

Crossroads Charter Schools
Strategic Plan 2017- 2022
Balanced Scorecard

Mission & Vision Outcomes	Measures	2017-18 Baseline	2018-19 Targets	2018-19 Actuals	2021-22 Targets
We prepare and inspire students to build a better tomorrow by providing an academically rigorous K-12 education in a creative, collaborative, community-focused environment.	% of alums who graduate from college in 6 or fewer years (all and sub-groups)	N/A	N/A	N/A	
	% of alums enrolled in college (all and sub-groups)	N/A	N/A	N/A	
	% of alums enrolled in college and not requiring remediation (all and sub-groups)	N/A	N/A	N/A	
	% of students who graduate from HS in 4 years (all and sub-groups)	N/A	N/A	N/A	
	% of seniors w/ college-ready SAT or ACT scores (all and sub-groups)	N/A	N/A	N/A	
	% of seniors who pass an AP exam and/or dual-credit courses (all and sub-groups)	N/A	N/A	N/A	
	Algebra I, Algebra II, English II, Biology EOC scores (all and sub-groups)	N/A	N/A	N/A	State average+
	Algebra I EOC scores (all and sub-groups)				
	Algebra II EOC scores (all and sub-groups)				
	English II EOC scores (all and sub-groups)				
	Biology EOC scores (all and sub-groups)				
	% of students who meet/exceed standards on ELA, math, and science state exams (all and sub-groups)				
	% of students persisted (fall to fall re-enrollment) (all and sub-groups)				
% of students who qualify for free and reduced lunch					
# of students enrolled					
Strategic Priorities	Measures	2017-18 Baseline	2018-19 Targets	2018-19 Actuals	2021-22 Targets
Codify and strengthen the academic beliefs, expectations, and practices required to ensure rigor, joy, and equity.	% of teachers and school leaders who Strongly Agree/Agree that "curricular resources and assessments promote rigor, joy, equity, and achievement"				
Build the systems to address racial and other biases and model inclusive, culturally-competent practices that drive educational equity.	% of staff who Strongly Agree/Agree that the organization "values diversity," "provides a welcoming environment, given my background and identity, and "provides a welcoming and supportive environment for all students"				
	% of students and families who Strongly Agree/Agree that the organization "values diversity" and "provides a welcoming and supportive environment for all students"				
	% of teachers who improve on the state teacher effectiveness measure tied to culturally competent instruction				
Recruit, develop, and retain a diverse, high-quality, and culturally competent team.	% of teachers who improve on the 3 key state teacher effectiveness measures				
	% of teachers and leaders who Strongly Agree/Agree that "coaching and professional learning opportunities have helped me develop and improve"				
	% of staff retained (all and by sub-group)				
	% of staff who identify as a person of color				
Implement an intentional cycle of listening, planning, and open and timely communications.	% staff and families who Strongly Agree/Agree that "they are provided opportunities to be heard"				
	% staff and families who Strongly Agree/Agree that the organization "communicates clearly, transparently, and in timely fashion"				
Ensure operational and financial sustainability while meeting the network's growing programmatic and facilities needs.	% of teachers and school leaders who Strongly Agree/Agree that operational services meet expectations				
	cash reserves as % of total budget				
	% annual fundraising goal met				
	% of capital campaign committed				

Crossroads Charter Schools
Strategic Plan 2017- 2022
Priorities & Initiatives

SP #1:	Codify and strengthen the academic beliefs, expectations, and practices required to ensure rigor, joy, and equity.	Owner
1.1	Adopt a shared instructional vision that articulates expectations for consistent instructional practices and emphasizes rigor, authentic learning, and collaborative teaching.	Tysie
1.2	Curate or create a limited number of high-impact instructional systems and protocols intended to be common (e.g. observation and feedback, unit and lesson design, data driven instruction, student work analysis).	Tysie
1.3	Adopt common assessments and a limited number of curricular resources for teachers to choose from and implement with fidelity (ELA and math).	Tysie
SP #2:	Build the systems to address racial and other biases and model inclusive, culturally-competent practices that drive educational equity.	Owner
2.1	Establish a vision of educational equity and publish expectations of consistent practice that promotes culturally-responsiveness, social emotional learning, and learner agency.	Tysie
SP #3:	Recruit, develop, and retain a diverse, high-quality, and culturally competent team.	Owner
3.1	Revise recruitment, screening, and offer processes to align to "the Crossroads way" and to ensure a strong pipeline of quality talent.	Tysie and Brittany
3.2	Design and launch a comprehensive approach to adult learning focused on a limited number of priorities, including educational equity, instructional design, consistent practices, and curriculum implementation.	Laura, Lindsay and Kirsten
3.3	Establish a system to identify, celebrate, and share promising, high-impact practices across campuses.	Laura, Lindsay and Kirsten
SP #4:	Implement an intentional cycle of listening, planning, and open and timely communications.	Owner
4.1	Establish regular opportunities to engage all students, staff, families, community and board in offering input, feedback, and solution options.	Dean and Tysie
4.2	Launch a comprehensive communications strategy to ensure students, staff, families, community and board are engaged and informed.	Adrienne
SP #5:	Ensure operational and financial sustainability while meeting the network's growing programmatic and facilities needs.	Owner
5.1	Secure the financial resources needed to build the high school and middle school.	Dean
5.2	Ensure that Crossroads' governance, staffing, financial and operational systems are sustainable and aligned to its mission, priorities and growth plans.	Dean and Anne
5.3	Ensure families and staff are well served by clear and efficient communications and customer service systems.	Anne and Adrienne