's PK-12	Level 6 Reclassified	Total ELLs Level 1-5 Approval of Services	ParentRefusals: PK-12 Levels 1-5	EC in School	P4J in School	P4J Community	Spanish	Khmer	Albanian	AKAN	Amharic	Arabic	Bengali	Bulgarian	Burmese	Cantonese	Cebuano	Chinese	Filipino	French	German	Gujarti	Hindi	Hmong	Indonesian	Jamaican Creole Engl-Patwa	Japanese	Korean	Lao	Polish	Portuguese	Romanian	Russian	Serbian	Tagalog	Thai	Urdu	Vietnamese	Unknown	Total
Adams	22	4	18					17	2										3																							22
Harrison	12	3	5	4				7		3			1																												1	12
Jackson	81	10	71		1	6		78																										3							81
Jefferson	65	7	54	4	5	7		42	5	4			1		1				2			1	3	1					2							1		1	1	1	65
Kennedy	31	3	27	1				22	1	1			1			1		1	1					1									2						1		31
Lincoln	60	4	51	5				53	5						1																		1								60
Madison	53	10	42	1		1		47	4										2																						53
Monroe	32	4	24	4	2			29	1										1														1								32
Roosevelt	16		14	2				1	2										2																						5
Van Buren	22	4	18					12	3														2					2	1									2			22
Washington	32	7	24	1	1			22	6																4																32
Wilson	60	5	52	3	1	4		36	19									1											3									1			60
P4J Sites	30		28	2			29	22	3	1									1							1													2		30
Edison	67	15	50	2				57	8		1								1						1																67
Franklin	47	18	28	1				37	7										1										1				1								47
Marshall	50	12	35	3				37	2	3		1							1	1								1						1		1			2		50
Craig	74	39	32	3				41	4	2		3		1					8	1								3	1	1				3		2	1		1		74
Parker	37	12	25	1				31	4																								1	1							37
Rock River	11	4	6	1				9	2																																11
Rock Univ.	2	1	1					1											1																						2
TAGOS																																									0
ARISE/AVA	2	1	1																														2								2
TATE	1		1					1																																	1
Parochials	3		3					3																																	3
TOTALS	810	163	610	38	10	20	29	605	78	14	1	4	2	2	2	0	1	1	23	0	2	1	6	2	6	1	0	8	0	8	4	0	1	8	0	6	4	1	7	1	799
	100%	20%	75%	5%	10		49	74.89%	9.63%	1.73%	.12%	.49%	.25%	.25%	.25%	0%	.1%	.1%	2%	0%	.25%	.12%	.74%	.25%	.74%	.12%	0%	.99%	0%	.99%	.49%	0%	.12%	.99%	0%	.74%	.49%	.12%	.86%	.12%	

Extra-curricular Activities

SDJ tracks student involvement in extra-curricular activity. Such tracking provides valuable insight about student needs, trends and interests. Wisconsin's DPI is always improving its data collection and as a result, SDJ's high schools did not keep up with the reporting requirements until preparing this application. As a result, the process for collecting student involvement data was rewritten and improved. Staff will be trained in how to collect the data from clubs and extra-curriculars in order to report accurate data in the summer of 2017 to the DPI.

Segmentation of Students and Families

Students are segmented in the usual ways via gender, grade level, ethnicity, and socio-economic status. In addition, learning levels and academic or psychological needs further segment students.

New student information and enrollment trends are forecasted using US Census information and city and state survey and socio-economic data. Also a routine market analysis including a competitive assessment alerts SDJ to enrollment opportunities and threats. Charter School options within SDJ offer additional options and specifically target underserved populations through additional marketing strategies. In the mission to educate every child, SDJ has provided alternative forms of learning opportunities.

Target market profiles suggest most families are motivated to have their children attend and succeed at school. Most would agree they are "time poor" due to demands of work and family. Schools are seeing an increase in the use of personal communication devices (Smartphones) and less reliance on newspaper, radio and televised news media. Students and families increasingly rely on social media, word of mouth and direct con-

tact. In order to meet the communication needs of the customer the Communications' Department has added tactics such as Social Media and BLOGs to its Webpage. Many SDJ schools have adopted a BYOD policy for students (bring your own device). The SDJ website reconstruction offers a mobile friendly format (including Infinite Campus). Students and parents with mobile devices are able to quickly access grades, missing assignments, test preparations, etc. from anywhere they may be. Additionally, schools are moving to a 1:1 technology ratio to provide quick, interactive access to all students and families. This has already taken place in several buildings.

The age-old challenge of finding more time in the day is alive and well in SDJ. Staff has worked with the community, teachers, students and families to devise a better **school calendar** that includes more snow days, more minutes per school day and most importantly, more professional development time.

New students come from a variety of locations and often benefit from the communication tactics used by current students and families; i.e., social media, local news sources and public meetings. The School District of Janesville is expanding global connections with schools around the globe: Argentina, Australia, China, Finland, Germany, Mexico, South Korea, and Abu Dhabi in the United Arab Emirates to mention a few. Foreign Language study begins in third grade with Mandarin, in Middle School with French and Spanish, and continues with additional language acquisition studies through the High School years. Students from China have enrolled since 2013 as full time tuition paying students, living with host families in Janesville. Teachers from China spend a year in the school district's schools co-teaching culture, language, and technology applications. For the past two summers, Janesville has bridged the gap between culture and education through teamwork with global partners. Students in grades four through twelve participate in a unique international education experience for three weeks in the summer with students from around the world.

Listening to Students and Families

An important and critical vehicle for customer engagement is the parent/teacher conference system. Each school has some flexibility with regard to how it hosts the conferences—conference appointments are scheduled at the elementary and middle school levels with the homeroom or advisory teachers. At middle school, students lead their own conferences. Student performance is discussed and questions are answered. Families are then strongly encouraged to "round" with the student's teachers for brief, informative conversations. Concern and progress are shared. At the high school level, parents choose from several time periods to round with their child's teachers who are stationed throughout the school.

All high schools and Charter schools host senior awards nights to recognize high achievement. In addition, all high schools are using data to fine tune student orientation and parent/family conferencing. All of them use an open house format to host bi-annual student teacher conferences. Some Charter Schools host conferences more frequently.

High schools and Charter schools host Improvement Team quarterly meetings with the express mission of making each school a better place for all students by holding an open forum for discussion with parents, students and administration. Students' meetings are held during the school day and meeting minutes are shared with a parent group that meets in the evening. Ideas are shared at the meetings and administration reports about the progress and outcomes. Student and parent priorities, ideas and action plans are developed using the input of both critical customer groups—parents/guardians and students. Topics range from school safety, AP testing, communication, freshman orientation, holiday recognition and celebrations.

The Superintendent makes herself available through weekly blogs, service at two service clubs and two Boards, numerous community events, and simply giving her cell phone number out to the community. Everyone has immediate access to her through phone, text or email. In addition, there are specific tabs on the district's website for staff and secured sites for staff only. Weekly newsletters are also electronically distributed to staff. The goal is to inform staff of major developments before they read about it in the paper.

3.1b Determination of Student and Other Customer Satisfaction and Engagement

SDJ uses a variety of ways to determine student and **stakeholder satisfaction** through a process that reaches key market segments. **(Figure 3.1b.1)** In 2015, the mean score of the student survey was 4.38 based on a 5-point scale. Question topics included teacher responsiveness, technology, physical safety and comfort. The question with the lowest mean was: Kids are nice to me (3.84). In the Grade 6-12 surveys, there were 4,178 responses. The question with the highest mean was *My teachers expect me to do my best* (4.11). 8 e question with the lowest mean was *My teachers let me show what I have learned through* (3.11). Close behind however, was a score of 3.14 in response to *Students at this school respect other students who are different than they are.*

Using these results and trend analysis, Student Services recommended

Figure 3.1b.1 Satisfaction Determination Process		
Segment	Method	Use of Data
Students 4K-5	In-person	AE, SI, C
Students 6-12	In-person, Survey	AE, SI, C
Parents	Survey, BOE meetings	AE, IE, SI, C
Staff	Survey,	AE, IE, SI, C
Community	Tax levy vote	AE, IE, SI, C
Alumni	Survey	AE, IE, SI, C
AE=Analyze Expectations, IE=Initiate Engagement, SI=System Improvement, C=used to obtain comparative data		

these areas be more heavily addressed in the School Improvement Plans (SIP's) and Leadership Evaluation Manager (LEMs). Based on data collection, there was a demonstrated need to strengthen efforts to incorporate Culturally Responsive Teaching strategies. SDJ's *Platinum Plan* was implemented around the same time.

Follow-up surveys and open response interviews were also implemented at the PreK-5 levels to gain more detail from students about their feelings about safety. Such focus groups led to additional anti-bullying initiatives and efforts at all grade levels.

Families and students are invited and encouraged to make public comments at bi-weekly BOE meetings. All meetings are recorded and televised for the region. Links streaming meetings are on the SDJ YouTube channel. All board agendas, minutes, and reports are posted on the SDJ website. BOE committee minutes and agendas are also posted on the website. Students and families frequently attend BOE meetings to support programs, curriculum additions, and extra-curriculars.

Social media **(Figure 3.1b.2)** features news about SDJ events such as registration, plays and musicals, athletic events or special features about fundraising, success stories or other news. Schools maintain individual Facebook and Twitter feeds to communicate with their families.

Figure 3.1b.2

Facebook Reach	
AVERAGE DAILY REACH Aug 15 2016 to Feb 19 2017	2018
AVERAGE DAILY REACH April 1 2016 to Aug 14 2016	1365
Increase	653
% Increase	48%

All teachers make positive contact with families via email, a call home or letter. Such contacts highlight an accomplishment or overall status report about individual students, The number presented in the figure **Figure 3.1b.3** below is accumulative from the beginning of the school year 2015-16 and does not include the contacts made during parent/teacher conferences.

Figure 3.1b.3 Teacher Contact with families		
	2015-16 YTD	2014-15
Craig High School	3,277	3,029
Parker High School	3,412	6,480
ARISE	1,750	n/a
RRCS	620	355
RUHS	147	n/a
TAGOS	332	n/a
Edison Middle	1,335	1,144

Figure 3.1b.2 Teacher Contact with families		
	2015-16 YTD	2014-15
Franklin Middle	1,710	1,713
Marshall Middle	2,713	2,882
Adams Elementary	2,017	1,719
Harrison Elementary	5,212	3,887
Jackson Elementary	3,177	2,679
Jefferson Elementary	1,628	1,042
Kennedy Elementary	4,234	3,642
Lincoln Elementary	4,447	4,396
Madison Elementary	6,317	6,067
Monroe Elementary	2,202	1,735
Roosevelt Elementary	1,849	1,055
Van Buren Elementary	1,595	1,651
Washington Elementary	1,712	2,347
Wilson Elementary	2,804	2,343

All exiting high school seniors were asked to complete Senior Surveys between October 7, 2014 and June 12, 2015. The surveys are used by individual high schools and charter schools in Janesville to measure student success and satisfaction and to inform educational program planning for the future. (Figure 3.1b.3) Five hundred ninety-one (591) students completed the survey. Of these students 78% stated they were satisfied with their education and 68% stated they were prepared for college.

Figure 3.1b.3
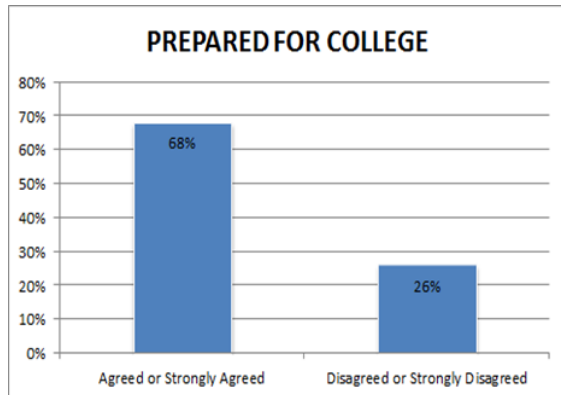
Of these students surveyed, 52% intend to go on to a four-year college, 17% to a two-year college, and 8% to a vocational school or apprenticeship. (Figure 3.1b.4) Only 7% felt their highest degree would be a high school diploma.

Figure 3.1b.4
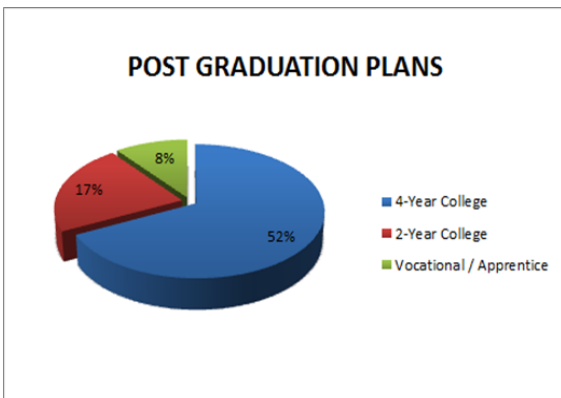
20% plan to earn an associate degree, 34% plan on a Bachelor's degree, 26% want to earn a Master's, and 13% have their goals set on a Ph.D. or other professional degree. (Figure 3.1b.5)

Figure 3.1b.5
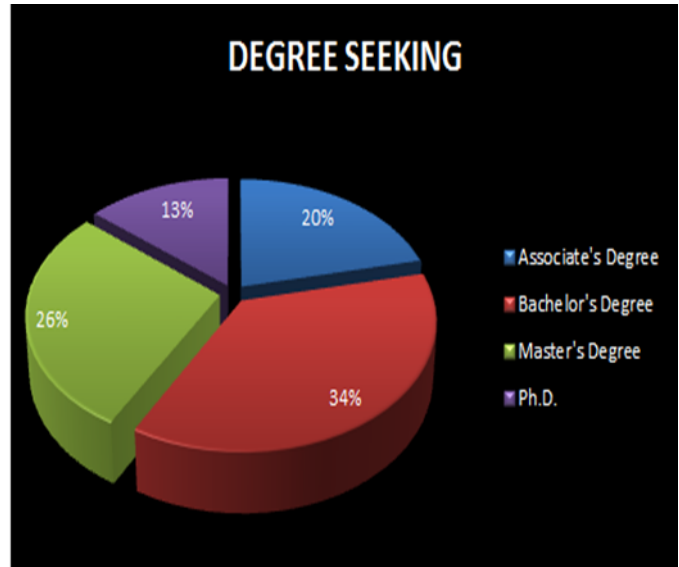
Public in-state institutions are the choice of 79% of students, with another 10% planning to attend public out-of-state institutions. (Figure 3.1b.6) Only 10% plan to attend a private college.

Figure 3.1b.6
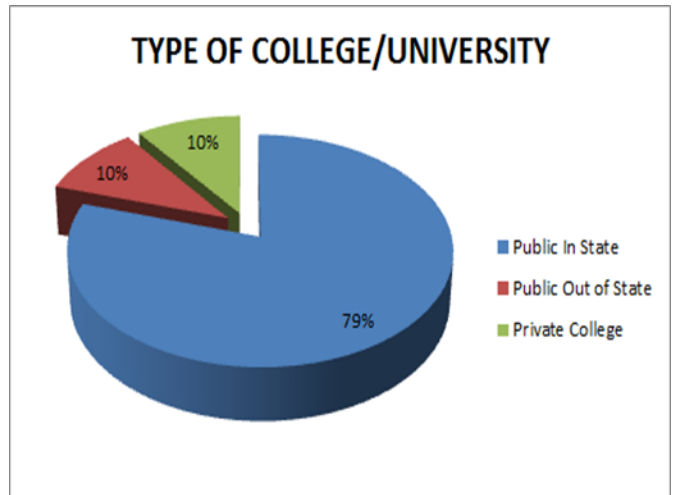
Secondary Customers: All SDJ Employees

Though the term secondary is used, SDJ is keenly aware and sensitive to the fact that its staff, especially all teaching staff play a critical role in not only communicating with its Primary Customers (students and families) but also in delivering the services demanded by those customers.

Key listening methods referenced in the Integrated Communication Strategic Plan to obtain VOC data include a variety of direct, print, and technology tools to improve communication methods among employees. (Figure 3.1a.1) The findings from the various employee data inform ESC Departments' and each Schools' Improvement Plans.

Segmentation of Employees

SDJ employees are segmented in the usual ways including demographically (gender, ethnicity, etc.) and subject matter. However segmentation also includes geographical, length of teaching at SDJ, certifications, and some psychographical data.

A significant percentage of SDJ's teachers and support staff commute from outside of Janesville; a few from as far away as Milwaukee. Teachers are often in high demand in their home communities as coaches, tutors and members of volunteer organizations. SDJ staff is generally tech savvy and uses google hangouts, texting and some social media as primary communication tools. Given that many live outside of Janesville, SDJ staff relies on social media and state news sources to get their news.

Like their customers, teachers would consider themselves time poor. This means SDJ must be efficient with its communications and use relevant media. Principals stated that at the beginning of a typical school day, more than 150 new emails await them in their inboxes. SDJ administrative staff encourages smart email subject lines and clear writing in order to expedite requests and share news.

SDJ executes semi-annual Employee Engagement Surveys and quarterly District support cards to measure central office service to the schools. Internal service surveys or pulse checks are conducted after service encounters with Administrative and Human Services. Customers (typically one of the 1400 employees or 147 active retirees) are asked about the quality, timeliness, courtesy, knowledge and attitude of their service experience. The Superintendent, Leadership Team and the BOE review the full results. Each department is provided results from its own portion of the survey for review. Repeating themes are identified and discussed at all levels and solutions brought forward. Strategic Goals are established at the Board and Leadership Team levels based on recurring themes that will impact enrollment and improve satisfaction. Goals are measured and monitored throughout the recommended timeline.

Each department and school has a version of the "service card survey." Such quick, 5 question service cards are given to internal customers (fellow staff) to gain insight about the quality of the SDJ response. Results are examined daily and follow-up is provided if the scores are less than satisfactory. Student Services strives to resolve customer complaints within 24 hours. Business Services has engaged in employee cross-training so that all frontline staff can answer FAQ's without "bouncing" the customer (typically an employee) around to various sources. Such FAQ's include bill submission, car rental and the like.

Administrative and Human Services employ a variety of tactics to collect and analyze employee satisfaction levels at multiple venues such as the Back to School Orientation, New Employee Orientation, principal meetings, rounding sessions, and benefits fairs.

Staff has repeatedly commented they receive an overabundance of emailed information. In response to that concern, SDJ initiated email "break" periods in 2014 that typically occur over a school vacation period, i.e., December and Spring.

Employees are encouraged to attend Meet and Confer sessions. Topics range from Benefits, Retirement, and Personnel Policy. Such sessions are recorded for website broadcast and are held at multiple times and locations to accommodate staff schedules. Over 300 staff members attended the Meet and Confer Sessions about Professional Performance Structure in January 2015. Cards were distributed for staff to share their questions—each question was read and answered and the panel stayed until every question was answered satisfactorily. Staff expressed relief to receive the information first hand in such a way that dispelled the rumor mill effect.

Administrators and BOE members routinely (sometimes spontaneously) round at each school to determine if teachers and principals have what they need to perform. These informal conversations often reveal concerns and questions that are resolved either on the spot or within a very narrow timeframe. The Superintendent frequently follows up with personal phone calls.

Stoplight and Scouting reports are used routinely. All schools have a Communication Board in a central location used to keep staff and the community up-to-date. Posted on the board are current data points, awards received and stoplight reports letting staff know what has just been accomplished in their school, what needs more time and what can't be done now and why. This tool keeps staff abreast of occurrences in their school. Scouting reports are used internally by HR for principals to communicate to the Superintendent what is working well and where there are places of needed improvement.

Skyward is used for employee communications and benefits information. It contains the necessary links to key documents and forms for easy accessibility.

IT implemented a new system for its Helpdesk operations that is "smart" and helps customers (fellow staff) troubleshoot technology issues. If a solution is not determined the Helpdesk logs and records the help request and establishes a concrete turnaround time for answers. The Helpdesk system tracks requests and alert IT staff to recurring problems that need a more comprehensive solution.

3.2 Customer Engagement
3.2a Program and Service Offerings and Student and Other Customer Support

The Board of Education defined the Curriculum Review, Development, Adoption, and Evaluation Process through the following policies:
6200 – Curriculum Review and Development;
6210 - Curriculum Research - Pilot Projects;
6230 - Curriculum Adoption;
6240 - Curriculum Guides
6250 - Curriculum Evaluation

The School District of Janesville uses a Standards Based, Process Oriented Curriculum. The curriculum design, instructional delivery, and adoption process answers these critical questions:

1. Is the curriculum culturally relevant?
2. What do students need to know and be able to do?
3. How will we know when they have learned it?

The School District of Janesville imbeds its work with curriculum, instruction, and assessment by employing the High Reliability Schools Framework of Robert Marzano which is based on the research of John Hattie. The framework consists of five hierarchical levels shown in **Figure 3.2a.1**

Figure 3.2a.1 High Reliability Schools Framework	
Level 5	Competency-Based Education
Level 4	Standards-Referenced Reporting
Level 3	Guaranteed and Viable Curriculum
Level 2	Effective Teaching in Every Classroom
Level 1	Safe and Collaborative Culture

The hierarchical relationship of the levels depicted in **Figure 3.2a.1** has an obvious intuitive appeal. Level 1 is considered foundational to all other levels. If students and faculty do not have a safe and collaborative culture in which to work, little if any substantive work can be accomplished. In essence, Level 1 addresses the day-to-day operations of schools. *What are the rules? How do we follow them? What will happen when the rules are not followed? How do we work together to make our schools run smoothly at an optimal level?* The extensive use of PBIS in the SDJ is a critical factor associated with effectiveness at these various levels:

Level 1 All new teachers are required to take a staff development course titled, "Winning Strategies of Classroom Management" to ensure all staff are trained in the fundamentals of effective classroom culture and student discipline.

Level 2 addresses the most commonly cited characteristics of effective schools: high-quality instruction in every classroom. To this end, school leaders are expected to make sure classroom teachers are using instructional strategies in a way that reaches all students and will take appropriate steps to improve teacher competence when goals are not met. These requirements are clearly stated in the new Educator Effectiveness Plan (Supervision of Instruction) developed by James Stronge.

High-quality instruction is a prerequisite for **Level 3**, a guaranteed and viable curriculum. *Guaranteed* means that the same curriculum is taught by all teachers so that all students have an equal opportunity to learn the district adopted curriculum. *Viable* means that the amount of content in the curriculum is appropriate to the amount of time teachers have available to teach it. Each summer (and throughout the school year) the professional staff are actively involved with unpacking curriculum standards, revising district content pacing charts, and updating the curriculum-based common assessments. These are necessary and ongoing district practices that serve to support Level 3 requirements.

Level 4 involves reporting individual students' progress on specific standards. At any point in time, the building principal, teacher, and parent can identify individual students' strengths and weaknesses relative to specific benchmarks in each content area. This level is most visible through the use of the elementary and middle school standards-based report cards. This past year, the high schools developed a new grading policy where individual student grades are strongly aligned to the latest educational standards.

Level 5 efforts are associated with the practice in which students move to the next level of content as soon as they demonstrate competence from the previous level. Matriculation, then, is not based on the amount of time students spend in a given course, but rather on his or her demonstrated level of mastery. Level 5 practices are still evolving in the SDJ but can best be seen in three elementary schools and all three middle schools that are employing a personalized/blended learning approach for teaching and student learning.

Curriculum committees are appointed annually in the following areas: communication arts, mathematics, science, social studies, world language, health, physical education, art, music, computer education, library/media program, gifted and talented education, counseling, career and technical education, environmental education, and special education. Other subject areas may be reviewed as needed. Curriculum committees are comprised of teachers and administrators and may include parent representative(s).

The District Administrator, or her designee, will appoint administrative co-chairpersons for each of the curriculum committees.

The multi-step curriculum process is enumerated in **Figure 3.2a.2.**

Figure 3.2a.2 Curriculum Review, Development, Adoption, Evaluation Process	
Step	Process
Curriculum Design Review	
1	Determine stakeholder requests
2	Review state standards
3	Conduct SWOT analysis
4	Review assessment trend data
5	Review research in new trends and best practices
6	Review and revise grade level benchmarks
7	Recommend and review culturally relevant materials, with staff input
8	Employ one or more external content area experts to critique existing and/or proposed curriculum.
9	Determine how to infuse math and writing in the curriculum
10	Determine how to innovate with technology & instructional methods
11	Write and revise curriculum (benchmarks, skills, strategies, assessments, resources, and curriculum guides)
12	Evaluate and schedule training and professional development needs
13	Communicate curriculum needs, concerns, accomplishments, and suggestions to SAC
14	Principals support curriculum implementation, monitor, and assess effectiveness in the schools
New Curriculum Proposals	
1	Course changes, special activities, projects, and new directions can originate from all stakeholders and need to be submitted in November of each year
2	SAC will review and evaluate proposals and make recommendations
3	If approved a curriculum committee will be appointed and the Design review Process listed above will be followed
4	Parents may inspect, upon request, any curriculum being adopted
5	Additions or reductions in staff requiring 1,5 FTE's or more, due to curriculum changes, must be recommended to the BOE by the District Administrator and is subject to BOE approval.
Instructional Delivery (The Taught Curriculum)	
1	Primary responsibility of teacher
2	Quality of delivery of instructional program is primary responsibility of the school principals
3	District Administration will provide support services
Curriculum Conformity	
1	Curriculum guides provide elements of content, pacing, and sequencing
2	CBAs provide an accountability tool for assuring students are on the path of mastering curriculum benchmarks

Above and beyond students achieving academic requirements, students and families are involved in an impressive array of school related activities such as academic clubs, special interest/hobby clubs and sports. Each school also maintains a form of a PTA or PTO group for parents. SDJ schools also offer unique family and student activities; some are related to fundraising initiatives but the majority are related to the specific activities offered at the school. For example, many elementary schools host an art night and a math fun night. Many elementary schools offer a Family Resource Center (FRC) whose volunteers often offer an activity night or event throughout the school year. PTO and PTSA's also act as ambassadors and encourage school program awareness and support through varied events.

All school Principals send out monthly "What's Right In Education" (WRIE) reports electronically to all families. Such reports are also shared with the district administrators and BOE. Reports include accomplishments, accolades, and matters in need of attention, repair or replacement. Such reports are included in BOE packets and posted on the SDJ website.

Rock River Charter School staff voiced concerns via surveys and interviews about the lack of on-site PD. In response to that, SDJ provided intensive PD related to new 1:1 technology initiatives that go beyond simply how to use a device but includes extensive curriculum design workshops and progressive engagement techniques. Professional Development funds and topics come out of schools' budgets and are tightly coupled with the goals of CIA.

Frequent Meet and Confer sessions have been held for administration and staff to share information, questions and concerns about the post Act 10 world with respect to contracts, performance and benefits. Such sessions have been very well attended.

The Superintendent frequently and regularly meets with community leaders, city and county officials, service groups and other key stakeholder groups to gain input on growth initiatives, student and family services and student achievement.

High schools may also choose to host a back to school night that serves as conference time, and/or meet and greet and orientation for new students and families.

3.2b Building Relationships with Students and Other Customers

Given the size, diversity and variety of communication tactics available, SDJ engages in a wide set of relationship building strategies to engage all of its stakeholders.

3.2b1 Multiple Approaches

Student relationship initiatives include clubs, activities with faculty advisors, access to administration, participation in BOE and other partnerships with administrators and teachers.

All SDJ employees are members of Forward Janesville (Chamber of Commerce). The Superintendent meets quarterly with Forward Janesville executive board members, along with city and county leaders. Two SDJ employees serve as ambassadors for Forward Janesville.

Creating SDJ ambassadors using community listening sessions and face-to-face meetings packs a powerful communications punch. Janesville and its surrounding communities place an almost inordinate value on Word of Mouth (WOM) communications. SDJ guides the WOM narrative by providing answers and facts to key stakeholders and opinion leaders as often as the opportunity arises, using such contact to trigger positive WOM. Such contact is in community meetings, presentations, and service club membership and leadership.

Over the last two years, SDJ has bolstered its efforts to reach alumni. The Janesville Alumni Association database includes 10,000 names with mailing addresses, and approximately 2,000 with email addresses. Social media, US Postal system mailers and local news media are employed to reach alumni. High schools recognize the accomplishments of alumni via their Walls of Honor.

In addition, community Listening Sessions held throughout the District invites community stakeholders to ask questions of BOE commissioners and SDJ staff. Attendance varies depending on the number or nature of the current hot topics.

It is interesting to note that of Janesville's 63,000+ citizens, nearly 62% have no direct link to SDJ either via an enrolled student or employed relative. Yet, SDJ reaches out to create relationships among a variety of community groups including service clubs, churches, senior citizens, and businesses. Each year SDJ employees provide meals for 350 families and 50 senior citizens at Christmas time. SDJ knows that such relationships foster clear and transparent communications helping it achieve its mission of educating every child.

SDJ's communication goals with external stakeholders and community members revolve around the idea of education—meaning, SDJ strives daily to inform and educate its constituencies about the benefit of education, the value of an SDJ education and how the community at large can benefit.

Social media, while a limited audience, provides immediate informal feedback from the community at large as does the Sound Off and Editorial sections of the local newspaper. The Superintendent has a standing invitation to submit opinion articles. In addition, she is regularly invited to local radio broadcasts.

SDJ strives to promote the value of competitive education and secondary programs by using economic benefits and analogies. Janesville as a slowly recovering blue-collar community judges its citizens' success in terms of dollars and stability. Therefore SDJ must work at a communication strategy of "connecting the dots" for its primary stakeholders.

Higher test scores = higher property values
Higher property values = higher corporate investment
Award winning education programs = global product
Global demand = "extra" revenue streams from which ALL SDJ customers benefit

SDJ stresses the message that successful students create a successful community. SDJ gains insight about the surrounding community via its participation in service clubs, city and county human services organizations, Forward Janesville (a chamber of commerce) and other community organizations. SDJ's participation in county, state and national organizations enable it to keep close tabs on the market environment which includes changes in legislation, technology trends, socio-economic trends and competitive analysis.

3.2b.2 Complaint Process

In order to resolve student, parent, staff, and community concerns, SDJ created the following Board Policies: 1250 - Public Complaints Regarding the Program of Instruction; 1251 – Public Complaints Regarding Policies, Facilities or Service; 1254 – Public Complaints about School District Personnel and 4160 – Procedure for Complaints Against District Employees by the Public In order to resolve a concern in a timely manner the Board of Education policies direct complaint resolution to the level closest to the concern. A 6-step Complaint Response Process facilitates District-wide understanding of the complaint patterns and resolution. **(Figure 3.2b.2.1)**

Figure 3.2b.2.1 Complaint Response Process	
Step	Input
1	Concern/Complaint Initiated.
	Key Process Steps as Defined in BOE Policy
2	The person(s) having the concern/complaint should seek resolutions with appropriate school level personnel (secretary, teacher, principal)
	If unresolved at the school level may appeal to appropriate administrators at the central office level. Chief Financial Officer, Chief Information Officer, Director of Curriculum, Instruction and Assessment, Director of Student Services, Director of Administrative and Human Services, Supervisor of Special Education, Manager of Buildings & Grounds, Manager of Business Operations (Transportation).
	If unresolved go to District Administrator.
	If unresolved go to Board of Education.
	Output
3	Determine cause of the complaint.
4	Resolve the issue – Follow up to see if correct person was able to resolve.
5	Communicate resolution to initiator.
	Continuous Improvement Cycle
6	SAC analyzes complaint trends & levels as part of ongoing systems improvement

The SDJ believes every complaint is an opportunity toward process improvement and some complaints can be quickly resolved when stated verbally and researched through a phone call or two. Formal complaints that may be lengthy begin the process in Board Policy 4160. An example of this was a parent phone call to the superintendent regarding a grading glitch. The parent's daughter had already spoken to the teacher and an assistant principal. The parent in this case knew the superintendent through community involvement and did not know the principal on the same basis. A quick call to the principal by the Superintendent resolved the matter in less than 20 minutes and the Superintendent encouraged the parent to reach out to the principal any time to further strengthen their relationship. In this case the teacher had made an error that was quickly rectified.

3.2b.3 Routine Communication Audits (Figure 3.2b.3.1)

These routine communication audits guide the quality of communications so that all stakeholders trust and value current and accurate information.

Communication Routine Audits: Figure 3.2b.3.1
Daily "audit" of news sources for SDJ in the news.
Responds to requests for updates and corrections.
Routine (monthly) inventory and examination of SDJ website for inaccuracies, updates and errors.
Routinely (annually) inspect all SDJ facilities for updated mission statements, values, and service information.
Use all available communication media to promote message of SDJ in a consistent and up-to-date manner. This includes all emails with precise subject lines and content.
Keep track of all updates and track image points at all SDJ sites to coordinate with culture of results and accountability.

In conclusion, SDJ believes the processes it has put in place to engage the various stakeholders is a strength of the school district. The Communications Plan is a working document that guides the Communication Department's efforts. Annual Customer Satisfaction Survey results are built into District Goals and influence Administrator's LEM goals and School Improvement Plans.

Section 4.0: Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis and Knowledge Management of Organizational Performance

4.1a Academic Performance

The School District of Janesville sustains a culture of continuous improvement by focusing on data driven decision-making and innovative practices. "What gets measured – gets results." The main academic performance themes (or drivers) that SDJ measures are reflected on the District and School Report Cards:

- Student Achievement

- Student Growth

- Closing the Gap and

- On Track and Post Secondary Readiness.

Figure 4.1a.1 demonstrates how SDJ builds an academic performance foundation.

Figure 4.1a.1 SDJ's Building Blocks to High Academic Performance
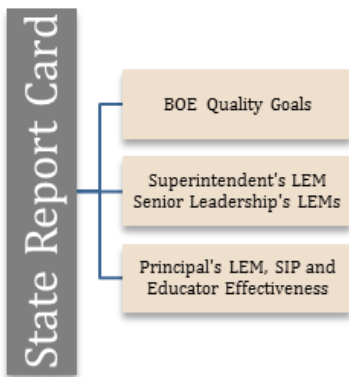
Growth in Academic Performance is the main focus of Curriculum, Instruction, and Assessment (CIA) in collaboration with Student Services. To measure and analyze that growth, CIA coaches schools on how to use a variety of assessments: formative, interim, and summative in order to drive the teaching and learning process. While analyzing the results of this balanced assessment system, teachers are able to make specific decisions on what comes next for learning, program effectiveness, and closing achievement gaps. **Figure 4.1a.2** indicates the types of assessments used by SDJ in this strategic assessment system.

Figure 4.1a.2
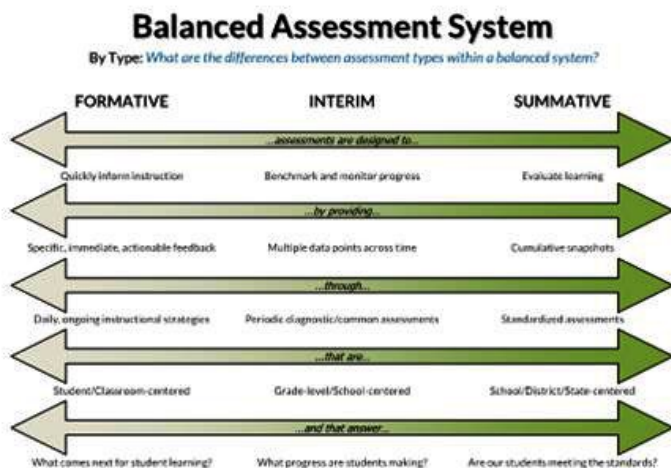
To establish academic performance goals, the CIA Department analyzes the five-year trends from School Report Cards and other summative assessments. The department then shares the analysis with the BOE, which then sets the District-wide Quality goal. The Superintendent, in turn, builds goals based on District goals and measures achievement progress using the LEM tool. The goals then cascade to the Senior Leadership Team, their departments and building administrators.

The building administrators define their LEM goals and align objectives to their School Improvement Plan (SIP). SIP goals are tightly coupled with the annual *Quality* Pillar from the District goals and the building administrator's LEM goals. SDJ administrators share best strategies and practices at Principal meetings. Based on Principal feedback LDI sessions have been adjusted to meet the current needs of the Principals.

Figure 4.1a.3 shows the connections to the State Report Card and the various student summative and interim assessments.

Figure 4.1a.3 Data Analysis Progression
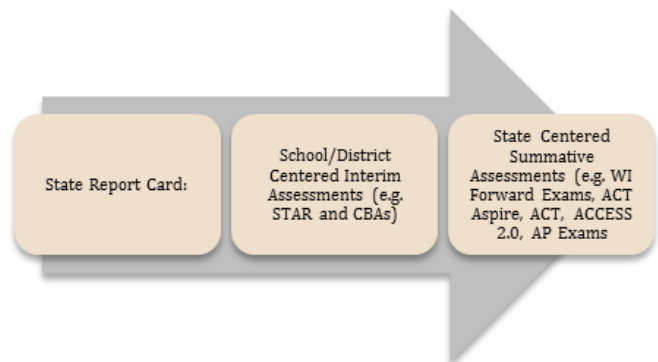
SDJ guarantees a viable and engaging curriculum for all students. To that end, SDJ has been ahead of education trends by implementing CBA's (Curriculum Based Assessments), which emphasizes access to curriculum for ALL students and has resulted in more co-teaching. Each year average scores go up– a 4 year trend. **(Refer to Results 7.1.5 and 7.1.6)** CBA test results were segmented into subgroups for the past three years to assess progress for African Americans, Hispanics, Special Education students and ELL. African Americans and Hispanics achievement goals and results are included in SDJ's Platinum Plan.

CBA scores are now reported in Infinite Campus and move with each student. ACT scores will also be added to students' profiles so that a parent/guardian will be able to see and understand the whole achievement picture.

Grade level and subject specialist teachers collaboratively design and revise local formative benchmark assessments (CBAs) that are used in all grade levels and subject areas. **Figure 4.1a.4** explains the purpose of the CBAs.

Figure 4.1a.4 CBA Purpose
Communicate Expectations for Learning – Sends a strong message to students, teachers, and parents what knowledge and skills are important to learn, what knowledge is valued, and how learning will be measured.
Plan Instruction – Guides educators to develop and adjust curriculum and instruction that meets students' learning needs.
Monitor and Evaluate Learning – Provides data on how well current programs, curriculum, or resources are helping students achieve learning goals.
Predict Future Performance – Can predict if students, classes, schools, and district are on course towards proficiency and end annual summative assessments.
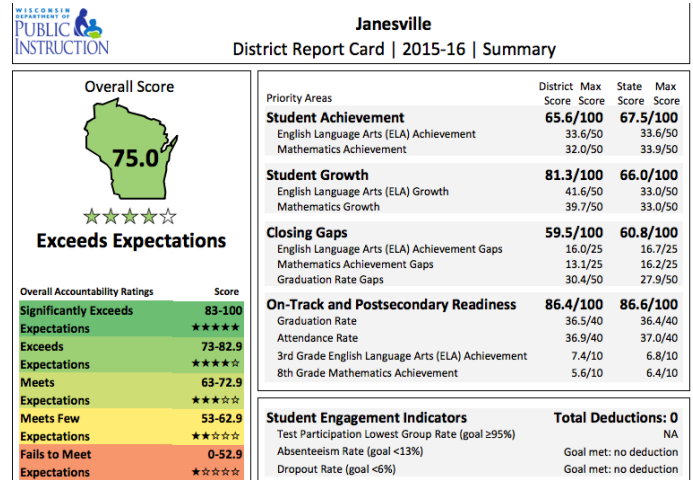
Three times a year, school teams conduct data retreats and analyze student performance data from: the School Report Card, school, District and state summative, interim, and formative assessments. The teams also analyze student engagement data including test participation rate, absenteeism, and dropout rates. Data retreats determine the strengths/weaknesses of the instructional program and then make recommendations to accelerate student achievement and close achievement gaps.

PBIS initiatives also drive data collection to monitor ODR (office discipline referrals) and in-school suspensions – frequency and causes. SDJ is keenly aware that student behavior has a direct impact on learning.

Additional academic performance data collection also occurs through Curriculum, Instruction and Assessment (CIA) and Student Services Departments using both automated and manual formats. Each department reviews the data from dashboards and shares results daily, weekly, monthly or annually as appropriate. For example, CIA runs quarterly and/or trimester reports using CBA data for elementary, middle and high school principals to continuously improve teaching processes.

The Educational Services Center (ESC) models how data collection, analysis and knowledge management by district leaders can set the bar for academic success of all Janesville Schools. As a result of its collaborative district / school / classroom leadership, SDJ earned on the **State Report Card the Exceeds Expectations ranking. When compared with the ten largest (by enrollment) school districts in Wisconsin, SDJ ranked #2 – just behind the Eau Claire district. In Rock County, SDJ ranked #3, only five-tenths of a point behind Beloit Turner and 1.9 points behind Evansville Community School District, both of which have lower poverty rates than Janesville. See Figure 4.1a.5 for District Report Card Summary details.**

Figure 4.1a.5

Data alignment occurs at monthly principal meetings with rounding sessions between meetings. Networking and sharing of data gained through site visits creates a more productive LDI session for all principals. Results are posted to the SDJ website and the WISEdash public portal.

Systematic evaluation of SDJ's performance measures has lead to multiple cycles of improvement throughout the district. As a result the systematic use of the District's Goals and Superintendent's LEM goals (along with the other Administrator LEM Goals) SDJ has seen significant improvement in both academic and non-academic performance as recorded in **Section 7.0 Results.**

ACT scores have remained stable over the last 3-5 years, particularly scores for students receiving free and reduced lunches, which have hovered at 19.8. **(Figure 7.1.11)** As a result, SDJ embarked on a Project Redesign initiative that resulted in all high school juniors taking the Practice ACT in the Spring of 2013 and 2014, before the state mandated ACT in the Spring of 2015. In addition, SDJ has analyzed all of its pre-ACT testing and made strategic changes.

Wisconsin is experiencing a puzzling and challenging time with regard to Core Curriculum and testing. As a result, the WKCE (which was trending upward– Students with Disabilities Math scores remained above State average but are still a target of concerted improvement efforts **Refer to Results 7.1.7**) was discontinued by the state of WI and replaced with the Badger exams for 2014-15. The Badger exams discontinued after a year; although Badger test scores will be used, correlated, and posted to WISEdash.

Wisconsin Forward Exams started in 2015-16. MAP testing was discontinued in favor of STAR for K-10th grades because the STAR assessments showed growth and is a better predictor of performance on the WI Forward Exams. STAR provides universal screening for math and reading. PALS is a state mandated screener for P4J-2nd grades for reading only. SDJ purchased and implemented ACT EXPLORE before the state of Wisconsin bought it. SDJ has believed and committed to being ACT ready for several years. The goal is to get every child assessed frequently in order to adapt and tailor student learning plans for highest achievement. **Figure 4.1a.6** shows the use of assessment in SDJ.

Figure 4.1a.6 SDJ Assessment Inventory		
Assessment	Grades	Subjects
PALS	P4J - 2	Reading
STAR	K-10	Reading and Math
Badger Exam (disc. After 2014-15)		
WI Forward Exam (Began Spring 2016)	3-8 4, 8, 4,8,10	ELA, Math Science, Social Studies
DLM (Dynamic Learning Maps) for students with significant cognitive disabilities	3-11 4 and 8-11, 4, 8, and	ELA, Math Science Social Studies
ACT Explore	8	
ACT Aspire	9, 10	English, Reading, Math, Science,
ACT +Writing	11	English, Reading, Math, Science, and Writing
ACT Work Keys	11	Applied Mathematics, Locating Information, and Reading for Information.
Advanced Placement Exams	9-12	Various subjects – a student choice
Local Standardized Assessments		
CBA	All grades	All subjects
Teacher Assessments	All grades	All subjects
Formative	All grades	All subjects
Summative	All grades	All subjects
Portfolios	All grades	All subjects

Student achievement data and other key forms of data are kept for seven years.

For five years in a row Jackson Elementary School students have beaten the odds and significantly exceeded expectations on the State Report Card. The student population has a high mobility rate of 84% this year. Twenty-one percent of the students come from families where English is limited in their homes.

Figure 4.1a.8 shows the school demographic data. Jackson has 79.5% of students receiving free and reduced lunches. Mobility in and out of school is extremely high. From September through November 2016, 100 students were either entering school for the first time or leaving. The *Janesville Gazette* published a feature article by Catherine Idzerda on Nov 18, 2016 on the Jackson story and the challenges it has faced. "Researchers, school counselors, teachers and school administrators have long recognized that poverty creates barriers to learning. Low-income students and their families are more mobile, and kids end up attending more schools. Students often come to school hungry. Their parents don't have the money for, or access to, as many enrichment programs as middle-class parents do. Despite all those challenges, Jackson exceeded the average state score in student growth by 30 points. Students also beat the state's "closes the gaps" average score by 22 points.

Jackson students scored higher than the state average on English Language Arts and received a perfect score of 50 out of 50 for English Language Arts growth, compared to the state's 33 of 50. Jackson scored 46.03 out of 50 for math growth compared to state average of 33. Jackson students also earned a perfect score of 50 out of 50 for closing gaps in English Language Arts. Jackson Elementary School's beliefs and hard work of the principal, staff and students exemplify the best of public education in this country." **(Figure 4.1a.7)**
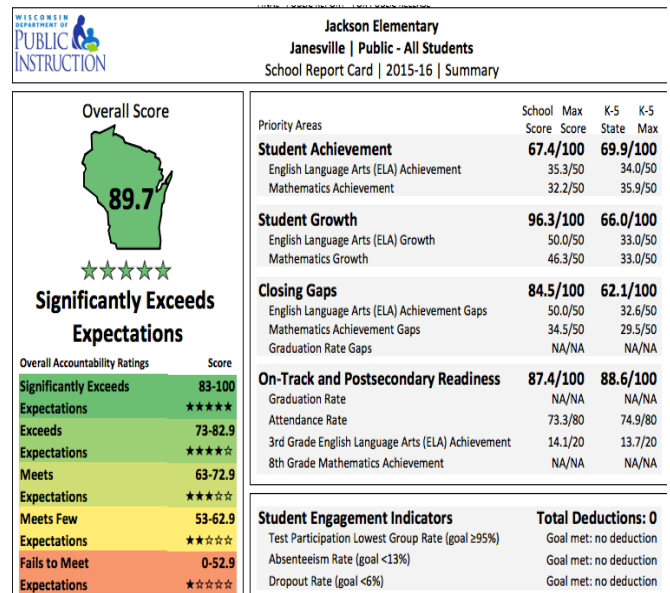
Figure 4.1a.7 Jackson's Report Card Summary

Figure 4.1a.8 Jackson Elementary School

School Information	
Grades	K4-5
School Type	Elementary School
Enrollment	312
Percent Open Enrollment	4.5%
Percent Choice Enrollment	Not Applicable
Race/Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	0.6%
Black or African American	3.5%
Hispanic/Latino	27.2%
Native Hawaiian or Other Pacific Islander	0.0%
White	64.7%
Two or More Races	3.8%
Student Groups	
Students with Disabilities	19.6%
Economically Disadvantaged	79.5%
Limited English Proficient	20.8%

The above demographics data tells only part of the story of one school in SDJ. The spirit for learning and using data to drive instructional improvement occurs in all schools throughout the district. The demographics vary in each PreK-12 school but research based innovative practices occur system wide.

Similar examples of innovative ways to measure, analyze, and share best practices are occurring at the other elementary, middle, high schools and charter schools. Students in grades 6–12 examine career options by using Career Pathways and the online tool, Career Cruising. These resources guide students to being data savvy as they explore careers that align to their talents, interests, and skills. Middle Schools began in the fall of 2016 to retool their curriculum based on the results of academic performance data, in order to move the academic needle upward and better prepare students for the rigor of high school and college. This information came from the *Janesville Gazette* article authored by Catherine Idzerda on December 14, 2016. The changes parents and students will see are delineated in **Figure 4.1a.10.**

Figure 4.1a.10 Middle School Redesign
More focus on literacy. In 2016 62% are reading at high school level when they enter Grade 9. SDJ wants to increase that percentage to 80%.
More focus on real-world learning. The phrase has been in existence for years. In SDJ's case it refers to the learning that engages students.
More choices in electives. Students would have more choices that match their interests.
Expansion of Blended Learning. With the use of technology teachers would select computer programs that enhance the learning for each child. Traditional classroom instruction would occur in tandem with smaller groups of students.

A similar High School Project Redesign process began in 2012. The class of 2017 will be the first class graduating with the Project Redesign Model. One of the factors that became evident in the past years was the number of high school students who require remedial math and English courses their freshman year of college.

"In 2015, Craig and Parker High Schools sent 288 graduates into the University of Wisconsin system. All of them had the ACT or SAT scores they needed for college entry. All of them had the grades they needed and wrote the required entrance essays. But of the 151 Craig High School graduates who attended UW system colleges or universities, 24 students, or 16 percent, were required to take remedial math. Of the 137 Parker High School graduates, 50 students, or 36 percent, had to take remedial math. In addition, 12 Craig High School graduates and 15 Parker graduates had to take remedial English courses in college.

"The numbers come from Act 28, a new state law that requires the UW system to report how many new freshmen from Wisconsin high schools had to take remedial math and English courses. The law also requires the UW to identify which high schools those students attended.

"Statewide, among the 20,767 Wisconsin high school students who attended UW system schools, 3,812, or 18 percent, needed remedial math courses, according to information from the office of Rep. John Jagler, R-Watertown. In addition, 1,320, or 6 percent, required English remediation.

"Jagler was responsible for authoring the bill that became Act 28. He said he hoped it would help school districts to better align their curriculums. Parents, already concerned about the cost of tuition, were surprised when their children had to take remedial math or English to be ready for their college careers. Remedial courses do not count as credits towards graduation.

"The post-high school performance of Janesville grads is an issue that's been on the Janesville School District's radar for several years, even before the Act 28, said Kim Ehrhardt, district director of curriculum, instruction and assessment.

"In 2012, the district announced an overhaul of the curriculum dubbed "project redesign." It was an effort to make the curriculum more rigorous, Ehrhardt wrote in an email to the Gazette.

"High school students now need more credits to graduate. The elementary school's math curriculum was ramped up so students could be introduced to algebra in eighth grade. Ehrhardt in 2012 told The Gazette students entering ninth grade in September 2013 would be the first to graduate under the new standards.

"Those students will enter college in the fall of 2017. "The current high school math sequence is geometry, algebra II, and advanced algebra / pre-calculus," Ehrhardt wrote Friday, "Prior to this change, the students referenced in the 2015 (legislative) report typically only took algebra I and geometry." In addition, the district created a series of advanced math courses such as AP statistics and computer programming, Ehrhardt wrote.

"Parker and Craig students have equal access to such classes, and the district has made a concerted effort to raise math scores at Parker, Ehrhardt wrote.

"In 2013, the district received a grant from the Wisconsin Department of Public Instruction to analyze the data from Parker High School, make changes in instruction and make sure the students got the help they needed.

The district is beginning to see successes. Every three years, ACT, the UW system and the state Department of Public Instruction issue "High-School-to-College Success" reports for each district. The reports show how students are doing both as college freshmen and as continuing students. Since the last report, the number of Parker students enrolling in UW system colleges has increased 28 percent, Ehrhardt said. As part of "project redesign" the district increased the number of advance placement courses it offered. In the first year of the redesign, 11 AP courses were offered. Last year, 22 courses were offered. **(Refer to Results 7.1.14)** Students who score a 3 or higher on the AP exams can earn college credits for them."

Subsequently, AP enrollment rose to 1500 representing about 700 (out of a possible 2900 high school students) students. 2014-15 marked the first year an AP course was available to freshmen. SDJ calculates that each student takes an average of 2 AP courses over their high school experience. SDJ's *Equity in Excellence* score is upward trending and the total number of AP exams taken is increasing. AP scores at 3 or above remain stagnant. As a result, the BOE and SDJ conducted an AP score audit during the 2015-16 school year to analyze score trends; curriculum, teacher qualifications and overall AP course management. AP teachers have attended 39 workshops from 2012-15. Teachers of pre-AP courses are also attending workshops. **(Refer to Results 7.1.14)**

As a result of the *Equity and Excellence Plan* see charts below indicating the upward trends in percentage of Black and Hispanic Students in AP Course Participation.
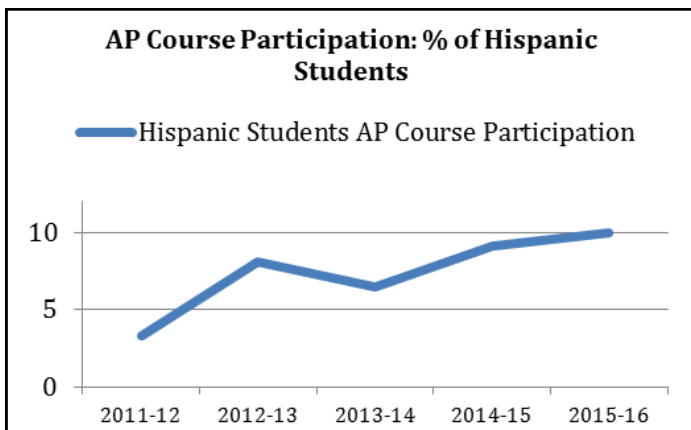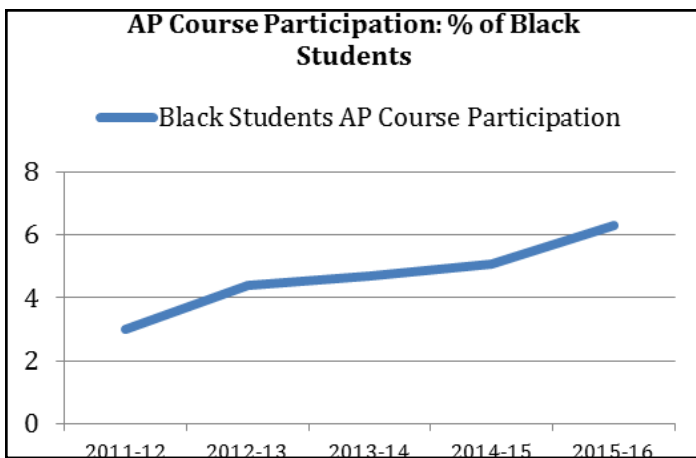
In conclusion, this section gives evidence on how systematically measuring and analyzing data related to academic performance and sharing the results with other schools improves instructional practices throughout an entire school district. These best practices shine a beacon on SDJ's Evidence Based Leadership.

4.1b Support Services Performance

SDJ collects Support Services data on a scheduled basis from all of its key stakeholder groups in an automated format through **Student and Parent Satisfaction Surveys**, **Employee Engagement Surveys (Figure 7.2.1 – 7.2.7), BrightBytes (a technology use survey)** and spontaneous and deliberate **pulse checks.**

Administrative and Human Services; Business Services; and Information Technology; analyze the non-academic performance data for improvement opportunities Results are reported at LDI meetings.

For example, the **BrightBytes Surveys** administered by IT inform principals and teachers on best practices related to digital citizenship, technology access, and a culture for innovation.

In the area of the **Parent Satisfaction Surveys**, SDJ learned through its regularly scheduled LDI sessions that the schools who did not systematically communicate with their parent/guardian stakeholders faced a 50-60% drop in satisfaction survey completion rate. SDJ recognized those schools that were more proactive. Then SDJ communicated the importance of the surveys prompted those underperforming schools to step up their efforts. LDI stresses results, use of data, management tips and completion/updating of individual LEMs.

As a result of the surveys, principals have altered their communication strategies with their staff and students/families. Satisfaction surveys are key measurement tools for charting SDJ's success in achieving stakeholders' and employees' satisfaction— a key BOE goal. **On-going and annual financial reviews** take place through weekly cabinet meetings, bi-weekly BOE meetings, internal and external audits and daily monitoring of accounts receivable/payable systems.

Safety data is collected from each school on a monthly basis. Principals record accidents on a monthly basis and include that data in the monthly Stoplight Report, which is distributed to the BOE and all parent/guardians of a given school. Regular and scheduled safety drills are conducted at all schools.

Safety questions are included in both parent/guardian satisfaction and employee engagement surveys. **Janesville Police Department also shares data regarding criminal and traffic violations/calls. SDJ nursing staff provides monthly reports,** which are assessed for trends. Safety messages are a part of every formal SDJ meeting—another example of SDJ's effort to tightly couple the safety goals of the district with everyday practices.

SDJ's Director of Administrative and Human Services routinely reviews **pulse check data and annually reviews Employee Engagement survey data.** Hiring and retention rates are monitored and action plans are implemented using input from surveys and HR staff innovative practices.

SAC or Superintendent Advisory Council is a tool SDJ uses to encourage innovation and best practices. Any and all employees are welcome and encouraged to submit a proposal to solve a problem, increase student achievement or initiate a new process. Teachers' success stories are regularly featured in the Superintendent's Blog throughout the year.

4.1b.2 Management of Information Technology

IT is focused on the SDJ Mission: to Educate Every Child. IT is involved in all aspects of the organization, from the Superintendent's office through Financial Services, Student Services, Special Education, and on and on. Specific to the CIA areas, IT assists with testing data access and analysis, personalized learning data, college, career and community readiness initiatives and day-to-day operational data for schools. CIA and IT teams, and their respective Directors, work in concert to organically manage systems, processes, and infrastructure to maximize student achievement.

This is evidenced in the VSEM (Vision, Strategy, Execution, Measurement) planning process. **(Figure 4.1b.2.1)** The District developed this visionary work, "*From Old School to Bold School*," to expand opportunities for students. This chart is the result of teams working in concert from across all areas, including Superintendent, CIA, IT, Business, HR, and all grade levels to expand the system, develop processes, and install the infrastructure such that we could further transform our school practices, embracing innovation, risk-taking and the practice of discovery. Two years into this project, SDJ has realized 80% of the original classroom goals, have developed the organization's understanding, built capacity, and have been a lighthouse to many districts across the State of Wisconsin as they seek to expand opportunities for their students.

The day-to-day management of IT systems and information occurs seamlessly. For example, IT regularly monitors network performance to assure high availability. **(Figures 4.1b.2.1 – 4.1b.2.3)** Monitoring data are used to identify trends and patterns to improve network performance and improve the end-user experience.

Figure 4.1b.2.4 SDJ's TelePresence Planning Process: Vision, Strategy, Execution, Measurement (VSEM)
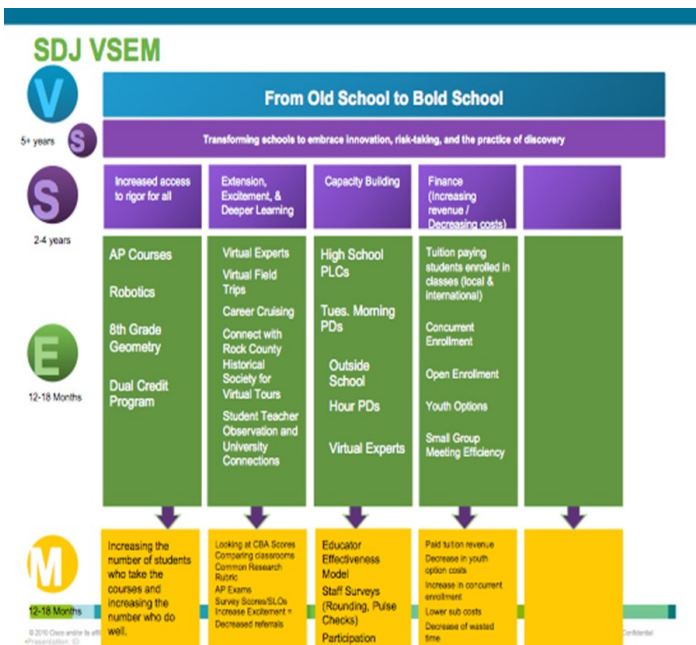

Figure 4.1b.2.2

Figure 4.1b.2.3

Figure 4.1b.2.4

An overall goal has been to raise IT's results on the District Services Support Card. With concentrated effort, the scores have risen from 3.83 (May 2015) to 4.57 (October 2016) on a 5.0 scale.

Help Desk ticket data are analyzed for trends and patterns to improve end-user support, and end-users receive an automatic survey when their tickets are completed. The short five-question survey gauges staff's satisfaction across five areas: (a) overall satisfaction, (b) IT skills (c) communications, (d) time to resolution, and (e) professionalism.

As it relates to data driven decision making, in a recent review of systems and processes, the CIA and IT Directors recognized two areas to be strengthened and reinforced: data analysis and training. As such, the District hired a new staff member to work specifically with student data in the areas of analysis, reporting, and training. IT also purchased additional software to provide the tools to move the organization to the next level of data use to drive student achievement.

Section 5 Workforce Focus
5.1 Workforce Environment
5.1a Workforce Capacity and Capability
5.1a(1) Workforce Allocation

SDJ recognizes the importance of recruiting, retaining, and rewarding a high performing workforce. Investing in SDJ employees is a key element in the SDJ Roadmap for Excellence. (**Refer to Figure 2.1a.1 in Strategic Planning section**). There is one remaining organized bargaining unit, the Janesville Education Association (JEA). There are 820 employees represented in this bargaining unit as of September 14, 2016.

SDJ utilizes a systematic workforce allocation process that is built into the budgeting process. (**Figure 5.1.1**) This tightly flowcharted process determines capability and capacity needs throughout the entire Budget and Staffing Plan Process.

Figure 5.1.2 Hiring Process

| *Figure 5.1.1 Budget and Staffing Plan Process* |
| --- |
| HR develops enrollment driven Staffing Plan timeline with Principals, Assistant Principals, Directors, Coordinators and Supervisors of Special Education (Fall) |
| Departments and buildings receive budget allocations (Fall) |
| Curriculum coordinators work with building administrators and staff to develop and revise programs and courses based on need and growing trends. (Fall and Winter) |
| CFO and Comptroller develop Budget Plan timeline and communicate with BOE (Winter/Spring/Summer) |
| BOE approves new programs and courses (Winter/Spring) |
| MS and HS course registrations, new programming, & predicted incoming enrollment determine workforce capacity (Winter) |
| HR develops Staffing Plan with Principals, APs, Directors, and Coordinators |
| HR presents Staffing Plan to BOE and distributes Plan to participating administrators via hard copy, email, and publishes on District Website (Late Winter) |
| BOE approves Staffing Plan (Spring) |
| HR communicates Staffing Plan to stakeholders (Late Spring) |
| Building Administrators build Master Schedules and create class rosters (Summer) |
| HR and School Administrators finalize and distribute staff and student schedules (Late Summer) |
| SDJ residents approve annual budget (October) |
| HR adjusts staff allocations due to enrollment changes |

Staffing plans make use of specific assumptions based on data from past years, spring course selections at the middle and high school levels, actual Kindergarten enrollments and forecasting data from census data, market environment analysis and community trends. The expansion of SDJ's magnet Gifted and Talented Program (Challenge) resulted in the addition of 2 FTE that was a sustainable budget item.

Class sizes are determined by BOE policy.
K-3rd grade: 1:25
4th-8th grade: 1:30
9th-12th grade: 1:32

The staffing plan for 2016-17 included 3.0 FTE in staffing contingencies. To formulate an assessment of staffing needs Human Resources and school administrators conduct a systematic review of school and class enrollment projections based on the following criteria: District SP and school SIP initiatives, resignations and retirements, student learning needs, enrollment, available funds, class size models, changes in instructional delivery, licensure, skill sets, and performance evaluations. **Results 7.3.1 and 7.3.2** illustrate the consistent staffing levels maintained by SDJ using this criteria.
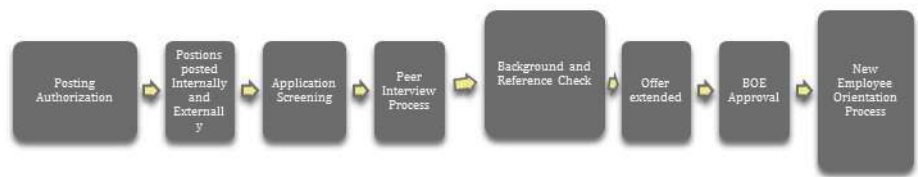
Administrators review the HR Plan to determine additional workforce capacity and capability needs. As an example, in the fall of 2016 due to the growth in Personalized Leaning strategies, 3 Innovative Learning Specialists were hired to provide additional support at 2 Middle and 4 elementary schools.

5.1a(2) Workforce Change and Retention

Achievement gains and losses result in adjustments and reallocation of staffing resources in keeping with overall SDJ strategic goals and initiatives. There is a proactive approach to training and placing key staff in strategic areas before an academic downturn occurs.

To recruit and retain the highest quality staff, SDJ developed the peer interview process six years ago. Guided by **Evidence-Based Leadership Framework**, SDJ follows the Peer Interview Process during the employee hiring process in order to attract and retain the most highly qualified staff. SDJ utilizes this rigorous process with flowcharted steps to systematize the hiring process for all positions in the district. **Figure 5.1.2** illustrates that process.

The process is critical to hiring high performing staff. To recruit candidates SDJ posts on WECAN and other online sites to ensure SDJ finds a diverse pool of ideas, cultures, and races within the local, state, and global communities. Candidates submit all required paperwork and evidence via WECAN. In addition, candidates are pre-screened with a simple phone call to determine if they are still interested and verify contact information. New or prospective employees are educated about the Six Pillars that govern SDJ's operations and culture. SDJ's rigorous hiring process includes requiring the Peer Interview Team from each building to follow a highly structured interview protocol using Behavioral Based questioning. Members of the interview team are trained to listen and follow up on three **EAR** components:

E = Explain – Candidates are asked to explain each situation or circumstance as it relates to the question.
A = Action – What action did the candidate take in order to address the concern raised in the question.
R = Results – What was the result of the actions taken by the candidate to solve the issue at hand.

Teacher applicants may also be required to teach a lesson during the interview process.

The strategies for building and retaining a high performing workforce begin when the candidate is offered a position and signs an employment agreement. (**Figure 5.1.3 illustrates SDJs Retention Strategies**)

The average length of time between the posting of a position and the employee start date is ninety days (**Refer to Results 7.3.3**).

Figure 5.1.3 Staff Retention Strategies
Peer Interviews – Employees are invested in new staff
All Employees Welcome Back meeting
New Teacher Orientation in the Fall
New Employee Orientations held quarterly
New employees complete Pulse Checks on the orientations
New teachers receive a mentor
30/90 Day Interviews to discern engagement and satisfaction
Supervisors write Thank You notes to High Performing employees
ELDI/LDI for Teacher and Administrator Leaders
Rounding and Preference Cards
Meet and Confer on new initiatives
Teacher/Staff of the Year Awards
Communications via Staff meetings, Newsletters, BLOG, Website, Media, Press
Department Meetings
Professional Development
Comprehensive HR Website with Employee Handbook, forms, and other employee benefits information

At the end of the orientation sessions, participants are asked to complete a 5-question pulse check about the quality and nature of the orientation experience. In 2013-14 Pulse Check Satisfaction Results were 4.50/5.0 and in 2014-15 4.53/5.0. HR uses the pulse check data to adjust and improve each orientation session. It has consistently scored in that range for the last 3-4 years.

All new teachers are paired with mentors during new teacher orientation. Mentors assist with teaching techniques, instruction, assessment, and benefits counseling. However, frequently "seasoned" teachers are paired with new teachers so that the new teachers can teach the veterans perhaps in subjects of technology or new practices.

SDJ is actively fostering a culture of risk taking with regard to innovative, effective curriculum and teaching methods. SDJ enjoys high employee loyalty—especially evident in rehiring of former staff.

5.1a(3) Finding Qualified Substitute Teachers

SDJ systematically uses AESOP (Frontline), an online sub staffing service to place qualified substitute teachers and to manage the daily fluctuations due to absences or short-term leaves. The School district has developed a plan of action to meet the substitute teacher demands. **(Refer to Results 7.3.4 for Sub Fill Rates.)**

5.1a(4) Capability

Staff quality is further sustained by job descriptions that are updated as needed, using input from employees and supervisors and in accordance with state and legal statutes. SDJ's *Standards of Professional Behavior* and the *Employee Handbook* are on the website and regularly reviewed and cited in employee relations.

Many changes have taken place in the educational profession throughout Wisconsin. In 2013 bargaining changed significantly. Currently, SDJ bargains with its JEA only on Base Wages and the Consumer Price Index. The former system of "step and lane" was eliminated. As a result the BOE requested a new structure to compensate SDJ's certified staff. A new pay structure was created and linked to the Teacher/Specialist Evaluation system through CESA 6 called **Educator Effectiveness.**

SDJ chose Educator Effectiveness after studying it for two years and piloted it in 2013-14 school year. It was implemented District-wide the following year. Linking the evaluation system to performance only made sense given SDJ's strong commitment to Evidence Based Leadership.

Professional Performance Structure (PPS) aids in the Recruitment, Retention and Rewarding of employees in light of their expected performance as it relates to the Five Performance Standards:
1. Professional Knowledge
2. Instructional Planning
3. Instructional Delivery
4. Assessment for and of Learning
5. Learning Environment

Professionalism

Employees are placed in one of the following performance levels:
1. Unacceptable
2. Beginning/Developing
3. Effective
4. Distinguished

High, Middle, and Low Performers

In addition to the PPS, SDJ developed a system that assists principals in determining performance levels of the staff and having courageous conversations with low performers. Supervisors utilize the HML System during

Figure 5.1.4 High Middle Low Performer Definitions	
Performer Category	Attributes
High	Excellent attendance Positive attitude Problem solver Invested in Peer Interview Process Regularly models *Standards of Professional Behavior* Recognizes and respects diversity Embraces collaboration with staff Consistently embraces ongoing professional growth opportunities High level of commitment to district/building mission, vision, goals Models high level of initiative (innovative-creative)
Middle	Good attendance Generally positive attitude Problem solves with support and encouragement Questions the effectiveness of the peer interview process Benefits from reminders regarding the consistent use of *Standards of Professional Behavior* Occasionally embraces professional growth opportunities Usually recognizes and respects diversity Collaborates with staff when encouraged Moderate level of commitment to district/building mission, vision, goals Can be creative when working with a supportive team Influenced by high and low performers
Low	Absent from work regularly Blatant, overt opposition to change Positions leadership negatively Master of we/they Does not model

performance reviews. The HML Rating system appears in **Figure 5.1.4.**

5.2 Workforce Climate
5.2.1 Employee Satisfaction

In addition to orientation sessions, new Employees are surveyed about their immediate supervisor and district services. Last year an Employee Satisfaction survey was submitted with a particularly low score for accessibility to Human Resources and live help. As a result, HR staff initiated an in-house campaign to increase their customers' understanding and awareness about how to reach the HR director and staff members via email, cell phone, landline, etc. The score subsequently improved.

Staff completes a 30 and 90-day interview with their immediate supervisor. HR reminds new staff to seek those interviews if they have not already completed them. Such interviews act as reinforcement and review for new employees because the 30 and 90 day interviews are similar in nature to Rounding sessions.

Employee Engagement Survey results are compiled and SDJ has a formal process for communicating and sharing the results. Goals are formulated for the district and each participating school and department. The Superintendent presents Survey Data Rollout Process to building leaders. Those same leaders participate in role playing that they then use in their actual building meetings, for example, how to share and discuss findings related to a poorly rated principal or department. Building leaders are also trained about productive and effective ways to share other results about school performance using actions brainstorming, SWOT analyses. Such meetings and training sessions are concluded with their own evaluations. Building leaders are then charged with creating 90-day action plans in line with the goals stated and in light of the survey data results.

5.2.2 Workforce Engagement

Based on Studer recommendations, SDJ has used Rounding in its mission to raise all student achievement and goal of raising staff satisfaction scores. Rounding (both scheduled and spontaneous) often reveals previously non discussed needs or challenges at the building and classroom levels. Rounding is a proactive tool to address and resolve potential problems or challenges resulting from inadequate resources or information.

SDJ engages its employees via the Rounding sessions, department and building Pulse Checks, regular department meetings and related communications.

SDJ knows that its customers' (both internal and external) expectations never go down, but rather increase as the level of service continuously improves.

SDJ has built a culture around teachers teaching teachers. Many of the Professional Development Sessions or Strategic Department Meetings are taught or led by teachers. Such programs are recorded and uploaded to teacher accessible sites for not only SDJ staff but also community parochial school staff. SDJ staff are considered leaders in providing substantive, relevant and competitive PD instruction.

HR, IT and legal counsel examined what jobs were being performed and compared that information to what should be performed. As a result and in keeping with Fair Labor Standards, adjustments were made to distinguish exempt and non-exempt statuses and overtime policies.

5.2 3 Employee Safety and Security

A safe and secure work environment is critical for employee success. To that end SDJ conducts frequent safety drills in response to a variety of potential emergencies—natural or man-made. Each building has an emergency response team. Staff receive casualty care, first aid and CPR training. Safety videos are required viewing at the beginning of every year. SDJ complies with State and Federal Law in matters of Workmen's Compensation and FMLA.

SDJ employs a documented, published complaint and grievance process, which is outlined in the *Employee Handbook*. Since Act 10, SDJ has written and published an *Employee Handbook* modeled after Jim Collins' "Good to Great" and Studer Group's "Results That Last." SDJ has created and implemented its own Employee Assistance Program.

SDJ is fully ADA compliant. SDJ offers wellness programs and discounts at community health clubs. Rounding is also an essential tool in keeping staff safe, healthy and feeling connected to the administration. Rounding visits reveal potential safety concerns and issues. If such items are shared with the HR Director and/or Superintendent make calls on the spot for resolution. Simple tools like employee badges, visitor policies, staff events also contribute to employee and facility safety.

5.2.3 Leadership Development

Taking You and Your Organization to the Next Level (TYYO) seminar strategies and sessions have proven to be effective venues for SDJ to share its best practices and refine existing practices. Interestingly, SDJ employees who attend the semi-annual TTYO events are often struck by the response of non-SDJ participants who admire and comment on SDJ's competitive, engaging strategies and practices for recruiting, retaining and supporting its employees at all levels.

In addition, SDJ now hosts collaborations and Meet and Confer sessions which replaced negotiations. Handbooks replace the union agreements.

SDJ's culture is characterized by inclusion, collaboration and reinforcement of its core values. Such values are embodied in the *Standards of Professional Behavior* that serves as guidepost for all employees with regard to expectations, policies and behaviors so that all employees treat each other as important customers in addition to the students and families.

Just recently, the IT department was made aware of overtime overages.

6.0 Operations Focus
6.1 Work Processes

SDJ has clear organizational and departmental layouts that support all the work processes within the District. SDJ organizes work processes into two large systems, with multiple key processes supporting each system. SDJ has six Academic processes supporting all the learner centered work processes. **(See chart on pg. 47)** SDJ's Support processes consist of eight key support work processes that manage the operations of the school district. **(Figure 6.1.2)** Emphasis is placed on collaboration across departments and buildings in order to educate every child. Each and every employee plays an integral role in educating every student at every level. SDJ delivers value to its external customers by aligning all of its operations: Superintendent, Administrative and Human Services, Business Services, Communications, Curriculum, Instruction, and Assessment, Information Technology, and Student Services. Lines are not drawn dividing Academic and Support work processes because all work processes play vital roles in the total educational experience of each student. Department collaboration aids in stretching the budget to meet student needs—such effort remains typically invisible to the average customer or family, but they benefit from the value collaboration delivers. **Figure 6.1.1** illustrates the Student at the center of the organization with the various ESC departments collaborating to meet the needs of the student.

Figure 6.1.1 Student Centered Focus
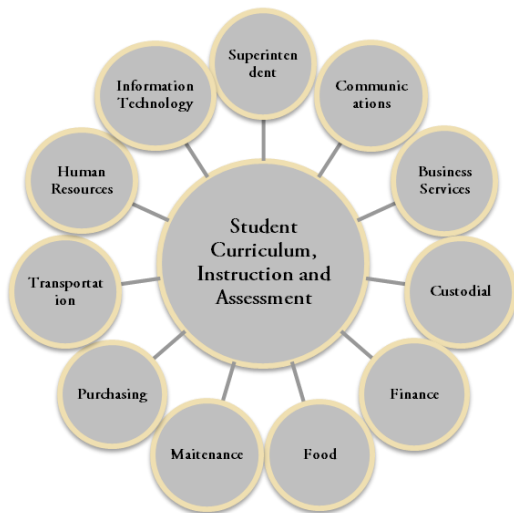
SDJ designs its work systems to meet local, state, and federal requirements that, in turn, serve the needs of each student. **Figure 6.1.2** illustrates the connections between the work systems, key process tools, requirements, performance measures, and the contributions delivered by the work processes. The work system's interconnectivities add to higher student engagement and performance in many ways. For example, on a daily basis, each student is in contact with his/her teachers, but also innovation learning specialists, counselors, school administrative staff, custodians, and food service personnel. Each point of contact with a student is designed to ensure that students' needs are being met, and they are being instructed about food and nutrition, digital literacy, good citizenship, safety, and behavior in a safe, well-maintained, clean, accessible environment.

6.2 Operational Effectiveness

Four processes are in place to measure and monitor operational effectiveness:

1. LEMs (Leadership Evaluation Manager),
2. SIPs (School Improvement Plans),
3. Educator Effectiveness, and
4. SAC (Superintendent Advisory Council).

An Administrator's **LEM** is based on the BOE annual, district goals and aligned with 90 day Goals, Action Steps and Results.

Board of Education Annual District Goals		
Leadership Evaluation Manager Tool (LEM)		
90 Day Goals	Action Steps	Results

Administrators and Senior Leaders are expected to complete LEMs and share the goals and progress with their respective staff. In light of the **Educator Effectiveness** mandate, building principals and academic department leaders are no longer required to use LEMs since there are areas of redundancy. Principals and their staff also development **School Improvement Plans** annually that build on the BOE Annual Goals.

SAC is a tool SDJ uses to encourage innovation and best practices. All employees are welcomed and encouraged to submit a proposal to solve a problem, increase student achievement or initiate a new process. For example, a group of teachers suggested a program to raise students' writing ability via the Janesville Free Press, which included community middle schools. The suggestion was well received, resulted in a presentation at the state Capitol and ran its first pilot program in spring of 2015.

Teachers' success stories are regularly displayed and featured in the Superintendent's blog throughout the year.

6.2.1 Academic Work Processes Effectiveness

Student Services' work processes are interwoven quite tightly with **CIA** and **Special Education (Refer to Results 7.1.27)**. They provide not only support and services but also educate SDJ about the specialized laws, policies, trends and research that pertains to At Risk, Special Education, Student Records, ELL, Title I and numerous other programs and systems. Student Services personnel ensure that the needs of students with disabilities are met in alignment with state and federal law. The Student Services Department together with the CIA Department also initiated an *Equity and Excellence Plan in* 2014. 8 ey expanded on the plan during the 2014-2015 school year. The *Equity and Excellence Plan* requires teachers of students with disabilities to track academic achievement for students with disabilities. In addition, it provides professional development opportunities to increase the capacity of regular education and special education teachers to co-teach.

Together, Student Services and CIA are responsible for everything that every student is learning.

6.2.2 Support Work Processes Effectiveness

Food Service and Innovation: Figure 6.2.2 explains the various initiatives that the SDJ Food Service Department has achieved in its District plan.

Figure 6.2.2 Food Service Initiatives	
Farm to School (F2S) and School Gardens	Increases positive perception of program. SDJ locates local farmers, educates them on GAP certification, how to grow "menuable" crops, and locate distribution / minimal processing options. Promote activities, i.e. Great Apple Crunch, advertise on menu, and create media exposure. F2S partners include: Amazing Grace FARMS, Janesville; Seneca Foods, Janesville; Apple Hut Orchard, Town of Beloit; Wisconsin Food Hub Cooperative, SE Wisconsin; Richland Hills / Sunset Orchard, Richland Hills, WI.

Figure 6.1.2 Food Service Initiatives

Technology	Adding *Nutrislice* and *Mosaic* software. Nutritional database is accessible to parents, students and families. Software displays menus / information, pictures or food choices, calorie content, carbohydrate content, fat content, allergen information, and nutrient content.
Breakfast in the Classroom (BIC)	Increases student access to a free breakfast daily. SDJ has 6 locations serving breakfast in the classroom in 2016-17.
After School Snack	Provides a free snack to students at 11 area locations eligible where academic enrichment is offered.
Hedberg Public Library's Bookmobile initiatives	Summer meals provided free over the summer at summer school locations, parks, clubs, and the library. SDJ is committed to fighting **food insecurity** in community. Hedberg Public Library Bookmobile visits locations during meal times to provide children access to
Universally Free Breakfast (UFB).	Piloted in January 2012 at Edison MS and district-wide in September 2013. All students offered a free breakfast daily. The program has increased participation dramatically, provided surplus revenue to Fund 50, and eliminated any stigma associated with breakfast.
Staff continuing education	Provide on-going training opportunities to staff per USDA regulations.
Hazard Analysis & Critical Control Points (HACCP) training for all staff	Several other Wisconsin school districts use a modified version of SDJ's own Food Safety Plan (updated annually).
SDJ Food Services works with principals	To solve behavioral issues (i.e., shop lifting at the high school level).
Food Services also works with **Purchasing and Maintenance** staff	To achieve major savings and operational efficiencies. Specifically, maintenance staff and trucks will be used for food and equipment delivery to the 21 sites. Maintenance staff is trained to provide crossover relief in the cases where custodial staff is absent. In addition, maintenance professionals are hired to concentrate on food service equipment since study of the data associated with equipment failure and repair revealed significant cost savings would be gained by providing in-house maintenance.

In an effort to collaborate and coordinate with teachers, **Business Services personnel (Food Services, Custodial, Maintenance, Purchasing and Financial.)** have time with building principals every month during the principals' meeting. Budget items, statuses, instructions are frequent topics but so are Food Service developments and initiatives as well as building custodial or maintenance topics. Such meetings are vital to keep all operations focused and aligned around the needs of students.

Business Services incorporates employee cross training. Simply put, when an internal or external customer calls the Business Services office, any employee, regardless of department, should be able to effectively answer at least 10 FAQ's without having to transfer the call.

Effective employee hiring, training and retention practices also serve as value drivers for SDJ. For example, in **Custodial Services,** a training program created by the **Manager of Custodial, Transportation and Purchasing Services**, was coupled with a new leadership development program. The result has been that employees see a path to promotion. Such a pro-

gram serves to attract quality candidates right from the start.

Manager of Custodial, Transportation and Purchasing Services also developed a plan to improve operations by incorporating technology and increasing staff job satisfaction. **(Figure 6.2.2)**

As one would expect SDJ operations are in strict accordance with all local, state and federal safety requirements.

Another example of the tight alignment among **CIA, Student Services, Food, Custodial and Maintenance** services revolves around individual student needs. All departments must be in alignment to accommodate special needs – access ramps, bathroom set up, and classroom arrangement, are a few examples.

Custodial, Maintenance, and Purchasing staff are keenly aware of the impact of seeking and finding cost savings. Savings achieved in one area often mean benefits for another needed project. Cost however is not the single most important factor in purchasing decisions as noted in the Food Services discussion. It is interesting to note that SDJ's Food Services is part of a 67 CESA II Coop group that has a combined purchasing power of $20 million annually - such a consortium exerts much more positive influence on product quality and pricing than a single district could by itself. As a result, SDJ customers reap the benefits of receiving the best product for the best value.

Information Technology focuses on driving improvements in key functional areas through: (a) regular vendor meetings, (b) infrastructure audits and assessments, and (c) application of industry standards and best practices, (d) sustainability. **Recent surveys of building staff rated IT 4.83/5 for "Having required tools and supplies needed to succeed.**

SDJ leverages the power of vendors. Every Wednesday morning is reserved for "Major Vendor Meeting Morning," and those critical IT vendors with whom the District has contracts meet with the CIO and selected IT staff on a monthly or bi-monthly schedule to review (a) operations, (b) challenges, (c) new aspects of their product(s), and (d) future roadmap of products and services. Some of these meetings are face-to-face, while others are conducted through TelePresence (HQ Video Conferencing). Most meetings last approximately one hour, and each meeting drives the next. A new solution is available? How does SDJ get that solution in front of staff? A new product is coming to the market? How does SDJ prepare for that product?

In addition, SDJ leverages vendors for critical system design and deployment. For example, when data show a need to increase bandwidth, a vendor/partner is chosen to work with the senior IT staff to design and deploy the increased bandwidth. SDJ is an enterprise class organization and the CIO and IT staff treat all aspects of the IT program, including its infrastructure, as such.

Information Technology Operations:

IT utilizes a number of key strategies to be operationally effective, including the use of planned professional development for the technical staff, and the use of technical experts. Technical staff attends professional conferences, along with structured classes related to their role and function.

Use of technical experts is leveraged as appropriate. The District technical staff are broad generalists who specialize in a number of areas; as needs arise, the District utilizes outside technical experts who are much more specialist in only a single area. This allows SDJ to operate most of the time with the District Technical Staff, but to reach out to remote technical experts as the situation or challenge arises.

Day-to-day IT service is measured in time to resolution in the moment, while always looking to streamline (improve) processes, frequently automating processes. The organization of the department's work, and the service the Technical Staff provide, is focused around effective and efficient service delivery. If a service can be automated, it is; for example: student account creation is automated from the time the student is entered in New Student Enrollment.

Data accuracy and integrity are regularly monitored, reporting requirements reviewed, and customer service needs addressed **(Refer to Results 7.4.1-.4).** The IT data staff meet with the CIO weekly to discuss changes in State and Federal reporting requirements, process improvements, and operational activities. Financial audits and Student Information System Health Checks are completed regularly to test for data integrity and accuracy. The process to review systems, functions, and processes is ongoing and sustained .

Access to all IT systems is tightly controlled, with a foundational philosophical premise of "Need to Know Access." Access to systems, and rights to data, is based on an individual staff member's role and function. New Employee rights are provided once HR approves the hire. Employees who leave the organization have their system rights terminated immediately. The process for adding and deleting employees is practiced and tight.

Bi-monthly meetings are scheduled for the entire IT team that focus on communications, connections, and coordination of activities. **(Figure 6.2.3 Information Technology Organization Chart)** The CIO meets with four subgroups of the larger team: (1) staff working with data, (2) staff associated with network functions, (3) staff associated with customer service, and (4) staff working with Assistive Technology. The focus on these meetings are (a) process improvements, (b) current operations, (c) innovation and visioning, and (d) cross-training.

Disaster Recovery and Business Continuation Planning is continual as systems and resources change and develop. The IT Network staff meet with the CIO monthly to review all network systems, analyze data trends, and discuss changes in disaster recovery and business continuation. As topics are reviewed, the CIO directs the use of outside vendors and subject area experts to assure system reliability and resiliency.

Currently, offsite backups of all critical systems occurs nightly. To further leverage resilient and reliable services, SDJ utilizes cloud resources (SAAS) for many systems including Library Card Catalog, Aesop System (Frontline) for substitute teacher management and e-mail. Other IT applications are kept in-house for reasons that include security, reliability, and/or bandwidth; this includes Financial Services, Student Information Services, Food Service, Transportation, etc. The decision for cloud hosting vs. traditional on premise hosting is based on complexity of the systems, skillsets of IT staff to manage them, along with industry/market factors.

A comprehensive IT program not only focuses on infrastructure and access, bandwidth and filtering, but on professional development, innovation, policies, procedures, as well as best practices in the industry. As such, the Janesville program includes staff who focus on 21st Century Literacy and Innovation, Professional Development, and Assistive Technology. These staff serve all schools and are focused on improving student achievement through educational technology. Their supervision is coordinated with the Directors from IT, CIA and Special Education departments.

SDJ has a complete inventory of all IT items, and from that inventory has developed (and maintains) a 30-year long-range budget model. All IT items, including workstations, iPads, Chromebooks, servers, switches, are included in this long-range plan. Based on the item's current age, life-expectancy, and condition, the IT department projects what equipment needs to be replaced in what years and at what costs, providing SDJ visibility to long-term funding needs.

The following infrastructure growth indicators show how IT is meeting the technology access needs of students and staff:

    1. Growth in wireless access points: 2012 – fewer than 250; 2017 – more than 1250. Today, every classroom, office, gymnasium, pool, and hallway has sufficient wireless access for 1:1 technology deployment

    2. Growth in Chromebooks: 2012 – 0; 2017 – more than 7,800.

    3. Growth in iPads: 2012 – fewer than 1,200; 2017 – more than 3,000

    4. Growth in Smartboards/Panels: 2012 – fewer than 75; 2017 more than 800

    5. Video Classroom Access (TelePresence): 2012 – 0; 2017 – broad access in all schools, including the largest deployment of Cisco TelePresence of any Wisconsin K-12 School District.

    6. Video Classes (Daily and ad hoc): 2012 – few if any; 2017 – 17 weekly courses and broad use of ad hoc connections.

IT uses sustainability as a key driving factor, always looking at replacement cycles and funding sources as purchases are made. By taking a long view, utilizing a 30-year IT Capital Equipment Plan, the District has visibility to its long-range funding needs, as well as the work schedule, and how these line up with, or compete against, other factors in the organization. **(Figure 6.2.4 IT Long Range Replacement Plan)**

6.3 Data Driven Decision-Making. Innovation is the mantra. To measure and advance innovation, data collection and analysis has become the means to validate that the various work processes are successful. For example data is collected across the various ESC departments through Student and Parent Satisfaction Surveys, Employee Engagement Surveys, and Technology audits and surveys. Each department reviews data in the form of dashboards and shares results daily, weekly, monthly or annually depending on the nature of the information. As of June 2016, SDJ began linking the data outcomes to SDJ's *Roadmap to Excellence 2016-2020* Strategic Plan's short and long term goals for academics and operations on the SDJ website.

All departments use a variety of data to assess and examine their operations. A **CIA** example of how data collection and analysis improves academic work processes is its reporting process. **CIA** runs daily and monthly reports using CBA data for high school and middle school principals and innovation specialists in order to continuously improve and adapt the teaching processes.

Food Services monitors what is served, eaten, discarded and the nutritional composition at each meal period in every building every day. Schooldude is used for monitoring work orders, costs, etc. related to custodial and maintenance operations. Finance and Purchasing are obviously closely related for budgeting data. Vendors deliver detailed reports, i.e., bussing. SDJ's bussing vendor delivers attendance and routing data. SDJ contracts additional drivers for homeless students and students in unique situations. Detailed records for such services are also maintained.

In addition to CIA and Student Services, food services has the most student contact of any SDJ operations department. It serves 560,000 meals during an average 9-month period. During the summer, it serves 80,000 breakfasts and lunches until August 31. **Actual numbers from 2013-14 show 951,719 lunches, 549,158 breakfasts, 35,218 snacks and 50,754 summer meals were served totally over 1.5 million meals.** Food Services staff educates students about nutrition through conversation, posters, other visuals, and school gardens. SDJ's Food Services meals are in strict accordance with all current USDA and US Government rules and regulations. In negotiating any contracts, quality, price, product delivery methods and prior experience are key criteria for choosing providers. SDJ's Farm to School purchasing seeks to reduce the carbon footprint with specific attention paid to food safety/perishability and logistics. Such initiatives and services demand the fluid coordination and collaboration among several departments including **Food Services, Custodial Services, Purchasing and Student Services.** For instance, if a school's regular custodian is absent, his/her manager must make fast plans for a school to be opened, sidewalks shoveled, lights turned on and milk delivery accepted. Likewise if food coolers fail or there is a power failure or burst water pipe, all departments are in constant communication to ensure smooth service delivery for all students.

SDJ's Maintenance department also uses Schooldude.com as a planning and work order tool to sustain smooth operations and services across the District. The Maintenance Manager checks Schooldude each school day to monitor absences. Schooldude also records all active work order requests for repairs in SDJ owned buildings and facilities. On site custodial and or maintenance staff consult with principals about building repairs and submit the work order request to Schooldude. Upon approval, Schooldude tracks the response time and status. In addition it flags overages or in some cases if an item has been repaired too many times, it offers cost savings suggestions. Parents are often made aware of the maintenance projects in a given school since they are included in Principals' Stoplight Report distributed monthly via email.

The SDJ Support Services' system sums up its mission as follows: "Everyone is our customer."

6.4 Emergency Readiness Principals record accidents on a monthly basis and include data in the monthly Stoplight Report, which is distributed to the BOE and all parent/guardians of a given school. Regular and scheduled safety drills are conducted at all schools. Each school updates and maintains a BERP (Building Emergency Response Plan) to promote safety and ensure proper procedures are followed. Staff share their perceptions of school safety annually in the Staff Satisfaction Survey **(Refer to Results 7.3.8).**

Safety and Emergency Preparedness crosses over with **Student Services and Communications**— The communication tools, protocols, and training processes for specific staff are delineated below. A retired Janesville Police Department sergeant is also producing a video that staff will be required to view.

Partnership with JPD, community agencies and SDJ:

- School/Policy Liaison –district level communication and collaboration
- Uniformed Police Liaison at HS and SRO at MS, also support and provide lessons at Elem schools
- Random locker and vehicle checks, Random canine search periodic backpack checks
- Crime Stoppers Quick 50
- Say Something – new initiative with JPD and Crime Stoppers
    - New **Tap the App– P3 Tips** launched in August
    - Mobile phone – very secure and maintains anonymity
    - Also notifies the Police Liaison or SRO immediately if the tip is related to their school
- Interagency Agreement: Collaboration between Rock County Human Services and Sheriff's Office, City Police and Fire Departments, School District
- Monthly Safe Schools Meetings: all county schools, police, and probation reps

Safety and Emergency Preparedness Tools:

- District Crisis Manual
    - District guide for Emergency situations
    - In every office and every school
    - Updated yearly
    - Provides district-wide steps/actions in:
        - Prevention and mitigation (which includes staff training)
        - Preparedness (District and School Emergency Response Plans)
        - Response (collaboration with Janesville Police and Fire Departments)
- District Crisis Team
    - Student Services team from the district who will respond to a crisis in another school

- Crisis Kits are available at the district office to take to a school
  - Guides, reference materials, and resources
  - Art supplies, manipulatives, snacks and other material for student use
  - Student sign in sheets
  - Available for crisis and debrief
- Building Emergency Response Plans (BERPs)
  - Revised every year
  - Annual staff training
  - Names Emergency Response Team ERT (AED/ CPR and First Aid Trained)
  - Includes school level response to all areas of safety including evacuation (Grab and Go Kit)
- Casualty Care Kits in every classroom and other key locations
  - Provide emergency care to save lives in case of a school shooting.
  - All school staff are trained in this procedure.
- Drills:
  - Two lock down drills per year at each site (one must be a hard lock down)
  - Fire drill monthly
  - Tornado drill one time per year
  - Two Emergency Response Team Drills at each site
  - Table top exercises at Leadership Development Institutes
  - JDP drills in school buildings for Rapid Deployment and SWAT team drills
- Staff Training:
  - Member: Wisconsin School Safety Coordinators Association
  - WSSCA School Safety Certification Programs (Selected Administrators)
  - Non-Violent Crisis Intervention Training ((deescalate a situation, how to physically intervene in a manner that avoids injury for student and for staff)
  - Youth Mental Health First Aid (on conjunction with community agency - JM4C)
  - Prepare training for student services and school administrators (Crisis response and intervention)
  - NIMS training for school administrators

Safety Procedures and Prevention:

- Online Youth Risk Behavior Survey
  - Every 2 years grades 8, 9, and 11
  - Used by district and schools for assessment and development of services and programs during September Student Services meeting and Leadership Development Institute
  - May be incorporated in SIP and DIP
- Bullying Prevention – lessons and school wide focus during September and October
- Character Development – developmental guidance lessons throughout the year/ Second Step or new CC Spark
- Suicide Prevention plan K-12
  - SOS program at grade 6: ACT
  - Unit in Grade 8 Health: ACT (Act, Care, Tell)
  - Unit in Grade 9 Freshman Seminar: ACT
- Network Teams meet weekly to pinpoint student needs and interventions
- Safety Plans for specific students
- Personal Care Plans for students who need mental health supports
- School Code of Conduct reviewed with students yearly
- Positive Behavior Intervention and Supports (PBIS) school wide support for teaching and encouraging positive behavior and character Three Tiers – 1 – for all, 2 – targeted, 3 intensive
  - Check in Check out intervention
  - Functional Behavior Assessments and Behavior plans
  - Student Academic intervention Groups (counseling groups)
  - Wrap-around supports with community and family.
- Student Services counseling groups:
  - Teen Intervene in MS and HS (collaboration with JM4C)
  - Prime for Life (AODA program)
  - Cognitive Behavioral Intervention groups for students who have experienced trauma - MS Implementation (collaboration with Rock Community Youth Network)
  - School based counseling groups determined by each school and delivered by counselors, social workers or psychologists. Examples include dealing with divorce, When someone dies, self-management, etc.
- Security cameras strategically placed in all schools.

- Collaboration with community counseling services, CPS, Police and all outside supports.
- District has representation on community and city initiatives related to safety. Examples below:
  - Heroin Task Force
  - Safe and Stable Families
  - Crime Stoppers
  - Project 16:49 (Homeless Student Advocacy)
- **Board Policy**
  - School Visitors policy: safety of students is first priority
    - Encourage visits by visitors or groups that have a direct relationship to the educational program. Must be arranged and cleared through the building administrator in advance
    - All doors locked during the school day – buzz in for entry only at one controlled entrance with camera – sign log book – visitor badge – escorted to location
    - All staff wear District ID badges
    - Prevent disruption of classroom learning or student educational programs
    - Background check for all school personnel and volunteers
  - Policy on guns: 1325 Community - Dangerous Weapons – added in 2011
    - Bans firearms and dangerous weapons on school grounds and within 1000 feet of school property
    - School Resource officers and liaisons are allowed weapons
    - Allowed for persons 21 older – encased in a locked firearms rack in a motor vehicle
  - BOE policies and Guidance
    - Recently updated Search policy
    - Working on guidance for Sex Offender notification to schools and procedures for approval/ disapproval
    - Review of all current policies
- BERPs purposely are not public. They are kept at the school with the administrators and shared with staff; a copy is sent to the Student Services office and is available at the ESC for emergencies and shared with Police Liaison. SDJ plans to work together on these next year as JPD updates its crisis response plans for each school.
- Services Team Leaders have access to the names of District Crisis Team. The Student Services Coordinator contacts Crisis Team members when a crisis occurs and sets up a team for that event with the input of the school principal. Student Services staff are all notified and let the SS office know if there are students or staff that are impacted in other schools and if supports are needed in other places. Usually the Student Services staff from the school will take the lead. Each situation is different. The Student Services Coordinator takes the crisis kits to the site. All is done in collaboration with the school administrators from start to final debriefing.

SDJ maintains a comprehensive *Emergency Crisis Manual.* Each director and principal keeps a copy in his/her office and one at home. The manual has all current emergency contacts for school closings. In addition, the emergency plans and policies are included with detailed sections for over two dozen crisis responses. The manual also includes training forms, evaluation materials, outside resources and updates.

SDJ also conducts routine safety drills and inspections for fire alarms, sprinklers, fire extinguisher, kitchen hood fire suppression system, emergency generator maintenance and testing, in addition to fuel oil tank annual inspection. Routine building safety inspections, HVAC inspections, security, safety training (asbestos, chemical, etc.) are also conducted in accordance with manufacturer warranties, local, state and federal mandates and codes. Kitchens at all schools are routinely inspected by the Rock County Health Department.

Fire/tornado drill signage is in all buildings.

SDJ uses data from site drills and events to improve and build upon processes in place. Each school reflects on its own drills. This includes the crisis team drills. This is done immediately after the drill. Crisis event recommendations are recorded in the debriefing and changes may result in the procedures listed in the crisis manual and the supports provided. This year we added a packet on "After a Suicide" for all Administrative and SS staff and updated a procedure on response to potentially hazardous inhalants/gases. SDJ has a student services Google Site that is always being updated with new safety information and resources.

Individual schools use the data concerning safety from the Student/ Family satisfaction surveys in planning SIPs and in development of PBIS activities for the year. The Student Services office used it to select areas of focus for the year.

Safety questions are included in both parent/guardian satisfaction and employee engagement surveys. Janesville Police Department also shares data regarding criminal and traffic violations/calls. SDJ nursing staff provides monthly reports, which are assessed for trends. Safety messages are a part of every formal SDJ meeting—another example of SDJ's effort to tightly couple the safety goals of the District with everyday practices.

The *Readiness Emergency Management* federal grant application brought in $125,000 for training by school safety expert, Ken Trump. SDJ trained employees from different shifts, food services and second shift custodians. SDJ conducted a needs assessment in the area of safety with a review of all of buildings looking for gaps in our procedures and processes. It was around this time SDJ added the buzzer system and locked doors in each school in 2006. SDJ also reviewed and updated the crisis manual. SDJ executes continuous reviews of processes by inviting Janesville Police Sergeant Donohue to observe lockdowns and drug dog searches and give feedback. City police officers in the secondary buildings monitor fire drills and other drills increasing the methods used to take students and teachers through drills.

The **Information Technology** department also has an Emergency Management Plan. As systems are reviewed, single points of failure are eliminated. This includes how SDJ prepares for major Disaster Recovery and Business Continuation plans, to how we have spare key components of all major systems.

6.5 Organizational Sustainability

SDJ's Business Services headed by its CFO includes all finance, budgeting, purchasing, transportation, custodial, maintenance and food operations for SDJ. Its mission is to support the learning for each student by providing financial stability, food services, a clean and safe environment which is accessible and well maintained. SDJ as a non-profit must actively manage product and service cost increases with an increasingly limited budget.

The support work systems or departments serve as the critical back-stage operations that ensure the success of the front stage operations of teaching, communicating with all stakeholders and moving SDJ forward in student achievement. The business and finance departments ensure SDJ is in excellent financial standing.

The excerpt quoted below is from the ***Moody's Report of 2013***. 8 is report is only updated when SDJ is seeking to obtain new funding.

"We consider SDJ's financial management to be 'good' under our financial management (FMA) methodology. This indicates that financial management policies exist in most areas although not all may be formalized or regularly monitored by district officials. Highlights of the district's policies include the following:

> Monthly budget to actuals provided to board;
> A five-year capital maintenance plan updated annually'
> An investment policy that follows state guidelines; and
> A formal general fund policy that fund policy that establishes a minimum total reserve level of 17% to 23% of budgeted operating expenditures.

The rating is supported by the following credit factors:

> A large economic base that is an anchor for the surrounding area,
> Stable enrollment with anticipated modest growth,
> Very strong general fund reserves, and
> A moderate debt burden."

Figure 6.5.1 indicates financial data related to operations sustainability.

Figure 6.5.1 Financial Data End of Fiscal Year 6/30/15	
Type of data	Amount
Fund Balance	$22,930,543
Net Position, Governmental Assets at	$90,476,606
Electricity and Gas Cost per sq. ft.	$0.72 and $0.30 respectively
Workers Compensation Modification Rating	.89
BOE Monthly Approval of Check Register/ Revenue & Expenses	100%
Timely DPI Report Submission	100%

Financial Overview and Perspective:

Taking direction from BOE, SDJ is currently working with UNESCO to aggressively address energy efficiencies and savings. UNESCO's research and field studies have identified capital improvements for SDJ to pursue; a 20 year plan was developed. SDJ is examining and improving its preventative maintenance programs.

Other improvements include adopting a software program that allows SDJ remote control of the environment at a specific site. For example, if one of the gyms is reserved by an outside group, lighting and temperatures can be set remotely to avoid extra travel time and energy use overages.

For reference purposes:

The average age of buildings in SDJ is 53.4 year compared to 30.6 for Waukesha, 39.8 Statewide and 41.5 for Beloit. SDJ's oldest sites, Wilson and Roosevelt Elementary schools are 90 years old. Most sites range from 50-60 years old.

The 2014-2015 Mill Rate for SDJ was 9.37 versus 10.25 for the State, 11.56 for Beloit and 12.18 for Sheboygan. Revenue per student was $11,928 versus $12,381 for the State and $12,810 for Sheboygan.

The most dramatic contrast is seen in property tax per student:

Janesville: $3,563
Sheboygan: $3,867
State: $5,367
Waukesha $6,194
Wauwatosa $7,302

Work Process	Pillar Link	Key Process Tools	Key Requirements	Key Performance Measures	Contribution Delivered by Work Process
Figure 6.1.2 Key Academic and Support Work Processes, Requirements and Support Measures					
Key Academic Processes					
Curriculum Mgmt.	Quality	Curriculum Review Process SIP Process STEM Strategic Plan Professional Learning Communities	Meet DPI Curriculum Content Standards	**Leading:** Growth in STEM Initiatives (**Results Fig. 7.1.8**) School site visits conducted by CIA will serve to stimulate each school's refinement of their SIP to better promote student achievement as measured by the School Report Card. **Lagging:** For the SDJ Report Card score to remain in the top 3 of the largest 10 school districts in the state of WI.	SA/OS: Design, implement and assess rigorous and relevant curriculum that prepares students for academic and career success.
Human Resources Mgmt.	Quality	Professional Development Plan Educator Effectiveness Evaluation System Professional Learning Communities School Improvement Plans	Meet DPI Standards for days/hours of instruction. Meet ESSA standard for highly qualified teachers.	**Leading:** Teachers with advanced degrees (**Results Fig. 7.3.7**) **Lagging:** 1.5 positions open due to inadequate candidate pool. 10 Special Ed teachers on Emergency Licensure 3 FTE Currently vacant for Special Ed Teachers 1.5 FTE Currently vacant for Psychologists	SA/OS: Deploy innovative instructional methods that respect cultural diversity, individual learning needs, and best practices.
Human Resources Mgmt.	People	Performance Evaluation System Professional Performance Structure Employee Benefits Plan	Meet regulatory requirements.	**Leading:** Student to Staff Ratio (**Results Fig. 7.3.1**) **Lagging:** Sub Teacher Fill Rate (**Results Fig. 7.3.4**)	OS/SU: Hire, develop, engage, and retain talented employees; administrator a performance evaluation system for all employees.
Library Media Mgmt.	Quality	DPI approved Library Media Plan	Exceeds DPI requirements Meets Common School Fund Requirements	**Leading:** Quality Instructional Technology Planning Support (**Results Fig. 7.1.24**) **Lagging:** Professional Development Participation (**Results Fig. 7.1.25**)	
Assessment Mgmt.	Quality	Curriculum Based Assessment Plan Professional Learning Communities School Improvement Plans	Meet guaranteed, viable , and equitable assessment measures. Meet or accede academic proficiency on local, state, and federal assessments.	**Leading:** Growth in Math CBA scores (**Results Fig. 7.1.6**) Efforts by CIA to instruct staff with the use of the district data warehouse program (EduClimber) will serve to promote improved awareness of the powerful use of data to make better evidence based instructional decisions **Lagging:** Current data retreat meetings at all levels will now create a stronger context where data will inform practice and produce stronger overall student achievement results as measured by district indicators.	SA/OS: Evaluate as a team learning growth and proficiency against standards using formative/summative assessments methods.
Student Services Mgmt.	Quality	Response to Intervention Equity and Excellence: Platinum Plan Professional Learning Communities Collaborative Teams	Compliance with state a federal regulations	**Leading:** Closing the Achievement Gap for students of color. **Lagging:** SwD typically low in Reading / Language Arts Growth in Students with Disabilities Math Scores	SA/OS: Evaluate as a team learning growth and proficiency against standards using formative/summative assessments methods. Create improved methods so that all students grow and succeed.

Key Support Processes					
Work Process	Pillar Link	Key Process Tools	Key Requirements	Key Performance Measures	Contribution Delivered by Work Process
Communications Mgmt.	People	Communications Plan	Meet federal/state requirements. Clear and timely information on about district activities.	**Leading:** Increased social media exposure. **(Results Fig. 7.2.8)** **Lagging:** Podcast production expected to ramp up in mid 2017.	SSV/OS/SU: Ensure accessibility to information through various platforms and formats; engage stakeholders and obtain input.
Contracted Services Mgmt.	Finance & Service	Vendor Contracts	Meet federal/state requirements.	**Leading:** Transportation timely. **Lagging:** Will be implementing electronic purchasing system by 2017/2018.	SSV/FR/SU: Provide safe and efficient transportation. Provide service added incentives and competitive cost effective products and services
Facilities Mgmt.	Health & Safety	5 year Capital Projects Plan Crisis Plan Energy Management	Meet federal/state/county/city requirements for health, safety, security. Cost effective and energy efficient.	**Leading:** The BOE approved additional capital improvement funding through ACT 32. This additional funding is strictly to be used for energy efficient improvements. This is a part of an overall facility energy efficiency study and plan. SDJ has a 10-year Capital Improvement Plan. **Lagging:** A recent facilities study noted that we are in need of some large capital improvements as our buildings average being 60 years old.	SSV/FR/SU: Manage safe and healthy plant operations.
Financial Mgmt.	Finance	Budget Planning Cycle Budget and Staffing Plan Act 32 approved by BOE	Meet regulatory requirements. Effective fiscal management Efficient fiscal reporting.	**Leading:** Strong financial health with a strong fund balance. BOE meeting minutes reflect monthly approval of Financial Statements and annual approval of the Annual Financial Statements. Refinancing of the District's Bonds have resulted in much lower interest payments by taxpayers.	SA/OS/SU: Ensure accountability in use of District finances; employ budget planning methods for fiscal sustainability.

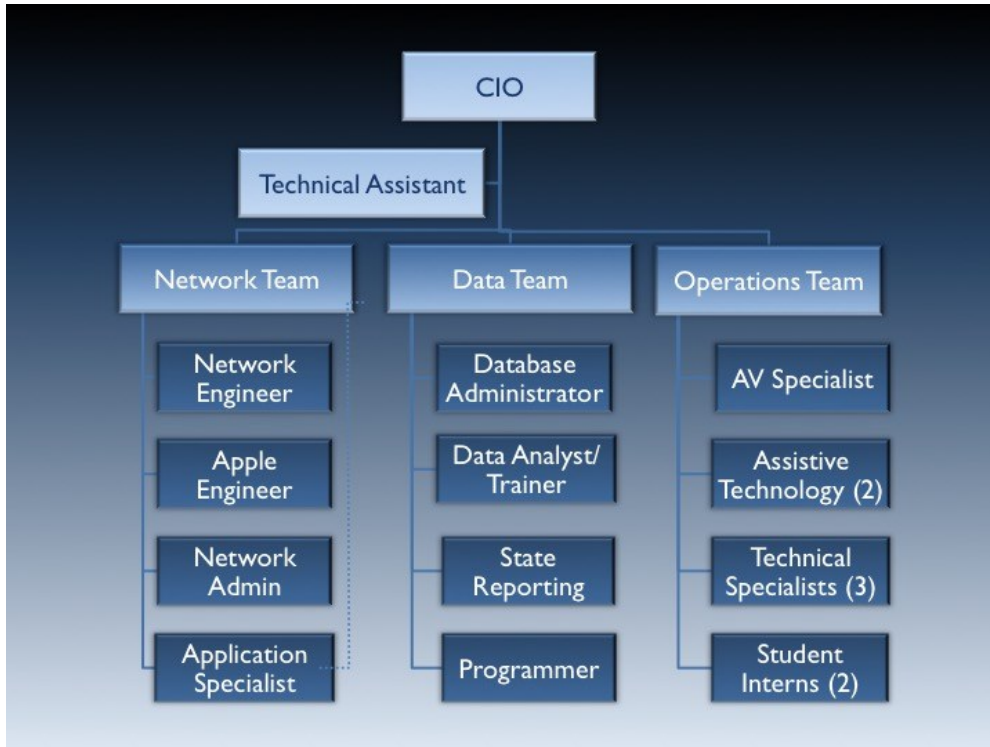|			Key Support Processes		
Work Process	Pillar Link	Key Process Tools	Key Requirements	Key Performance Measures	Contribution Delivered by Work Process
Financial Mgmt.				Have a Aa2 bond rating from Moody's and a AA- bond rating **Lagging:** Funding sources (including Federal, State and local) may vary from year to year. Changes could include both increases or decreases from one year to the next.	
Food Services	Health & Safety People Quality		Meet regulatory requirements.	**Leading:** The District is in the top 7 in the State of Wisconsin in the percentages of students receiving lunches and in the top 2 in the State of Wisconsin in the percentages of students receiving breakfasts. **(Results Fig. 7.4.8-.9)** **Lagging:** The paid lunch category has declined for past 7 years. **(Results Fig. 7.4.7)**	SA/OS/SU: Provide nutritious and cost effective meals; farm to table opportunities.
JIEP Mgmt.	Growth	JIEP Strategic Plan	Meet regulatory requirements. Budget benchmarks and realizing a profit	**Leading:** Growth in International tuition paying students **(Results Fig. 7.2.10)** **Lagging:** Full BOE Support	SA/OS/SU: Build relationships with international schools and parents and recruit international students who would pay tuition. Facilitate visa applications and room and board for students.

				Key Support Processes	
Work Process	Pillar Link	Key Process Tools	Key Requirements	Key Performance Measures	Contribution Delivered by Work Process
Technology Mgmt.	Service	30 Technology Replacement Plan	Systems availability, Comply with Federal and state Internet Child protection and safety laws.	**Leading:** Growth in Technology Support: Can you reach a live person? (Score 4.93/5) Attitude: Was it a nice experience? Service with a smile? (Score 4.95/5) **Lagging:** Communication: Did IT keep you updated on your support request? (Score 4.78/5) **Infrastructure and Staffing data to show leading and lagging indicators:** **Leading: IT Staff:** The above infrastructure additions have been accomplished without adding additional FTE staff in the IT office. It has been accomplished by restructuring roles and aligning daily operations to industry standards and best in practice. **Leading: Assistive Technology Specialist Staffing:** The District has added an additional Assistive Technology Specialist for a total staffing of 2.0 FTE. **Lagging: Innovation Specialist Staffing:** While the staffing levels have grown over the past year, we continue to lack an Innovation Specialist for each school.	SA/SSV/OS/SU: Enhance personalized learning and digital citizenship; Manage IT infrastructure to support decision-making, efficiency, and learning.
Key: Contribution – SA=Student Achievement; SSV=Student/Stakeholder Value; FR=Financial Return; OS=Organizational Success; SU=Sustainability					

Figure 6.2.2 Business Services Operations Improvement Plan			
	Custodial Services	Purchasing	Transportation
Objective	To provide cleaning and support services that meet or exceed established target levels on a consistent basis.	To support procurement of goods/services that are requested by school.	To provide safe and reliable transportation to students who qualify as defined in DPI and school district requirements.
Tools, Processes, Procedures	Variety of chemical to address all cleaning needs. Variety of equipment types to reduce time and effort. Utility custodian structure to cover absences. System to mange time off capacity impact. Planning and progress reporting of summer cleaning.	Manual purchase request forms. Manual approval process for requests. Electronic purchase order records.	Manual bus route plans. Manual ridership attendance. Manual misconduct reporting process.
Improvement Initiatives	Single source for chemicals. On-line reorder of chemical and equipment supplies. 30 hours of leadership training for Head Custodians. 3 hours of teamwork training for all custodians. 3 hours of cleaning process training for all custodians.	Annual notice to all staff on end of year orders. Reduction of POs through on-line custodial ordering. Potential for automation of request process.	Internet based bus route management software. Potential electronic bus ridership records.
Metrics	Support Card Survey Results • Ability to connect for support. • Receipt of the correct good or service. • Efficient operations of daily functions. Staff Engagement Survey Results • Have required tools and supplies to succeed. • Work done makes a difference in students' lives.	Support Card Survey Results • Ability to connect for support. • Receipt of the correct good or service. Staff Engagement Survey Results • Have required tools and supplies to succeed. • Work done makes a difference in students' lives.	Support Card Survey Results • Ability to connect for support. • Receipt of the correct good or service. • Efficient operations of daily functions. Staff Engagement Survey Results • Have required tools and supplies to succeed. • Work done makes a difference in students' lives.
Results	Reduced complaint quantity each year. More tasks completed in available time. Better results with summer cleaning each year. Equipment & supplies available when needed. Better skill and knowledge development.	Reliable processing of purchase requests & orders. Prompt support for occasional problems.	High reliability on transportation routes.

Information Technology Organizational Chart

Figure 6.2.3

IT Long Range Replacement Plan

Figure 6.2.4

Total Devices	Educational Technology Program Totals	Qty	2015-2016	Qty	2016-2017	Qty	2017-2018
3784	PC Workstation/Monitor Costs: 6-Year Rotation Cycle	33	$ 23,298.00	373	$ 268,078.08	0	$ -
348	PC Laptop Costs: 4-Year Rotation Cycle	6	$ 6,602.90	12	$ 13,443.51	113	$ 128,998.29
523	Netbooks: 5-Year Rotation Cycle	523	$ 228,179.67	0	$ -	0	$ -
3038	Chromebooks: 5-year Rotation Cycle	0	$ -	0	$ -	3	$ 1,357.76
1918	iPad: 5-year Rotation Cycle	133	$ 66,367.00	404	$ 205,224.73	592	$ 301,262.79
256	Apple/Mac Workstation Costs: 5-Year Rotation Cycle	1	$ 1,879.00	42	$ 80,338.52	147	$ 286,527.35
245	Apple/Mac Laptop Costs: 4-Year Rotation Cycle	13	$ 24,804.00	30	$ 58,270.32	101	$ 199,904.10
662	SmartBoard/Projector/Speaker Costs: 12-Year Rotation Cycle	0	$ -	0	$ -	2	$ 8,713.67
92	Projector Costs: 6-Year Rotation Cycle	83	$ 39,840.00	0	$ -	4	$ 1,991.70
0		77	$ -	24	$ -	13	$ -
145	PC - Tech Ed Workstation/Monitor	0	$ -	0	$ -	0	$ -
93	SmartBoard Response System: 6-Year Rotation Cycle	21	$ 6,834.10	5	$ 5,785.72	24	$ 28,299.11
153	Document Cameras: 10-Year Rotation Cycle	24	$ 2,400.00	2	$ 203.60	2	$ 207.47
105	Classroom Audio Systems: 12-Year Rotation Cycle	0	$ -	76	$ 24,006.26	0	$ -
0		0	$ -	0	$ -	0	$ -
240	Printers - Laser: (HP-M602DN) 10-Year Rotation Cycle	0	$ -	0	$ -	240	$ 166,804.59
0	Printers - Color (HP-CP4025DN): 10-Year Rotation Cycle	0	$ -	0	$ -	0	$ -
129	Copiers - Sharp MFP: 5-Year Rotation Cycle	0	$ -	0	$ -	129	$ -
12	Copiers - Sharp MFP Large Capacity: 5-Year Rotation Cycle	0	$ -	0	$ -	12	$ -
0		0	$ -	0	$ -	0	$ -
102	Battery Backups: 4-Year Rotation Cycle	37	$ 172,209.12	0	$ -	4	$ 19,312.41
9	File Servers: 4-Year Rotation Cycle	4	$ 20,913.32	0	$ -	9	$ 48,812.11
13896	Network Switches/Port: 10-Year Rotation Cycle	0	$ -	0	$ -	0	$ -
1825	Phones:12-Year Rotation Cycle	0	$ -	0	$ -	0	$ -
1186	Wireless Access Points: 10-Year Cycle	0	$ -	0	$ -	0	$ -
312	Building Security Cameras: 10-Year Cycle	0	$ -	0	$ -	0	$ -
12	Cisco TelePresence Units	0	$ -	0	$ -	0	$ -
	Unitrends		$ -		$ 85,000.00		$ 85,000.00
1	SAN (6-Year Life Cycle)		$ -		$ -		$ 50,000.00
2	Wireless Controllers/ Firewall/ Backup		$ -		$ 60,000.00		$ -
	Large Group Space Sound and Video Systems		$ 50,000.00		$ 50,000.00		$ 50,000.00
	Ed Tech Equipment		$ 15,000.00		$ 15,000.00		$ 15,000.00
	Video Production/MakerSpace/Fab Lab		$ 20,000.00		$ -		$ -
	Production Software		$ 50,000.00		$ 126,000.00		$ -
			$ -		$ -		$ -
	Technology Infrastructure Total		$ 728,327.11		$ 991,350.74		$ 1,392,191.33

7.0 Results

The performance results for SDJ and the continuous improvement efforts through the *Roadmap to Excellence* are the direct result of Administrators and Teachers collaborating on effective practices which focus on our commitment to our mission and core values, data driven decisions and communication to the stakeholders.

For this application (when appropriate) SDJ compared "Like Schools" by Enrollment and Economic Status. We researched the data from the DPI Current Data made available from WISEDash on 01/24/17.

7.1 Student Learning and Process Results

Key Measures for College and Career Readiness

Consistent with our Mission: "To Serve Our Community by Educating Every Child," SDJ aligns Action Plans so all students are successful and prepared for the challenges after high school.

Figure 7.1.1 SDJ's 4 Year High School Completion Rate: for 2014-15 by Race and Ethnicity compared with the state average.

Due in large part to the strategies embedded in the *Platinum Plan* and *Equity in Excellence*, Black and Hispanic students are exceeding the WI state average in high school completion rates. However, white students are lagging behind compared to state averages.
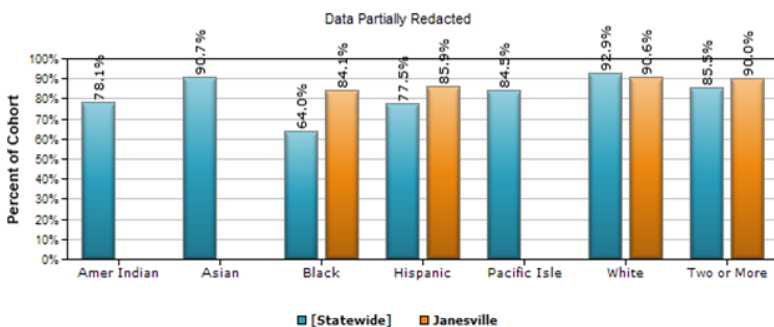
Figure 7.1.2 SDJ's Trend Data of Graduating High School Students Enrolling in the Fall Postsecondary Options. (Multiple levels: student is enrolled at more than 1 level.)
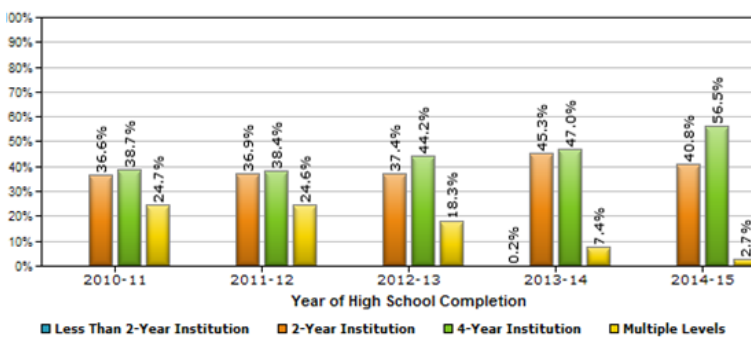
Figure 7.1.3 SDJ's Postsecondary First Fall Enrollment for 2014-15 by Race and Ethnicity More SDJ graduated students are enrolling in postsecondary programs over the last 5 years. Again, Black, Hispanic and students of 2 or more races exceed the state average.
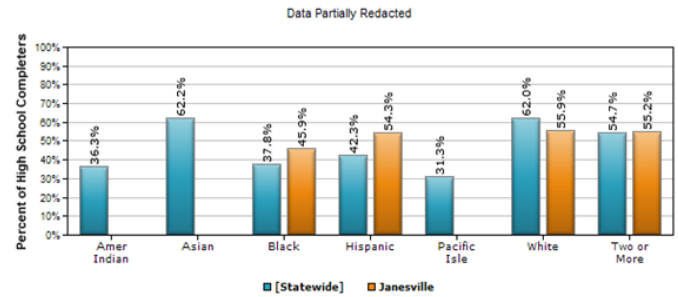
Figure 7.1.4 Curriculum Based Assessments (CBAs):

demonstrates trend data for Reading and Math CBAs which are indicators that students are on track with SDJ's Curriculum Standards and Benchmarks.

	Q4 2010-11	Q4 2011-12	Q4 2012-13	Q4 2013-14	Q4 2014-15
Elementary Reading	62%	77%	83%	79%	79%
Middle School Reading	67%	72%	76%	80%	83%
High School Reading	NA	72%	73%	55%	81%
Elementary Math	77%	84%	85%	86%	85%
Middle School Math	52%	63%	69%	75%	71%
High School Math	NA	50%	44%	57%	59%

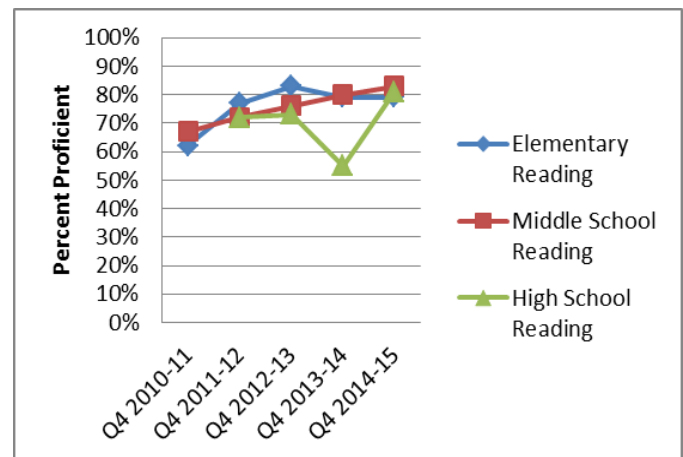**Figure 7.1.5 Reading CBA Trends:** Middle school scores trending upward.
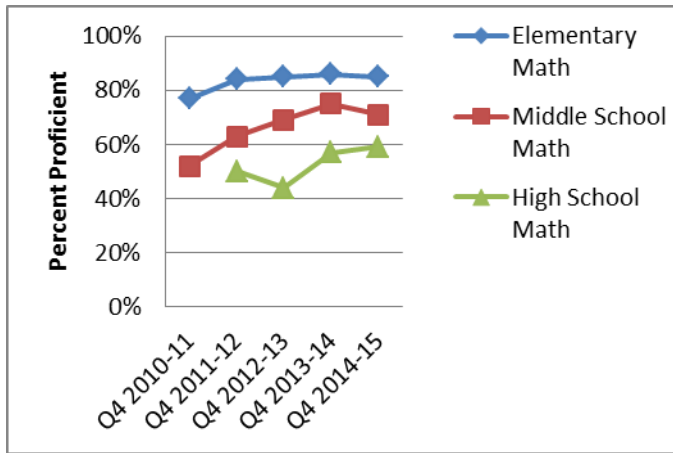
Figure 7.1.6 Math CBA Trends

Figure 7.1.7 WKCE Students with Disabilities Math Trends: SDJ remains above the state average grades 3-8

	STATE	JANESVILLE	DIFFERENCE
2010-11 (WKCE)	16%	14%	-2
2011-12 (WKCE)	17%	14%	-3
2012-13 (WKCE	16%	19%	+3
2013-14 (WKCE)	16%	15%	-1
2014-15 (Badger)	18%	16%	-2
2015-16 (Forward)	13%	14%	+1

WKCE = Wisconsin Knowledge and Concepts Exam
Badger = Badger Wisconsin Exam
Forward = Forward Wisconsin Exam

Figure 7.1.8 Growth in SDJ STEM Initiatives: Indicates how SDJ is meeting the student and community demand for rigorous STEM curriculum and opportunities.

Initiative	2014-15	2015-16	2016-17
STEM Committee formed which includes K-12 teacher representation from the Sciences, Math, Art, Music	Yes	Added Art and Music	Ongoing meetings
STEM Strategic Plan and adding College & Career Ready Coordinator position approved by SDJBOA	Yes		
SDJ BOE approved one time $750,000 (2014-15) to further STEM initiative and STEM coaches were approved through ongoing funding	Yes	Yes	Yes
Aligned resources to "Next Generation Science Standards"	Yes		
Expanded PD Offerings	PLTW	PLTW Coding	
Creating Maker Spaces in each school' Learning Commons or LMC and the use of Green Screen Video Production	1 elem	4 elem	7 more elem and all secondary

Figure 7.1.9 Growth in SDJ STEM Courses

All HS courses in the Course Handbook will be aligned to careers in the discipline.		
Courses	2015-16	2016-17
Engineering is Elementary Curriculum – K-5	Designed	Implemented
Code.org Curriculum	K-6	Continue
PLTW	6-12	6-12
Robotics	CHS	CHS PHS RUHS TAGOS
Game Design	CHS – 6 sections	CHS PHS RUHS TAGOS
Computer Science Classes	Designed	Adding grade 1-5
GIS – integrated across curriculum	DPI to inservice	3-12
Academic Career Planning	Designed	6-12

Student On-Track & Post-secondary Readiness (OTPR)

Figure 7.1.10 ACT Composite Score compared to "Like Districts"
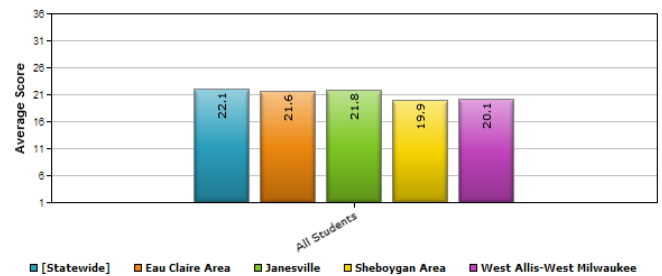

Figure 7.1.11 ACT Average Score Economic Status 2014-15 compared to "Like Districts"
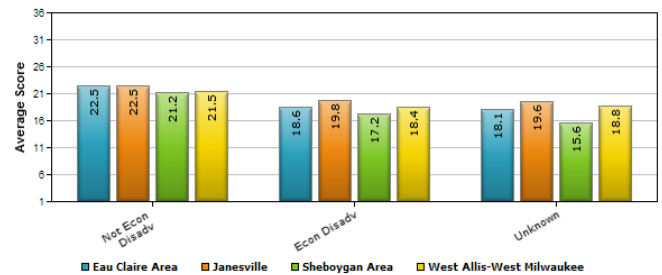

Figure 7.1.12 ACT Average Composite Scores Race & Ethnicity compared to "Like Districts".
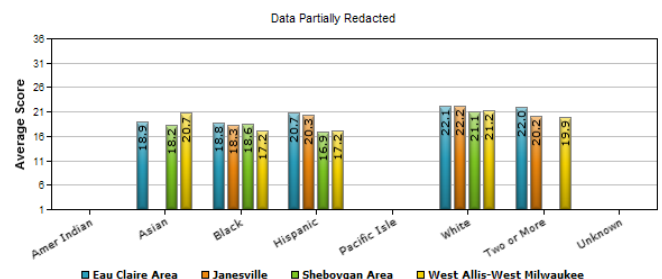
Figure 7.1.13 SDJ 2015 ACT Participation Comparison Data. Approximately 57.3%, 493 students, of the 2016 graduating class took the ACT their junior year. 74.4% of those students scored at the "College Ready" benchmark.

ACT Average Score by Subject			
Subject	US	Wisconsin	SDJ
English	20.5	21.4	21.5
Mathematics	21.1	21.9	21.3
Reading	21.3	22.4	22
Science	20.9	22.2	21.9
Composite	21.1	22.1	21.8

Figure 7.1.14 SDJ AP Course Offering Growth from 2003-04 – 2014 -15. The number of AP Courses offered has almost doubled in the past 11 years. AP Enrollment has doubled in the past 11 years. Number of AP Exams taken has more than doubled in the past 11 years.

Year	Number of AP Courses Offered	Number of Enrollments (Each student may average 2 AP Classes a year)	Number of AP Exams Taken
2003-2004	11	693	329
2004-2005	11	743	460
2005-2006	14	840	413
2006-2007	14	901	457
2007-2008	14	1041	519
2008-2009	13	1151	481
2009-2010	13	1082	456
2010-2011	13	1149	523
2011-2012	14	1016	480
2012-2013	15	1077	646
2013-2014	18	1265	706
2014-2015	21	1500	887

Figure 7.1.15

Growth in SDJ Students from 2003-04 to 2015-16 in AP Course Enrollment compared to AP Exams Taken
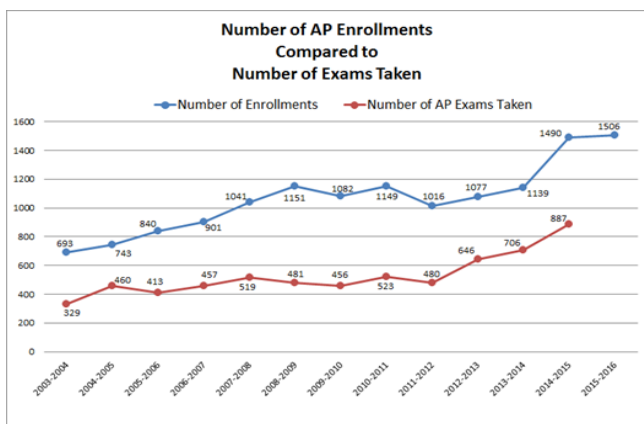

Figure 7.1.16 Growth in SDJ Black Students Participating in AP Exams from 2011-12 to 2015-16.
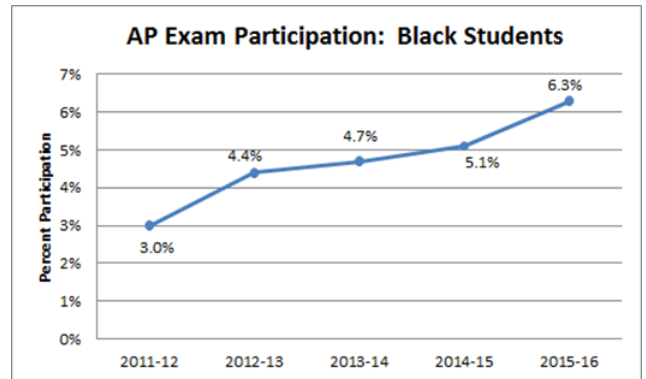

Figure 7.1.17 Growth in SDJ Hispanic Students Participating in AP Exams from 2011-12 to 2015-16.
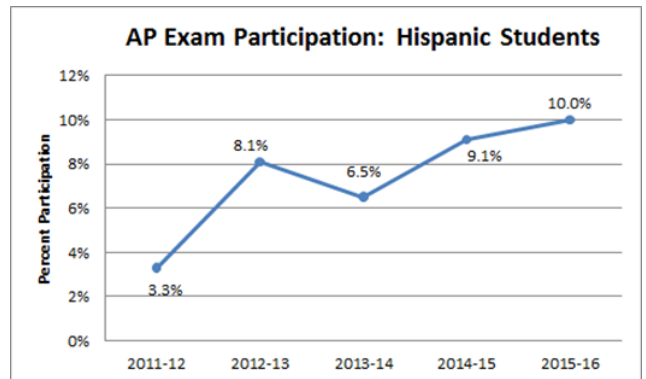
Figure 7.1.18 Growth in SDJ Students Receiving AP Recognition Awards

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar
2011-12	26	9	11	1
2012-13	36	17	19	1
2013-14	44	17	17	2
2014-15	47	11	26	2

Figure 7.1.19 Total of 887 AP exams were given in May, 2015. The chart below indicates comparison scores of 3 or higher with SDJ, the state and the country.

Course	2015 District % of Scores 3 or Higher	2015 State % of Scores 3 or Higher	2015 US % of Scores 3 or Higher
Biology	79%	75%	64%
Calculus AB	51%	64%	57%
Chemistry	15%	56%	52%
Computer Science A	66%	71%	64%
English Lang/Comp	73%	66%	56%
English Lit/Comp	66%	64%	56%
Environmental Sci	81%	64%	64%
Govt & Pol: US	40%	60%	48%
History: US	24%	59%	51%
Human Geography	56%	61%	54%
Physics 1	27%	47%	37%
Physics 2	50%	58%	55%
Psychology	58%	76%	66%
Spanish Lang	70%	88%	90%
Studio Art: Drawing	78%	80%	78%

Technology Perceptions: BrightBytes Data, which are self-reported data by staff and students, reveal their perceptions across four areas: Environment, Skills, Access, and Classroom. The data are reported in a scale range of Beginning, Emerging, Proficient, Advanced, and Exemplary.

Figure 7.1.20 **BrightBytes Three Year Summary Trend Data:** indicates staff and students perceptions are trending upward in the following categories: Overall, Classroom, Access, Skills, and Environment. Access ranks the highest (Exemplary) following categories: Overall, Classroom, Access, Skills, and Environment. Access ranks the highest (Exemplary).

DISTRICTS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
Janesville School District	Jan 1, 2017 to Present	1093 ↗	1021 ↗	1207 ↗	1153 ↗	1098 ↗
	Jan 1, 2016 to Jun 30, 2016	1082	1008	1184	1143	1094
	Jan 1, 2015 to Jun 30, 2015	1072	988	1183	1135	1096

Figure 7.1.21 **Technology Skills:** indicates how staff and students perceive their skills across three levels: Foundational, Online, and Multimedia with an Overall score of Advanced. Teachers perceived their foundational skills as Exemplary.
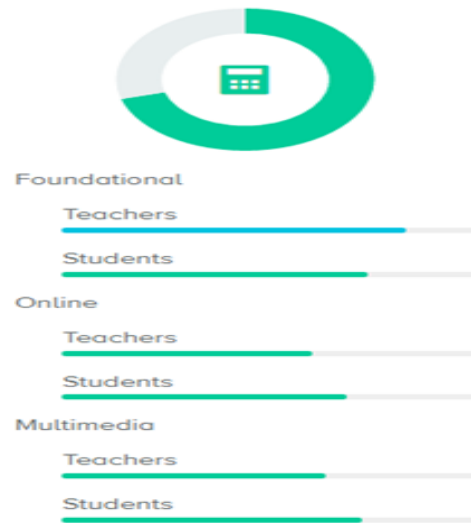

Figure 7.1.22 **Technology Environment:** indicates how teachers perceive the Technology Environment: The 3 Ps (Policies, Procedures, and Practices) and Beliefs are at Advanced levels, Support at a Proficient level and Professional Learning at an Emerging level.
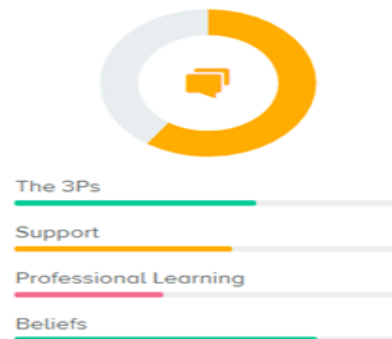
Figure 7.1.23 Technology Classroom Usage: – Classroom use of Educational Technology shows teacher's use of the 4Cs (Critical Thinking, Creativity, Communication, Collaboration) at an Emerging level, while all other areas, including Digital Citizenship, Assessment and Assistive Technology are at the proficient level.
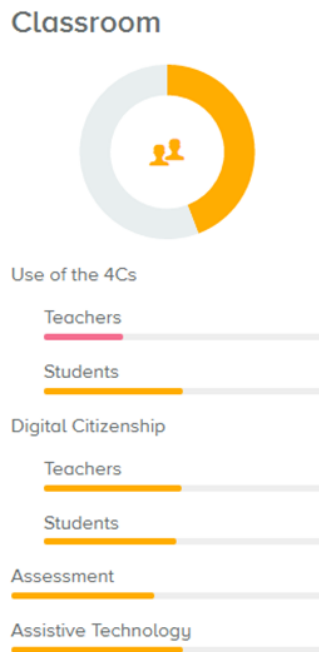

Figure 7.1.26–Enrollment Count ELL Status

Figure 7.1.24: Technology and Learning Planning: Teachers reported that the planning support was consistently between proficient and advanced.

Figure 7.1.25 Technology and Learning Professional Development Participation: Teachers reported they were Emerging as far as the amount of time they choose to spend on Technology PD. Research has shown that teachers need a minimum of 14 hours to become highly qualified in each technology application

Figure 7.1.27 Academic Work System Measures: SDJ measures growth in curriculum initiatives, percent of highly qualified teachers, CBA High School Growth, and keeps track of instruction and IDEA noncompliance violations.

Measure	2013-14	2014-15	2015-16
Curriculum			
Personalized Learning Implementation	0	1 Elementary School and 4 Charter Schools	3 additional Elementary Schools Total 8
PLTW Training		20 Middle School Teachers + 4 High School Teachers	2 Additional High School Teachers Total 26
Teachers participating in AP Workshops	8	14	4 additional Total 18
Instruction			
# DPI Days/Hours of Instruction Violations	0	0	0
% Teachers deemed "Highly Qualified & DPI Certified"	100%	100%	100%
Assessment			
Curriculum Based Assessments High School Growth	Reading – 55% Math – 57%	Reading 81% Math – 59%	
Student Services			
IDEA Non-compliance Violations	0	0	0

7.2 Customer Focus Results

Parent, Staff, and Student Surveys show trend data. The customers complete surveys annually. The charts below indicate a sampling of questions.

Figure 7.2.1 Parent Satisfaction Survey Educational Quality "My child's learning is a high priority at this school. Trend Data on a Scale of 1.0 – 5.0.

2012	2013	2014	2015	2016
4.68	4.69	4.60	4.50	4.49

Figure 7.2.2 Parent Satisfaction: Communication "I regularly receive feedback on how my child is doing." Trend Data on a Scale of 1.0 – 5.0.

2012	2013	2014	2015	2016
4.29	4.36	4.21	4.08	4.11

Figure 7.2.3 Parent Satisfaction: Safe Learning Environment "This school provides a safe learning environment for my child to learn."

2012	2013	2014	2015	2016
4.61	4.60	4.51	4.43	4.42

Figure 7.2.4 Elementary Student Satisfaction: Good Behavior Expectation: My teachers help me show good behavior. Trend Data on a Scale of 1.0 – 5.0. Student Surveys began in 2013.

2013	2014	2015	2016
4.71	4.72	4.73	

Figure 7.2.5 Student Engagement with Technology: Trend Data on a Scale of 1.0 – 5.0. Student Surveys began in 2013 "I get to use computers, SMART Boards, Netbooks, iPads, and other things that make learning fun."

2013	2014	2015
4.47	4.56	4.56

Figure 7.2.6 Overall Student Survey Participation 2014-15

Type of Survey	Respond Count	%
Student Engagement Elementary	3981	93.1
Student Engagement Secondary	3500	64.2
High School Senior Exit Survey - Craig	203	N/A
High School Senior Exit Survey - Parker	155	N/A
High School Senior Exit Survey – ARISE Virtual Charter	14	N/A
High School Senior Exit Survey – Rock River Charter	111	N/A
High School Senior Exit Survey – TAGOS Charter	25	N/A
High School Senior Exit Survey – Rock University High School Charter	N/A	N/A

Figure 7.2.7 Overall Employee and Parent Survey Participation and Mean Score Spring 2016

Type of Survey	Respond Count	Mean Score
Employee Engagement	1,225	4.12
District Services	22/25	4.51
Parent Survey	2,870	4.26

Figure 7.2.8 Communications Management: The Communication Officer Position has evolved over the past 4 years. The power of communicating via electronic communication and social media is trending upward.

	2012-13	2013-14	2014-15	2015-16
Press Releases	29	46	49	70
BLOG Postings	238	188	54	44
Face book Likes		2,538	3,121	3,632
Twitter				152
Messages to all via e-mail			60	54

Figure 7.2.9 Communications Outreach: 2014-15 School Year: The Communication Officer collaborates with various administrators to chronicle district wide and designated community events.

school districts across the world to grow international relationships with partner schools between faculty, students, and families.

Event	Explanation	Attend-ance
Meet & Confer- Boundary Lines	Gathered parent input at Marshall Middle School and Edison Middle School on changes in school enrollment based on revised boundary lines	50
Meet & Confer - PPS	Gathered teacher input on the Professional Performance Structure. Held at Marshall, Craig, and ESC	300
Meet and Confer – Employee Benefits	Gathered input on changes in benefits. Videos posted on website	300
Weekly Newsletters	Posted on District website for public viewing	2000
BTC Expo	Provided information for possible employees	100
Educational Fair	Provided information to parents and students	600
P4J Open House	Provided information to parents and students	486
Craig Honor Wall	Recognized High Achieving Alumni	600
Parker Distinguished Vikings	Recognized High Achieving Alumni	550
Strategic Planning - JIEP	Staff and community members	45
Outdoor Digital Signs	At the ESC, Craig, Parker, Franklin. Plan to add more school locations	4
Janesville Gazette	Monthly Interviews	12
District TV Channel	Daily	
WCLO/WJVL	Monthly Interviews	
WBEL/HOG	Monthly Interviews	
Website hits (1/1/15-4/16/15)		Total hits 617,559 Desktop 512,997 Mobile 85,964 Tablet 18,598
Visitors during above time frame		78% returning 22% New
Top 5 countries viewing website during above time frame	United States India Canada Philippines China	616,572 143 67 54 51
School Board summary reports to all staff		1,500
Golden K Kiwanis Meetings		50

Figure 7.2.10 Growth in Tuition Paying Students JIEP works with

Year	Country	School Enrolled	#
2013-14	China, South Africa	Craig HS ARISE VA	1 1
2014-15	China	Craig RUHS	5
2015-16	China	Craig Parker RUHS	7
2016-17	China	Craig Parker RUHS	25

7.3 Workforce Focus Results

Figure 7.3.1 Student to Staff Ratio

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Janesville	8.26	8.28	8.26	8.15	8.69	8.70	8.63
Wisconsin	8.42	8.29	8.37	8.48	8.66	8.71	8.65

Figure 7.3.2 Student Enrollment & Staffing Levels

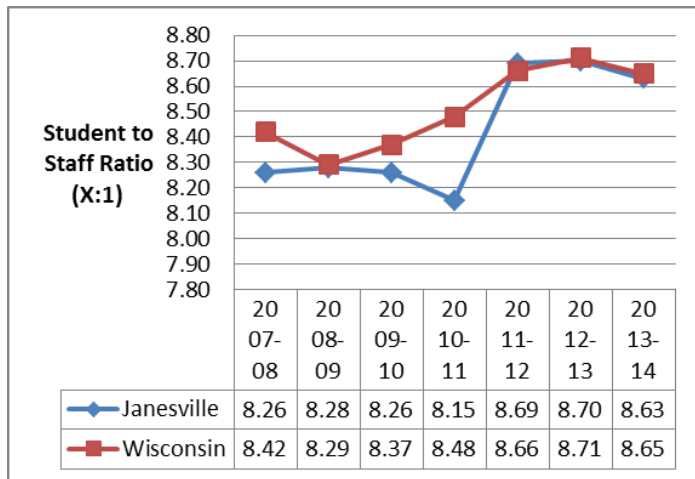|	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Students in Attendance	10379	10567	10456	10334	10325	10327	10390
Staffing Levels	1256.	1276.	1265.	1267.	1188.	1186.	1204.

Figure 7.3.4 Sub Teacher Fill Rates: SDJ is examining how to increase the substitute teacher fill rates by actively recruiting substitute teachers and increasing the wages for sub teachers.
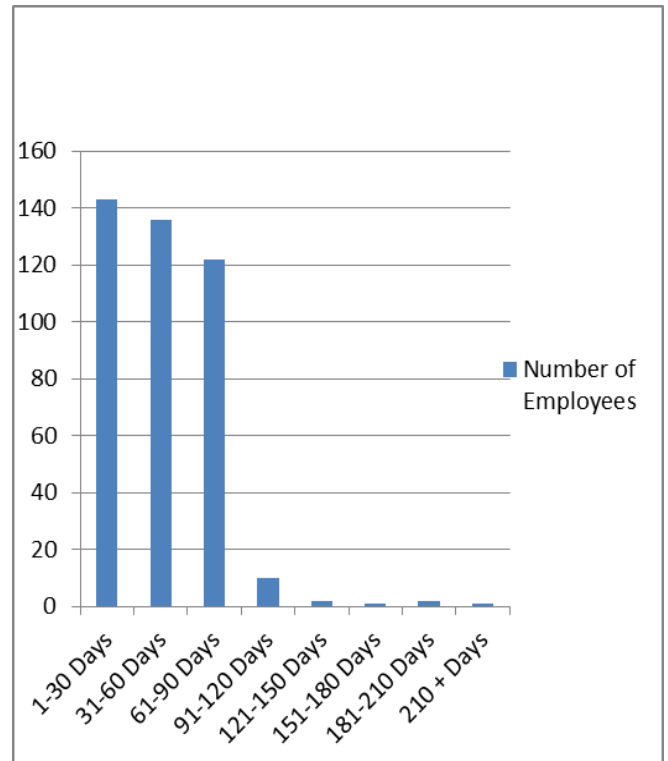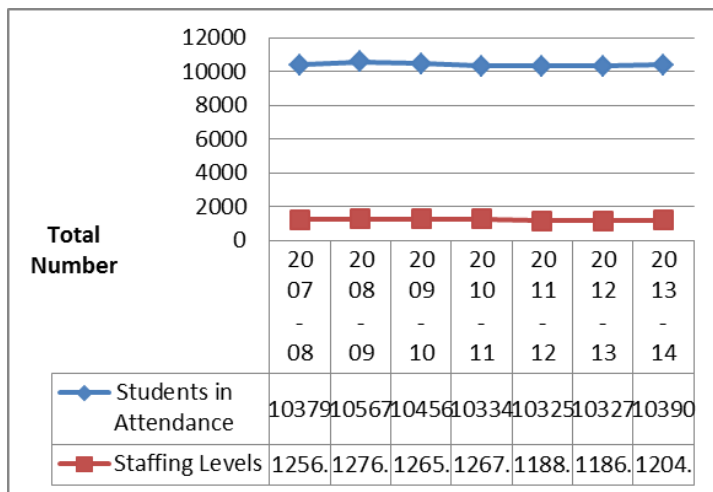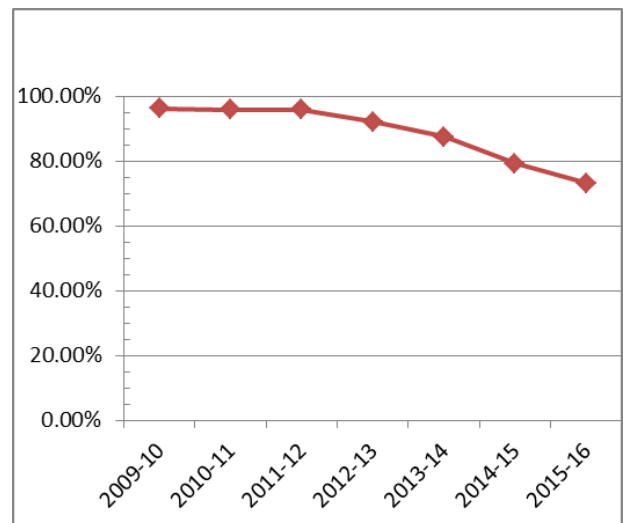

Figure 7.3.3 Number of Days from Posting Close Date to Employee Start Date: The 2014-15 data reflects postings that occur mostly in May for the start date that occurs the next school year.

Figure 7.3.5 Number of Certified Applicants per Year: Certified Applicants per year: 2002-03 was the first year on the system and may reflect the lower number of applicants *Data for the 2015-16 school year is through 12/16/15
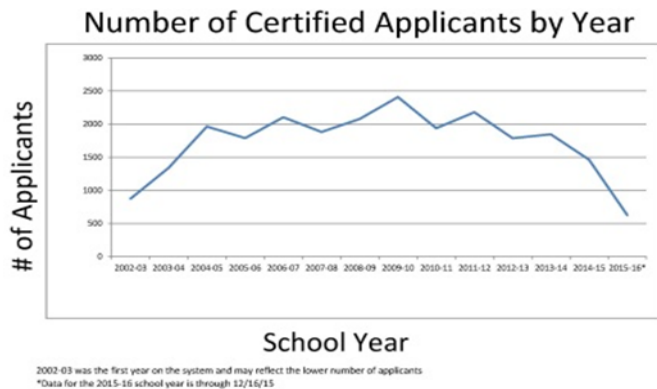
Figure 7.3.6 Length of Service: as of the 2015-16 school year, 53% of SDJ Professional Staff have taught for over 10 years.
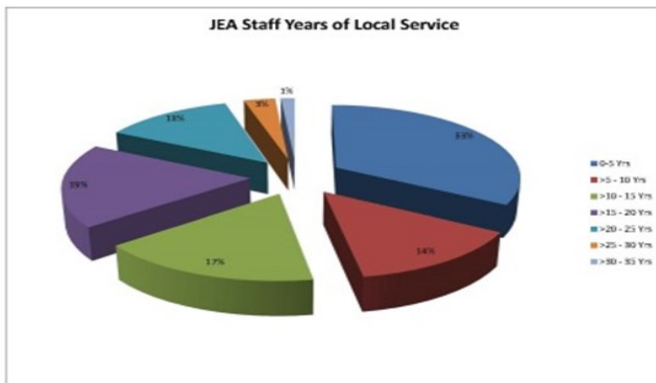
Figure 7.3.7 Teachers with Advanced Degrees: Close to 70% of SDJ Professional Staff have earned a Master Degree with 2% earning a Ph. D.
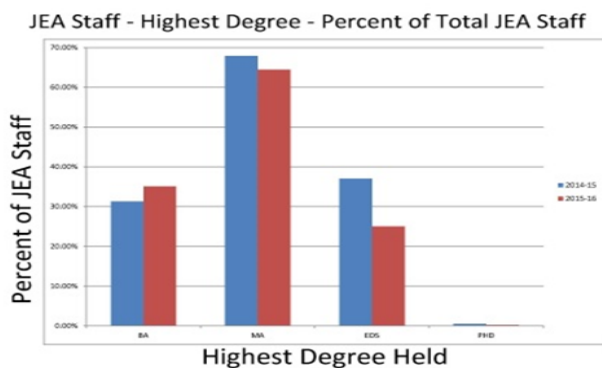
Figure 7.3.8 Staff Perceptions of Safety – Staff Satisfaction Survey Trend Data on a Scale of 1.0 – 5.0. Question: My school/department is a safe place to work.

2013	2014	2015	2016
4.31	4.29	4.39	4.29

Figure 7.3.9 Professional Development Attendance for major SDJ Initiatives: Personalized Learning, Recreating Space, STEM, Virtual Global Connections from My Learning Plan (SDJ provides hundreds of PD workshops throughout the school year and during summer. SDJ is a leader in the state in regards to quality and quantity of PD offerings for the staff. The workshops below specifically concentrate on the number of participants in courses offered for the above initiatives.) **The data covers June 1, 2015 – Dec 31, 2015.**

My Learning Plan STEM Courses	EL	MS	HS
2015 WI Solar Energy Academy	0	0	1
Academic Language of Math	8	3	6
Algebra Pacing	0	0	6
Code.org Training in Chicago			
Code.org Studio K-8	7	4	0
Hour of Code Training	11	3	0
Edmodo	4		2
Genius Bar	19	1	0
Google Apps in Classroom	11	5	0
Google Forms in Classroom	0	1	0
Using Google Docs Effectively	16	0	14
Green Screen Creation	30	1	4
High School Science Curriculum Writing	0	1	17
Inspire Rock County Career Cruising Training	0	11	37
Using iPads to Inform Instruction	5	0	0
iPad Creation K-1	27	0	0
Maker Space Planning	0	0	2
Breaking Down Classroom Walls (ISTE)	0	1	0
Making Virtual Connections with Classroom Experts Across the Worlds	11	2	3
Math Leadership Training	0	4	9
Personalized Learning CESA 1	43	9	
Personalized Learning Implementation	39	11	
Personalized Learning in Edu (College Course)	2	1	1
Personalized Learning Elem Collaborative	12		
PLTW Gateway Automation & Robotics Training	0	1	0
PLTW Core Training	0	1	0
PLTW Conference			1
SMART Board Level 1	4	1	6
SMART Board Level 2	2	0	5
SMART Notebook 14 Content Creation	11	8	6
SMART Notebook 15 Recertification	8	0	2
SMART Notebook 15 New Features	30	3	9
SMART Notebook 15 – Lesson Activity Lab	19	4	2

School District of Janesville *Educational Excellence*

My Learning Plan STEM Courses	EL	MS	HS
STEM Discourse	39	25	1
STEM Leadership Symposium	0	0	1
STEM Middle School Curr Writing	0	4	0
STEAM Conference	1	0	0
Tech in Classroom K-2	22		
TelePresence – How to Manage Instruction	0	2	6
Using QR Codes in Classroom	9	2	
VEX Robotics	0	0	2

7.4 Operations Results

Technology Management

Figure 7.4.1 Network Outages: The School District of Janesville IT Department monitors the network for outages, striving for a high availability to all users at all times.
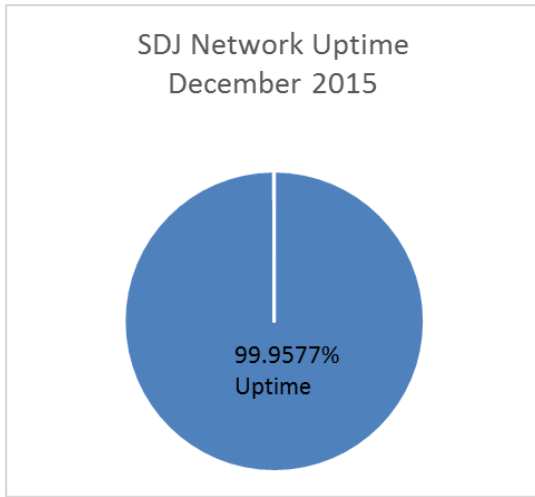

Figure 7.4.2 Traffic Patterns: The School District of Janesville IT Department monitors each interface for traffic patterns, as well as any problems. Each node is identified by a stop-light color scheme: green (trouble free), yellow (caution), red (severe).

Figure 7.4.3 Response Times: Each node on the network is monitored for response times (in milliseconds) and packet loss.

Figure 7.4.4 Print and Copy Usage: The School District of Janesville monitors print and copy usage, as well as paper, across all printers and copiers in 21 sites.

Since January 2012, the District has focused on cost-efficient multi-function copiers/printers, reducing the inefficient Ink-Jet and LaserJet printer count by more than 700.

For the six months ending December 2015, the District's efforts to monitor and reduce costs has shown a reduction of 159,187 pages, or 1.4% year-over-year, while the number of duplexed pages increased 290,964 or 4.2%, reducing paper usage. These efforts have reduced the District's printing and copying costs by $10,621,97 year-over-year.
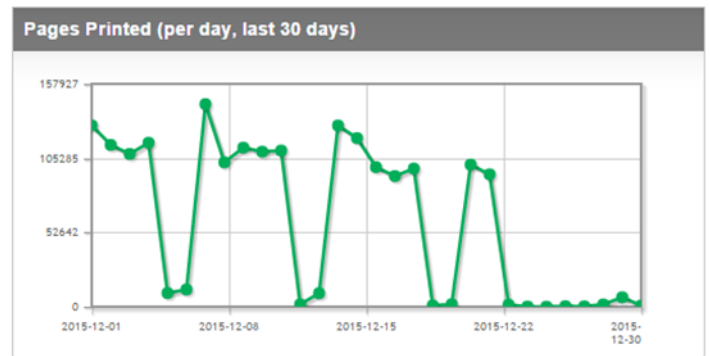

Figure 7.4.5 Information Technology Mean Satisfaction Trends: Principals and Assistant Principals are surveyed several times a year on District Services. Trend data shows (Scale: 1.0 – 5.0):

2013	2014	2015	2016
4.27	3.57	3.83	4.51

These following figures illustrate the growing demand and need for food in an ever increasingly challenged economic environment. Under the current Food Service Management, SDJ has been able to engineer coops, innovative food service programs and alliances to support the nutritional needs of students 365 days a year.

Figure 7.4.6 National School Lunch Program Participation Trends: Indicates that SDJ's paid lunch category has declined for the last 7 years. Total lunches served has declined 4 of the last 5 years.

Yearly Meal comparisons									
Lunch Program									
		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Enrollment	A	9912	9754	9694	9455	9443	9715	9859	9687
ADA	A	9041	8975	8942	8737	8806	8909	9118	9088
Free Meals	T	418845	507369	565312	572436	568536	567510	614489	615462
Reduced Meals	T	74740	78604	68162	76874	70003	71922	49164	48573
Paid Meals	T	405477	390816	382774	358760	332834	312287	300260	287935
Total Meals	T	899062	976789	1016248	1008070	971373	951719	963910	945970
Decline Pd Meals Prior Yr.		0	-14,661	-8,042	-24,014	-25,926	-20,547	-12,027	-12,325
Decline in Total Meals		0	77,727	39,459	-8,178	-36,697	-19,654	12,191	-17,940

Figure 7.4.7 2015-16 School Lunch Participation in Selected WI School Districts: SDJ ranks 7th in the state.

School District	Enrollment	# Free	% Free	# Re-duced	% Re-duced	Total Free and Reduced	% Free and Re-duced	Average Daily Participation (ADP)	Free ADP	Reduced ADP	Paid ADP	% Partici-pation	Rank
Milwaukee Public School District	77294	77294	100.00%	0	0.00%	77294	100.00%	52327	52327	0	0	67.7	2
Racine Unified School District	19239	12341	64.15%	741	3.85%	13082	68.00%	9757	7415	372	1970	61.18	4
School District of Janesville	9942	3666	36.87%	739	7.43%	4405	44.31%	5278	2523	462	2293	57.21	7
West Allis School District	9623	4281	44.49%	594	6.17%	4875	50.66%	4921	2667	301	1953	58.17	6
Wausau School District	8489	7023	82.73%	0	0.00%	7023	82.73%	4911	4911	0	0	67.49	3
Beloit School District	7023	1688	24.04%	233	3.32%	1921	27.35%	3900	1267	175	2458	69.83	1
LaCrosse School District	6663	2810	42.17%	532	7.98%	3342	50.16%	3891	1975	360	1556	58.4	5

Figure 7.4.8 2015-16 School Breakfast Participation in Selected WI School Districts; SDJ ranks 2nd in the state.

SFA Name	Enrollment	# Free	% Free	# Reduced	% Reduced	Total F/R %	Total ADP	Free ADP	Reduced ADP	Paid ADP	% participation	Rank
Milwaukee Public School District	77294	77294	100.00%	0	0.00%	100.00%	34007	34007	0	0	44	1
Madison Metro School District	26382	11230	42.57%	1067	4.04%	46.61%	5929	5126	220	583	22.47	6
Racine Unified School District	18156	10359	57.06%	984	5.42%	62.48%	5528	5408	64	56	30.45	3
Beloit School District	14046	14046	100.00%	0	0.00%	100.00%	3948	3948	0	0	28.1	4
School District of Janesville	9942	4605	46.32%	516	5.19%	51.51%	3365	2179	158	1028	33.85	2
West Allis School District	9626	6119	63.57%	756	7.85%	71.42%	2062	1837	46	179	21.42	7
Wausau School District	8281	3147	38.00%	687	8.30%	46.30%	2240	1769	131	340	27.05	5

Figure 7.4.9 Food Inspection Scores from Rock County

School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Rock County has revised their inspection form and eliminated a numeric score.										
Adams	97	89	86	94	91	93	96	96		4
Harrison	86	86	94	94	90	98	97	99		2
Jackson	96	90	87	91	96	94	98	99		2
Jefferson	93	92	89	92	96	96	96	97		2
Kennedy	90	89	93	91	95	96	98	99		0
Lincoln	91	95	95	94	96	96	96	99		5
Madison	93	82	91	90	95	99	99	96		2
Monroe	93	90	95	94	95	95	95	98		3
Roosevelt	95	97	93	97	94	96	95	97		1
Van Buren	92	88	92	92	95	96	96	98		3
Washington	95	91	88	92	97	96	99	99		2
Wilson	93	71	86	97	99	99	100	100		2
Edison	83	84	84	90 **	91	96	97	98		2
Franklin	86	95	92	93	95	95	98	95 **		2
Marshall	83	92	89	93	97	96 **	95	98		0
Craig	85	85	91	94	96	97	100	100		0
Parker	91	84	88	95	92	97	100	100		3
RR Charter			88	95	93	98	97	99		5
Tagos			91	94	100	100	100	98		2
RUHS								99		
										2.33
Average	90.7	88.2	90.1	93.3	94.89	96.47	97.47	98.2		97.67
Critical violation **										0

42 violations / 20 locations = 2.33

HR Management

Figure 7.4.10 Health Insurance Increases

Plan Year	Carrier (s)	Employee Premium Share	Deductible	Misc. notes
2016 - 2017	Dean HealthCare MercyCare Health Plan Fully Funded	Mercy: $48.90/ $147.47 Dean: $49.01/ $147.34 (single coverage/family coverage)	$250/$500	Once deductible is met, covered charges are paid at 100%
2015 - 2016	Dean HealthCare MercyCare Health Plan Fully Funded	Mercy: $44.80/ $135.20 Dean: $44.03/ $132.62 (single coverage/family coverage)	$100/$200	Once deductible is met, covered charges are paid at 100%
2014 - 2015	PBA - 3rd Party Self Funded	$47.98/$143.38 (single coverage/family coverage)	$100/$200	Once deductible is met, covered charges are paid at 100%
2013 - 2014	Alliance - 3rd Party Self Funded	$45.15/$134.24 (single coverage/family coverage)	$100/$200	Once deductible is met, covered charges are paid at 100%
2012- 2013	Alliance - 3rd Party Self Funded	$17.00/ $43.00 (single coverage/family coverage)	$100/$200	Once deductible is met 80/20 coinsurance amount for office visits Hospital Benefits were paid at 100%

7.5 Leadership and Governance Results

Figure 7.5.1 SDJ Awards
SDJ is recognized nationally and statewide for a variety of initiatives and continuous improvement efforts.

Name of Award	To Whom	Dates	Explanation
National Blue Ribbon Schools	**Roosevelt** Elementary School **Kennedy** Elementary School	2014 2011	U. S. Department of Education recognizes private a public schools who have demonstrated consistent excellence, and made progress in closing gaps in student achievement.
Title 1 Wisconsin Schools of Recognition – Beating the Odds	Lincoln Elementary School Madison Elementary School Jackson Elementary School Jefferson Elementary School Edison Middle School	2011 – 2013 2014, 2015 2011--2016 2014 2013, 2014	Schools in the top 25% of high poverty schools in the state and have above average student achievement in reading and mathematics compared to schools from similar-sized districts, schools, grade configurations and poverty levels
Asian Society Confucius Classroom	Roosevelt and Harrison Elementary Schools, Edison and Franklin Middle Schools	2011	One of the top 100 Chinese classrooms in the nation.
WI PBIS Schools of Distinction	**Harrison** Elementary School Roosevelt Elementary School	2014	Wisconsin Department of Public Instruction (DPI) funded initiative
WI PBIS Schools of Merit	**Craig** High School Parker High School	2013	Wisconsin Department of Public Instruction (DPI) funded initiative
US News & World Report – Silver Medal	**Craig** High School Parker High School	2013, 2015 2012, 2013, 2015	Ranked 18th in WI (top 4%) Ranked 1,511, out of 21,035 in nation (top 8%) Ranked 36th in WI (top 8%) Ranked 1,980 in nation (top 10%)
National School Board Association in conjunction with Center for Digital Education - Digital Schools Survey	School District of Janesville	2014, 2015	Ranked 2nd in nation for advanced use of district website design, communication vehicles with staff and community, and public broadcasting of Board meetings. Through Local Cable Channel and the Internet
Tommy Awards from the Overture Center	Craig and Parker High School Musical Productions	Every year since 2009	Broadway productions like *Les Miserables* and *Phantom of the Opera* and award winning show choir performances highlight the important place of performance in the SDJ's comprehensive curriculum.

Societal Commitments

Figure 7.5.2 Donations - United Way

Type	2015	2014	2013	2012	2011
Employ-ee	$44,160	$44,782	$42,474	$54,266	$62,102
Special Events	$176	$527	$570	$24	$167
Total	$44,336	$45,309	$43,044	$54,290	$62,269

Figure 7.5.3 Donations – Bags of Hope

Annual Donations for Food $40,000

7.6 Budgetary, Financial and Market Results

Figure 7.6.1 Moody's Bond Rating
Aa2

Figure 7.6.2 Fund Balance

As of 6/30/15 - $22,930,543

Figure.7.6.3 Net Assets

As of 6/30/15 - $90,476,606

Figure 7.6.4 Instructional Expenditures per Pupil

| Data for Comparative Cost Per Pupil 2014-2015 (10,194 Pupils)		
	Janesville	State Totals/ Averages
Educational Cost per Pupil	$10,653	$10,911
Transportation Cost per Pupil	$199	$511
Facility Cost per Pupil	$858	$828
Total Educational Cost per Pupil	$11,709	$12,250
Food and Comm. Service Cost per Pupil	$466	$592
Total District Cost per Pupil	$12,175	$12,842

Figure 7.6.5 BOE Monthly Approval of Check Register/Revenue & Expenses

100%

Figure 7.6.6 Timely DPI Report Submission

100%

Figure 7.6.7Gifts and fundraising Trends from 2011-12—2015-16
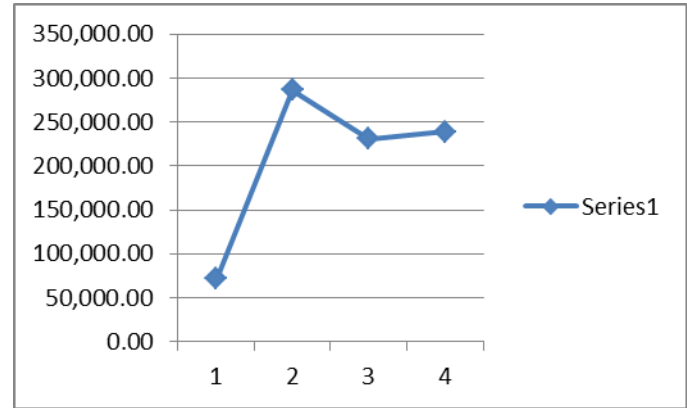
7.6.8 Open Enrollment Trends

3rd Friday count **Resident Membership** is the total number of resident students receiving public instruction in the state of Wisconsin. It is the total headcount, less the open enrollment non-resident in students and adding in the OE out resident students.

3rd Friday count **Headcount Enrollment** is the total number of students that were able to be counted by the district as receiving instruction on 3rd Friday count - i.e. all students regardless of residency status.

Open Enrollment Trends					
	15-16	14-15	13-14	12-13	11-12
3rd Friday count Resident Member-ship	10,197	10,296	10,298	10,207	10, 220
OE out of SDJ	378	374	366	301	237
% of en-rollment OE Out	3.71%	3.63%	3.55%	2.95%	2.32%
3rd Friday Count Headcount Enroll-ment	10,298	10,395	10,351	10,306	10,288
OE into SDJ	479	473	419	400	305
% of en-rollment OE into SDJ	4.65%	4.55%	4.05%	3.88%	2.96%

		SDJ Processes and Methods used by Board of Education and Superintendent's Senior Leadership Team to Measure High Performing Attributes						
Process/ Method	Purpose	Measure	Results 10-11	Results 11-12	Results 12-13	Results 13-14	Results 14-15	Results 15-16
Strategic Planning* Board goals	G	BOE & SL Participation, BOE Approval of SP, Board Goals Annually, SP 2011, Strategic Planning for STEM, Communication, Benefits and JIEP 2014.	y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Policy Review	G	BOE Policies on Governance / BOE Updating of New Policies every 10 years. All series has been reviewed and updated 2011	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
BOE Action on Quality Goal: Student Achievement	G, A/R	Minutes showing BOE discussion of Pillars, Board Goals, student achievement. Minutes Reflect BOE Approval of Evidence-based Leadership methodology, Board goals including Quality goal for student achievement. Every principal and coordinator has at least one quality goal on student achievement in the LEM, all grade levels participate in CBAs, all HS juniors take ACT, all MS take ASPIRE, graduation rate, AP participation	Y 100%	Y 100%	Y 100%	Y 100%	Y 100%	Y 100%
Financial Oversight Finance Pillar	G, F	BOE Policy & Acceptance of Independent Audit Report in Minutes / BOE approved financial goals, ongoing updates at every Board meeting, Finance Board Committee meets once a week, Federal audits of ESEA and IDEA,	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
Advocacy	G	Membership in SAA, NSBA, WABD, AWSA, AASA, WASD, WASBO, ASCD, SHRM, CoSN, WSPR, GEC	Y	Y	Y	Y	Y	Y
Performance Evaluation System	G	SIPs evaluated annually by Director of CIA, LEMs reviewed by Supt and Dir of Human Resources and Admin Ser., Minutes Reflect BOE Discussion of Supt. Eval, Operational reviews, Educator Effectiveness	100% Y Y	100% Y Y	100% Y Y	100% Y Y	100% Y Y	100% Y Y
Professional Growth	G	BOE & Staff Participation in Professional Organizations, and present together at International National and State conferences. Active attendance and participation at What's Right in Education and TYYO, LDI, LDA, ELDI	100% 2	100% 0	100% 3	100% 3	100% 3	100% 3
Recruitment & Retention Plan	G, E, R	State Statute BOE Policies on Hiring, Job Descriptions, Peer Interview Process, Supervision and Evaluation, Handbook, T-Drive, BOE Approval of all Licensed Certified Hires & Percentage of DPI licensed staff, Percentage of highly qualified, 1202 report, Resignations. BOE Receives Succession Plan. % DPI Licensed / % Highly Qualified	Y Y NA 100/100	Y Y NA 100/100	Y Y Y 100/100	Y Y Y 100/100	Y Y Y 100/100	Y Y Y 100/100
Accountability to Stakeholders	G, F, R	Receipt of annual report & mtg. notice; Citizen comments at Board Meeting	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
BOE Induction	G, E	Induction/ethical pledge held for new BOE Members, signed standards of Professional behavior (SOP), orientation	2	2	3	2	2	3
Open Meetings Laws	G, R, E, L	# Open Meetings Violations / All BOE Meeting Agendas & Minutes Posting Meet Posting Requirements. Citizen Comments heard at BOE Meetings, all emails archived	0/100% 1	0/100% 2	0/100% 10	0/100% 10	0/100% 14	0/100% 11
Communication Plan	G, E	Weekly Newsletters, Daily Blogs, Strategic Plan for Communication, Involvement in Service Club and Forward Janesville, Social Media, Stoplight reports, communication boards in each school, What's Right in Education reported to Board monthly, Employee, Student and Parent Surveys. BOE Discussion of Survey Results	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
Ethics Management	G, E	Bd Policy 4120, SOB, New Employee orientation and New Teacher Orient. % employees receiving policies / % employees signing SOP	28/0 100%	28/1 100%	28/0 100%	28/0 100%	28/0 100%	28/0 100%
Handbook	G, E, L	# employee grievances resolved without arbitration	0	1	3	3	0	0
Harassment Policy	G, E, L	# harassment complaints filed, BOE Policy	0	0	0	0	0	0

SDJ Processes and Methods used by Board of Education and Superintendent's Senior Leadership Team to Measure High Performing Attributes								
Process/Method	Purpose	Measure	Results 10-11	Results 11-12	Results 12-13	Results 13-14	Results 14-15	Results 15-16
Satisfaction Surveys	E, S	% employees citing SDJ is a safe place to work	93%	96%	97%	97%	99%	99%
Test Management	E, G, R	DPI violations concerning WKCE test security, extensive orientation	0	0	0	0	0	0
HIPPA	R, E	# sanctions due to HIPPA Violations	0	0	0	0	0	0
Student Handbooks	G, E	Handbooks revised approved to students annually	100%	100%	100%	100%	100%	100%
Awards and Distinctions	E	PBIS Schools of Distinction: Roosevelt, Harrison, PBIS schools of Merit: State Supt Task Force on Student Achievement,	88	82	84	95	98	102
Expulsions & Suspensions	E, L	# Pre Expulsions/Expulsions/Suspension rate per year / Weapons and/or drug violations	1/1.5% 4	0/1.9% 9	0/2.3% NA	0	1/1.6% 1	6/1.55% 6
Criminal Background Checks	E, S	% volunteers/employees with felony convictions permitted to volunteer/work with students	100% 0	100% 0	100% 0	100% 0	100% 0	100% 0
Vendor contracts	E, G	# vendor contracts found to be awarded improperly	0	0	0	0	0	0
Budget Cycle, Planning & Approval	F, G, S	Minutes Show BOE Approval of Budget & Staffing Plan Minutes show BOE Approval of 5 Year Capital Plan Minutes Show Approval of 10 Year Campus Plan, 30 Year IT Plan, 5 year focus plan	Y Y N A	Y Y Y	Y Y Y	Y Y YY	Y Y Y	Y Y Y Y
Review of Budget Activity	F, E, G	Minutes Show Monthly Finance Committee & BOE Approval of Revenue & Expense Report and Check Register / Revenues Exceed Expenditures at End of Year	Y Y Y	Y Y Y	Y No due to 4K	Y Y Y	Y No due to 4K	Y Y Y
Pillar: Growth Enrollment	F, G	Minutes Show BOE Approval of OE Seats & Class Size, Growth pillar, BOE goal, AVA increase	Y / Y	Y / Y	Y / Y	Y/Y	Y / Y	Y/Y
IRS Violations	F, E	# of violations	0	0	0	0	0	0
NCLB Compliance	R	% Teachers Highly Qualified / AYP Met (ended 14-15)	99/100	99/100	100/100	100/100	100/100	100/100
Special Education	R, E	# suits filed due to IDEA non-compliance with students	0	0	0	0	0	0
Accidents	S, F	# accidents or injuries w/lost time/total accidents	3/14	0/8	1/7	0/10	6/13	1/12
Instructional Time	S	# hours lost due to unsafe conditions on campus: PHS winds	0	0	0	0	0	0
Safety Training	S	NIMS, Blood borne Pathogens, & EMC Training, Casualty Care Kits training, Rapid Response with JPD, Annual Crises Manual update	100%	100%	100%	100%	100%	100%
Litigation	L	# lawsuits with attorney representation	1	1	2	1	0	1

Key: A/R = E = Evaluation, F = Finance, G=Growth, L =Litigation, R = Safety, =