

Alignment Peoria Operating Board | MINUTES

Meeting date | time 4/22/2016 8:00 AM | Meeting location Gateway Building

Meeting called by	Sharon Desmoulin-Kherat, Ed.D	Attendees
Facilitator	Peoria Public Schools, Sydney Rogers, Alignment Nashville, Bridget French, Alignment Rockford,	Jeff Adkins-Dutro, Rita Ali, Dennis Anderson, Brent Baker, Jerry Bell, Marcia Bolden, Derrick Booth, Amanda Campbell, Carl Cannon, Kevin Carter, Erik Christian, Chris Coplan, Sharon Desmoulin-Kherat, Clint Drury, Dan Dugal, Susan Grzanich, Ernestine Jackson, Beth Jensen, Revonda Johnson, Kimberly Johnston, Chris Kendall, Jan Leonard, Yvonne Long, Linda Lyman, Lesley Matuszak, Jerry Mitchell, Cindy Morris, Mary Pille, Val Pierce, Cheryl Sanfilip, Thom Simpson, Angela Stockman, David Vaughn, Henry Vicary, John Vozenilek, Jan Wright, Tracey Jones
Note taker	Tracey Jones	

AGENDA TOPICS

Time allotted | 15 min | Agenda topic Introduction | Presenter Sharon Desmoulin-Kherat

Discussion: Dr. Kherat thanked everyone for attending the Alignment Peoria introductory meeting of the Operating Board. She discussed the process that she and her team have been involved in that has gotten them to the point of the meeting today. She discussed the Governing Board meeting that occurred the day before and introduced the staff from Alignment Nashville, Sydney Rogers, and Alignment Rockford, Bridget French, who are here to help us. She shared the demographics of Peoria Public Schools, reconfiguration plan, etc. Tom Fliege spoke to the group also thanking them all for being in attendance at the meeting. Alignment Rockford has been very gracious to work with us to give us more guidance with this platform. Rockford is very similar to our city, but we want to have our own process and our choices. This is why everyone is here today. We have all of the ingredients that we need to make a great impact. We have great things going on, but in silos. Alignment brings people together and working more effectively. It is not a program, but a toolkit; showing us how to do things effectively. This is about reaching out to each other – we are not leaving anyone out.

Time allotted | 20 mins | Agenda topic Overview of Alignment | Presenter Sydney Rogers and Bridget French

Discussion: Sydney Rogers thanked everyone for the opportunity to work with Peoria. Sydney introduced Bridget French from Alignment Rockford and Heather Chalos from Alignment USA. Alignment works with a lot of communities across the US. Often there are small groups of people in the community who want to make this happen, but they are happy that Peoria has such a large group that is interested. We need to develop the common understanding in this room – what we want to see in our community in the next few years. A brief overview was provided on how things got started in Nashville. In Nashville, in 2002, graduation rates were down and things seemed to be crumbling. Many groups wanted to help the schools, but it was rewarding and distracting at the same time. There was no coordination. A couple of business leaders from Nashville, philanthropists who had given money to non-profits to help the schools, realized that the small groups were not making a major impact. They convened a group to see how they could help the schools. This group knew that if they could get everyone to

work together, they could make a change. They went to the Superintendent with a new idea which became Alignment Nashville.

Wicked Problems – all interrelated. Poverty affects education, trauma and adverse experiences affect how children learn, teen pregnancy affects students being able to attend school, etc. In our society we have tried to isolate the problems to fix them. Actually, the problems are interrelated and all connected. There has been a total lack of coordination. There would be a group working on career readiness over here, nutrition over here and they were not talking to each other – only to themselves. The two business leaders in Nashville knew that if they could bring everyone together they could make this work and really be impactful. The mission was to bring all of the groups together, combine their resources and make a positive impact on the schools. This is not the ability of the school district and they cannot do it all. It is about the community supporting the students so that they are healthy and ready for school. It is about an education system throughout the community. “Each institution is autonomous and has to do its own work the way each instrument in an orchestra plays only its own part. But there is also the score, the community. And only if each individual instrument contributes to the score is there music. Otherwise there is only noise. And this...is about the score.” ~ Peter F. Drucker, 1999. When each group works alone they don’t do as much good as when they are all working together. The school district’s goals and strategies are what everyone is working towards. We need everyone, non-profits, business leaders, etc., to be working together and moving in the right direction. The school district is driving the bus and everyone needs to get on that bus. Everyone needs to agree to work towards the school district’s strategic plan. How do you get everyone on the same agenda? This process takes a lot of time, but it can be done.

Alignment is a toolset – not a program – it is a way of working. There are four buckets of tools – Principles, Structure, Process and Technology.

The Principles for us are we are always going to follow the lead of the school district. It’s about setting up the culture across various sectors. Each group works in their own culture, using acronyms in your business, etc. Basic principles have to be decided on.

Structure –The structure looks like – The Board of Directors – Operating Board – Alignment Teams. The Governing Board are the ones who can remove road blocks, have the will and the position to make policy, help fund things etc. It is very important to have that. The Alignment Rockford annual report was discussed regarding the Alignment Teams. The Alignment Teams (A-Teams) are work teams (Kindergarten readiness, Nutrition, High School College and Career Readiness, etc. – we can choose). Their work is critical to the success of Alignment. The A-Team has a chair and vice chair – one represents the school District and one represents the community - and are members of the Operating Board along with other community members. They manage the work of the teams – during the Operating Board meetings, they are able to vet each other’s work and can help each other’s group. Operating Board is the heart and the soul of Alignment. They come together to help each other and address the wicked problems.

Process – starts with Tactical planning, a combination of designs, then engaging the broader community. This can take a few months to a few years. It is about moving scaffolding – tracking outcomes. Some results in Nashville were amazing, but there was nothing to show why. Sydney shared the program that was put in place regarding gang members in Nashville. The average age of a gang member decreased and so did the violence, per the Chief of Police. After a couple of years, this group kind of fell off of the initiative, and there was a spike in violence. You need to know where you want to go and how you get there.

Technology – Collaboration is the tool that ties everything together. The staff that is running it manages it, tracks data, does communications, etc. All of the data is in one place.

Strategic Alignment, identify resources, coordinate resources, collaborate among partners, alignment of resources and systemic change – these are steps that need to be done. It is going to take a while to get to the systemic change, but we can get there.

If you think of this as a race car – Peoria Public Schools is driving, the community is the accelerant to their success and the toolset is there to make it work.

A short video was shown regarding what great things that Alignment Nashville is doing from the community leaders who are involved in the platform. An additional short video was shown regarding where these same community leaders believe that Nashville would be without Alignment Nashville. Alignment Rockford has taken years to fully develop.

Mayor Ardis expressed his enthusiasm with this program. He thanked everyone in attendance and taking the time to hear about Alignment. He explained that during the meeting yesterday there was some great interest, almost excitement, in Alignment. There was a little hesitation and questions regarding the initiatives that we already have going on. We don't want those to end, but we want to bring everything together so that everyone can work better. There will be some next steps in the near future that we hope you will be involved in. Dr. Kherat and her team are leading this and we are thankful for her leadership.

Time allotted | 1 hour 45 mins | **Agenda topic** Long Term Outcomes | **Presenter** Heather Chalos

Discussion: Everyone worked to answer the questions “What do we want to see Peoria Public Schools to look like in three – five years?” You can say anything – good healthy meals, every child reading at a third grade level – what would you like to see if you walked into a school? Everyone individually wrote down seven – ten ideas to answer the question. Everyone then grouped themselves in groups of four to continue the exercise. The groups then discussed their individual ideas to come up with seven to ten ideas as a representative of the group. Each idea was then shared with the large group (taking out the duplicates) and those ended up being the ideas for the long-term outcomes for Peoria. The final ideas are below:

What do we want Peoria Public Schools to look like in three – five years?

ACHIEVING ACADEMIC SUCCESS		SCHOOLS/ COMMUNITY/ FAMILY ENGAGEMENT	POSITIVE & INCLUSIVE SCHOOL CLIMATE AND CULTURE	POSITIVE REPUTATION IN THE COMMUNITY	STRONG FINANCIAL RESOURCES	COMPREHENSIVE COLLEGE & CAREER PREPARATION
Schools are community centers with enrichment & summer opportunities	Every student in school with improved academic achievement and graduation	Full service schools opportunities that engage all families	Students with manners, discipline, respect	Positive reputation in the community	Increase revenue sources in government and non-gov't	Reading on grade level by 3 rd grade
Common community vision	Seamless transition from school to work (in Peoria)	Strong engagement of family members	Every student & teacher looking forward and excited to be at school	Increased enrollment— get families back	A vision of fully equitable funding	Equitable access to rigorous, relevant curriculum
Schools are public—not privatized	Students come to school regularly (attendance)	Increased parental involvement	Provide necessary supports for student success	Reestablishing positive image for Peoria Public Schools— Pride of Peoria	Sustainable \$ for technology and resources	Authentic learning experiences for all students

Synergy born from collective efficacy and impact	Increase state and ACT/SAT scores	Highly engaged families/staff	Integration & inclusiveness across district	Positive perceptions to attract families and employees	State-of-the-art facilities	Innovated instruction and project work
Community engagement through after school programs	Maximize student achievement	Increased parental supports for student success	Racially diverse faculty that mirrors student population (role models)	Vibrant physical beacon for each neighborhood	Air conditioning in ALL buildings	Early exposure to options
	Academic success that breaks the cycle of poverty		Lower teacher absenteeism	Sell what we do well—positive marketing	Schools are sustainable (energy, waste/ recycling)	College or career track
	Seniors leaving with resumes that provide advancement opportunities		Great morale for all (students, teachers, administrators, staff)			Alternative programming (Magnet; choice; school within schools)
	Increase #s in post-secondary education		Happy, healthy and safe children and staff			Eliminating the college vs. career dichotomy; individual student success
	Increase graduation and attendance rates		Safe, orderly and well-disciplined students			Early childhood education for all
	Strong connection between learning and life		All children are SAFE in a nurturing healthy supportive environment			Principals & teachers neuroscientifically literate
			Safer environment			Project based learning; rigorous curricula—hands on students experimenting
			All children valued and affirmed 😊			Faculty access to continuing ed
			Students social and mental health needs are being met			College & career ready (MS/HS)

						Reestablishing vocational education through PPS
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Time allotted | 15 mins | **Agenda topic** *Wrap Up/Next Steps* | **Presenter** *Dr. Desmoulin-Kherat*

Discussion: Dr. Kherat thanked everyone for their support and attendance at the meeting. She said that she would be in touch regarding the next steps.

Meeting adjourned at 10:55pm