

Strategic Implementation Plans 2008-2012

District Goals Timeline

Strategic Direction Goal	Due Date
Goal 1 – Student Learning	
Goal 1a – Academic Achievement - MAP	June 2009
Goal 1b – Early Intervening Initiatives	
* Academic Interventions	June 2010
* Assessment Systems	June 2008
* Curriculum Alignment/Language Arts Adoption	June 2008
* Three to Five Year Old Children Interventions	June 2009
* RtI Problem Solving	June 2012
* Student and Parent Interventions	June 2009
Goal 2 – Fiscal Responsibility	June 2010
Goal 3 – Internal Learning Community	June 2010
Goal 4 – External Learning Community	
* Conducting a Community Survey	June 2012
* Development of a Road Show	June 2010
* Maintenance of Communication	June 2010
* Exploration of a Community Education Concept	June 2012

Woodland School District #50
Goal #1a – Student Learning Goal

Mission/Vision of Goal
Student Learning

Performance expected:

By 2008-2009, Woodland will be in the 80th percentile of students achieving growth targets as measured by Measures of Academic Progress (MAP) assessment in each grade 2-8 in both mathematics and reading.

Performance Indicators:

- Increase teacher ability to differentiate in math and language arts for below-grade level, grade-level, and above-grade level students through staff development
- Conduct a staff development needs assessment
- Plan and implement a three-year staff professional development plan in response to needs assessment by reinstating the District Staff Development Committee
- Review the language arts curriculum for redundancy, as part of the FY08 language arts alignment and adoption
- Review the math curriculum for redundancy particularly in low-growth grades and make unit adjustments accordingly
- Review evidence of need for Challenge Language Arts, or some other leveled language arts at the Middle School
- Investigate with math specialists, reading specialists, administrators and gifted teachers best practice in advanced services for K-2
- Identify, purchase and implement technology support for below-grade-level students in Bridges
- Identify Tier 2 services beyond K-Plus, Reading Recovery, Bridges, and Middle math and reading Academic Support Programs to support below-grade-level students
- Identify and implement an age-appropriate reading incentive program in each school

Monitoring of Progress:

- Committee Chair will provide formal written updates to the Board of Education in December, March and June
- Staff and community will receive quarterly updates electronically

Goal Due Date
Complete June 2009

Woodland School District #50
Goal 1b – Student Learning

Mission/Vision of Goal
Student Learning

Performance Expected

By 2008-2009, Woodland will implement research-based early-intervening initiatives raising reading achievement to 92.5% of students meeting or exceeding standards on the 2012 3rd grade ISAT with progress monitored through annual assessments.

1. Performance Indicator: Academic Interventions

- Investigate NCLB subgroup performance trends to provide targeted staff development on instructional strategies and histograms by subgroup
- Develop and implement a monthly communication tool between classroom teachers and specialists which includes students progress and monthly instructional objectives
- Investigate the implementation of a bi-weekly communication tool between classroom teachers and specialists which includes students progress and instructional objectives
- Exploring the need for a literacy volunteer recruitment and training program
- Investigate academic assistance programs for beyond the school day

2. Performance Indicator: Assessment Systems

- Establish formative benchmark assessments administered up to four times a year, assessing the six areas of literacy, as appropriate: phonemic awareness, phonics, vocabulary, fluency, comprehension and writing and curricular pacing and alignment
- Develop formative checkpoint assessments to assist classroom teachers with identifying specific areas of need for their students in the six areas of the literacy
- Determine the reliability, validity and benefit of the benchmark and checkpoint assessments. At a minimum this will include feedback from teachers
- Develop a standardized guided reading level assessment for level M and above
- Benchmark assessments will initiate an IT meeting (Sept and Jan) for all students scoring below the 35% percentile

3. Performance Indicator: Curriculum Alignment / Language Arts Adoption

- Align Language Arts curriculum to Illinois State Standards
- Survey currently published materials to determine which align with the new Language Arts curriculum
- Select materials to pilot – dates September 2007-March 2008
- Conduct Language Arts pilot to determine which instructional materials meet the needs of the school community and curriculum
- Presentation to Board of Education on recommended Language Arts curriculum and instructional materials– April 2008
- Adopt new Language Arts curriculum and instructional materials by May 2008
- Implement instruction using new Language Arts materials (June 2009 – continue yearly)
- Develop a consistent professional development plan in the area of literacy for FY 08, FY 09 and FY 10 as part of the district’s professional development plan

4. Performance Indicator: Three to Five Year-Old Children Interventions

- Continue building relationships with local pre-schools and daycares with up to three meetings a year:
 - Communicating academic and social readiness skills, at-risk attributes and effective instructional strategies
 - Facilitate access to the YLP and opportunities for observations of Primary School classrooms
- Identify 3 to 5 year old children using community resources: library, park district, township and information from the External Learning Community Committee
- Develop up to three inservices a year for parents of 3 to 5 year old children focusing on: literacy skills, fine motors skills, academic basics and social/self-help skills and when appropriate encourage participation in Early Childhood parent involvement activities
- Expand the distribution of free books/booklets for 3 to 5 year old children with inserts/bookmarks detailing pre-literacy skills when they attend events for school-age siblings. Investigate funding and distribution of pre-literacy skills to libraries, park districts and physicians
- Investigate the expansion of a modified Phonemic Awareness at Woodland (PAW) program for 3 to 5 year old children
- Investigate the implementation of spring academic readiness screening for incoming kindergarten students

5. Performance Indicator: RtI / Problem Solving

- Facilitate the continued development and monitoring of the district problem solving plan
- Provide training to all staff who participate as a member of the Intervention Team on basic data collection and progress monitoring techniques
- Implement the revised Problem Solving/Intervention Team forms at each school
- Identify and secure necessary Tier 2 intervention strategies for use across all grades with assistance from the district and school level problem solving committees
- Assist classroom teachers in the implementation of recommended strategies and in data collection as a result of decisions made at Problem Solving/Intervention Team meetings
- Train all staff who participate as members of the Intervention Team on problem solving as identified in our new Problem Solving/Intervention Team process
- Identify ongoing training needs for the implementation of problem solving as part of the district professional development plan

6. Performance Indicator: Student and Parent Interventions

- Identify existing reading incentive programs at Primary and Elementary; evaluate effectiveness in terms of home-school connection, frequent reinforcement, student motivation/participation
- Based on identification and evaluation, implement coordinated, consistent and ongoing K-3 reading incentive program(s) during year and summer
- Evaluate effectiveness of program(s) implemented based on home-school connection, frequent reinforcement, student motivation/participation
- Identify previous efforts regarding parent involvement with reading assistance (i.e., Family Reading Nights, reading logs, Reading Recovery, etc.); evaluate effectiveness in terms of parent participation, audience targeted (i.e. student needs)
- Based on identification and evaluation, implement coordinated, consistent and ongoing K-3 parent assistance program(s) targeting at-risk readers from benchmark assessments. Develop motivators for parent attendance
- Evaluate effectiveness of program(s) implemented based on parent participation, student achievement/growth

Monitoring of Progress:

- Committee Chair will provide formal written updates to the Board of Education in December, March and June
- Staff and community will receive quarterly updates electronically

Goal Due Date

Complete June 2012

Woodland School District #50
Goal #2 – Fiscal Responsibility

Mission/Vision of Goal:
Fiscal Responsibility

Performance expected:

By June 2010, Woodland shall manage revenues and expenses in order to maintain fund balance targets to support the district's mission.

Performance Indicators – Long Range Financial Projection

- Meet with district strategic planning committee to receive feedback on fund balance minimum and financial forecasting model - June 6, June 18, July 9
- Report to administration on Board goal at Summer planning conference - August 7.
- Receive feedback from Board on fiscal responsibility goal at August 30, 2007 special board meeting
- FY 08 budget approved by the Board of Education - September 26, 2007
- Review and establish minimum fund balance estimates at October 4, 2007 – Committee of the Whole
- Present financial projections using Board established fund balance minimum and PMA financial forecasting model - November 1, 2007.
- Present financial forecast using estimated costs established by committees reviewing district mission - December 2007 (6th or 19th).
- Present financial projection with final cost estimates from strategic planning committees. Because staffing decisions are needed by March, any changes in the budget based on strategic goals should be finalized at this time for FY 09 – February 2008
- Develop a budget process designed to support the district's mission by creating a budget calendar that incorporates cost projections based on strategic plan initiatives

Monitoring of Progress:

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Goal Due Date

Complete June 2010

Woodland School District #50
Goal #3 – Internal Community

Mission/Vision of Goal:

Internal Learning Community

Performance Expected

By June 2010, climate indicators supporting student achievement, such as valuing and respecting every staff member, shared-decision making and open communications will be at 90% or better for all schools

Performance Indicators:

- Examine current district climate surveys for FY 06 and FY 07
 - Provide suggestions for modifications for FY 08 survey to Superintendent based on current district needs and district strategic plan
- Review annual and historical retention rate of staff
 - Disaggregate by job category – certified/support/administrative
 - Develop baseline trends for future comparison
- Review the themes from the employee exit interview data and compare with retention, statistic and climate data; recommend system improvements when necessary
- Develop and implement employee focus groups
 - Contact Dr. Jim Warren to facilitate the focus groups at each site during the winter of 2007
 - Create baseline questions and area of discussions for focus group
 - Begin focus groups in December
- Review staff attendance and look for trends
- Plan committee objectives for 2008
- Meet with Dr. Warren in January 2008 to review focus group data
- Presentation to Board of Education on focus group data February/March 2008
- Distribute revised survey to staff in April 2008 – 12 days to complete (2 weeks and 1 weekend)
- Presentation to the Board on the FY 08 climate data – July 2008

Monitoring of Progress:

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Goal Due Date

June 2010

Strategic Plan
Goal #4: External Community

Mission/Vision of Goal:

External Learning Community

Performance Expected:

By 2011-2012, Woodland will enhance community awareness and a sense of pride in school district quality and achievements as indicated through a variety of measurements.

1. Performance Indicators: Conducting a Community Survey

- Conduct a brief informal questionnaire with parents in August regarding communication perceptions
 - To be distributed at Proof of Residency event
 - Findings will be used to guide interim communication measures and facilitate development of a more comprehensive community survey.
- Research firms to conduct formal community survey
- Seek approval from the Board of Education prior to conducting the survey
- Results will be fully analyzed and presented at a Board Forum and communicated through various channels: media, Superintendent's message, Special Delivery, Web site.

2. Performance Indicators: Development of a Road Show:

- Present a preliminary sample presentation to Rotary Club members in November 2007.
 - Seek feedback from attendees on presentation contact
- Research and identify production firms to produce the Road Show in December 2007
- Prepare Road Show in collaboration with external committee members and administrative team and production firm by March 2008
- Present the first Road Show to the community in April 2008

3. Performance Indicators: Maintenance of Communication

- Release relevant information about the district and assess its dissemination to the community through a variety of channels such as:
 - Annual Report
 - District Web site
 - Board Happenings
 - Press Releases: success stories in local publications featuring district achievements and successes, financial updates and curriculum updates
 - Weekly media analysis reports
 - Superintendent Communication
 - Friday Flash (internal)
- Increase staff participation in civic clubs and community events

- Maintain involvement with Business and Education Partners Program
 - Launch of Speakers Bureau
 - Taste of College II
- Explore development of relationships with Warren Township Senior Services and its senior citizens
- Utilize face-to-face communication with local realtors
- Utilize face-to face communication with local legislators

4. Performance Indicators: Exploration of a Community Education Concept

- Explore Community Education concept with neighboring districts and agencies: Warren Township High School, Gurnee Park District and Warren Township Services
 - Address their visions, goals and how those tie into the community relations initiatives for Woodland District 50
- Research existing Community Education Programs currently offered through school districts statewide and nationwide
- Explore relative costs for:
 - Staffing
 - Structuring
 - Housing

Monitoring of Progress:

- Committee Chair will provide formal written updates to the Board of Education in December, March and June
- Staff and community will receive quarterly updates electronically

Goal Due Date

Complete June 2012