

Brookings School District

Improvement Plan 2022-2023

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School Board

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Working together...Educating with excellence...Inspiring learners for life!

Mission - The Brookings School District prepares all learners to be confident engaged citizens empowered to impact the ever-changing and inter-connected world.

Vision - The Brookings School District will be an exemplary, innovative learning community recognized and aligned for excellence whose graduates are prepared to excel in an ever-changing and inter-connected world.

Introduction

The following strategic plan is an essential organizational document that provides a vision for the future by guiding operational decisions today. The creation of the Brookings School District Strategic Plan is a conscientious effort to provide a concise focus of the principle areas in which we will continually strive to achieve performance excellence as we collectively seek to improve the educational experience and outcomes of all students served by the Brookings School District.

In the spring of 2016, the District leadership presented a survey to the broader Brookings School District community to gather necessary and essential information from the various stakeholder groups served by the District including school board members, students, parents, faculty, staff, administration, business leaders, and district tax payers. In addition, through a comprehensive facility planning process in the fall of 2016 that concluded in 2017, the district received additional input on ensuring our schools and curriculum are future ready. The survey instrument and input from the facility planning process provided the necessary input for the District leaders to gather the voice of the District customer in an inclusive manner. What resulted was the Vision '22 Plan for Excellence. The Vision '22 Plan provides the foundation for the District, the community, and the children and families that call the Brookings School District home our roadmap for performance excellence.

In order to reach our collective vision of performance excellence in the Brookings School District, we must have clearly defined measures that inform organizational strategies to guide our work. Each year, the District will use the Vision '22 Plan for Excellence as a framework to guide the future of our District. Ultimately, this effort, supported by the core values of the District identified by the various stakeholder groups, is to support the achievement of the District mission and vision.

Overall, education is rapidly changing and requires the future-oriented commitment of many dedicated teachers, administrators, support staff, and community members. As this plan was developed, the district actively gathered input from each of these groups. Additionally, each of these groups was represented in the district's Strategic Planning Steering Committee. In order to recognize these contributions and efforts, I want to personally offer a very special thank-you to all that have contributed to this document. Developing a stakeholder driven strategic direction for an organization that is committed to excellence like the Brookings School District, requires a deliberate, purposeful process that involves many stakeholders. Without the contributions of the district administrative team, teams of teacher leaders, the Board of Education, the

students, teachers, support staff, and community members of the Brookings School District this document would not be possible.

Clearly, the district has a strategic focus and direction as we forge ahead. I believe I speak for the entire Bobcat Nation when I share that I am very excited about the opportunities that will be realized for our students and our community as we act on these ambitious goals and continue our pursuit of excellence. And remember . . . It is a GREAT day to be a Brookings Bobcat!

Respectfully submitted,

Dr. Klint W. Willert
Superintendent of Schools

Brookings School District – Plan Overview

The school district's strategic plan is much more than a road map charting how we will measure future success.

The Brookings School District strategic plan clarifies the aspirations of the district to be an innovative, world-class school district. An effective strategic plan is one in which all district stakeholders see their interests, express their ideas and identify their values. The Vision '22 plan clearly identifies the district's ongoing commitment to provide the highest quality teaching and learning experiences for students served in the Brookings School District. Further, the plan clarifies the commitment to serve as effective stewards as we vision our collective future to serve the community of Brookings and the surrounding economic region.

Through a commitment to excellence to achieve the following goals, the Brookings School District will serve the community of Brookings and ensure all learners are confident, engaged citizens empowered to impact the ever-changing and inter-connected world.

GOAL 1: Student academic excellence and achievement through quality programs and an innovative teaching and learning environment.

GOAL 2: Aligned learning community connected to and engaged with the community and stakeholders.

GOAL 3: Effective internal and external communications to engage and inform the community and stakeholders.

GOAL 4: Aligned and integrated effective organizational systems.

GOAL 5: High performing staff, leadership, and school board governance.

GOAL 6: Maintain fiscal stability, accountability, and alignment through effective financial practices.

On the following pages, you will learn more about the guiding core values that will support the attainment of the goals along with the key performance indicators (KPI's) to effectively measure and monitor progress and district performance. No less than annually, the district administration will provide an overview of progress on the stated goals and KPI's to the school board and district stakeholders. Brookings School District is a very good school system that has enjoyed outstanding community support. However, we know that in our ongoing effort to become a great school system, we must share in our commitment to focused continuous improvement with a dedication to performance excellence. Our community expects it and our students deserve nothing less.

Brookings School District - Core Values

Organizational core values are the principles and ideals that bind the Brookings School District together. In order to ensure the core values reflected the priorities of the parents, community, and staff, the Brookings School District surveyed district stakeholders for input on collective organizational core values. What follows are the core values of the Brookings School District based upon the input from the district staff, parents, and the broader community served by the Brookings School District. These statements frame the context for the organization and the foundation for decision making within the organization. When operating from the same frame of reference, all within the district can make decisions knowing that the decisions of one will mirror the decisions of others. As district employees are tasked with daily decision-making that impacts students and fellow staff members, the core values will serve as the guidelines to ensure the decisions match those of the organization—leading to great unity, alignment, success, and satisfaction.

- **LEARNERS FOR LIFE:**
 - The Brookings School District values the education of all the students to create learners for life. Life-long learning is an essential skill for success in the world economy. The district values the development and appreciation of life-long learning as a pathway to current and future success.
 - **EXAMPLES INCLUDE:** Career/technical education opportunities, post-secondary enrollment options, Project Lead the Way, reading development and other related programs.
- **SAFE AND SECURE ENVIRONMENT:**
 - The Brookings School District values a safe and secure learning environment. The district is committed to ensuring a safe, innovative, and supportive learning environment.
 - **EXAMPLES INCLUDE:** School safety committees, school safety initiatives, and other related safe and secure school efforts.
- **STUDENT CENTERED APPROACH THROUGHOUT THE DISTRICT:**
 - The Brookings School District values a student centered approach within classrooms, schools, and the district. Students are the focus of all operational, management, and educational decisions within the District.
 - **EXAMPLES INCLUDE:** Multiple career pathways, robust exploratory course options at the Mickelson Middle School, mass-customized learning, and other options to best meet individual student needs.
- **STUDENTS, PARENTS, STAFF, AND COMMUNITY AS PARTNERS:**
 - The Brookings School District values all students, parents, staff and community members in the educational process and system. The students, parents, staff, and community are encouraged and empowered to provide input. Likewise, partners are supported and held accountable to reinforce their role throughout the collaborative educational process.
 - **EXAMPLES INCLUDE:** Community engagement and satisfaction surveys, parent-teacher conferences, open-house opportunities, and school/business/non-profit/educational partnerships and collaborations.
- **INTEGRITY AND TRANSPARENCY THROUGHOUT THE ORGANIZATION:**
 - The Brookings School District values integrity by being open and transparent, consistently following school policies, trusting that administration will do what they say, establishing a climate of trust, communicating with stakeholders[LG1] , and making ethical decisions throughout the district.
 - **EXAMPLES INCLUDE:** Media relations, internal communications of important district functions, multiple methods and means for communications, and increased online and web-based communications in the schools and the community.

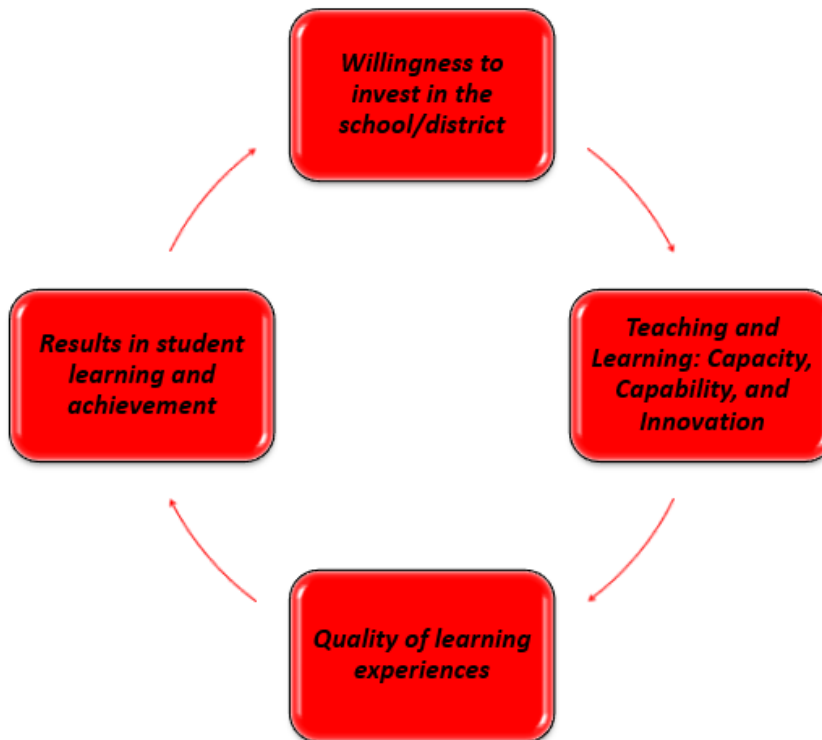
These core values serve as the premise for the Brookings School District operational and organizational processes. The core values will serve to guide students, staff, administration, and board of education decisions and actions. These core values provide an essential foundation for the development of the district's strategic plan.

Planning Process and Current Assessment

Long-Term Direction

For the Brookings School District to continually improve the quality of educational achievements and experiences, the district must be clear about what drives success and performance excellence. Success is dependent upon the willingness of stakeholders to continue to invest in the district. That willingness to invest and re-invest in the organization is determined, to a great extent, by how well students learn and demonstrate academic excellence. Student learning is a product of the quality of learning experiences provided by the teachers and leaders in each of the schools and how effectively those experiences align across the District from school to school. The quality of learning experiences is directly proportional to the capacity, capabilities, and quality of teachers, administrators, and support staff to create engaging learning experiences. The following diagram shows the relationships of this integrated approach.

The Major Drivers of School and District Success



Source: Robert W. Ewy: Stakeholder Driven Strategic Planning in Education

Desired goals

The strategic goal in entering into this Stakeholder-Driven Strategic Planning process is to determine what stakeholders require and expect of students and the district for the next five years. In order to improve the structures and processes that support high student achievement, the Brookings School District must clearly define and clearly align to stakeholders' current and future requirements and expectations.

The operational goal is for the Brookings School District to translate stakeholder expectations and performance requirements into an effective management system aligned with a primary focus on meeting and then exceeding stakeholder expectations. The management system includes plans for deployment of the strategic plan, along with the related counter-measures, innovations, and strategies to improve results. The strategic plan will drive school improvement plans, teacher student learning objectives (SLO's), professional development, the organizational processes, and the means for evaluating and improving the planning and deployment process.

The Process

The process used to develop this Stakeholder-Driven Strategic Planning document included a SWOT (strengths, weaknesses, opportunities, threats) analysis. The process is designed to be fluid, dynamic, and reflect a commitment to continuous improvement. In order to guide the process, the district utilizes a comprehensive community-wide survey to gather input and community perspectives from various stakeholder groups such as students, parents, staff, community members, educational partners, and business/industry leaders. This process occurred in five phases.

Phase I – Identified key stakeholder groups that must be part of the planning process. Key stakeholder groups include district staff, recipients of the district's results, those who financially support the district, and students.

Phase II – Identified stakeholder requirements and expectations through a variety of means including community surveys as well as formal and informal meetings. This phase also identifies the key external and internal factors, requirements, strengths, weaknesses, opportunities, and threats that identify key student and overall performance requirements as well as critical issues that the plan will need to address.

Phase III – Identify the results the district and schools are currently producing in all areas of the organization. This phase is completed at the same time as Phase IV so that Phase III and Phase IV information can be combined to create the Phase V document.

Phase IV – Identify the key goals, student learning targets, overall priorities, and strategic objectives that will produce the results described in the stakeholder requirements and expectations identified in Phase II, especially those that improve student learning and organization processes that improve effectiveness and efficiency.

Phase V – Identify the communication process to the district stakeholders about the district's mission, student learning targets, and strategic objectives and how they will be deployed throughout the district.

Overall, the process integrates opportunities to identify performance results in the Brookings School District and, based upon the organizational results, make meaningful improvements. The fundamentals of the strategic plan are grounded in principles of continuous improvement and organizational achievement found in the Baldrige Excellence Framework.

Results of Planning Processes

Results

The results of the successful implementation of this Stakeholder Driven Strategic Planning Process include:

- A clear understanding by community stakeholder groups of the current levels of performance by the Brookings School District, noting both strengths and weaknesses along with considering the threats and opportunities the district faces (SWOT Analysis ~ Strengths, Weaknesses, Opportunities, Threats).
- Clear statements of what stakeholders require and expect.
- Clear statements of what standards stakeholders use to evaluate the quality of the district.
- Clear statements of key student educational processes.
- Clear statements of performance requirements.
- Clear statements on organizational requirements.
- A clear understanding of priorities that directs the development of financial plans and budgets.
- A strategic scorecard that leads to improvement of student and process performance.
- Community partnerships that create stronger district allies and friends.
- Stakeholder support to accelerate the changes necessary to achieve increasingly higher academic standards and prepare students for the future.
- A renewed commitment by community stakeholder groups to willingly invest in and support the district and its children.

In order for the mission and student learning targets to be accomplished, strategic priorities have been identified from the feedback the strategic planning steering committee received from participants. This information and the SWOT analysis are used to identify the key strategic goals and corresponding objectives that must be addressed for the organization to realize its mission and student learning targets.

Today's Situation

The Brookings School District operates in a very dynamic environment. The Brookings Community is home to a Division I Land Grant University as well as multiple national and international businesses. The community is growing rapidly as various economic sectors such as health care, agriculture, and manufacturing continue to expand in the community and the region. As a result, the District can celebrate multiple strengths, must be aware of weaknesses, and must continually plan for the opportunities that may impact the district into the future.

CURRENT STRENGTHS:

- The District has a talented workforce of teachers, administrators, and support staff.
- The District has a wide array of programs/activities available to students.
- Ongoing collaboration and the development of partnerships with higher education, business, industry, and other governmental agencies that support mutual needs and identified goals in the community and region.
- Strong relationships with higher education partners, particularly South Dakota State University.
- Supportive community for the K-12 educational system.

CURRENT WEAKNESSES:

- District communications are not consistently effective throughout the organization.
- The District's existing technology plan is dated and needs to be updated to reflect expanding practices of technology utilization and integration.
- District facilities are not currently prepared for anticipated enrollment increases and to provide a future-oriented educational experience for students.
- District facilities are not appropriately designed for dynamic needs of students from special needs to career/technical education.
- Lack of systems and organizational alignment, particularly in the areas of operations and curriculum/instruction.
- The District has a need to better clarify and communicate key organizational processes.
- The District operates as a system of schools rather than a school system. There is a clear need for operational improvement and systems alignment.

CURRENT OPPORTUNITIES:

- Responsible use and integration of technology as an opportunity to improve student engagement and address individual learning needs, thus improving student achievement.
- Ongoing opportunities for improvements in student achievement results and student experiences.
- The collegiate level presence in the community provides unique opportunities for the school and community.
- Economic growth and development of the community continues to be a focus.
- Increasing cultural and ethnic diversity present opportunities for new perspectives.
- Robust technology, technology infrastructure, and technology collaboration exist and have not been used to the full potential.
- There are increasing opportunities to engage students in careers and efforts aligned to STEM/STEAM (science, technology, engineering, and mathematics)/ (science, technology, engineering, arts, and mathematics).
- The District has an opportunity to further attract and retain students and families who opt to open enroll into the Brookings School District.
- Increased opportunities to collaborate with others to develop learning experiences, student internships, and staff development options.
- More students open-enrolled out of the district compared to open-enrolled into the district.

CURRENT CHALLENGES (THREATS):

- Open enrollment-out of district as well as the potential for ongoing competition in the market place, including non-public schools and school choice options, for market share may challenge district leaders and staff.
- Increasing demands on the schools without related increasing revenues.
- Lack of curriculum alignment from classroom to classroom, grade level to grade level, and school to school threatens the continuity of opportunities and educational expectations for students.
- Lack of organizational alignment from grade to grade and school to school creates potential gaps for student learning.
- The lack of updated educational facilities in light of current student enrollment and significant projected enrollment growth threaten the District stability and structures.
- Perceptions of inequity in quality of programs and opportunities from building to building in the District impacts organizational stability.
- Multiple complications with District attendance boundaries impact organizational operations, public perceptions, stability, and predictability.

These factors require the Brookings School District to carefully determine what its stakeholders want so requirements and expectations are clearly defined. What drives successful educational organizations is the desire to achieve results that address stakeholder expectations. The more carefully results and expectations are aligned, the more willing the community is to invest in and support the district. The Stakeholder-Driven Strategic Planning process has been designed to provide all district stakeholders with opportunities to participate in clarifying requirements and expectations for student and overall district performance so alignment can occur.

Key Measures / Indicators of Success

The six Brookings School District strategic goals and the related key indicators for performance excellence for each goal are as follows:

Strategic Goal	Key Performance Indicators (KPIs) Percent of...
<p style="text-align: center;">STRATEGIC GOAL 1: STUDENT ACADEMIC EXCELLENCE AND ACHIEVEMENT</p>	<ul style="list-style-type: none"> ● Students in grade K-12 cohort group demonstrate growth on NWEA assessment measurements in mathematics. ● Students in grade K-12 cohort group demonstrate growth on NWEA assessment measurements in reading. ● Students in grades 5, 8, and 11 meet or exceed proficiency in science. ● Students in grades K-12 read at grade level by the end of their grade level equivalency. ● Students with fewer than 10 unexcused absences per semester. ● Students with a composite score of 24 or higher on the ACT assessment (of the student that took it). ● High school graduates in four years or less. ● High school completion rate based on state report card. ● Students completing high-school coursework and curriculum to ensure college and career readiness. ● Students meet expectations to qualify for post-secondary enrollment opportunities. ● Students report a sense of personal ownership in their education. ● Parents report their child has a sense of personal ownership in their education. ● Teachers report their student learners have a sense of personal ownership in their education. ● Students report being engaged in school. ● Parents report their child is engaged in school. ● Parents indicate they are engaged in the schools. ● Parents report their child is being prepared for the future.

STRATEGIC GOAL 2:

**ALIGNED LEARNING
COMMUNITY CONNECTED TO
AND ENGAGED WITH THE
COMMUNITY AND
STAKEHOLDERS**

- Students report satisfaction with their educational experience in the Brookings School District.
- Parent satisfaction with the educational experiences in the Brookings School District.
- Staff in the Brookings School District report satisfaction with their job and career experiences in the Brookings School District.
- Students report school as a safe, secure, and caring environment.
- Parents report school as a safe, secure, and caring environment.
- Staff report school as a safe, secure, and caring environment.
- Students report satisfaction with the access to technology and technology devices in the school.
- Parents report satisfaction with the access to technology and technology devices in the school.
- Staff report satisfaction with the quality and reliability of technology in the schools.
- Brookings High School students participate in at least one co-curricular or extra-curricular activity in the Brookings School District.
- Beginning in grade 7, students participate in at least one co-curricular or extra-curricular activity in the Brookings School District.
- Students qualify for post-secondary enrollment opportunities.
- Parent participation in fall parent-teacher conferences.
- Parents report satisfaction with fall parent-teacher conferences.
- Parents report being adequately involved with school related activities and events.
- Teachers report utilizing project-based/problem-based approaches in teaching and learning.
- District Professional Learning Community teams are determined to be effective.
- Teachers complete annual Student Learning Objectives.

<p>STRATEGIC GOAL 3:</p> <p>EFFECTIVE INTERNAL AND EXTERNAL TWO-WAY COMMUNICATIONS</p>	<ul style="list-style-type: none"> ● Parents report satisfaction with information regarding registration and back to school functions/activities. ● Staff report satisfaction with information regarding back to school functions/activities. ● Staff report satisfaction with building level communications. ● Staff report satisfaction with district-wide communications. ● Parents report satisfaction with district-wide communications. ● Parents report satisfaction with classroom-level/teacher two-way communications. ● Students report satisfaction with classroom-level/teacher two-way communications. ● Teachers report satisfaction with parent to teacher and student to teacher two-way communication. ● Parents report satisfaction with activities communications. ● Students report satisfaction with activities communications.
<p>STRATEGIC GOAL 4:</p> <p>ALIGNED AND INTEGRATED EFFECTIVE ORGANIZATIONAL SYSTEMS</p>	<ul style="list-style-type: none"> ● Reduce behaviors that result in office referrals in each school building. ● Parents report district facilities are deemed future ready. ● Students report district facilities are deemed future ready. ● Staff report district facilities are deemed future ready. ● District curricular areas are aligned and mapped (PK-12) to meet essential standards and learner outcomes. ● Class sizes deemed ideal or manageable based on District adopted class size targets. ● District extra and co-curricular programs are aligned from elementary/club level to high school. ● Parents report satisfaction with child nutrition services. ● Students report satisfaction with child nutrition services. ● Parents report satisfaction with school transportation services. ● Students report satisfaction with school transportation services. ● Parents report satisfaction with extra and co-curricular activities. ● Students report satisfaction with extra and co-curricular activities. ● Athletic programs deemed to be regionally competitive. ● Activity programs deemed to be regionally competitive.

<p>STRATEGIC GOAL 5:</p> <p>HIGH PERFORMING STAFF, LEADERSHIP, AND GOVERNANCE</p>	<ul style="list-style-type: none"> ● Teaching staff are deemed highly qualified. ● Administrative staff are deemed highly qualified. ● Improve classified staff retention rates. ● Improve certified staff retention rates. ● Increase overall Master’s Degree or higher attainment among certified staff. ● Certified staff are deemed to meet or exceed expectations on District adopted evaluation model of those evaluated. ● Administrative staff are deemed to meet or exceed expectations on the District adopted evaluation model of those evaluated. ● Classified staff are deemed to meet or exceed expectations on District adopted evaluation model of those evaluated. ● Board of education meets or exceeds expectations on the annual school board performance evaluation. ● All school board policies reviewed and/or updated and deemed current (less than 5 years). ● Custodial staff participate in 2 or more continuing education opportunities on an annual basis. ● School secretarial staff participate in 2 or more continuing education opportunities on an annual basis. ● Child nutrition staff participate in 2 or more continuing education opportunities on an annual basis. ● District transportation staff participate in 2 or more continuing education opportunities on an annual basis. ● Increase certified staff participation rates in voluntary continuing education opportunities provided by the District. ● Increase staff participation rates in District sponsored wellness activities. ● Staff members report satisfaction with the wellness opportunities that are provided.
<p>STRATEGIC GOAL 6:</p> <p>MAINTAIN FISCAL STABILITY, ACCOUNTABILITY AND ALIGNMENT</p>	<ul style="list-style-type: none"> ● Appropriate operational range of district fund balance should operate between 15% and 25%. ● General fund revenues allocated toward instruction. ● Final expenditures versus final revenues budgeted annually (+/- 2%). ● Parents and community report satisfaction with fiscal accountability and transparency of the District. ● Staff report satisfaction with the fiscal accountability and transparency of the District.

Annual Review of Waivers

The Brookings School District is committed to ensuring that all waivers of administrative rule are in the best interest of students; therefore, the administration reviews all waivers on an annual basis. The district has two waivers to administrative rule:

- Credit Before Grade 9
- Certification Requirement Rule

A team consisting of district and building level administrators and teachers will review the procedures and protocol for offering credit before grade 9 in Algebra I, Algebra II, and Geometry. The team will also review state assessment data as well as course performance for students on this path. Ensuring student success is of the utmost importance as the team reviews this waiver each year.

Certification waivers will be reviewed by a team consisting of district administrators, including the business office and superintendent with building level administrators to ensure that the necessary steps are in place for staff members to receive the proper certification as outlined in their plans. The team will also consult with the certification office as needed.

Conclusion: Data-Driven Processes

Across the identified goal areas, an underlying district priority for all six goals is information-driven decision-making as well as the proper use and management of data in order to create actionable information. Staff members depend on measurement and analysis of performance as indispensable parts of the decision-making process and for continuous improvement of all aspects of the district. Parents and the community members rely on timely and understandable information to make good choices and hold the school system accountable for achieving excellence. A comprehensive, transparent and integrated fact-based system—one that includes input data, implementation data, performance data, comparative/competitive data, workforce data, cost data, process performance, best-practice research, and operational performance measurement should be designed, deployed, and improved over time. The previously stated comprehensive set of key performance indicators aligned to student, stakeholder, and organizational performance requirements will provide clear information for innovatively improving all processes and achieving organizational goals and targets. The outcome is to manage resources more effectively and efficiently and to manage operations to maximize productivity, eliminate waste and continue to develop innovative practices to better serve students as we work collaboratively throughout the Brookings School District in our commitment to achieving excellence.

Future

During the 2022/2023 school year, the Brookings School District is working to develop an updated Strategic Plan, Vision, Mission and goals. The process will include a refreshed needs assessment and data collection. The district will work with Studer Education to develop Pillars for board adoption in late spring/early summer.

Appendix - Goal Scorecards

GOAL 1: Student academic excellence through quality programs and an innovative teaching and learning environment.	<i>Perfection</i>	<i>Excellence Indicator</i>	<i>2016-17 Performance</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
Students in grade K-12 cohort group demonstrated growth on NWEA assessment measurements in mathematics.								
Students in grade K-12 cohort group demonstrate growth on NWEA assessment measurements in reading.								
Students in grades 5, 8, and 11 meet or exceed proficiency in science.								
Students in grades K-12 read at grade level by the end of their grade level equivalency.								
Student with fewer than 10 unexcused absences per semester.								
Students with a composite score of 24 or higher on the ACT assessment (of the student that took it).								
High school graduates in four years or less.								
High school completion rate based on state report card.								
Students completing high-school coursework and curriculum to ensure college and career readiness.								
Students meet expectations to qualify for post-secondary enrollment opportunities.								
Students report a sense of personal ownership in their education.								
Parents report their child has a sense of personal ownership in their education.								
Students report being engaged in school.								
Parents report their child is engaged in school.								
Parents indicate they are engaged in the schools.								
Parents report their child is being prepared for the future.								

GOAL 2: Aligned learning community connected to and engaged with the community and stakeholders	<i>Perfection</i>	<i>Excellence Indicator</i>	<i>2016-17 Performance</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
Students report satisfaction with their educational experience in the Brookings School District.								
Parents report satisfaction with the educational experiences in the Brookings School District.								
Staff in the Brookings School District report satisfaction with their job and career experiences in the Brookings School District.								
Students report school as a safe, secure, and caring environment.								
Parents report school as a safe, secure, and caring environment.								
Staff report school as a safe, secure, and caring environment.								
Students report satisfaction with the access to technology and technology devices in the school.								
Parents report satisfaction with the access to technology and technology devices in the school.								
Staff report satisfaction with the quality and reliability of technology in the schools.								
Brookings High School students participate in at least one co-curricular or extra-curricular activity in the Brookings School District.								
Beginning in grade 7, students participate in at least one co-curricular or extra-curricular activity in the Brookings School District.								
Students qualify for post-secondary enrollment opportunities.								
Parent participation in fall parent-teacher conferences.								
Parents report satisfaction with fall parent-teacher conferences.								
Parents report being adequately involved with school related activities and events.								
Teachers report utilizing project-based/problem-based approaches in teaching and learning.								
District Professional Learning Community teams are determined to be effective.								
Teachers complete annual Student Learning Objectives.								

GOAL 3: Effective internal and external communications to engage and inform the community and stakeholders.	<i>Perfection</i>	<i>Excellence Indicator</i>	<i>2016-17 Performance</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
Parents report satisfaction with information regarding registration and back to school functions/activities.								
Staff report satisfaction with information regarding back to school functions/activities.								
Staff report satisfaction with building level communications.								
Staff report satisfaction with district-wide communications.								
Parents report satisfaction with district-wide communications.								
Parents report satisfaction with classroom-level/teacher two-way communications.								
Students report satisfaction with classroom-level/teacher two-way communications.								
Parents report satisfaction with activities communications.								
Students report satisfaction with activities communications.								
Stakeholders report identification with District brand recognition.								

GOAL 4: Aligned and integrated effective organizational systems.	<i>Perfection</i>	<i>Excellence Indicator</i>	<i>2016-17 Performance</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
Reduce behaviors that result in office referrals in each school building.								
Parents report district facilities are deemed future ready.								
Students report district facilities are deemed future ready.								
Staff report district facilities are deemed future ready.								
District curricular areas are aligned and mapped (PK-12) to meet essential standards and learner outcomes.								
Class sizes deemed ideal or manageable based on District adopted class size targets.								
District extra and co-curricular programs are aligned from elementary/club level to high school.								
Parents report satisfaction with child nutrition services.								
Students report satisfaction with child nutrition services.								
Parents report satisfaction with school transportation services.								
Students report satisfaction with school transportation services.								
Parents report satisfaction with extra and co-curricular activities.								
Students report satisfaction with extra and co-curricular activities.								
Athletic programs deemed to be regionally competitive.								
Activity programs deemed to be regionally competitive.								

GOAL 5: High performing staff, leadership, and school board governance.	<i>Perfection</i>	<i>Excellence Indicator</i>	<i>2016-17 Performance</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
Teaching staff are deemed highly qualified.								
Administrative staff are deemed highly qualified.								
Improve classified staff retention rates.								
Improve certified staff retention rates.								
Increase overall Master's Degree or higher attainment among certified staff.								
Certified staff are deemed to meet or exceed expectations on District adopted evaluation model of those evaluated.								
Administrative staff are deemed to meet or exceed expectations on the District adopted evaluation model of those evaluated.								
Classified staff are deemed to meet or exceed expectations on District adopted evaluation model of those evaluated.								
Board of education meets or exceeds expectations on the annual school board performance evaluation.								
All school board policies reviewed and/or updated and deemed current (less than 5 years).								
Custodial staff participate in 2 or more continuing education opportunities on an annual basis.								
School secretarial staff participate in 2 or more continuing education opportunities on an annual basis.								
Child nutrition staff participate in 2 or more continuing education opportunities on an annual basis.								
District transportation staff participate in 2 or more continuing education opportunities on an annual basis.								
Increase certified staff participation rates in voluntary continuing education opportunities provided by the District.								
Increase staff participation rates in District sponsored wellness activities.								
Staff members report satisfaction with the wellness opportunities that are provided.								

GOAL 6: Maintain fiscal stability, accountability and alignment through effective financial practices.	<i>Perfection</i>	<i>Excellence Indicator</i>	<i>Current Performance</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
Appropriate operational range of district fund balance should operate between 15% and 25%.								
General fund revenues allocated toward instruction.								
Final expenditures verses final revenues budgeted annually (+/- 2%).								
Parents and community report satisfaction with fiscal accountability and transparency of the District.								
Staff report satisfaction with the fiscal accountability and transparency of the District.								