



800 South Taft Avenue □ Loveland, CO 80537 □ Office (970) 613-5000 □ Fax (970) 613-5095

Foothills Application

Colorado Performance Excellence
2011-2012

Empower to learn – Challenge to achieve – Inspire to excel

www.thompsonschoools.org

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Foothills Application

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February 15, 2011

Colorado Performance Excellence
P.O. Box 17545
Denver, CO 80217

Dear Tom:

Thompson School District is in the process of systems alignment. As part of our evaluation, reflection and reorganization, we would like to apply for the second level of excellence for Colorado. Enclosed is the Foothills application Letter of Intent. We look forward to working with Colorado Performance Excellence in the future as we endeavor to become one of Colorado's top performing school districts.

Please feel free to contact my designee, Annette Overton, or me if we can provide any clarification or information. Our contact information is provided below.

Ron Cabrera, Superintendent
cabrerar@thompson.k12.co.us
970-613-5013

Annette Overton, Dir. Quality Performance
overtona@thompson.k12.co.us
970-613-5000

Sincerely,



Ronald G. Cabrera, Ph.D.
Superintendent

Enclosure:

2011 Intent to Apply
Colorado Performance Excellence
Also dba
Rocky Mountain Performance Excellence

These forms use text fields () and check boxes (). Text fields appear small, but will expand as you type. To enter text, click the text field and begin typing. Use your TAB key to move from one field to the next. To mark a check box, point and click with your mouse or tab to the box of your choice and type an "x". To remove the "x", click the box or type "x" again.

One copy of this form must be signed by the highest-ranking official of the applying organization and sent, along with the required fee, to Colorado Performance Excellence, P.O. Box 17545, Denver, Colorado, 80217 before April 4, 2011.

A second copy of the form must be included as a part of the application, due on May 23, 2011. A signature is not required for the copy included with the application.

1. Applicant

Official Name : Thompson School District
Other Name
Prior Name
Headquarters Address 800 South Taft Ave
Loveland, Colorado 80537

2. Highest-Ranking Official

Mr. Mrs. Ms. Dr.
Name Ronald G. Cabrera
Title Superintendent
Applicant Name Thompson School District
Telephone No. 970-613-5013
Fax No. 970-613-6087
E-mail cabrerar@thompson.k12.co.us
Address 800 South Taft Ave
Loveland, Colorado 80537

3. Application Contact Point

Mr. Mrs. Ms. Dr.
Name Annette Overton
Title Director of Quality Performance
Applicant Name Thompson School District
Telephone No. 970-613-5010
Fax No. 970-613-6885
E-mail overtona@thompson.k12.co.us
Address 800 South Taft Ave
Loveland, Colorado 80537
Overnight Mailing Address (Do not use a P.O. Box number.)
Same as above

4. Alternate Application Contact Point

Mr. Mrs. Ms. Dr.
Name Stephen Towne
Telephone No. 970-613-5777
Fax No. 970-613-5085
Email townes@thompson.k12.co.us

3. Applicant Status (Check one)

Has the applicant officially or legally existed for at least one year? Yes No

4. Award Recognition/Sector Designation (Check one)

- High Plains
Foothills
Timberline
Peak Performance

Criteria sector being used: (Check one)

- Education Healthcare Business/Government/Non-profit

If you are unable to answer any questions or answer any questions "No," please call the Colorado Excellence Program Office at (303) 893-2739 before submitting your form.

5. Size and Location of Applicant

- a. Total number of:
- employees (business/nonprofit)
 - faculty/staff (education) 2145
 - staff (health care)
- b. Number of sites in: Colorado 34
Wyoming
Montana
Other
- c. If some activities are performed outside the applicant's organization (e.g., by a component of the applicant, the parent organization or its other subunits), will the applicant make available sufficient personnel, documentation, and facilities to allow full examination of its operational practices for all major functions of its worldwide operations?
Yes No Not Applicable

6. Agreements

- a. In the event the applicant qualifies for an award, will the organization accept an award at a lower level than for which it applied? For example, if the organization applied for a Timberline, would it accept a Foothills?
Yes No
- b. In the event the applicant receives an Award, can the applicant make available sufficient personnel and documentation to share its practices at the Annual Colorado/Rocky Mountain Performance Awards Conference?
Yes No
- c. In the event the applicant qualifies for an award, will the organization agree to be photographed, video-taped, and/or recorded and sign a mutually agreeable release to allow Colorado/Rocky Mountain Performance Excellence to promote its products/events utilizing the organization's name, logo, and/or employees?
Yes No
- d. Colorado Performance Excellence/Rocky Mountain Performance Excellence employs an online software program to improve the productivity of its examiners. This program is provided to Colorado/Rocky Mountain Performance Excellence by the Alliance for Performance Excellence (the Alliance), a nonprofit organization of state and local quality award programs. The Alliance has licensed this software from its copy right holder, Shaw Resources. The agreement between the Alliance and Shaw Resources requires that applicants to Colorado/Rocky Mountain Performance Excellence waive their right to bring suit against the Alliance and/or Shaw Resources, their licensees, agents, or assigns and releases the Alliance and/or Shaw Resources, their licensees, agents, or assigns from any claims, action, or losses arising from use of the software in conjunction with evaluating the document submitted by the Applicant.

By submitting this Intent to Apply, the applicant waives its right to bring suit as defined above.

Yes No

If you are unable to answer any question or answer any question "No", please call Colorado/Rocky Mountain Performance Excellence Program Office at (303) 893-27 before submitting your form.

7. Supplemental Sections *(Check one.)*

The applicant has: (a) a single performance system that supports all of its product and/or service lines; and (b) products or services that are essentially similar in terms of customers/users, technology, types of employees, and planning.

The applicant has: (a) multiple performance systems that support all of its product and/or service lines; and (b) products or services that are essentially similar in terms of customers/users, technology, types of employees, and planning.

(If the second option is selected, briefly describe the differences in the products and/or services covered in terms of differences in customers, technology, types of employees, and planning. The Application Contact Point will be asked for more information if necessary.)

8. Signature – Highest-Ranking Official

I certify that the answers provided are accurate. I understand that at any time during the Award Process cycle, if the information provided was inaccurate, my organization will no longer be eligible for the award and will only be eligible to receive a feedback report.

Signature Date

Printed Name

If you are unable to answer any questions or answer any questions “No,” please call the Colorado/Rocky Mountain Performance Excellence Program Office at (303) 893-2739 before submitting your form.

2011 Intent to Apply Package Check List

1. Intent to Apply Form:

a. Have all questions been answered completely?

Yes No

b. Is the Intent to Apply Form signed by the Highest-Ranking Official?

Yes No

2. Fee:

Is a check or money order included for the \$125 or \$50 High Plains nonrefundable Intent to Apply fee made payable to:
Colorado Performance Excellence, Inc.

Yes No

Do you wish to use a credit card for the letter of intent fee above and/or the application itself?

Yes No

If yes, CPEX will contact you for credit card information.

Thompson School District Glossary

Definition or Description of Terms used in the TSD Foothills Application

A

ACT

American College Test-required of every junior in the state

AIMS

Local community college participating in dual credit options for our students

ALP

Advanced Learning Plan for our GT students

AP

Advanced Placement

APT

Employee group representing Administration, Professional and Technical positions

AYP

Adequate Yearly Progress

B

BOE

Board of Education

BS

Business Services

BPT

Budget Proposal Team

C

CBLA

Comprehensive Balanced Literacy Act

CC

Culture and Climate survey

CCR

Communication and Community Resources department

CDE

Colorado Department of Education

CEDAR

(Colorado Education Data Analysis and Reporting) In-depth analysis program established by the state

CFO

Chief Financial Officer

CIC

Curriculum Improvement Council

CR

Credit Recovery program offered to students for recapturing credits for graduation

CSAC

Classified Staff Advisory Council – group representing classified staff that brings issues forward to leadership

CSAP, CSAP-A

Colorado Student Assessment Program-statewide assessment test for students,

CSI

Committee for System Improvement (through the QPD) that advises the direction and prioritizes systems alignment projects

CSU

Colorado State University located in Fort Collins

CT

Critical Thinking elements and standards established by Drs. Richard Paul and Linda Elder-This program teaches staff and students to explore their own thinking and learn skills to deepen their thinking abilities

CTE

Career and Technical Education

CU

University of Colorado located in Boulder

D

DAAC

District Accountability Advisory Committee

DIRT

District Incident Response Team-oversees crises in the event of an emergency

E

ECH

Early Childhood

ELA

English Language Acquisition identification for students whose home language is something other than English

EPA
Environmental Protection Agency

ESS
Exceptional Student Services (formerly Special Education)

F
FRCC
Front Range Community College

FTE
Full Time Equivalent = full time staff

G
GPA
Grade Point Average

GT
Gifted and Talented

H
HR
Human Resources

I
IB
International Baccalaureate program provides intensive curriculum with global perspective that offers up to 24 college credits for student who complete the program

IC
Infinite Campus student information system used by a variety of school districts in the state

IEP
Individualized Education Plan

IFAS
Integrated Financial and Administrative Solution-offers human resource and financial system management program

iLead
Team of administrators who are piloting technology to determine integration strategies

ILP
Individual Literacy Plan (state acronym)

ISTS
Instructional Support and Technology Services Department-provides leadership and support over instructional technology in the district

ISS
In school suspension

L
LCIOG
Larimer County Interagency Oversight Group-a community partnership

LISA
Loveland Area Integrated School of the Arts program-offered for students who want arts integrated into every content area from kindergarten to 12th grade

LS
Learning Services Division

M
MOU
Memorandum of Understanding

M&P
Materials and Procurement

MVV
Mission Vision Values

MYP
International Baccalaureate Middle Years Program in grades 6-10 at Lucile Erwin Middle School and Loveland High School

N
NAEP
National Assessment for Educational Progress-a national test annually given in 4, 8, 12th grades and sample students ages 9, 13, and 17

NCLB
No Child Left Behind

O
OMB
Office of Management and Budget which develops and executes the Federal Budget, various government-wide portfolios, and functional responsibilities

OSS
Out of school suspension

P
PBiS
Positive Behavior Intervention Support - School wide behavior support

PD

Professional Development

PDCA

Plan Do Check Adjust

PLL

Professional Leadership and Learning

PYP

International Baccalaureate Primary Years Program at Coyote Ridge Elementary School in grades PreK-5

Q

QPD

Quality Performance Department-responsible for systems alignment, continuous improvement, balanced scorecard development and Vision 2020 implementation

R

RFB

Request for Bid

RFP

Request for Proposal

Rtl²

Response to Intervention and Instruction-our ability to use data to determine student progress and provide appropriate interventions or enhancements for increased student growth

S

SAAC

Site Accountability Advisory Committee

SAT

Scholastic Aptitude Test

SB

Safety and Belonging Survey

SE

Special Education

SFA

School Finance Act provides funding formula for each school district

SIED

Significantly Identified Emotionally Disability

SIP

School Improvement Plan-a required plan where schools develop goals based on CSAP data using root cause analysis

SOP

Standard Operating Procedure

SPOT

Strategic Plan Oversight Team-provided monthly advisory to the Vision 2020 plan as it was being developed

SS, SSLT

School Support Division, School Support Leadership Team includes operations, transportation, nutrition, finance, and CCR

SWOT

Analysis of Strengths, Weaknesses, Opportunities and Threats

T

TEA

Thompson Education Association- is the licensed professional organization group affiliated with Colorado Education Association

TELL

Survey sponsored by CDE, Colorado Education Association, and Colorado Association School Executives

TIC

Thompson Incentive Credit

TLT

Thompson Leadership Team-includes principals, assistant principals, superintendent's cabinet, district directors, school support supervisors and managers; this team is under the superintendent's direction and meets quarterly

TSD

Thompson School District

U

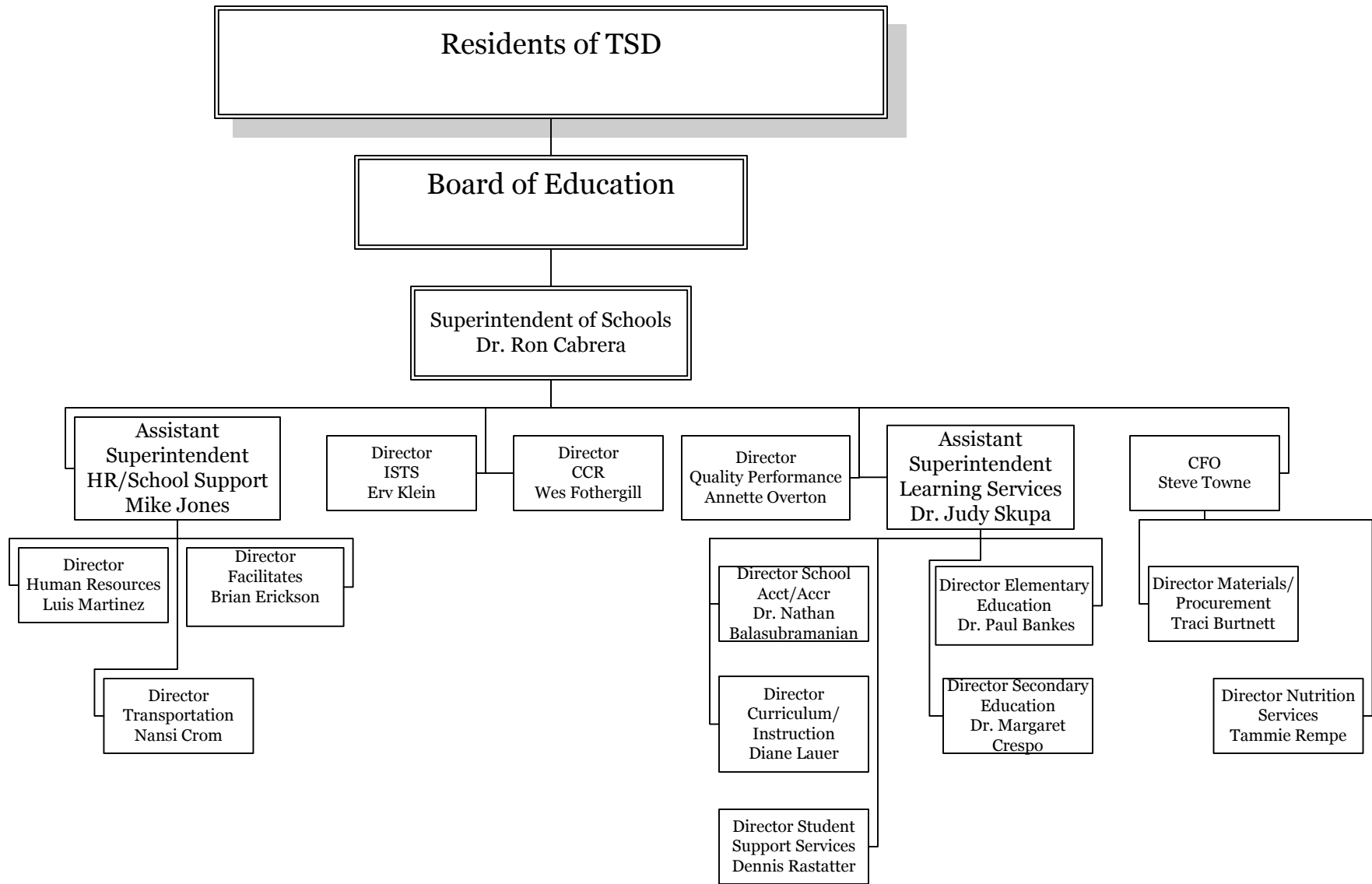
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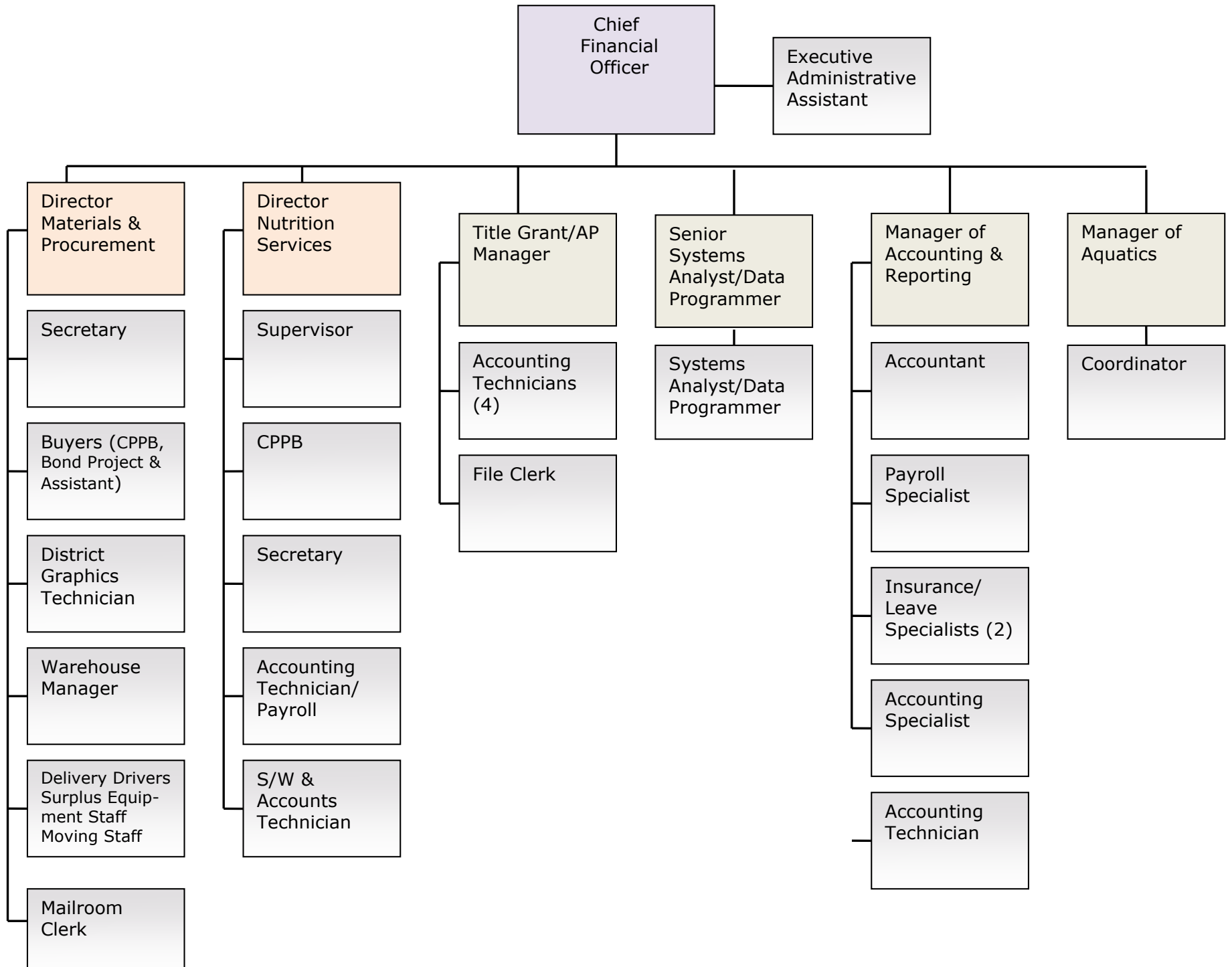
University of Northern Colorado located in Greeley

V

VITAL

Thompson Volunteer Organization that is organized through CCR department





Assistant Superintendent of Learning Services

- Oversee Ed programs
- Ed Strategic Plan Actions
- System Align & PDCA
- TSD Improve Plan
- Daily Ed Operations
- LS Budget Dev & Oversight

Director Elem. Education

- Principal Supervision/Evaluation
- 1st Call
- Leader Development
- Curriculum implementation
- IB/LISA/CORE
- Support/Monitor SIP
- Elem. Summer School
- Elem. Spanish (Distance Learning)
- Levels Meetings
- Elementary Student Transfers

Coordinator Title I

- At-risk preventions/interventions-reading/numeracy
- Family involvement/education

ECE Principal

- ECE Federal/State
- ECE PD Req
- ECE Staff Supv/Eval
- EKE Fam/Comm

Director Secondary Education

- HS/MS Prin.
- Supervision/Evaluation
- 1st Call
- FHS
- Leader Development
- Sec. Athletics
- IB, CORE, LISA, AP
- Support/Monitor SIP
- CTE
- Post Sec Options
- Secondary Summer School
- HS/MS Levels Meetings
- Secondary Student Transfers

Coordinator CTE
"School to life"

- Post Secondary options
- Project Lead the Way
- CTE curric development

Coordinator RtI

- RtI System Development
- RtI PD & Support
- RIT Assessment dev./monitoring
- RtI InterventionDev

Director Curric./Instruction

- Curriculum Adoption
- Curriculum Development
- Instruction PD
- Curriculum PD
- Critical Thinking & Creativity
- Asses Dev/PD-c/I
- Instructional Coaches
- Curric & PD TOSA's
- Media Services Support
- Classified Staff Develop.

Coordinator Instructional Tech ETIL

- PD
- Instructional Tech
- Media Services Support
- Title IID
- Technology Steering
- Technology Advisory
- PD 360

Oversight by Director of Curriculum/Instruction Support by Lead IC Instructional Coaches

Director SPED

- Sec 504
- SE Instruct PD
- Supervision/Evaluations
- ESY
- IEP implantation
- Program oversight
- SE Policy oversight
- Counselors

Assistant Director SPED

Director School Accountability/Accreditation

- Dist wide Assessment
- State/Fed test & reports
- Student Information System
- Program evaluation
- Data Review & PD
- Dist wide Prog. Monitor
- DAAC-accredit
- ILP Report
- Homeschooling
- Homebound
- School Records/Transcripts

Principal SOARS Program

Coordinator ELA

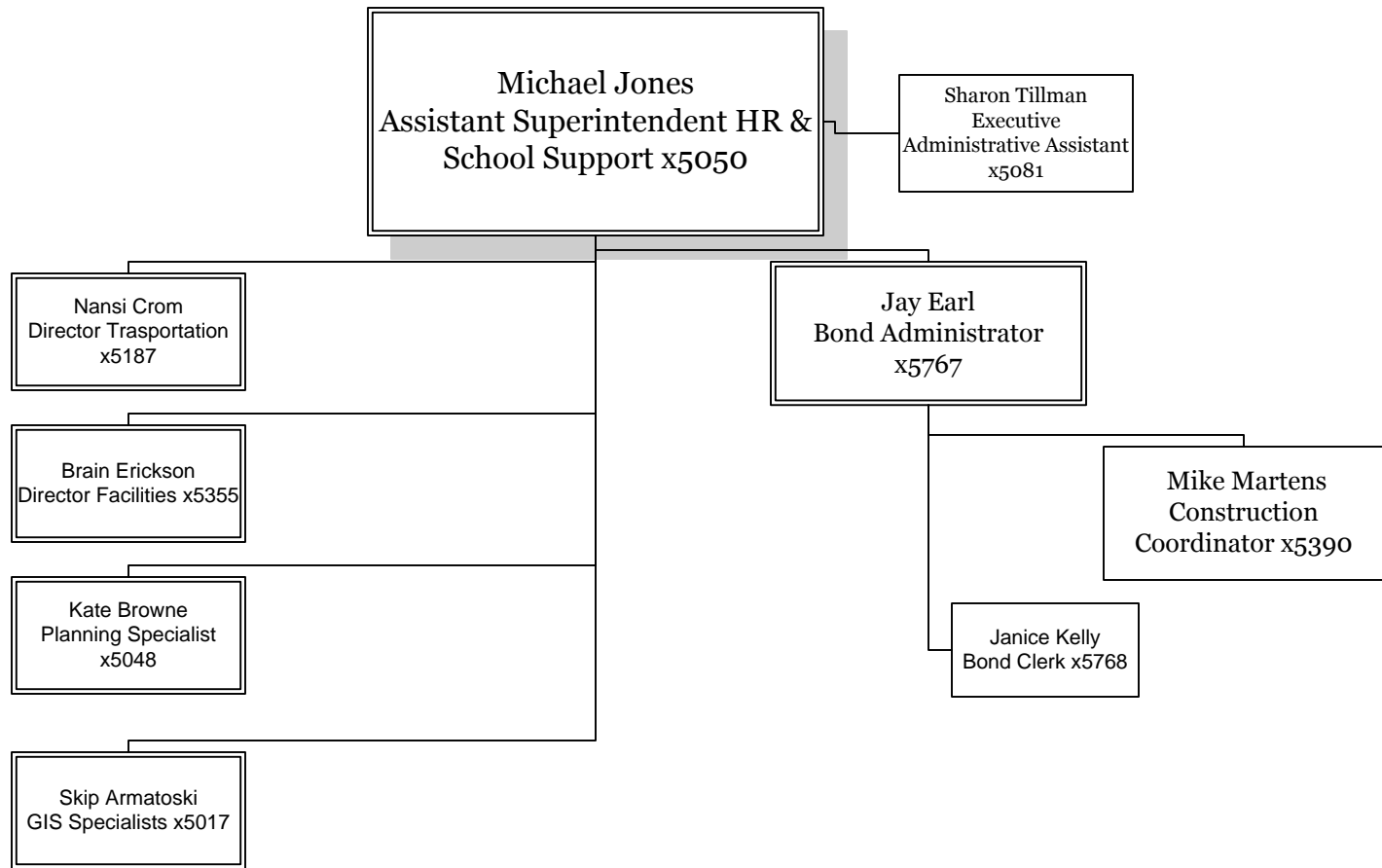
Coordinator Equity/Diversity

Coordinator GT Services

Coordinator/TOSA Student Outreach Liaison w/ Agencies School Safety

Director Student Support Services

- Alternative school support FHS, SOARS & Expulsion School
- Online School
- Unified Grant
- ELA
- GT
- At Risk Interventions
- Dist Liaison City/County
- Agency services
- PBS

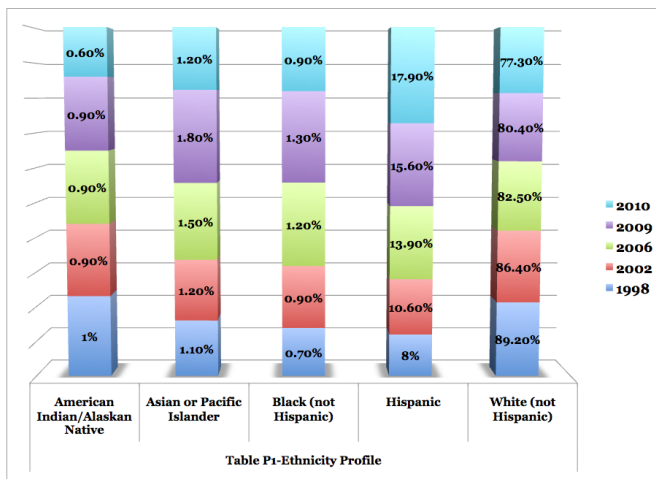
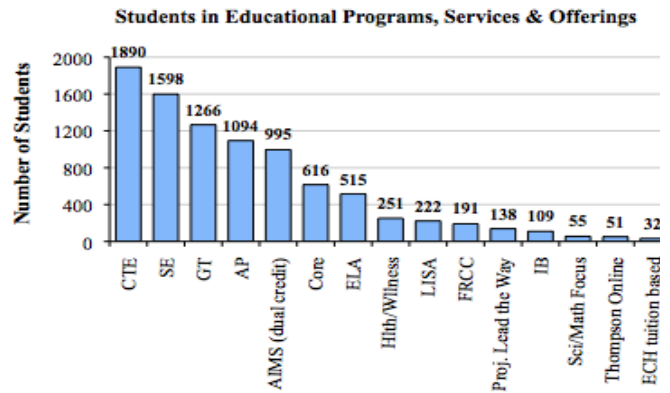


Organizational Profile

P.1a Organizational Environment The Thompson School District (TSD) is the 16th largest school district in Colorado, encompassing 362 square miles. The district includes the cities of Loveland, Berthoud and the southern part of Fort Collins, with parts of Larimer, Weld and Boulder counties. TSD is the largest employer in Loveland and Berthoud. TSD is a Pre-K-12th grade district with nine early childhood centers, 20 elementary schools, 5 middle schools, 4 comprehensive high schools, 1 alternative high school, 1 online school and 2 charter schools. Student enrollment in 2010-2011 is 15,350. The district's general fund budget is over \$115 million but due to state shortfalls, budget estimates for next year will be less. Student populations are shown in Table P1 below.

child through distance learning, TSD builds *Vision 2020* global citizenship skills. Expanding the early childhood program to tuition-based builds skills with both general education and special education students.

Diagram P.1.a(1) Educational Programs



P.1.a(2) Vision and Mission Every year, Thompson Leadership Team (TLT) reviews, updates and adopts the seven *operating principles* [See Table 1.a]. The mission and vision, shown in Table 1.a, challenge the organization to learn, achieve, and excel. Our core values are: Integrity, Social Contribution, Continuous Improvement, Personal Learning, and Visionary Leadership. In January 2011, *Vision 2020* was launched after a 14-month development process. Monitoring *Vision 2020* is done through detailed measures on a balanced scorecard [See Chart 2.b(2)]. Targeted measures and timelines are updated and posted each month on TSD website. The core competencies that we do really well are identified in Table 1.a.

P.1a(1) Educational Programs, Offerings and Services TSD directly serves students through a variety of educational programs shown in Diagram and Table P.1.a (1). The main delivery mechanism for educational programs is the traditional classroom although a growing number of students are enrolling in online courses. Each school has at least one computer lab where students have access to online content. With RtI², school leaders receive training in differentiating instruction; all sites are implementing RtI² with students in a variety of ways. Every school is in different stages of Positive Behavior Intervention Support (PBIS) implementation as a mechanism to support students in areas of behavior, developing cultural learning, responsibility, and accountability. Paul and Elder’s model of critical thinking instruction is being implemented in select schools. By offering Spanish to every elementary

Educational Programs Success	Critical to success
CTE, SE, GT, ELA, ECH tuition-based program	State or federal mandated programs
AP, IB, AIMS, Core Knowledge, FRCC, Thompson Online	Competitive position with other districts
AIMS, Health/Wellness, Project Lead the Way, LISA, science/math	Stakeholder requirements (can be a competitive position)

Table P.1a(1) Educational Programs Critical to Success

TSD has a competitive advantage over other school districts in northern Colorado in several areas. All district leadership is implementing a new continuous improvement model Plan-Do-Check-Adjust (PDCA). The district has a progressive, well-trained instructional coach in each school. Instructional coaches use national, research-based programs for cognitive coaching and data dialogue to develop skills of teachers and principals. A weekly districtwide early release Wednesday provides professional development (PD) opportunities for school staff three times a month. As leadership teams receive district level training, instructional coaches take information to departments or levels. Teachers collaborate to implement and give feedback on each PD session. District expectation is that school leadership teams design PD that directly aligns with goals from School Improvement Plans (SIP), which align with Board Of Education (BOE) goals for the superintendent and *Vision 2020* [See 2.b(1), 4.a(1)]. Through the weekly *instructional round* process, Learning Services (LS) personnel meet to discuss observations that the LS team/principal make.

The technology integration coordinator provides staff with innovative instructional technology opportunities such as podcasting, developing a classroom Moodle, and piloting Kindle2 in the classroom. Courses in Web2.0 and social networking are offered to expand instructional opportunities. Many teachers utilize interactive whiteboard technology in their classrooms. With all new school construction, the standard equipment is a projector and Promethean board for every classroom, which gives students the benefit of using technology and software regularly. Over 185 have been installed with more orders pending next year. Ninety-nine percent of classrooms in the district have computers for student use. Classroom teachers are accustomed to using wireless labs for additional instruction; the district has 48 wireless mobile labs. Sites also use the individualized student response system or “clicker system” to solicit immediate feedback from students and staff during lessons or presentations, making formative assessment much more obtainable. An Omni-Globe and a dedicated instructor have been funded through a local grant, which provides each school the opportunity to use this high-tech object for learning extensions. To engage administrators in technology integration, the iLead team meets to research, learn, and discuss using blogs, Twitter, iPads, and mobile devices to enhance 21st Century learning for all.

When curriculum materials are selected during adoption years, a P-12 design team of teachers, community members, and administrators analyze

assessment data, curriculum standards, instructional practice, technology integration and PD needs to design articulated curriculum P-12. To develop leaders during a curriculum adoption, the district provides the P-12 school leadership monthly PD to build school leadership content knowledge in the new curriculum area. A significant project involving everyone from BOE to classroom teachers is the alignment of curriculum to new state standards for the 21st century called Standards Transformation And Realignment in Thompson (S.M.A.R.T.)

Partnering with a community art organization, core content area teachers created an integrated curriculum model with art to design the K-12 art integrated curriculum approach in a school-within-a-school Loveland Area Integrated School of the Arts (LISA). The nationally recognized innovative program called geometry in construction changes the way students learn geometry by engaging students in contextualized learning where they build houses each year. TSD has nationally recognized trainers who have developed and implemented a critical thinking curriculum model using Foundation for Critical Thinking (CT) Elements and Standards. Several schools utilize this model in their instruction, which puts TSD ahead of other school districts because the elements and standards are now integrated with the new CDE curriculum standards.

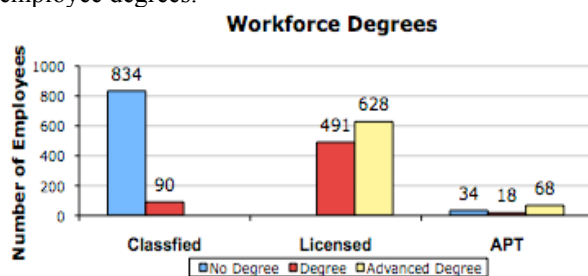
TSD is implementing a District Incident Response Team (DIRT). Every building and divisions’ crisis team aligns with DIRT guidelines. Nutrition Services obtains grants to provide healthy veggie snacks to empower students to make healthy choices.

P.1a(3) Workforce Profiles Three main workforce groups-APT, licensed, classified-exist within TSD. Approximately 1,083 teachers, social workers, counselors, and school psychologists are licensed staff and are represented by Thompson Education Association (TEA), a subgroup of National Education Association. The administrative / professional/ technical (APT) employee group consists of 119 people and includes building, district and non-instructional administrative leadership. The classified support personnel group numbers about 885. These two groups meet and confer with senior leaders for their bargaining process. The district hires approximately 453 temporary substitutes each year. The relationship between employee groups is a district core competency that creates a positive work environment and builds communication and trust.

TSD employees are motivated by the fact that all of their work ultimately affects students. They work collaboratively to create a positive team environment. They connect their work to improving student

learning and focus their efforts on supporting that learning environment. School Support (SS) and LS divisions are working together to improve understanding of each others' work.

Four programs that are implemented to recognize employees and raise excellence include the Award of Excellence (launched 2010), TEF's Employee of the Year, TEA's Crystal Apple Award, and the "Gotcha Award" which recognizes employees that go above and beyond. Recruiting minority teachers poses challenges for TSD whose workforce diversity demographics include 94% Anglo, 5% Hispanic, Asian/Pacific Islander, African American and American Indian/Alaskan Native are each less than 1%. The graphic below includes information on employee degrees.



P.1.a(3) Workforce Degree Profile

P.1a(4) Assets District facilities are comprised of 2,273,972 total square feet distributed over school sites, Early Childhood facilities, and support buildings. These support buildings include a district office, a facilities center and a support services center that houses technology, media, and purchasing/warehouse departments. One new elementary school opened this year as a result of the 2005 bond. The average building age is 33 years.

The district continues to implement and learn how to utilize the new student information system, Infinite Campus (IC), and a new financial/human resource system, Integrated Financial and Administrative Solution (IFAS). TSD expanded bandwidth to 100mb in order to increase efficiency in Internet usage as well as streaming capacity. ISTS and Business Services track all electronic inventory including 8,534 computers, district servers, Promethean boards, classroom iPods, and iPads, which are all on a wide area network. Twenty sites have wireless local area networks. The total capital assets across the district include just over \$177.5 million.

P.1a(5) Regulatory Environment, School Boundaries The school district is regulated and accredited by Colorado with laws set forth in Colorado statutes. The local school board, under the advisement of DAAC, accredits schools within the

district. Colorado Department of Education (CDE) establishes curriculum standards, guidelines and required assessments. Students take the Colorado Student Assessment Program (CSAP) test in grades 3-10 each year. All ELA students are required to take CELAPro, and CSAP-A test is administered to a small number of special education students. American College Test (ACT) is a state required junior-level exam. Acuity, Plan, and Explore are interim assessments administered by the district. Many elementary schools use AIMSweb. Each year a random group of districts are selected for participation in NAEP. The accreditation department tracks and reports this data for school use. Schools use data to develop school improvement plans after completing root cause analysis. All teachers and administrators must be licensed by the state, and NCLB requires that all teachers are highly qualified in their content area. The Gifted and Talented (GT) program is rated "Distinguished" by CDE; only 1 in 5 programs received this rating in 2010-11.

Financial regulations come from the Office of Management and Budget (OMB) and Colorado School Finance Act (SFA). Health and safety regulations are set by state agencies, i.e., CDE, Colorado Department of Public Health and Environment, our school board policy, and insurance carriers for the worker's compensation and general liability coverage. All pertinent board policies closely align with EPA and health department regulations. The focus on environment and resource management, a core competency, through facilities services, provides guidance on Energy Star practices, recycling and earth-friendly chemical education for the students. As per CDE, all schools must have a safety plan developed, and regular fire and lockdown drills are required monthly. To assist stakeholders in understanding financial matters, the transparent budget process has been improved from last year. This is significant work because the 30-member team researches financial issues, develops a proposal, and makes recommendations to the BOE [See 5.c(1) Budget Process].

P.1b Organizational Relationships State law and CDE provide regulations and guidelines, which TSD must follow. The BOE is the governing body of TSD. The community elects each board member to four-year terms, and they are responsible for setting policy. Their single employee, the superintendent, is in charge of all operations (See org. charts). Cabinet members are the senior leaders who report to the superintendent and are responsible for operations and obtaining feedback from the organization. DAAC provides an opportunity for community members to

participate in planning and accountability for the district.

<i>Key Segments/ Stakeholders with Requirements</i>	
School Sites	Funding /Site-Based Decisions
Staff	PD/Training/Resources
Art Community	Increase Art Focus
City/Business	Collaboration/Highly Skilled Workforce
Parents	Competitive, High Achieving Programs
Local Colleges	Prepared/Skilled Students
Students	Web-Based, Alternative Options for Graduation, Traditional Programs

Table P.1b Primary Stakeholder Groups

P.1b(2) Key Segments and Stakeholder Groups

Key student segments include 70.2% college bound, 4.8% vocational/technical School and 7.7% workforce, 4.2% military, and 13.2% undecided. A growing segment of students request web-based learning for alternative routes to credits for graduation. Currently, 320 students participate in web-based opportunities through Credit Recovery, Secondary Options for Achievement Resulting in Success (SOARS), Technology Innovation Class, Thompson Online and Colorado Online (COL).

TSD launched *Vision 2020* in January 2011. The top four community requirements for TSD are that students engage in critical thinking/problem solving, world-class learning in curriculum and technology, self-discipline and self-management, and sustainability of high quality employees. Quarterly department meetings and annual community updates to *Vision 2020* hold the district accountable to community requirements.

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

Key partners with TSD are local community colleges, Thompson Education Foundation, CTE business advisory councils, and Volunteers in Thompson Accentuating Learning (VITAL) volunteer department. AIMS Community College offers dual credit for some English or math classes. VITAL manage over 3,600 volunteers who are instrumental in providing services to schools and community activities. Senior leaders participate in various community organizations, e.g., Rotary, Erion Foundation, and Chamber of Commerce, for collaboration. A key partner in supporting emotionally disturbed and expelled students is Larimer County Interagency Oversight Group (LCIOG), which funds a part-time truancy officer for

Title I schools. Check Table 6.e(2) for further suppliers.

<i>Strategic Advantages</i>	<i>Impacting Key Process</i>
Purchasing	Plan and Manage TSD
Instructional Coach	Develop Curriculum...
Technology and Infrastructure (ERP)	Plan and Manage TSD
GT Funding	Attract Families
Foundation for CT (Paul and Elder)	Develop Curriculum...
PBiS	Develop Curriculum...
Systems Alignment-Continuous Improvement	Plan and Manage TSD
Successful Bond And Mill-Levy Elections	Attract Families
<i>Strategic Challenges</i>	<i>Impacting Key Process</i>
Limited Minority Teachers	Attract Families
Economic Forecast/Reality of Funding	Attract Families/Manage Resources
Lower Salaries	Attract Families
Technology	All
Paradigm Shift: Rti ² , CT, PBS, Sheltered Instruction	Develop Curriculum...
Aging Facilities	Manage Resources

Table P.2b TSD Strategic Advantages and Challenges

A centralized purchasing department provides the district-coordinated processes that maximize resources through bulk ordering. Any supplier must pre-qualify per board policy and all business contracts are reviewed regularly to align expectations of performance (PDCA). A centralized facility-use process was established to standardize how outside organizations rent TSD facilities. Because all employees and students have district email, primary communication between stakeholder groups is through FirstClass Client email. Alternative mechanisms used frequently include wiki spaces, blogs, district Web page, Facebook, Twitter, and telephone. In summer 2011, an intranet service will be launched for employee use.

P.2. Organizational Situation

P.2a(1) Competitive Position The competitive environment includes school districts in the top 10% who are closing the achievement gap for sub-populations and are offering flexible, online educational programs. School districts that offer alternative programs such as Core Knowledge, IB, religious education, traditional math curriculum, and art magnets are competitive environments. Choice options for students have created a competitive

environment between schools. Any school district with higher funding for students creates a competitive environment since state-funding places TSD at the lowest funded school district. The revenue projection for state funding is \$6,003.

P.2a(2) Principle Factors for Success TSD success relies on the ability to determine the needs of our students in relation to our competitors' ability to close achievement gaps in sub-populations. Our students are successful by participating in educational programs and Thompson Online. Also important to success is providing transparent, fiscally responsible stewardship for the community and recruiting and maintaining a highly skilled workforce.

P.2a(3) Comparative and Competitive Data TSD uses assessments from a variety of mandatory state and local assessments to measure student success and to subsequently drive educational practice.

Assessments are described in P1.a(5). The district obtains most of its comparative and competitive data from CDE's comprehensive database with more in depth student data on CEDAR. Utilizing the data from CDE database to understand and respond to students' needs is paramount to district success. Limitations on these data comparisons include using and understanding how to utilize data to impact instruction.

P.2b Strategic Context This year the economy provides an exigent situation; it is challenging to maintain quality programs, staff and facilities with decreasing funds. Table P.2b provides information on strategic challenges and advantages. Chart 6.e(1) lists district Key Work Processes. The Loveland community continues to support bond and mill levy elections, which is a tremendous advantage in funding. However, state and federal funding decreases each year, which challenges the ability to expand innovative or creative options for educational programs and maintain aging facilities.

Advantages and challenges that are associated with organizational sustainability center around three themes: technology, instructional paradigm, and funding. With the shift in technology occurring rapidly, it is difficult to implement, train, and use technology before it is considered outdated. The need for highly skilled, creative, critical thinkers requires that all teachers' instruction prepare students with these skills; not all employees are equipped with these new, ever-changing skills.

P.2c Performance Improvements The superintendent launched a process for building a culture around continuous improvement in 2008.

Senior leaders support the continuous improvement systems alignment process where staff members from all employee groups lead project teams based on improvement opportunities identified by the community and staff. This process improvement is fundamental to three goals: improving student success, maintaining a highly qualified workforce, and operating with fiscal responsibility. Staff and community identify new improvements and a cross-functional team prioritizes the improvement opportunities. Teams participate in projects by a *process management practice* which includes: reviewing current processes, researching new options, getting input from stakeholders and designing recommendations for new processes. They recommend their work to senior leaders for implementation. Every six months, a PDCA of the improvement opportunity projects and process is completed and adjustments are made. On occasion, adjustments need to be made inside of the six-month cycle, which can be done through weekly cabinet meetings, quarterly CSI (Committee for Systems Improvement) meetings, or during biweekly project lead meetings. The overall management system for TSD shows an approach to how all work systems integrate to get results. [See Chart P.2c]

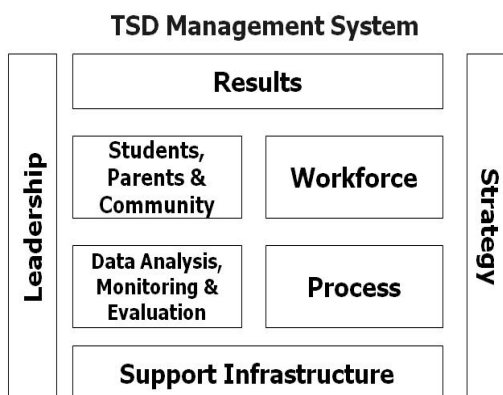


Chart P.2c TSD Management System Adapted From Criteria For Performance Excellence 2009

To improve work systems and key processes, department reviews are conducted on a three-year cycle. [See 6.e(1)] TSD also collects and uses survey data for improvement. Culture and Climate Survey shows a positive increase in three of six areas: district communication, robust learning, and cultural proficiency. The three areas showing a decrease include: departmental communication, safety, and organizational focus. The TELL and Safety and Belonging are other surveys. Senior leaders communicate the results of the survey to staff and determine next steps to analyzing the data.

Category 1: Leadership

How Do Leaders Lead And Govern?

1.a(1) Vision Values Mission Senior leadership strives for clarity of purpose, clear mission, and alignment of goals and actions. The process began with three key processes: 1) The superintendent initiated a grassroots outreach by visiting “100 homes in 100 days,” meeting almost 900 parents, students, and constituents, which kicked off a systems alignment process; 2) In December of 2008, the Board of Education approved a new district *mission and vision* developed with input from all stakeholders and staff via focus groups. The mission and vision were printed, distributed widely, and posted in buildings, classrooms, and meeting rooms; 3) In August of 2008, senior leaders facilitated all leadership in developing *operating principles*, which are identified, agreed-upon principles of our working environment. The *operating principles, mission, and vision* are regularly reviewed and referenced at quarterly TLT meetings and the annual “Welcome Back” program and were confirmed in *Vision 2020*.

posted on correspondence, e.g., email signature lines with mission statements, communication newsletters, staff presentations, district website, site posters.

Leadership is expected to make the vision, mission, statements and strategic plan goals live at the building and department levels through modeling and action plans. Currently, benchmarking targets are being identified and a balanced scorecard created to monitor implementation of *Vision 2020*.

1.a(2) Promoting Legal and Ethical Behavior All leaders are expected to communicate in a transparent manner and set high standards for legal/ethical behavior. They establish clear expectations for TLT in formal and informal conversations and in written communication.

State law, CDE, and BOE policy updates are communicated through TLT and/or principal level meetings. Legal requirements are practiced and reinforced in training from counsel to discuss ethical and legal issues. Additional training regarding email communication, personnel investigation, documentation, etc. occurs annually.

1.a(3) Sustainable Organization *Vision 2020* addresses issues of sustainability. The 10-year plan establishes a foundation for on-going work. The key goal areas are clear, specific, and yet broad enough to permit agility in actions as needed. Annually, *Vision 2020* is reviewed through a transparent process that allows for multiple levels of internal and external stakeholders’ input. Current needs or changes are identified and researched. Goals and balanced scorecard measures are updated, which by their design over time, will create sustainability.

Reinforcing processes are done in monthly TLT, SSLT, PLL, and level meetings to build leadership capacity and engage in PDCA (i.e., continuous improvement). At the instructional level, the *instructional rounds* process is being implemented to address research-based instructional approaches and evaluate student results. Formative achievement data are captured systematically; school staff analyze the data and make necessary adjustments. School Support departments also capture relevant data in order to make adjustments to service, cycle time, quality, and/or safety needs.

District surveys encapsulate information from employees, students, community and parents regarding resource allocation issues and/or effective and efficient processes. Information also captures the community’s focus on key 21st Century skills,

<i>Mission, Vision, Values, Competencies</i>	
Mission: Empower to Learn Challenge to Achieve Inspire to Excel	Vision: The TSD will be a school district that empowers, challenges and inspires students, faculty, staff, parents, school leaders and community members to learn, achieve and excel.
Core Competencies: Strong Fiscal Management/Budget Process Positive supportive relationship with employees Early Childhood Program Resource Management PDCA/Continuous Improvement Curriculum and Instruction Standards Development Instructional Coaching Focus	
Values: Continuous Improvement Social Contribution Personal Learning Visionary Leadership Integrity	Operating Principles Empowering Leadership Open & Honest Communication Integrity & Accountability Respectful Relationships Clarity of Purpose Collaboration & Teamwork Fun & Celebration

Table 1.a.TSD Mission, Vision, Values

Other key actions to align with our mission include reorganizing the divisions (2009), aligning strategic plan goals with budget, and adding a greater emphasis on cultural proficiency. The process of developing *Vision 2020* this year promoted the identification and alignment of core values and moral purpose for TSD. The vision and mission are frequently reinforced in district activities as well as

innovation, and technology, now found in *Vision 2020*. Cabinet uses this data to make adjustments and informs all staff of the results of these key surveys.

1.b(1) Organizational Governance In accordance with the *operating principles*, decision-making usually describes “clarity of purpose.” in communication. Significant decisions include more two-way interactive processes before final decisions. Leaders are implicitly held accountable to follow up on collective agreements. Collaboration is practiced, allowing a loose-tight approach to school sites; moreover, a collaborative decision-making process framework was authored and implemented in the fall of 2009. Other venues of accountability are through multiple surveys and communications to district staff and formal communications to the public via publications and the Internet.

Teachers have a professional concerns committee and a MOU to represent their interests. Classified staff has an advisory council and a handbook to notify them of their employment processes.

The approach to fiscal accountability is through a transparent, collective budget development process, which includes the BOE annually creating financial value statements and guiding principles. Based on *Vision 2020* goals, departments develop zero-based, priority-based budgets. Financial ideas and concerns are solicited from the community via surveys. A representative group of district staff and community members (aka “Budget Proposal Team”) reviews financial data, budget manager drafts, and community input, honor the “financial values” and creates a budget proposal that will be forwarded to the BOE for its review and final approval [See Chart 5.c(1)].

As part of the systems alignment approach, (See Category 6) there have been several internal and external audits, including district department’s reviews for alignment, the approach to financial and facility services and programmatic services, such as ESS. Facility and technological infrastructures are regularly maintained and updated to sustain the taxpayer’s investment.

1.b(2) Performance Evaluation The superintendent and cabinet continually encourage open and honest communication. All cabinet members and the superintendent participate in a 360-review practice. The new evaluation process for all employees has been created that incorporates job performance data into the review. Reviews for all staff provide information for improvement and goal setting. The licensed staff and principal evaluations include a

focus on student achievement.

1.c(1) Legal Behavior, Regulatory Behavior, and Accreditation Community outreach occurs by way of a web-based community blog for input into district issues. The website includes useable, current information in both Spanish and English. By enhancing the website CCR is increasing its effectiveness and is collecting feedback from stakeholders regarding the ease of navigation and use.

Leadership and designated staff reinforce regulatory behavior to monitor BOE policies and regulations. Any facility improvement or construction project is subject to a review process, including building code inspections and approvals. Some programs, such as Early Childhood and Nutrition Services, must follow state regulations and are audited annually for compliance. During times of crisis, such as extreme weather conditions, staff and stakeholders are informed of district closures via various media sources, Internet tools, and phone trees.

Annually, schools are recommended for accreditation status based upon state and district criteria. Schools are held accountable to abide by district policies and procedures. Academic programming and services are focused on meeting the needs of each learner despite societal impacts of poverty, race, gender, disability, or primary language. Quarterly data are reviewed and programming adjustments are made at district, school, and classroom levels.

1.c(2) Ethical Behavior TSD promotes and ensures ethical behavior by ensuring extensive inclusive practices with students of varying needs, e.g., IEP’s, 504’s, ELA, ILPs, ALPs, etc. We respond to stakeholder feedback through complaint collection process. [See Category 3.d(2)] Leadership adheres to agreed upon *operating principles* (See Table 1.a) and legal and environmental mandates. Closing the achievement gap serves as moral purpose.

1.d(1) Societal Well-Being TSD has identified “Social Contribution” as one of its core values which is embedded within the goals of *Vision 2020*. TSD’s approach to active community engagement and staff participation is to promote opportunities for community involvement in activities such as the annual Corn Roast (Loveland event) and Berthoud Days (Berthoud community celebration), Veterans Day events, etc. Teachers and administrators are requested to volunteer for these events, and they are surveyed when the event is complete to evaluate its impact. The results of these surveys are measured on

the balanced scorecard.

Schools get students to reach out to the needs of others through activities that connect with them personally such as service projects: Haiti Coin Drive for the Red Cross, Pennies for Peace, and United Way. Schools regularly form partnerships with community groups and parents. The family engagement team targets parents who need assistance supporting their student. At the secondary level, annually students participate in community food basket and food drive projects.

TSD also helps students who need service from multiple community organizations, from probation to social services to school suspensions and expulsion. The district provides wrap-around services to support students and families in need, partnering with available community agencies. A standardized procedure identifies necessary family/student support and connects it to community agencies.

The TSD ensures a safe environment for staff and students by establishing safety procedures for students and staff. Annual feedback is solicited from a Safety and Belonging survey. Preventative maintenance of major building systems occurs annually and systematically. Preventative maintenance is identified as a key process of the facilities department. District facilities are open for

community use, which allows buildings to be rented and used by any community group or individual.

Lastly, continuous improvement of resource utilization, and reviewing opportunities to reinvest and check the return on investments, such as lighting retrofits, water conservation, equipment replacements, roof upgrades, improving insulation values to reduce utility consumptions, etc., helps to return investments back to the community.

1.d(2) Community Support *Vision 2020's* goal of "Healthy Constituent Relationships" and its actions and tactics strengthens the current community involvement. TSD intentionally engages with commonly acknowledged leaders of the Loveland and Berthoud community. For example, senior leadership is involved and develops relationships with key community groups (e.g., Rotary service clubs and Loveland and Berthoud chamber of commerce, Loveland Police Department and City Council). DAAC and SAAC meet monthly to track student achievement progress and schools' progress on defined goals. During 2010-11, a family engagement team was formed to provide outreach to parents to address specific concerns and needs of families.

Category 2: Strategic Planning

How Do You Develop Your Strategy?

2.a(1) Strategic Planning Process

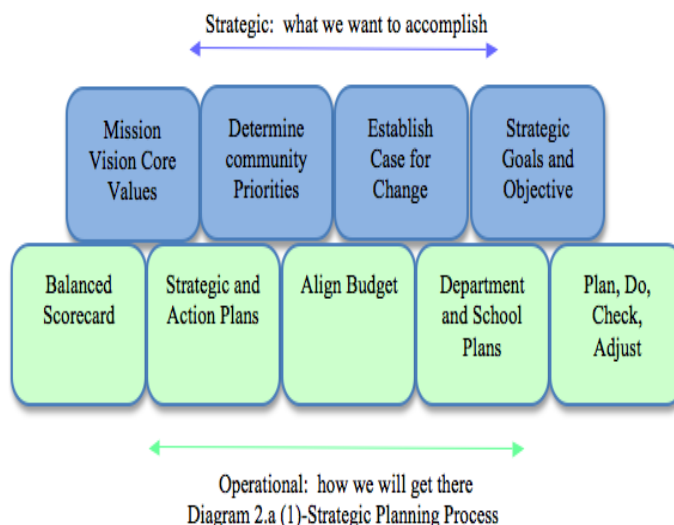
The TSD conducts its strategic planning by using a PDCA continuous improvement and *process management practice*.

The process begins with research, data gathering, root cause analysis and consensus building with teams of students, teachers, administrators, parents, and community members.

The key process steps for strategic planning are outlined in Diagram 2.a(1). TSD begins its strategic planning by clearly confirming the mission, vision, and core values so that the

strategic plan is aligned to these key areas. Feedback is solicited from the community through e-surveys, public forums, focus groups, and one-on-one interviews.

Strategic plan teams conduct research into pedagogy, best practices, federal and state mandates to establish the Case for Change. This information is presented to the Board of Education to establish strategic goals and objectives and to identify measures that are evidence of progress toward goals. The five *Vision 2020* goal areas include



Robust Learning, Culture of Excellence, Equity in Access, Responsible Stewardship, and Healthy Constituent Relationships. Teams comprised of key stakeholders establish action plans and align the budget. Department and school plans are then aligned to the strategic plan. The strategic plan is monitored monthly, quarterly, and annually through a PDCA cycle to address adjustments in actions, resource allocation, or new programming so that sustainability is ensured.

Key stakeholders in the TSD strategic planning process ensure broad representation of viewpoints. To eliminate any blind spots that may occur throughout the process, through its monthly meetings, the Strategic Plan Oversight Team (SPOT) monitors the development of strategies, action plans, priorities, and progress. Stakeholder groups are represented on SPOT. Diagram 2.2.a(1) displays the categories of various stakeholder involvements in *Vision 2020*.

Through work sessions, the BOE, SPOT, and senior leaders use information from stakeholders and the Case for Change to conduct an analysis of the district's strengths, weaknesses, opportunities, and threats. The SWOT analysis provided the district the opportunity to establish its core competencies: strong fiscal management/budget process, supportive

PDCA/continuous improvement model. Feedback is solicited from the community through e-surveys, public forums, focus groups, and one-on-one interviews to determine student and stakeholder priorities [Table 2.1(a)]. Strategic plan teams identified trends in our demographics indicating that we will be educating more students of color and poverty in the coming years. Using data from surrounding districts, our teams benchmark TSD with those districts in the areas of funding,



Diagram 2.2.a(1)-TSD Key Stakeholders

Table 2.a(1) Stakeholder Priorities

TSD Stakeholder Priorities
<ul style="list-style-type: none"> ▪ Critical thinking and problem solving skills ▪ Student self-discipline and self-management ▪ Sustainability of high quality teachers and staff ▪ Effective instructional materials and programs ▪ High quality classroom learning materials & instruction ▪ Student access to quality technology, service and programs ▪ Preparing students for success in college, career and beyond ▪ Communication, relationship-building and interpersonal skills ▪ Competitive compensation of staff ▪ Responding to economic conditions ▪ 21st Century technology skills, including information and communication systems

environment and positive relationship with employee groups, early childhood program, personalized learning approach, energy conservation response, and



Diagram 2.b(1) Alignment to *Vision 2020*

salaries, achievement, and staffing. Additionally, our teams identified 21st century workforce readiness skills and technology skills as well as future industry needs to ensure that we are preparing our students for postsecondary success. Finally, changes in state statute, including teacher evaluation, standards, assessment, and graduation requirements were examined to ensure that our plan would meet these requirements.

2.b(1) Action Plan Development TSD develops its action plans to achieve its key strategic objectives through strategic planning teams comprised of staff, students, and community members. *Vision 2020* champions take responsibility for a specific focus area. They keep the ball rolling with their team, they identify and resolve issues, expand options, and report status for their area quarterly with the superintendent and director of quality performance. Action plans reflect best practice, research, statutory requirements, SWOT analysis, and organizational capacity. The approach the planning teams use is to prioritize strategies to focus the work, develop work plans, align the budget, and establish indicators of progress. All division, department, and school plans align to *Vision 2020*. [See Diagram 2.b(1)]

2.b(2) Action Plan Modification The approach to monitoring *Vision 2020* progress is to review data on a monthly, quarterly, and annual basis. Using the balanced scorecard data as well as department data, teams reflect on demonstrated results and make suggested changes during review sessions. Indicators of progress are analyzed and adjustments are made in plan execution. Stakeholders have access to this data on the website which is updated monthly.

Chart 2.b(2) Sample Balanced Scorecard

Robust Learning				
Goal: All students will graduate from high school career and college path ready with the knowledge and skills to be lifelong learners and successful citizens.				
Successful Learners- Measure: Percent of students proficient and advanced on CSAP.				
Baseline:	Date:	Percentage:	Annual Target:	2020 Goal:
Reading- 73% Math- 56% Writing- 59%	2010	73% 56% 59%		
Global Citizenship- Measure: Percent of students successfully completing an early college experience with a "C" or above.				
Baseline:	Date:	Percentage:	Annual Target:	2020 Goal:
19%	January 2011	19%		
Personalized Learning- Measure: Percent of students participating in choice programs.				
Baseline:	Date:	Percentage:	Annual Target:	2020 Goal:
46%	January 2011	46%		

Category 3: Customer Focus

How do you obtain information from your students and stakeholders and engage them?

3.a Student and Stakeholder Listening TSD approaches listening to its stakeholders by providing opportunities for district personnel to communicate and interact with school staff, communities, and business organizations. Feedback is received and senior leaders or key owners determine next steps using the information. The BOE conducts three monthly meetings where the public is invited and

provided opportunity to speak. They meet with the Loveland City Council for partnership updates and opportunities annually. The superintendent is held accountable to stakeholders through *Coffee with Cabrera* monthly, *Pop-in with Ron* quarterly, *Wisdom Council* quarterly, *C³* quarterly, and weekly schools visits for teacher/student dialog. Each

cabinet member visits at least four sites monthly through a structured school-visit process.

The district solicits feedback from community and staff through multiple subject surveys. Different sites and departments within the district maintain a Facebook page, Twitter, and an interactive blog, while CCR manages the main website, www.thompsonschoools.org. All of staff has district email and telephone extensions for a main source of communication. Key administrators are provided cell phones with email and texting capabilities.

Various projects conducted by district personnel including curriculum adoptions, *Vision 2020*, budget proposal process, family engagement, ESS staff listening tour, MVV confirmation, and systems alignment project teams, focus groups and other feedback loops-are utilized to listen to stakeholders. The process is the same for all focus group participation, which is conducted through CCR.

3.b(1) Satisfaction and Engagement Stakeholder satisfaction and engagement is determined by participation in surveys, community events, website access points, volunteerism, social media, school events, e.g., conferences and correspondence. Surveys such as CC and SB provide data points for consideration when programmatic decisions need to be made. Student engagement is determined by reviewing data regarding graduation rates, grades, number of students enrolled in high level courses, extra curricular activities. *Vision 2020* focus areas Robust Learning and Equity in Access challenge district and building staff to raise achievement and participation by sub-group population and data is reviewed to determine progress. The balanced scorecard shows baseline data and targets in these areas.

3.b(2) Dissatisfaction By listening to our stakeholders through the described actions (3.a), TSD can determine the programs, budget issues, or school site concerns where dissatisfaction occurs. Once the district receives dissatisfaction concerns, the appropriate personnel are informed and actions are taken to review or change course if needed. Table 3.c shows how LS manages complaints.

3.c(1) Programs and Services TSD determines innovation in programs and services by alignment to *Vision 2020*, building on core competencies [See Table 1.a], and considering how to close the achievement gap with student segments as outlined in P.1a. Knowing that Robust Learning and Equity in Access is required for each student from intervention to extension, dedicated district level staff including the RtI Coordinator, GT Coordinator, Instructional

Coach Coordinator, and ESS and PBiS staff focus their work on reviewing data, determining where targeted interventions are needed, and providing support to building staff around student success. CSAP data by student segment shows the Hispanic (Latino) and Black populations are not achieving success at the same rate as the White or Asian populations. Therefore, the Diversity coordinator and LS lead data conversations to determine what programming and services are needed across the system to ensure their success. Root cause analysis is conducted to determine reasons and next steps are discussed for systematic change from district level to classroom level. GT testing insures that students are identified and properly served.

While new CDE curriculum standards are being implemented now, curriculum alignment to these standards is required by 2012. The components of the *process management practice* help integrate this work. In addition, creating an environment for global citizenship, which is an objective under *Vision 2020*, means transforming curriculum with the technology paradigm shift. The technology integration coordinator, CIC, and the Curriculum department staff put intensive effort toward technology integration beyond just using a PowerPoint to deliver lessons [See P.1a(2)]. A recent curriculum adoption provided 15 iPads and 2 iPod Touches for each 6th and 7th grade social studies classroom across the district to create technology-rich learning environments to support instruction.

Since many staff have obtained additional skills, a process for offering PD exists through the curriculum department in a ‘train the trainer’ model. If a staff member would like to facilitate or teach a topic that aligns with *Vision 2020*, an application requesting information on topic, learning outcomes, actions taken, measures of success, budget needed, and *Vision 2020* alignment is completed. A TIC committee meets monthly to review and approve/disapprove the application. The information is returned to the appropriate staff member. This ensures that staff members at the building who want to help develop their colleague’s skills are given an opportunity to sustain *Vision 2020*.

3.c(2) Student and Stakeholder Support The approach to enabling student and stakeholder support includes an overall expectation for communication and information sharing. School sites provide mechanisms for disseminating information through parent newsletters, teacher newsletters, web pages, IC Parent Portal, SAAC, semi-annual conferences, informational meetings for new parents or those wanting their student to attend in the future, and email/telephone communication. The district web

page has an email link where anyone can ask for information, and CCR will route it to the appropriate department.

3.c(3) Student and Stakeholder Data Use The district uses information from programs and services to enhance and build on core competencies (See Table 1.a). Personnel review performance data and additional research on best practices and proposed new programs to the community. For example, federal and state data shows that students who participate in early childhood demonstrate greater kindergarten readiness. LS personnel reviewed student data from the early childhood program that supported this research. Given this information LS expanded the early childhood program to include general education students in a tuition-based program. Early Childhood staff began marketing the success of the their students in the community and now the program is beyond capacity. Finally, as programs go through PDCA and program evaluation, new innovations or improvements are made using data, research, and stakeholder input. To build on our core competency of supportive employee environments, the superintendent, deputy superintendent, and assistant superintendent collaborate with key TEA and CSAC personnel. Additionally, BOE members annually hold a collaborative session with each CSAC and TEA board called Board to Board to discuss opportunities for improvement and celebrate the engagement and leadership of these employees.

3.d(1) Building Student and Stakeholder Relationships

<i>Manage Relationships with Students</i>	
Acquire new students	Marketing competitive programs and choice of schools, publish successes
Retain current students	Respond to concerns, provide competitive programs that enhance alternative as well as traditional experiences
Increase engagement of students	Meet them in their classes for input, be transparent about why we need their input, demonstrate how we use their input, provide access to high levels of education and technology, provide alternatives and early graduation opportunities

Table 3.d(1) Relationship Management

3.d(2) Complaint Management TSD responds to complaints through tracking complaints and soliciting complaints. The first mechanism is how each

department tracks and responds to specific complaints that come forward. Each department tracks complaints in a way that meets the department’s needs [Table 3.c(1)-Managing Complaints]. They use a four-step complaint process: 1) Listens to the stakeholder who brings, complaint forward, 2) Talks to employees that are involved, 3) Reviews BOE policy or state law for existing requirements, 4) Makes recommendation for next steps

If stakeholders are not satisfied with the response of the department or site, they may appeal to the district directors (for school related complaints) or the assistant superintendent (for school support related complaints). Finally, they may appeal to the superintendent and the BOE. The dirs. of elementary and secondary education and ESS director receive the most complaints and they categorize them annually in June using labels in Table 3.c(1).

The second mechanism is through soliciting complaints. The approach includes reviewing existing data, determining the questions on which we need feedback, identifying stakeholders, determining new process or research-based practice, and designing new proposal.

<i>Category</i>	<i>Description</i>
Instruction	Curriculum Instruction issues
Student Behaviors	Bullying, student to student behaviors, expulsions, ISS, OSS
Staff Professionalism	Language, communication issues around grades
Responsiveness	Issues where school is not responding
Transportation	Buses, walking or car related issues (high school)
Enrollment	Issues with administrative placement of students, open enrollment, transfers
Leadership/APT	Complaints about decisions and actions made by leadership
Attendance	Truancy or tardies
Safety	Issues of school safety outside of student behavior
HR	Maintain spreadsheet
Nutrition	SOP/HACCP Complaint Form “Investigating The Problem And Probing For Solutions”
Transportation	Route, Employee, Incident
M & P	Submit annual report to BOE

Table 3.c Managing Complaints

Category 4: Measurement, Analysis and Knowledge Management

How do you measure, analyze and then improve organization performance?

4.a Performance Measurement

4.a(1) Performance Measures Selection, collection, alignment, and integration of data and information for tracking daily operations and overall organizational performance is essential to the TSD goal of ensuring student success. The Thompson School District has developed and begun implementing a strategic plan collaboratively developed by key stakeholders including district leadership, staff, parents and community members that addresses the mission.

TSD selects and collects data and information via third-party software, assessment vendors, federal and state education bodies, surveys, telephone, email, and public forums. TSD aligns data and information with the strategic plan, specific to each area of focus, integrating it through collaborative creation of school and department action plans. Measures in the balanced scorecard provide a monitoring mechanism for *Vision 2020*.

4.a(2) Comparative Data TSD selects and ensures the effective use of key comparative data and information to support operational and strategic decision-making and innovation by utilizing data captured through software programs.

TSD reviews data on CSAP, CBLA, Explore-Plan, Acuity, AimsWeb, IC, grades, attendance, behavior and ACT to analyze and measure student engagement, student success, and progress on the strategic plan goal areas of Robust Learning and Equity in Access. Learning Services reviews and analyzes this information and hosts an August data dialogue session with school leadership teams to review the data on district performance, school performance, and students' progress on basic skills.

Evaluation of data is done multiple times within a school year.

4.b Performance Analysis and Review

TSD reviews organizational performance and capabilities through specific programs, surveys, and analysis that targets each specific area carried out by sites or departments within the organization [Table 4.b].

4.c Performance Improvement TSD uses organizational performance review findings to develop priorities for continuous improvement and opportunities for innovation by collaboration.

<i>Performance Mechanisms</i>	
Financial Services	Completed department review Fall 2010
Facilities Services	School Dude Feedback, Utility Cost Comparisons, Time Clock+ Systems, and Custodial Cleaning Cost Analysis, completed department review spring 2011
M & P	Annual survey, tracking system for package delivery, and USPS bulk mail cost efficiencies.
Nutrition Services	Profit and loss report, food costs, daily production comparison against inventory, temperature monitoring and review.
ISTS	Web Help Desk work order system; network monitoring, and system up/down reports and review.
Transportation	Kronos time system punch detail reports, 10-8 logs, daily dispatch logs, daily route run/stop lists, monthly field trip summaries, CDE annual certification testing, CDE annual pre-trip and driving evaluations, monthly fuel use summaries, CG Faster work orders, labor detail summaries, equipment life cycle cost reports.
Aquatics	Process review and prioritized list of PDCA projects
Early Childhood	Results Matter performance system for pre-school measures

Table 4.b Department Mechanisms for Performance

Using the organizational review findings from 2009-2010 school year Culture and Climate Survey, senior leaders took action by developing a project team that will analyze results, looking at best practices and customer requirements, and recommending changes [See 6.e(3)].

LS leads schools through root cause analysis activities in the fall to determine next steps for performance improvement of each school. School leadership teams then lead their staff through the same activities to develop a SIP. The directors of schools meet with principals monthly to check on SIP implementation progress. Using the *instructional rounds process*, a district team

observes and discusses classroom practices after their biweekly visit.

4.d(1) Data and Information Availability

TSD makes data available in three primary ways as displayed in table below.

<i>Making Data and Information Available Through Infinite Campus</i>	
Standard Reporting (general)	Web-based reporting accessible to staff from any location with IC account
Custom Developed Reports and Applications (targeted)	Data requests that do not exist in a standard report, e.g., Colorado Growth model data, honor roll, GPA, awards, attendance, customized transcripts, and period of time summaries
Data Hotline (five dedicated personnel)	Requests for specific data that does not exist in standard or custom reports—compiled in ad hoc reports for individual stakeholders

Table 4.d(1) Data and Information Accessibility

Staff members utilize this data via the Internet with an IC login. Inside the application, help documents, tutorials, and videos are created by district staff members and third-parties to provide self-guided support for end-users. Finally, Data Hotline staff hosts monthly workshops, which instruct administrators on how to utilize and manipulate raw data to answer their own questions of the data. This empowers administrators so they may dialog with teachers about instructional practice, based on real-time data concerning student progress.

TSD also makes needed data and information available through the district website, LS and SSLT meetings, and publications mailed to the local community. CCR updates the webpage with relevant information for staff and public. In accordance with federal NCLB regulation, CSAP scores, graduation rates, ACT, and AYP status by school are published in all local newspapers so that community members can see their neighborhood school’s performance results. The state makes general information available to the public through School View.

4.d(2) Knowledge Management Managing organizational knowledge is done through each department’s standard operating procedures and process identification/PDCA approach. Although this is a recent development in 2011, departments such as Facilities, Quality Performance, and Financial Services have made significant progress

in aligning processes with *Vision 2020*, budget allocation, documenting SOPs and PDCA improvement. Directors lead their staff through SOP development. This is conducted in most departments. Annually, directors review procedures and BOE policies with department staff and update accordingly.

BOE policies identify what purchasing methods will be used with vendors and suppliers, which provide a standard practice for equitability.

4.e(1) Hardware and Software Properties The Thompson School District ensures that hardware and software are reliable, secure, and user-friendly by collaboration, purchasing policies, testing, piloting, and evaluation through the ISTS department.

ISTS reviews hardware and software for reliability and compatibility. Before any major hardware purchase, an RFP or RFB (Request for Proposal, or Request for Bid) is issued. All responses are reviewed for reliability and compatibility by ISTS staff, based on their job responsibilities and skill sets.

Compatibility with existing systems is top priority. To keep systems secure, a bi-annual or as-needed security audit is completed on all systems. ISTS also maintains current software on all servers and firewalls to ensure security. To maintain system redundancy with IFAS, TSD secures services out of state.

For curriculum related hardware or software purchases, LS reviews the purchase to determine best fit for the district prior to the review of it for reliability, compatibility, or security.

4.e(2) Hardware and Software Properties In the event of an emergency, the TSD ensures continued availability of hardware and software systems through emergency preparedness plans. There is an overall district emergency plan, and each department has an emergency preparedness plan specific to their area of expertise. ISTS has a working disaster recovery plan that is a guideline for providing data accessibility to the district’s stakeholders.

ISTS ensures that critical systems stay powered up, and access is available remotely. All mission-critical systems are available off site. If the need arises, ISTS engineers access data on systems outside the district. Data is only accessible to those in need of it. In normal day-to-day operations, ISTS staff monitors all systems using software to ensure that everything remains accessible.

Category 5: Workforce

How do you engage your workforce to achieve organizational and personal success?

Policies, Services, and Benefits	Provided by District, Employee, or Both
BOE Policies for Behavior, Ethics, and Respectful Work Environment	District Provides
Health, Dental, Vision Insurance	District/Employee Contribution
Life Insurance	District Provides
Retirement-PERA	District/Employee Contribution
403-B, 401-K, 457	Employee Contribution Only
Annual Leave	District Provides 1 day P/Month Worked All Employee Groups
Disability (66.66% Of Salary After 60 Days Of Medical Leave)	District Provides For All Full-Time Employees, Optional for Part-Time Employees Who Elect to Participate
Vacation (260-day Employees Only)	20 Days for APT 10-20 days Based on FTE and Longevity (Classified)
Sick Leave Bank	Donate A Day and Receive 35 Days (Classified) 45 Days (Licensed/APT)
Bereavement	5 Days For Immediate Family Or 1 Day Friends/Other Family

Table 5.b(2)-Policies and Benefits

5.a Workforce Capability & Capacity

5.a(1) Capability & Capacity Job descriptions detail the qualifications and skills necessary for each district role. HR performs candidate screenings against these qualifications and skills. HR verifies appropriate certifications, licensure and education credentials. Candidates must pass reference checks and formal background checks prior to employment. Probationary status for classified staff (90 days) and for licensed hires (3 years) helps assure new hires perform to standard.

Individual performance evaluations are completed annually on all staff. Teachers' and paraprofessionals' qualifications are reviewed annually to ensure maintenance of certifications, licensures and highly qualified status. Professional development plans arise from performance feedback, SIP, and targeted identified areas of need.

Performance improvement plans, where needed, help resolve performance concerns of an elevated nature.

5.a(2) Work Accomplishment *Vision 2020* identifies five key goals, which leverage the organization's core competencies. These objectives bring tangible focus to the district's mission and vision. Goals are established annually for district staff in support of *Vision 2020* and associated action plans. Strategic challenges [Table P.2b] are addressed with targeted responses as part of the annual goal-setting process. Connecting employee goals with *Vision 2020* ensures student and stakeholder focus. For example, when CDE data showed that more students were enrolling in online programs, Thompson Online was designed and launched to attract more students.

Environmental Factors	
Wellness	District coordinator leads team with variety of activities
Safety	All sites safety committees report hazards and conduct scans, monthly safety reports distributed and prevention challenges issued
Security	DIRT training/education, site one-pager crisis plans, visitor ID/sign-in plan, employee badges
Staff Breaks	FLSA break standards, duty free lunches, work breaks
Environmental Safety	Dedicated personnel monitors & tests for environmental concerns, conducts education programs
Financial Crisis	BOE policy dictates requirements, budget process includes broad stakeholder participation
Culture	Casual for a Cause program encourages social contribution, Culture and Climate survey provides feedback for OFI's

Table 5.b(1)-Environmental Factors

Vision 2020 goals are emphasized at regularly scheduled meetings held by leadership across the organization (SSLT, TLT, PLL), within divisions, departments and at all sites. Annual performance appraisals [See 5.a.(1)] help to ensure that the work of the organization and associated goals are completed in a timely manner.

5.b Workforce Climate

5.b(1) Workplace Environment Workforce health, safety and security are assured in key areas through methodologies listed in Table 5.b(1).

5.b(2) Policies and Benefits See Table 5.b(2) for information.

5.c Workforce Performance

5.c(1) Organizational Culture TSD approaches fostering a culture of openness by annual development of *operating principles* and building transparency in every process. *Operating principles* were authored as part of a collaborative process by district leadership. Through a PDCA process, *operating principles* are revisited annually during the TLT retreat with opportunity to revise or enhance them to keep them in use throughout the organization [See Table 1.a]. The district has further embedded this concept in district culture by inclusion of Integrity in *Vision 2020* core values and within the Responsible Stewardship focus area, which emphasizes transparency.

Openness is further modeled and encouraged through solicitation of feedback from numerous surveys and then sharing the feedback results (good and bad) with all staff. The district budget process demonstrates and models *operating principles* through monthly update letters, broad stakeholder representation on the Budget Proposal Team, an annual survey to all staff for budget input, and three annual community forums where feedback is sought on pending budget decisions. The district annually submits its Comprehensive Annual Financial Report to independent agencies for evaluation and has been awarded Excellence in Financial Reporting awards for 20+ years. The chief financial officer also reviews the annual results each year with TEA leadership for more detailed discussion and analysis [See Table 5.c(1)].

In addition, the District Wellness Plan supports engaging staff and building a culture of health and wellness.

5.c(2) Performance Management The district performance evaluation system allows leaders to establish performance goals for each employee that correlate with the action plans of the strategic plan. For classified and APT employees, the annual evaluation of progress towards these goals utilizes a matrix scoring system that rewards higher performance work monetarily when budget permits. Licensed employees have a negotiating process that addresses compensation and working conditions. In addition, licensed employees can receive raises based on the number of continuing education or university

courses they take above their degree. The district also has in place several performance recognition tools to honor, inspire, and reward exceptional work [See P1.a (3)].

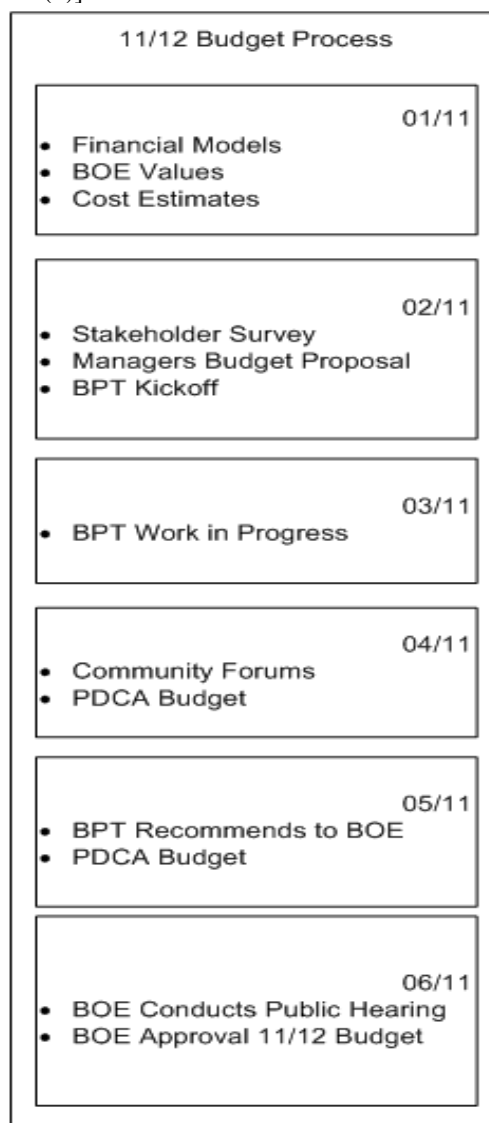


Table 5.c(1) Budget Process 2011-12

5.d Workforce Engagement

5.d(1) Assessment of Engagement The district utilizes a series of surveys as one means of gaining insight into workforce engagement:

1. Culture & Climate Survey
2. Collaboration Survey
3. Superintendent’s 360 Evaluation
4. Annual Budget Survey

These surveys gather data around a host of questions designed, in part, to assess staff opinions about leadership quality, communication, collaboration, morale, honesty and trust and whether staff

contributions are appropriately directed and valued. Attendance at staff welcome back events (classified and licensed) and participation in systems alignment teams can also be an indicator of employee engagement. In the latter, employees make time in their already busy schedules to come together and collaboratively seek systems changes in an effort to achieve improved results.

5.d(2) Correlation with Results Many engagement actions have at least some correlation with assessing workforce engagement either through responses and scores themselves or participation numbers. Results are tracked over time. Insights gleaned are discussed in cabinet and TLT meetings. Adjustments to directions may take place through goal setting beginning at the cabinet level and pushed out through support staff. The district's annual employee performance evaluation process may also provide valuable feedback around engagement and organizational results for each individual. Adjustments and development plans may be created through discussion of these results, between the evaluator and employee.

5.e. Workforce and Leader Development

5.e(1) Learning and Development System There are multiple ongoing leadership development processes across the district. The first process is primarily for LS and centers on developing a systemic approach to closing the achievement gap. Monthly PLL agendas include issues around student achievement, improving culture and climate, new assessment tools, and new state standards and PLL uses root cause analysis when considering issues. This helps leaders understand the performance of students and leads to continuous improvement dialogue in an effort to improve student success in accordance with *Vision 2020*.

The second type of leadership development is for TLT. This team includes all leaders and the content of these meetings includes: understanding *Vision 2020*, effective collaboration, continuous improvement strategies, PDCA, understanding district finances and building budgets that visibly support *Vision 2020*. District expectation is that TLT will push this learning out to their respective staffs.

A third element of leadership development takes place within cabinet where senior leaders learn

together through monthly book studies and article reviews pertaining to creating innovative educational systems and addressing relevant strategic challenges facing the district.

SSLT meets monthly to share operational updates and learning opportunities amongst school support leaders and select LS leadership. Topics regularly include discussions on the budget process, collaboration efforts with employee groups, PDCA, and other core competency related issues.

Instructional coaches are employed at every school site to help facilitate both individual professional development and building-wide endeavors for teachers. Wednesdays throughout the school year allow for building foci on professional development often led by instructional coaches.

Employee performance evaluations also provide opportunities for aligning goals and learning, from the superintendent's goals to individual's goals. Using department plans, supervisors and employees align individual goals. Each non-probationary licensed staff member develops two-year professional goals that are reviewed annually, while probationary teachers develop annual goals.

District *operating principles* continue to guide the organization's ethical behavior. Feedback and updates to these principles are considered annually through the TLT group.

5.e(2) Learning and Development Effectiveness Evaluating the effectiveness of the leadership development system occurs through online surveys and plus/deltas. The superintendent gathers feedback on the TLT sessions during one-on-one meetings with staff and then completes an analysis of the plus/delta feedback. Learning Services completes a verbal plus/delta after PLL sessions, and the curriculum director sends an online survey after four district early-release Wednesdays. The Quality Performance department uses an anonymous plus/delta form distributed after continuous improvement trainings and systems alignment project team sessions. Meeting evaluation forms and collection receptacles were distributed throughout meeting rooms to gather feedback on all district meetings for improvement.

To measure effectiveness of student learning systems, LS uses CSAP scores, student grades, graduation rates and behavior incident referrals data.

Category 6: Operations Focus

How do you design and improve your work processes?

Chart 6.e(1) Key Work Processes



6.a Work Systems Design

6.a(1) Design Concepts Determining a work system in a school district requires thoughtful budgetary and student-based decisions. Key factors that influence our work system design are based on *Vision 2020*, financial resources, staff expertise, available facilities, and current model vs. future requirements. Work systems in a school district may also be determined by federal, state and district mandates focused on meeting the educational and instructional needs for students.

6.a(2) Work System Requirements Work system requirements are determined by continuous improvement efforts to review the current environment as it aligns to researched best practices. When new state curriculum standards were introduced, LS reviewed the current curriculum and began S.T.A.R.T. (Standards Transformation And Realignment in Thompson), which completely changes the face of curriculum and instruction in classrooms. The *process management practice* was implemented by bringing internal experts together to review current standards, develop an implementation plan, and collaborate with principals and community members. The PDCA process will be utilized to determine the effectiveness of the implementation model and improvements will be made as needed.

A graphic organizer illustrating the connections between strategic advantages and challenges to these Key Processes is shown in Table P2.b.

Key Suppliers	Provide District
Apple/Lenovo/Hewlett Packard	District Computers
Sunguard (IFAS)	Financial/HR System Support
Bennett Wagner & Grody (Architects)	Architectural Plans for the Last Three Buildings
School Dude	System for Maintenance Orders
CPM/Pearson/Holt/Developmental Studies Center	Math and Literacy Materials District wide Support
Infinite Campus	Student Information System Program
Virco	Classroom Furniture
Office Depot	Supplies
US Foods	School Food
Amazon.com	Books, Resources
Scholastic	Various Intervention and Curriculum materials
Larimer County Sheriffs Department	Workenders Grounds Clean-Up at Schools
Aventa Online Instruction	Online Curriculum for Thompson Online

Table 6.e(2) Key Suppliers

6.b Work System Management

TSD work systems are focused on the mission and vision of educating children. [See Table 1.a] They involves transporting students to the facility, providing a safe learning environment, proper nutrition, standards-based instruction and curriculum by highly qualified, experienced teachers who utilize technology. Members of the Superintendent’s Cabinet direct management of work systems.

We have a formal approach to improvement through using PDCA in all work systems and processes. Through the identification of all processes in the *Inventory of TSD Processes*, all process owners

complete a PDCA cycle to ensure a positive impact on the mission and sustainability see Chart 6.e(3).

6.c Emergency Readiness Communication, planning and continuous review is critical in determining readiness in emergency situations. During the tornado in May 2008, it became evident that our approach to readiness needed adjusting. The DIRT team developed procedures that impacted communication to all sites. Further, DIRT collaborated with the City of Loveland so that emergency procedures were developed and one person would be responsible for all communications

with city and county departments. A dedicated phone line and cable television were installed at the district office. The district operations team completed tabletop exercises to prepare for emergency situations. Each year all district facilities take the opportunity to PDCA and update the emergency plan.

The district safety committee works collaboratively with the Facility Department to review each site for safety issues, and this committee updates an on-going database reflecting potential Capital Reserve projects. This process also supports the focus of the district Master Plan Committee to provide continuity of operations.

ISTS protects the technology systems see 4.e.(2). Business Services secures redundancy of the IFAS system with SunGard located in California, which keeps the live and back-up systems. Because SunGard hosts the live system, they can and will establish remote access for the CFO and key BS managers if an emergency occurs.

6.d(1) Work Process Design Requirements for key work processes come from data analysis, mandates or cross-functional improvement team input.

When the new state standards were identified, the curriculum department immediately began planning how to align the work of student learning with these updated standards. As staff reviews Acuity and CSAP data, changes to instructional practice and data dialogues with coaches and leadership teams occur. Then classroom instruction responds as appropriate.

When senior leaders established the mission and vision, it was determined that core values needed to be identified so a process for creating them was launched in the strategic planning process.

After reviewing data on the success of students who have completed pre-school, LS division launched a tuition-based pre-school program to expand the early childhood program by following the *process management practice* as demonstrated in the strategic plan and systems alignment projects.

6.e.(1) Work Process Management

Update sessions are held throughout the project between sponsors, cabinet, and project leads in order to maintain agreement and next steps. Quality Performance Department conducts individual project lead and group lead sessions bi-weekly to maintain focus and support for each project. Quality Performance director conducts bi-weekly reviews with either cabinet or the superintendent. In an effort to build a continuous improvement culture, various training efforts throughout the year have been conducted with TLT, LS and SS divisions and departments, CSAC, and project teams. These trainings support efforts to build a continuous

improvement culture centered on improving student success, maintaining a highly qualified workforce, and operating with fiscal responsibility. As leaders of these departments deepen understanding of continuous improvement, they seek to improve their own processes. Although this is a paradigm shift for many educators, with TLT leadership, others are beginning to see the impact of process management.

6.e.(2) Supply-Chain Management

Organizational supply-chain management is a major work system for TSD. A school district is very dependent on suppliers, and supply-chain management entails all supplies from paper and pencil to major construction projects. A consistent process for purchasing any supplies has been well established through the M & P department. Steps for this process include determining if the bid process is required, ordering, and finally receiving of the purchase. Prequalified suppliers are utilized for most necessary products and contracted work. These suppliers are knowledgeable of the supply or work that is needed and understand the district educational specifications. For high dollar projects or purchases, a formal bid process is utilized. This work system ensures consistency and professionalism throughout the bidding process. Annually, M&P staff conducts a PDCA cycle on each supplier to determine if they are providing quality product, customer service and price see 6.e(2).

6.e.(3) Process Improvement

The *Inventory of Key Processes* has been documented in a spreadsheet program and Chart 6.e(3) shows a segment of district processes, their connection to *Vision 2020*, maturity score in improvements (1-5), and PDCA timeframe. TSD approach to identifying key work processes is to review all processes by division, department, and process owner. Each process is reviewed for improvements through PDCA on a 3-year cycle. Department directors prioritize which process is reviewed first according to staff availability and urgency. Finally SOPs are generated to streamline tasks, recognize effectiveness and determine efficiencies. At this time we have identified and charted high-level processes by department.

Additional improvements are noted by conducting division and department reviews where process issues surface and can be addressed. Identified OFIs are added to the list of priorities and then prioritized by the CSI team who reviews the current process projects and determines continuous improvement next steps. Once a project is identified for review, a cross-functional team of stakeholders participates in

V Manage Resources	Process Owner	Score	Vision 2020	PDCA
Hire Personnel	Human Resources	3.5	RS/RL	Annually
Hire Non-Instructional Employees	Human Resources		RS	
Hire Licensed Staff	Human Resources		RS/RL	
Hire Principals	Learning Services		RS/RL	
Maintain Legal Compliance				ongoing

Chart 6.e(3) Segment of *Inventory of Key Processes*

the research and recommends solutions to senior leaders.

The project team’s work aligns with *Vision 2020* and cycles through PDCA. If necessary, a measure is highlighted on the balanced scorecard. Annually, feedback is requested on how the process works including: communication, input valued, making progress, gaining new learning, and effective work sessions.

Other ways TSD approaches work process improvement to achieve increased student learning and reduce variability includes using the same *process management practice* of understanding current environment, researching best practices, and keeping abreast of state and federal regulations while understanding stakeholder requirements. The work of district leaders is to integrate best practice with new regulations. Three examples of major work process shifts in practice based on our core competencies include: 1) implementing and training staff on the new state standards for curriculum i.e., review, redesign, including components of instruction, critical thinking, problem solving, utilizing technology; and 2) shifting the organization to “green” way of thinking, i.e., technology, recycling, building infrastructure, resource management; and 3) designing a continuous improvement system using PDCA.