

A community committed to academic
and personal success for every student



Strategic Plan for the WGSD 2014-2018

**Webster Groves School District
Strategic Planning Committee Members
2014-15**

Staff	Parents	Community Members
Tony Arnold, AV Principal	David Addison, BOE,	Mike Kearney, Com.
Marty Baker, WAFC Director	CL/HS	Member
Jon Clark, HS Principal,	Linda Arnold, ST/HS	Steve Loher, BOE Member
ER/HX	Dave Buck, HS	Michael Shipley, BOE
MaryAnn Cooper, SSD	Lori Callander, ST	Member
Director	Amy Clendennen, BOE,	Emerson Smith, BOE
Merlene Gilb, WAFC Adm.,	CL/HX	President
HS	Jean Dugan, BOE, HS	
Amy Greffet, CL Teacher	Mary Fryday WAFC	
Linda Holliday, HR Admin.	Jahna Kahrhoff, HS	
Kristy Jackson, Gifted Coord.	Scott Kuse HU, ST, HX	
Don Knobbe	Joel Oliver, BOE,	
Nancy Kroes, CS Reading	BR/WAFC	
Chris McGee, Cur. Coord.	Ann Slayton AV	
Brian Moeckel, ER Teacher,	Karl Stroud ST	
ER	Rob Stuber, ER	
Diane Moore, COO, HX	Bruce Umbaugh, HS	
Sam Pitlyk, HU Teacher	Sabrina Westfall,	
Sarah Riss, Superintendent	HU/HX/ST	
John Simpson, Asst. Supt., BR		
John M. Thomas, Stu. Serv.		
Dir.		
Cathy Vespereny, Dir. Com.,		
HS		
Amy Vogt, HX Reading		
Clint Woodfin, BR Teacher,		
BR		



Mission Statement

Our Purpose

The Webster Groves School District community is committed to academic and personal success for every student.

Vision Statement

Our Future

As a learning community, the Webster Groves School District will lead in purposeful innovation that challenges each of us to discover and pursue our passions and make a positive impact on the world.

Our Values

We Model and Promote



Thematic Goals

In order to accomplish the district's Mission and new Vision Statement, the following goals will focus our strategic plan for the future:

Personalized Learning

Webster Groves School District will personalize learning for all students to increase engagement and rigor resulting in improved student achievement.

Creating a Culture of Innovation

Webster Groves School District will foster curiosity and exploration throughout the school community to establish a culture of innovation.

Sustainability

Webster Groves School District will make a positive impact on the world by being a model for teaching, learning, and practicing sustainability.

Communication

Webster Groves School District will engage stakeholders in an open communication process that emphasizes feedback to create a positive and challenging educational experience for students.

WEBSTER GROVES THEMATIC GOALS AND DEFINING OBJECTIVES			
Creating a Culture of Innovation	Personalized Learning	Sustainability	Communication
Thematic Goal <i>WGSD will foster curiosity and exploration throughout the school community to establish a culture of innovation.</i>	Thematic Goal <i>WGSD will personalize learning for all students to increase engagement and rigor resulting in improved student achievement.</i>	Thematic Goal <i>WGSD will make a positive impact on the world by being a model for teaching, learning and practicing sustainability.</i>	Thematic Goal <i>WGSD will engage stakeholders in an open communication process that emphasizes feedback to create a positive and challenging educational experience for students.</i>
DO 1 Develop “space(s)” and processes to provide professional learning opportunities for the discussion, collaboration, and experimentation with new and different practices and share these within and outside the district.	DO 1 Create a system for people to come together on a regular basis to discuss and experiment with how to make learning relevant, challenging, and rewarding for learners.	DO 1 Cultivate globally-minded pedagogies, curriculum, and practices.	DO 1 Establish formal and informal avenues for students to share their thoughts and feedback regarding their learning.

<p>DO 2</p> <p>Develop programs that allow all to pursue healthy lifestyles.</p>	<p>DO 2</p> <p>Provide staff with the professional development needed to design learning opportunities that help students discover and pursue their passions.</p>	<p>DO 2</p> <p>Develop in-kind partnerships with private and public entities.</p>	<p>DO 2</p> <p>Develop and implement a clearly articulated communications plan regarding financial and facility issues.</p>
<p>DO 3</p> <p>Implement creative and meaningful ways to appreciate and celebrate staff and recognize innovative practices.</p>	<p>DO 3</p> <p>Expand experiential learning opportunities.</p>	<p>DO 3</p> <p>Implement sustainable practices and educate the community on how to support sustainability efforts.</p>	<p>DO 3</p> <p>Develop and implement improved communication practices, designed to foster two-way communication with specific stakeholders.</p>
<p>DO 4</p> <p>Develop and utilize ongoing qualitative research as a cycle for creating continuous learning and improvement.</p>	<p>DO 4</p> <p>Provide 21st century technology and adaptable spaces to support a culture of personalized learning.</p>		

WEBSTER GROVES ACTION TEAMS
DEFINITIONS TO HELP UNDERSTAND THE STRATEGIC PLANNING
PROCESS

TERM/CONCEPT	DEFINITION
Champions of the Strategic Action	As part of the planning process, each Action Team will identify which individual or individuals will be primarily responsible for designing and implementing various Strategic Actions.
Defining Objective (DO)	A Defining Objective details the activities designed to achieve a Thematic Goal. A DO helps explain how the Thematic Goal serves as a call to action and sets out a specific strategy the district is using to make improvements in its services to students and the community.
Defining Objective Action Team	Each Defining Objective will have a separate Action Team (Teams may work on more than one DO) that will work to design the implementation process for the specific DO. Each individual team will have a facilitator who will work with district leadership to be sure the efforts of the DO Action Team are coordinated and integrated with the work of the other thirteen DO Action Teams.
Defining Objective Team Leaders	Each DO Action Team will have a DO Team Leader. The Team Leaders will work together with district leadership to coordinate the overall design of the Strategic Planning process.
Dependencies	As each individual process or Strategic Action is designed, it is important to consider how it is connected to other Strategic Actions within the Strategic Plan or how it is connected to other work within the district. Understanding the interconnectedness of the various initiatives within the Strategic Plan helps sequence the Strategic Actions and identify required resources, such as funding, training activities and time.
District Dashboard	As part of the Strategic Planning process the district is implementing a “Dashboard” that will display a variety of data and information to help staff and the public monitor how well the district is doing. Some of the measures will be directly related to the new initiatives in the four Thematic Goals within the Strategic Plan and some of the measures will monitor various Standard Operating Objectives.
District Values	The values of the district are the key beliefs the members of the school community hold in common. This list was developed with the idea that each value is essential to understanding the Webster Groves School District and its approach to student learning.

Mission Statement	This statement explains the purpose of the school district and answers the question, “Why do we exist?” (To help every student achieve academic and personal success)
Proficiency Scale	A rubric or scale used to define and evaluate the various levels of implementation for each DO.
Required Resources	As the process to implement a change or a new initiative is designed, it is critical to consider what resources are or would be needed for implementation. This could have implications of setting the district budget or it could simply require agreement from district leadership that needed resources are available within the current budget.
Space	Within this document and depending on the context, “space” is either used to describe a physical or virtual location, or the trust and freedom to be, think, and act in a unique and/or personal manner.
Standard Operating Objectives	Standard Operating Objectives are normal, ongoing measures of district success, such as attendance data, graduation rates, standardized test scores, and financial measures. During the implementation of the Strategic Plan, these Standard Operating Objectives will be monitored and displayed on the District Dashboard to help staff and the public monitor the district’s success on a variety of measures.
Strategic Action	These are the strategies to be implemented by specific individuals or groups in order to achieve the defining objective and, therefore, the thematic goal.
Strategic Planning	Establishing the district’s direction as it works to make continual improvements. This process is designed to establish a few priorities for the district to work on over the next two to three years.
Thematic Goals	Thematic Goals are the overarching priorities of the district for a period of time. Besides being a rallying cry for the district, these goals help align the organization around a common understanding of our future direction.
Vision Statement	Our vision sets the direction for the district and explains what the district plans to make true in the relatively near future. It states what the district is working on. (To lead in purposeful innovation that challenges each member of the school community to pursue our passions and to make a positive difference in the world.)

REVIEW DATE: _____

THEMATIC GOAL I: CREATING A CULTURE OF INNOVATION					
THEMATIC GOAL: WGSD will foster curiosity and exploration throughout the school community to establish a culture of innovation.					
DEFINING OBJECTIVE A: Develop “space(s)” and processes to provide professional learning opportunities for discussion, collaboration, and experimentation with new and different practices and share these within and outside the District.					
PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE:					
4. Innovating beyond level 3 implementation 3. The district has a designated space, process, and structure for all district community members, and possibly others, to engage in collaborative learning; the results of which are shared both within and outside the district 2. Within each district building, there is a designated space, process, and structure for staff to engage in collaborative learning with a special focus on experimenting with new and different practices; the results of which are shared with others 1. The district has a designated space, process, and structure for staff to engage in collaborative learning with a special focus on experimenting with new and different practices; the results of which are shared with others					
DATA MEASURES INFLUENCED BY IMPLEMENTATION:					
<ul style="list-style-type: none"> Assessed via annual staff survey 					

STRATEGY/ OVERALL LEVEL OF IMPLEMENTATION	DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
I.A.1	Define “Innovation” - “Culture of Innovation”	Working definition - common language - created Knowledge of definition of innovation demonstrated on annual staff survey	Summer, 2015	Time	Central Officer Administration Identified Leaders Board of Education

I.A.2	Identify possible spaces or locations for collaboration	Spaces or locations identified	Spring - Summer, 2015	Time Support from Facilities Department/ Administration	Facilities Department Administrators Identified Leaders
I.A.3	Identify/employ a skilled facilitator/coordinator (District level position) to oversee and/or support the process for collaboration at all levels and lead the Innovation Leadership Team (ILT)	Facilitator/Coordinator identified	Spring, 2015	Time Development Money - Stipend/Salary	Central Office Administration Building Administration Developers, by invitation-Innovation Leadership Team - ILT)
I.A.4	As part of the continuing process, form a team of developers, by invitation - Innovation Leadership Team - ILT)	Innovation Leadership Team Formed	Summer, 2015	Time Development	Assistant Superintendent, C & I Facilitator/Coordinator identified
I.A.5	Develop a process for professional learning in shared spaces to facilitate collaboration, discussion, and experimentation of new and different practices	Process developed and known	Summer, 2015	Time Development Money - Stipend/Salary	Assistant Superintendent, C & I Facilitator/Coordinator identified Developers, by invitation-Innovation Leadership Team - ILT)

I.A6	Develop a communications plan to share the collaborative learning including the experimenting/action research taking place with stakeholders	Communications plan developed and implemented	Summer, 2015	Time Development	Innovation Leadership Team- ILT Assistant Superintendent, C & I Director of Communications
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THEMATIC GOAL I: CREATING A CULTURE OF INNOVATION	
THEMATIC GOAL: WGSD will foster curiosity and exploration throughout the school community to establish a culture of innovation	
DEFINING OBJECTIVE B: Develop programs that allow all to pursue healthy lifestyles	
PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: 4: Innovating beyond Level 3 implementation 3: The district has an effective comprehensive wellness plan in place that includes programs and services designed to support the general and target needs of district community members including students, staff, and families 2: The district has a wellness plan in place that includes programs and services designed to support the general needs of students and staff members 1: The district has programs and services in place that support safe and healthy lifestyles for students and staff.	
DATA MEASURES INFLUENCED BY IMPLEMENTATION: <ul style="list-style-type: none"> • Reduced number of drug infractions • Reduced number of suspensions • % of students engaged in extracurricular activities • % of students passing the state physical fitness test 	

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL	DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
I.B.1		Develop and conduct an annual district-sponsored wellness event	The event takes place	Fall 2014	Space	Director of Student Services, Nurses

I.B.2	Conduct an annual needs assessment to determine where gaps in wellness services currently exist	Conduct surveys or focus groups with students, staff, families, and/or community	Spring 2015	Survey	Director of Student Services, District Wellness Committee
I.B.3	Research wellness programs and services in other schools and organizations in order to support the groups currently identified as under-served	A list of programs and/or supports developed	Summer 2015		Director of Student Services, District Wellness Committee
I.B.4	Recreate the student services web site in order that it may be used as a resource tool for students, staff, families, and community	Web site updated	2014-2015		Director of Student Services, District Webmaster
I.B.5	Develop and communicate to district stakeholders a Comprehensive Wellness Plan	Comprehensive Wellness Plan created and communicated	Summer, Fall 2015		Director of Student Services, Representatives from District Wellness Committee, Director of Communications
I.B.6	Develop and conduct a wellness event, or add a wellness component to an existing event, at each school	The events take place annually	2015-2016		School Teams, School Administrator(s)

I.B.7	Each district student completes an individualized wellness plan	Students create plans	2015-2016		PE Teachers and Counselors
I.B.8	Support the integration of the principles of wellness into district curricula and learning prek-12	Integration reflected in written curriculum, units, and the design of learning	2016-2017	Time and Possible Staff to Implement Program	PE Teachers and Counselors Curriculum Coordinators Department Chairs Director of Student Services Assistant Superintendent, C & I

REVIEW DATE: _____

THEMATIC GOAL I: CREATING A CULTURE OF INNOVATION

THEMATIC GOAL: WGSD will foster curiosity and exploration throughout the school community to establish a culture of innovation.

DEFINING OBJECTIVE C: Implement creative and meaningful ways to appreciate and celebrate staff and recognize innovative practices.

PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING:

- 4: Innovating beyond full implementation
- 3: Culture of innovation is celebrated
 - Almost all staff members feel personally and professionally appreciated on an ongoing basis
 - Almost all staff members feel the school culture is one in which risk-taking is encouraged and failure is considered a learning experience
 - Almost all staff members feel they have a place in the larger district learning community and beyond
 - Almost all staff members feel their work is recognized in a district-wide communication mechanism
- 2: Beginning implementation that still requires on-going support
 - Some staff members feel personally and professionally appreciated on an ongoing basis
 - Some staff feel the school culture is becoming one in which risk-taking is encouraged and failure is considered a learning experience
 - Some staff members feel they have a place in the larger district community and beyond
 - Some staff members feel their work is recognized in a district-wide communication mechanism
- 1: Early stages of adoption
 - Strategies have been created but have not yet been implemented

DATA MEASURES INFLUENCED BY IMPLEMENTATION:

- Continual improvement on the staff climate survey on aspects of level 3 above
- Usage of the WGSD Google+ Community grows consistently over time
- Staff presentations at school, district, state, regional or national conferences
- Staff retention rate in WGSD

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
I.C.1	Create a Google+ Community to showcase ideas	Staff members begin to consistently share using the Google+ Community to support collaboration, showcase ideas and celebrate each other	2015-16 School Year	Differentiated professional development for Google+ Communities Training	HR, Director of Instructional Technology, Coordinators, Principals, Teacher Leaders
I.C.2	At retirement celebration, instead of speeches, show 3-minute video highlights of teacher's career featuring student and colleague comments	Video given to teacher as gift	May 2015	Equipment as needed	Tech Specialists, HR
I.C.3	Students asked about something "cool" or innovative that happened that week and administrator shares individually and with staff	Shares names and stories with central administration Survey results	January 2015	Time	Building and HR
I.C.4	Staff is surveyed measuring the level of satisfaction of district's recognition of innovation	Climate survey results	Early April 2015	Survey Monkey, staff to design survey	HR Staff, Administrators

I.C.5	Supports are in place to promote staff members conducting professional development workshops in school, district, state, region, online and beyond	Workshops/ PD presentations	2015-16	Budget to support staff presentations	Building and CO Administration
I.C.6	Administrators and staff will recognize one another for moments of innovation (example: pop up party, notes, morning announcements, fold into pre-existing building celebrations)	Survey results	2015-16	Survey Monkey, staff to design survey	All WGSD Staff and Parents/Community, Building Administrators, PTO, Community Resources

REVIEW DATE: _____

THEMATIC GOAL I: CREATING A CULTURE OF INNOVATION					
THEMATIC GOAL: WGSD will foster curiosity and exploration throughout the school community to establish a culture of innovation.					
DEFINING OBJECTIVE C: Develop and utilize ongoing qualitative research as a cycle for creating continuous learning and improvement.					
DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: <ol style="list-style-type: none"> 4: Innovating beyond Level 3 3: Processes designed to utilize qualitative data are implemented with fidelity in schools and in each department at the district level, resulting in improved performance, functioning, etc. 2: Processes designed to utilize qualitative data are implemented with fidelity in schools and departments at the district level 1: District staff have an understanding of qualitative data and its place in improving performance, functioning, etc. 					
DATA MEASURES INFLUENCED BY IMPLEMENTATION: <ul style="list-style-type: none"> • Increase levels of action research 					

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL IMPLEMENTATION	DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
I.D.1		Define “Qualitative Data” and provide professional development on effective uses	Working definition - common language created	Fall, 2016	Time	Central Officer Administration Identified Leaders
I.D.2		Provide staff with the professional development necessary to collect and utilize qualitative data for an intended purpose	Ongoing professional development	2016-2017	Time	Central Office Administration Identified Leaders Building Administrators

I.D.3	Create a communications plan by which the results/evidence of changes made based on qualitative data (and quantitative) is shared with appropriate stakeholders	Communications Plan Developed	Summer 2017	Time	Central Office Administration Identified Leaders Building Administrators Director of Communications
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REVIEW DATE: _____

THEMATIC GOAL II: PERSONALIZED LEARNING	
THEMATIC GOAL: WGSD will personalize learning for all students to increase engagement and rigor resulting in improved student achievement.	
DEFINING OBJECTIVE A: Create a system for people to come together on a regular basis to discuss and experiment with how to make learning relevant, challenging, and rewarding for learners.	
DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: <ol style="list-style-type: none"> 4. Innovating beyond level 3 implementation 3. Annual plans and structures are implemented and result in making learning more relevant, challenging, and rewarding for learners. 2. Annual plans and structures are in place to support the professional learning of all staff members for the purpose of making learning more relevant, challenging, and rewarding 1. Annual plans are in place which support the professional learning of all all staff members for the purpose of making learning more relevant, challenging, and rewarding 	
DATA MEASURES INFLUENCED BY IMPLEMENTATION: <ul style="list-style-type: none"> • Annual staff and student surveys • Standardized test measures 	

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL	DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
II.A.1		Provide development and support (as needed) for school teams to design structures for continuous learning	Building and district include structures designed to support professional learning	Summer - Fall, 2015	Time	Assistant Superintendent, C & I Other Identified Leaders

II.A.2	Provide district staff with explicit and/or embedded professional development regarding designing learning that is relevant, challenging, and rewarding	Professional development takes place	Fall 2015 - Winter, 2017	Time Development	Assistant Superintendent, C & I iDEA ILT Facilitator/Coordinator Curriculum Coordinators Building Administration and Leaders
II.A.3	Design and implement a plan for using qualitative and/or quantitative data to assess learners' perceptions of the levels of relevancy, challenge, and reward	Plan developed and implemented	Fall 2015 - Summer 2016	Time Development	Assistant Superintendent, C & I iDEA ILT Facilitator/Coordinator Curriculum Coordinators Building Administration and Leaders

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THEMATIC GOAL II: PERSONALIZED LEARNING					
THEMATIC GOAL: WGSD will personalize learning for all students to increase engagement and rigor resulting in improved student achievement.					
DEFINING OBJECTIVE B: Provide staff with the support needed to design learning opportunities that help students discover and pursue their passions.					
DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: <ol style="list-style-type: none"> 4. Innovating beyond level 3 implementation 3. Students report that they are engaged in activities that enable them to pursue their passions. 2. Opportunities are provided for students to discover and pursue their passions 1. Staff understands how to help students discover and pursue their passions 					
DATA MEASURES INFLUENCED BY IMPLEMENTATION: <ul style="list-style-type: none"> • Student and staff surveys 					

STRATEGY/ L LEVEL OF IMPLEMENTATION	OVERAL DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
II.B.1	Define “Personalization” and “Passions”	Working definition - common language created	Summer, 2015	Time Incorporation into District communiques	Central Officer Administration iDEA
II.B.2	Conduct an internal audit to determine existing student opportunities to discover and pursue their passions	Results of audit	Fall, 2015	Time Audit	Assistant Superintendent, C & I iDEA

II.B.3	Revisit/revise iDEA process to support professional development/learning with a focus on personalized learning and passions	iDEA professional development/learning opportunities	Spring, 2015	Time Development Money - Stipend/Salary	Assistant Superintendent, C & I Facilitator/Coordinator identified iDEA
I.B.4	Research best practices in fostering the discovery and pursuit of passions	A list of best practices is created and shared throughout the organization	Spring - Summer, 2015		Assistant Superintendent, C & I Facilitator/Coordinator identified iDEA
II.B.5	Provide district staff with the professional development and support to design opportunities for students to discover and pursue their passions	Professional development takes place	Fall 2015 - Winter 2017	Time Development	Assistant Superintendent, C & I iDEA ILT Facilitator/Coordinator Curriculum Coordinators Building Administration and Leaders

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THEMATIC GOAL II: PERSONALIZED LEARNING	
THEMATIC GOAL: WGSD will personalize learning for all students to increase engagement and rigor resulting in improved students achievement.	
DEFINING OBJECTIVE C: Expand experiential learning opportunities.	
DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: <ol style="list-style-type: none"> 4: The majority of staff annually innovate beyond Level 3 3: The majority of staff annually implement one experiential learning event in which: <ul style="list-style-type: none"> -multiple partners (district, community, and/or global) are involved in both the design and implementation phases -the experience extends outside students' regular classroom -the experience and its influence on student learning is shared with others 2: The majority of staff annually implement one experiential learning event in which: <ul style="list-style-type: none"> -a single staff member is involved in both the design and implementation phases -the experience and its influence on student learning is shared with others 1: Staff members have been provided the district's definition of "experiential learning" but have yet to implement an event with children 	
DATA MEASURES INFLUENCED BY IMPLEMENTATION: <ul style="list-style-type: none"> • Staff rating on the proficiency scale above • Increase in percent of staff reporting they collaborate with staff "outside" their content area/grade level • Grade point average • Attendance 	

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL	DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
II.C.1 (III.B.3.)		Create position for Partnership Liaison	Person hired	Summer 2015	Salary, Job Description	Superintendent
II.C.2 (III.B.4)		Seek out people, groups, and organizations interested in partnering with the WGSD in relevant (curriculum,	List of people, groups, and organization who are interested	Fall 2015	Process	Partnership Liaison and Curriculum Coordinators

	interest) ways				
II.C.3 (III.B.6)	Externships: Provide staff with the opportunity to spend time learning in other settings	Summer Externship Program Developed	Spring - Summer 2016	Funds to support Companies or Places to Experience Externships Funds for substitutes teachers as needed	Partnership Liaison, Assistant Supt. for C & I, Experiential Learning Teacher, Gifted Education Coordinator, Social Studies/Science Coordinator K
II.C.4 (iii.B8)	Develop a process for regular external and internal communication regarding experiential learning opportunities	Process developed and communication regular	Fall of 2015	Information to Share	Communications Director, Those Participating or Supporting the Opportunities, Curriculum Coordinators, Assistant Supt. for C & I
II.C.5	Provide staff with professional learning opportunities geared to helping them understand what experiential learning is and how to design such experiences for learners such as an experiential learning camp	Professional Learning Opportunities Provided	Summer of 2015		Curriculum Coordinators, Asst. Sup. for C and I, Other Staff, Experiential Learning Teacher

II.C.6	Define “experiential learning”	Defined and shared with others	Summer of 2015	Definition to share	Assistant Supt. for C & I Chelsea Center Leadership ILT
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THEMATIC GOAL II: PERSONALIZED LEARNING

THEMATIC GOAL: WGSD will personalize learning for all students to increase engagement and rigor resulting in improved students achievement.

DEFINING OBJECTIVE D: Provide 21st century (future ready) technology and adaptable spaces to support a culture of personalized learning.

DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING:

4. Future ready/21st century skills, tools, and spaces are inherent to teaching and learning. *The staff member is creating learning opportunities centered on future ready/21st century skills, tools, and spaces above that of a level 3.*
3. The majority of students regularly experience integrated future ready/21st century learning skills, tools, and spaces
2. Staff members are acquiring knowledge and skills to utilize future ready/21st century technology into classrooms / spaces
1. The staff members have limited knowledge and implementation of future ready/21st century skills

DATA MEASURES INFLUENCED BY IMPLEMENTATION:

- Student and staff surveys

STRATEGY/ L LEVEL OF IMPLEMENTATION	OVERAL N OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIO NS OF THE STRATEGI C ACTION
II.D.1	Conduct Clarity Assessment for staff and students	<p>Beginning of the year surveys completed by all staff and students</p> <p>Address areas of concern and areas for growth</p> <p>Implement changes and make adjustments</p> <p>End of the year survey completed by all staff and students, tracking overall growth and areas for further development</p>	Spring 2015	<p>Clarity Survey</p> <p>Internet Access Computers</p>	<p>Director of Technology</p> <p>Director of Instructional Technology.</p>
II.D.2	Conduct an audit of district spaces and technology focused on personalized learning	Results of audit shared	Fall 2015	Audit	<p>Assistant Superintendent, C & I</p> <p>Director of Technology</p> <p>Director of Instructional Technology</p> <p>Identified Leaders</p>

II.D.3	Research adaptable spaces	Results of research shared	Summer 2015		Assistant Superintendent, C & I Director of Technology Director of Instructional Technology Identified Leaders
II.D.4	Transform current libraries into future ready/21st century learning centers	Purchase/ Design of Multipurpose learning space/ Equipment/ Technology	2015/2016	Money Design plans design support	Administration Principals Teachers Students
II.D.5	Transform current classrooms into future ready/21st century adapted teaching spaces	Purchase/ Design of adaptive learning environments Equipment Technology	2016/2017	Teacher/ student Buy-in Knowledge of space and usage is efficient and effective	Administration Principals Teachers Students
II.D.6	Provide a Virtual Workspace for PreK - 12	Collaboration through usage of available tools Groups for special interests/organizations/classes/etc	9/2014	Casual to generous usage of/ incorporation into class activities for general daily inquiry	Administration Principals Teachers Students

REVIEW DATE: _____

THEMATIC GOAL III: SUSTAINABILITY	
THEMATIC GOAL: WGSD will make a positive impact on the world by being a model for teaching, learning, and practicing sustainability.	
DEFINING OBJECTIVE A: Cultivate globally-minded pedagogies, curriculum, and practices.	
DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: <ul style="list-style-type: none"> 4: The district is innovating beyond a Level 3 3: The district has implemented preK-12th grade sustainability curriculum connections in student and staff learning 2: The district has identified preK-12th grade sustainability curriculum connections in student and staff learning 1: The district staff has an introduction to the Principles of Sustainability but has yet to design or implement a curriculum for students and staff 	
DATA MEASURES INFLUENCED BY IMPLEMENTATION: <ul style="list-style-type: none"> • Utilities analysis • Paper consumption • Staff and Student Surveys 	

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
III.A.1	Establish a Sustainability Committee and meet throughout the year to develop curricular connections	Committee members identified, calendar set Identify connections already present in the curriculum Identify and create natural connections not in the present curriculum	Fall 2015 - Spring 2016	use iDEA group, assistant superintendent and principals to identify members; meeting place	Don Knobbe

III.A.2	Define “Sustainability”	Working definition - common language - created	Summer, 2015		Sustainability Committee iDEA
III.A.2	Provide staff development training to introduce the principles of sustainability, and the work of the sustainability committee over the coming school year that is working toward integration of sustainability principles into the curricula and curricular experiences of students and staff	Training is scheduled and provided at each building	Fall 2015 - Spring 2016	Google + Collaborative Community for those working through this strategy; possible guest speaker;	Decided by original committee from III.A.1
III.A.3	Committee will provide teaching staff lessons, curricular connections, and recommendations of effective instructional practices for teaching sustainability	Website/Electronic site that has these connections Pk-12 Training for staff on how to access and use the site	School Year: 16-17	Curriculum Coordinators Tim Brown AS of Curriculum	Tim Brown

REVIEW DATE: _____

THEMATIC GOAL III: SUSTAINABILITY	
THEMATIC GOAL: WGSD will make a positive impact on the world by being a model for teaching, learning, and practicing sustainability.	
DEFINING OBJECTIVE B: Develop in-kind partnerships with private and public entities.	
DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: 4: Innovating beyond full implementation - Partnerships: lly promote the growth and learning of both organizations lly foster new partnerships lly responsible for the success of each organization #3 3: Full implementation Partnerships: esigned to achieve the mission and vision of the district mutually agreed upon goals mutually beneficial for both organizations visited on a regular basis ared with others 2: Beginning implementation that still requires on-going support Partnerships: signed to achieve the mission and vision of the district; mutually agreed upon goals 1: Early stages of adoption • Partnerships exist but are of an informal nature and are not evaluated on a regular basis	
DATA MEASURES INFLUENCED BY IMPLEMENTATION: • Increase the number of partnerships that are a level 3 or 4 (Results shared during parent/community data area report)	

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL	DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
III.B.1		provide training on how to develop effective partnerships	training was provided to leadership group	Fall 2015	Trainer with expertise in effective partnerships	Superintendent
III.B.2		create “manual” for all staff on the process, guidelines, and how-to’s to develop partnerships	manual or resource disseminated and made available to others	Fall 2015	Time Expertise	Partnership Liaison and leadership team
III.B.3		create position for Partnership Liason (also supports experiential learning)	person hired	Summer 2015	Salary Job description	Superintendent
III.B.4		conduct needs assessment on potential or desired partnerships that are reciprocal in nature	survey sent to parents, community members, businesses, and students	Fall 2015	Needs assessment designed Process	Partnership Liaison or Community Relations
III.B.5		evaluate current partnerships and determine those to grow or eliminate	finalized list of current partnerships and their proficiency level	Fall 2015	Time Process for gathering and evaluating	Partnership Liaison or DLT

III.B.6	visit other schools/businesses/ organizations	summary of learning shared	School Year 2015-2016	Time Funds to support travel, subs, etc. Research visitation sites	Partnership Liaison
III.B.7	develop centrally located, easily updated bank of resources (people, funds, materials, internships, & spaces)	Google doc created and accessible by district personnel	School Year 2015-16	Time Expertise Data	Partnership Liaison
III.B.8	effective communication process to share partnerships, intentions, actions, successes both within and outside the organization	actions included in district communications (website, newsletters, reports, presentations, journal articles, etc.)	August 2015	Information to share	Communications Director

REVIEW DATE: _____

THEMATIC GOAL III: SUSTAINABILITY
THEMATIC GOAL: WGSD will make a positive impact on the world by being a model for teaching, learning, and practicing sustainability.
DEFINING OBJECTIVE C: Implement sustainable practices and educate the community on how to support sustainability effort.
DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: <div>4: The district is innovating beyond a level 3</div> <div>3: The district is communicating sustainable efforts and opportunities to the community and is sustainable in... ding practices dling of waste of hazardous material of energy of water</div> <div>2: Some buildings in the district are communicating sustainable efforts and opportunities to their community and are sustainable in... ding practices dling of waste of hazardous material of energy of water</div> <div>1: The district has knowledge of how to be more sustainable but is not consistently implementing sustainable practices</div>
DATA MEASURES INFLUENCED BY IMPLEMENTATION: <ul style="list-style-type: none">• Budget Variances• Utilities Analysis

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
III.C.1	Establish a District Sustainability Team	Team is established with representation from each district building which includes people from certified and classified areas Team annually assesses progress and identifies future actions	Summer 2015	CFO Director of Operations Principals WGSD Staff	Matt Palmer
III.C.2	Create partnerships with companies that can help the district become more sustainable with their waste, energy, building practices, and hazardous materials	New partnerships are pursued	Summer 2015	CFO Director of Operations	District Sustainability Team with Director of Facilities and Future Partnership Liaison
III.C.3	Conduct a site-based sustainability analysis for the district looking at energy, resources, time, etc.	Study is completed and discussed by the committee to provide direction for future focus areas in the district.		CFO Director of Operations Sustainability Team	Matt Palmer and District Sustainability Team
III.C.4	District Sustainability Team establishes standard practices and expectations for all district buildings	Initial document is made and communicated to all schools and those practices are communicated to the public	Summer 2015	Partnerships Best practices from sustainability groups	District Sustainability Team with Director of Facilities and Future Partnership Liaison

III.C.5	Hold a district sustainability fair in order to inform the community of our practices and educate them on how they can support the effort	<p>Have students and staff share the practices the district has set in place in a “fair” setting</p> <p>Have students and staff educate the community of how they can support the effort and connect community to district resources they can use/join</p>	15-16 School Year	<p>Director of Operations</p> <p>District Staff and Students</p> <p>Location</p>	District Sustainability Team with Director of Facilities and Future Partnership Liaison

REVIEW DATE: _____

THEMATIC GOAL IV: COMMUNICATIONS	
THEMATIC GOAL: WGSD will engage stakeholders in an open communication process that emphasizes feedback to create a positive and challenging educational experience for students.	
DEFINING OBJECTIVE A: Establish formal and informal avenues for students to share their thoughts and feedback regarding their learning.	
DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: <ul style="list-style-type: none">4: Innovating beyond Level 33: Processes designed to obtain student feedback are implemented with fidelity, and results in improved student learning, achievement, and/or satisfaction2: Processes designed to gather, analyze, share, and utilize student feedback are implemented with fidelity1: Processes are designed to gather, analyze, share, and utilize feedback from students regarding their learning	
DATA MEASURES INFLUENCED BY IMPLEMENTATION: Annual student survey	

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
IV.A.1	Develop and implement processes for gathering, analyzing, sharing, and utilizing feedback from children related to their learning	Structure is created and used	Summer 2015		Assistant Superintendent, C & I CCC iDEA District Teachers
IV.A.2	Professional development is provided as needed in support of using student feedback to improve and personalize learning	Professional development is implemented as needed	Fall 2015 - Spring 2017	Time	Curriculum Coordinators Identified Building Leaders iDEA
IV.A.3	Create a student advisory group with the purpose of providing feedback regarding their learning	Group is created and meets regularly	Fall 2015		Advisory Group and John Simpson
IV.A.4	Provide staff with the opportunity to learn about the importance of student-driven, personalized learning, and strategies they may use to have students contribute to or create the design and direction of their	Professional development is implemented	Fall 2015 - Spring 2017	Time	Assistant Superintendent, C & I iDEA Curriculum Coordinators Identified

	own learning				Building Leaders
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REVIEW DATE: _____

THEMATIC GOAL IV: COMMUNICATIONS

THEMATIC GOAL: WGSD will engage stakeholders in an open communication process that emphasizes feedback to create a positive and challenging educational experience for students.

DEFINING OBJECTIVE B: Develop and implement a clearly articulated communications plan regarding financial and facility issues.

DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING:

- 4: The district is innovating beyond a level 3
- 3: Implement district communication by
 - a web page dedicated to revenue and facilities
 - utilize social media to connect to all generations
 - utilize community groups and organizations to reach non-parent public
- 2: Implement district communication by
 - a web page dedicated to revenue and facilities
 - utilize social media to connect to all generations
1. Begin plans and discussions for expanded communications

DATA MEASURES INFLUENCED BY IMPLEMENTATION:

- # of community education events and activities engaging the community
- Analysis of media events (including social media)

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL	DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
IV.B.		Create a web page dedicated to revenue and facilities	Web page is accessible to all	2014-15 school year	Bandwidth capability, web designer, data from business office, community relations collaboration	Chief Communications Officer and COO
IV.B.2		Utilize social media to connect with all generations	Consistent posts on social media outlets	2014-15 school year	Data from Business Office and Community Relations Department	Chief Communications Officer and COO
IV.B.3		Utilize community groups and organizations to reach non-parent public	Speaker bureau, newsletter for district senior citizens	2014-15 school year	Students, Administrators, Financial Support and Tech Support	Chief Communications Officer
IV.B.4		Annually assess the effectiveness of the communications plan for all members of the community	Summary report shared annually with central office team	Annually beginning Fall 2015		Chief Communications Officer

REVIEW DATE: _____

THEMATIC GOAL IV: COMMUNICATIONS						
THEMATIC GOAL: WGSD will engage stakeholders in an open communication process that emphasizes feedback to create a positive and challenging educational experience for students.						
DEFINING OBJECTIVE C: Develop and implement improved communications practices, designed to foster two-way communication with specific stakeholders.						
DEVELOP A PROFICIENCY SCALE TO DESCRIBE FOUR LEVELS OF IMPLEMENTATION FOR THIS DEFINING OBJECTIVE, REPRESENTING: <ul style="list-style-type: none"> 4: 100% of stakeholders were responded to 3: Implement two-way communication <ul style="list-style-type: none"> • Web page created to track, monitor, and respond to questions and comments • Implement outreach activities 2: Implement two-way communication <ul style="list-style-type: none"> • Web page created to track, monitor, and respond to questions and comments 1: Begin plans and discussions for two-way communications with specific stakeholders 						
DATA MEASURES INFLUENCED BY IMPLEMENTATION: <ul style="list-style-type: none"> • # of community education events and activities engaging the community • analysis of event rating survey 						

STRATEGY/ LEVEL OF IMPLEMENTATION	OVERALL	DESCRIPTION OF STRATEGIC ACTION	EVIDENCE OF IMPLEMENTATION	IMPLEMENTATION DATES	REQUIRED RESOURCES AND IMPORTANT DEPENDENCIES	CHAMPIONS OF THE STRATEGIC ACTION
IV.C.1		Track, monitor, and respond to communication, (district wide) with a web page	District survey	2014-15 school year	District Administrator, Web Master's time and design	Chief Communications Officer and Director of Technology

IV.C.2	Outreach program to non-parent public	Printed announcement, articles and social media posts. Event rating survey	2014-15 school year	Administrators student groups speakers trainers	Chief Communications Officer
IV.C.3	Provide annual professional development for initial contacts in the schools/departments on responding to questions and providing a customer service focus	Annual training	August 2015		Chief Communications Officer