



**Tri-City CUSD #1 STRATEGIC PLAN  
2018-2021**

<b>Mission</b>		<b>Vision</b>	
The Tri-City CUSD #1 is dedicated to providing every student multiple ways to success.		A Pathway to Success	
<b>Values &amp; Beliefs</b>			
We believe in:			
<p align="center"> <u>T</u>eamwork  <u>O</u>pportunities for growth  <u>R</u>especting all  <u>N</u>avigating an ever-changing world  <u>A</u>ccountability for learning  <u>D</u>eveloping life-long learners  <u>O</u>pen Communication  <u>E</u>xpectations for Excellence  <u>S</u>upportive Community         </p>			
<b>Goal 1: Finance</b>			
<b>Rationale on why this goal is important to T-C? The district must implement sound financial planning and practices to ensure the financial stability of the district to best serve the teaching and learning environments for all students.</b>			
<b>STRATEGIES &amp; ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>MEASURES OF SUCCESS</b>	<b>STATUS</b>
Develop and implement a three-year plan with balanced revenue and spending.	<ul style="list-style-type: none"> <li>Superintendent and Board of Education</li> </ul>	<ul style="list-style-type: none"> <li>Build or maintain cash reserves so there is at a minimum 180 days cash on hand</li> <li>Fund Balance to Revenue Ratio (% reported on AFR profile)</li> <li>Financial Rating from ISBE (Annual Financial Profile)</li> <li>Have no new audit findings</li> </ul>	

<b>GOAL 2: Facilities</b>			
<b>Rationale on why this goal is important to T-C? Due to the district's aging facilities, the district must address infrastructure and facility needs for 21<sup>st</sup> teaching.</b>			
<b>STRATEGIES &amp; ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>MEASURES OF SUCCESS</b>	<b>STATUS</b>
Utilizing the Educational Facilities Plan and in conjunction with the passage of the One-Cent Sales Tax, identify a plan for improving school safety and security; identify a plan for repairing and maintaining schools, renovation or building new.	Superintendent and Board of Education	<p>Implementation of safety and security best practices</p> <p>Address findings in the 10-Year Health-Life Safety Report</p> <p>Work with architect on Educational Facilities Plan</p>	

<b>GOAL 3: Success for Every Student</b>			
<b>Rationale on why this goal is important to T-C? There is a commitment to each and every student to attain individual success and achievement.</b>			
<b>STRATEGIES &amp; ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>MEASURES OF SUCCESS</b>	<b>STATUS</b>
Increase staff knowledge of social-emotional learning to be trauma informed to better meet the needs of students.	<ul style="list-style-type: none"> <li>Superintendent and Principals</li> </ul>	<ul style="list-style-type: none"> <li>All staff will complete Trauma Informed Training by August 2020.</li> <li>Teacher-Student Relationships - Panorama Data grades 3- 8 (Need baseline data)</li> </ul>	
Prepare students to be on-track for college, career, and life readiness so they have the necessary skills for postsecondary and for the workplace.	<ul style="list-style-type: none"> <li>Superintendent and Principals</li> </ul>	<p>(Need baseline data on the below)</p> <ul style="list-style-type: none"> <li>% of 5<sup>th</sup> to 6<sup>th</sup> grade students performing at or above grade level standards in reading as measured by NWEA-MAP</li> </ul>	

		<ul style="list-style-type: none"><li>• % of 8<sup>th</sup> to 9<sup>th</sup> grade students performing at or above grade level standards in evidence-based reading and writing as measured by PSAT</li><li>• % of 5<sup>th</sup> to 6<sup>th</sup> grade students performing at or above grade level standards in math as measured by NWEA-MAP</li><li>• % of 8<sup>th</sup> to 9<sup>th</sup> grade students performing at or above grade level standards in math as measured by PSAT</li><li>• % of TCHS students meeting college readiness benchmarks as measured by Illinois School Report Card</li><li>• % of TCHS students meeting career readiness benchmarks as measured by Illinois School Report Card</li><li>• % of TCHS students earning college credits while in HS</li><li>• % of students engaged in work-based learning opportunities in grades 8 - 12</li></ul>	
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**GOAL 4: Community Engagement**

**Rationale on why this goal is important to T-C? There is a commitment to cultivate respectful, supportive relationships between teachers, parents, and community members in order to nurture each and every child's healthy development and academic growth.**

STRATEGIES & ACTION STEPS	PERSON RESPONSIBLE	MEASURES OF SUCCESS	STATUS
Evaluate the effectiveness of the current school-community communication tools and processes so greater engagement results.	<ul style="list-style-type: none"><li>• Superintendent and Principals</li></ul>	<p>(Need Baseline data)</p> <ul style="list-style-type: none"><li>• % of parents responding to 5Essentials Survey Data</li><li>• Average number of hits for the district website per day outside the district</li><li>• # of Facebook Followers for both T-C Elementary and T-C JH/HS</li><li>• % of parents attending P-T conferences and Meet the Teacher Events</li><li>• # of classroom presentations (Career Days, Classroom Incentives, Mentoring, and Business Partners)</li></ul>	

**TRI-CITY CUSD #1 STRATEGIC PLAN  
2018 – 2021**

**BOARD PROGRESS REPORT TEMPLATE (ANNUAL)**

	2018 – 19				2019 – 20				2020-21			
Goal Area	Sept	Dec	June	July	Sept	Dec	June	July	Sept	Dec	June	July
Finance												

	2018 – 19				2019 – 20				2020-21			
Goal Area	Aug	Nov	Feb	May	Aug	Nov	Feb	May	Aug	Nov	Feb	May
Facilities												

	2018 – 19				2019 – 20				2020-21			
Goal Area	Sept	Nov	Jan	June	Sept	Nov	Jan	June	Sept	Nov	Jan	June
Success for Every Student												

	2018 – 19				2019 – 20				2020-21			
Goal Area	Aug	Oct	Feb	April	Aug	Oct	Feb	April	Aug	Oct	Feb	April
Community Engagement												

Status Key: (shade the cells above next to each goal area)

Black=Board didn't approve strategic plan until February 2019 so no progress reported.

Green= Milestone established to meet goal are all on track.

Yellow=One or two milestones may be off track, but sufficient progress to ensure timely completion of all key actions and strategies pertaining to the goal has been made.

Orange=One or more strategies are in danger of not being completed as planned. Immediate action is needed to address the off-track strategy(s).

Red=One or more strategies cannot be completed as originally planned and an alternate plan must be devised.

For each report to the board of education provide a short status update for each goal. Include the following:

- Summarize progress made during the quarter.
- Detail any key actions or strategies that are off track.
- Cite strategic indicators from the Strategic Plan Scorecard.

## TRI-CITY CUSD #1 STRATEGIC PLAN SCORECARD 2018 – 2021

Goal Area	Strategy Indicators	Baseline 2018 - 19	2019-20	2020-21	Change from Baseline
<b>Finance</b>	Build or maintain cash reserves so there is at a minimum 180 days cash on hand	195 days on hand	179 days on hand		
	Fund Balance to Revenue Ratio (% reported on Annual Financial Profile)	.503	.503		
	Financial Rating from ISBE (Annual Financial Profile)	3.9- Recognition	3.4 – Financial Review		
	No New Audit Findings	2 findings	2 findings		
<b>Facilities</b>	Educational Facilities Plan – school safety and security, repairs and renovations and/or building new	Decision made by board to repair/renovate	Repair/Renovate items are being done		
	Work on 10-Year Health Life Safety Report	16/27 complete	26/27 complete		
<b>Success for Every Student</b>	% of Staff Trauma Informed Training	Scheduled for 2019-20	Occurring 11/11/19		
	% Teacher-Student Relationships Grades 3 -8 based on Panorama Data	3-8: 72% 6-8: 60%	Data – May 2020		
	% of 5 <sup>th</sup> to 6 <sup>th</sup> grade students performing at or above grade level standards in reading as measured by NWEA-MAP	5 <sup>th</sup> : 47% 6 <sup>th</sup> : 41%	Data – May 2020		
	% of 8 <sup>th</sup> to 9 <sup>th</sup> grade students performing at or above grade level standards in evidence-based reading and writing as measured by PSAT	8 <sup>th</sup> : 60% 9 <sup>th</sup> : 71%	8 <sup>th</sup> : 58%		
	% of 5 <sup>th</sup> to 6 <sup>th</sup> grade students performing at or above grade level standards in math as measured by NWEA-MAP	5 <sup>th</sup> : 45% 6 <sup>th</sup> : 43%	Data – May 2020		
	% of 8 <sup>th</sup> to 9 <sup>th</sup> grade students performing at or above grade level standards in math as measured by PSAT	8 <sup>th</sup> : 33% 9 <sup>th</sup> : 23%	8 <sup>th</sup> : 19%		
	% of TC high school students meeting college readiness benchmarks	29%	Data –Oct 2020		
% of TC high school students meeting career readiness benchmarks	Not measured yet	Data –Oct 2020			
% of TC high school students earning college credits while in HS	N/A on IRC; 2 in SIS	Data –Oct 2020			
% of students engaged in work-based learning opportunities 8 - 12	Not measured yet	Data –Oct 2020			

Status Key: (shade the cells above next to each goal area)

Green=Milestone established to meet goal; on track.

Red=Failed to meet goal/indicator; negative change from prior year or baseline.