

## Key Factors Worksheet

### P.1a Organizational Environment

**Organizational Description** - APPLICANT is a preschool and kindergarten through grade 12 (K-12) public education school system that provides educational program and service offerings for about 4,000 students in a 100-square-mile district that includes a mix of farming and suburban areas in a Midwestern state. It has a \$50M budget.

**Educational Programs and Services** - Preschool through K-12 public education for students within service boundaries and out-of-district students who pay tuition.

**Settings/Delivery Methods/Locations** - Educational settings include regular education classrooms, vocational and trade classrooms and workshops, and blended learning classes. All settings are operated as inclusive environments that comprise some students with cognitive and/or physical disabilities and regular education students; other special-needs students attend the district's designated preschool facility. Locations include: one high school (1,000 students); one middle school (900 students); two K-3 elementary schools (550 students each); one 4th- and 5th-grade elementary school (600 students); one preschool that includes children with special needs (100 students); a local, grades 9-12 online charter school run in collaboration with other school districts (100 students;) [opened in 2008, not included in application].

**Mission** - Inspiring others to learn and succeed.

**Vision** - To provide education that ranks in the top 10% in achievement nationally by 2018.

**Values** - The APPLICANT School Way

- APPLICANT Quality: Desire to be the best, to be courageous, to innovate, to demonstrate integrity
- APPLICANT Golden Rule: Treat others as you would like to be treated, treat others with respect, demonstrate proactive student and customer (community) service
- APPLICANT Character: Make learning fun, maintain perspective, celebrate success, enjoy work and have fun, be a consummate team player

**Philosophical principles** - • We focus on children and their learning, not on politics and adults.

- We believe that all children can learn, not some children can learn.
- We believe that students, teachers, principals, and parents are accountable for student performance, not just the student.
- We do not believe that we can reach all students with a traditional curriculum, so we diversity our curriculum to meet students' needs.

- We give teachers our total support.
- We run our schools like businesses, cognizant of conserving our limited resources and focusing on producing the best product— student learning.
- We are not afraid of the press but embrace opportunities to tell our story.
- We embrace innovation and change.
- We treat our students as whole individuals, respecting what they bring to their learning experience and understanding their unique situations.

**Core competencies –**

- CC-1: Engagement of parents as volunteers and co-educators of their children.
- CC-2: Application of instructional technology/computer learning as sources of tailored instruction matched to students' individual needs.
- CC-3: Curriculum design, counseling, and delivery of a college-preparatory educational curriculum.

**Workforce Profile -** 425 paid staff with various skills and abilities.

225 certified instructional teachers are 100% Highly Qualified Teachers (1% doctoral degrees, 65% master's degrees, and 34% with bachelor's degrees). 175 classified staff members, 25 administrative staff members, and 100 volunteers [including parents].

Race/ethnicity: Workforce demographics mirror demographics of service area (90% Caucasian, 5% African American, 5% Latino/other); 85% live within school district.

APPLICANT has two organized bargaining units: State Teachers Union and State Classified Staff Union.

**Workforce engagement elements –**

1. Physical conditions of the workspace allow me to do my job;
2. I am able to select benefits that meet my needs;
3. The work I do gives me a sense of personal accomplishment;
4. I am given a real opportunity to improve my skills;
5. I have sufficient resources to get the job done;
6. I can contribute to decision making in my school or work unit;
7. I can see the impact of my work in my school or work unit;
8. Reward and recognition in my workplace are based on how well we do our jobs;
9. Participating in the professional learning community helps me improve my teaching skills;
10. Participating in collaborative planning with my peers helps me improve my daily instruction.

**Workforce health and safety requirements -** Regulatory requirements of OSHA, State Department of Education, Food and Drug Administration. Also, adherence to school board policy, State legislature bills affecting education (e.g., HB1: coverage continuation for

unmarried adult children), and service offerings required through IDEA and Free and Appropriate Public Education laws.

**Assets –**

- APPLICANT maintains \$200 million in facilities and equipment assets, including:
- 6 school buildings,
- technology equipment (e.g., classroom computers for students and science labs),
- 35 busses and a bus repair facility/depot,
- district office,
- food services facility.

**Regulatory requirements & accreditation:** - Regulatory Requirements – State and federal statutes (e.g., Child Nutrition, Fair Labor Standards, Title 1), ADA, FMLA, IDEA (Individuals with Disabilities Education Act), IRS, NAEP (National Assessment of Educational Progress), OSHA, and State Department of Education (SDE). Family Educational Rights and Privacy Act (FERPA) protects student privacy and confidentiality.

Accreditation: Maintained through State Dept. of Educ. (SDE) performance rating; APPLICANT curriculum is based on mandated state standards. APPLICANT rated “Excellent with Distinction” by achieving adequate yearly progress (AYP) since 2008.

## **P.1b Organizational Relationships**

## **P.2a Competitive Environment**

## **P.2b Strategic Context**

## **P.2c Performance Improvement System**