

**WICKENBURG UNIFIED
SCHOOL DISTRICT #9
STRATEGIC PORTFOLIO**



INTRODUCTION

*“The best way
to predict the future
is to create it.”*

Peter Drucker

In 2008 the Wickenburg Unified School District undertook the effort of revising its strategic plan, titled the “Standards for Success”.

The process included reviewing school district data, educational best practice and research. The goal was to develop a strategic plan which was borne out of research and best practice so that a solid foundation could be built for student achievement in the District.

In the spring of 2009, Dr. Howard Carlson was hired as the District’s new superintendent. Since his arrival Dr. Carlson has undertaken an effort to redesign the format of the plan, while adhering to the originally adopted standards. In addition, one new standard has been added by the District’s Governing Board related to stewardship of the district’s resources.

The redesign of the strategic plan has transformed it into the model of a “Strategic Portfolio”. The difference between the two being a strategic plan tends to address a static number of initiatives for a specified period of time, typically lasting three to five years. In comparison, a strategic portfolio is a “living” document which can be changed on an annual basis to adjust to the current needs of the school district. The standards stay the same, but the action strategies may change based upon new information or changes in the environment.

We hope that you achieve clarity in reading this document, but continue to be open to any questions which might arise. If you do have questions please contact Dr. Carlson at (928) 668-5350, or via email at hcarlson@wickenburg.k12.az.us.

On behalf of the District Governing Board, administration and staff I thank you for your interest in the Wickenburg Unified School District.

WICKENBURG UNIFIED SCHOOL DISTRICT #9

VISION, MISSION AND FOCUS STATEMENT

VISION (A picture of what we can become)

Every Child has Hope
Every Student is a Graduate
Every Graduate has a Dream

MISSION (Why we exist)

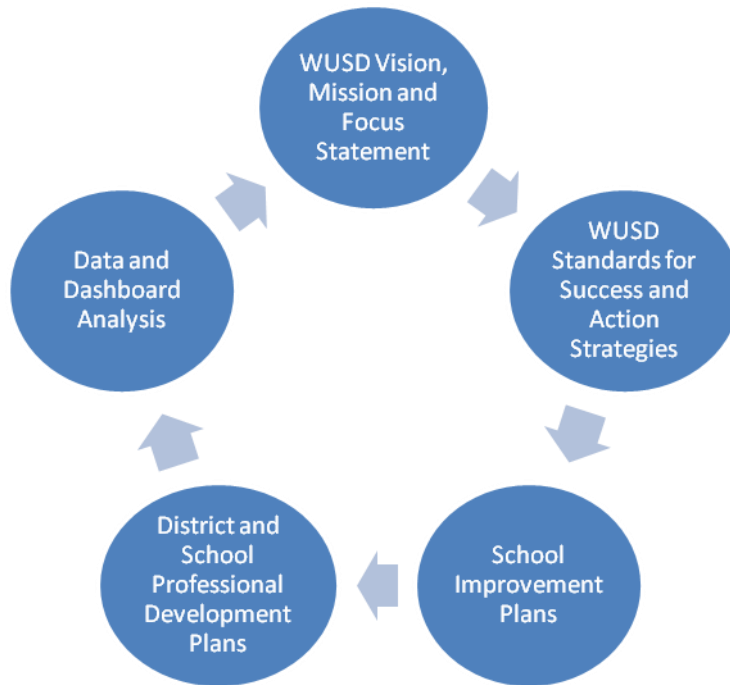
The mission of the Wickenburg Unified School District is to be a *proponent* of a comprehensive, research-based education program which focuses on effective school factors to meet the needs of our students, staff, families and the Wickenburg Unified School District Community.

FOCUS STATEMENT (How we are targeting our efforts)

We are creating A+ schools where there is a laser-like focus on the Effective Elements of Instruction (EEI) and moving each student to the next academic level.

STANDARDS FOR SUCCESS IMPLEMENTATION PROCESS

The implementation process for the District's Standards for Success is based upon a continuous improvement cycle. This cycle allows the District to annually review data, make adjustments and move forward with any necessary modifications to the portfolio of standards. The following diagram illustrates the previously described cycle which the District uses to ensure successful management of the strategic portfolio process.



SCHOOL IMPROVEMENT PROCESS

Each school in the District will develop, through their state defined site council, a School Improvement Plan (SIP) which is aligned to the Standards for Success as outlined in the strategic portfolio. A school's SIP, at a minimum, will focus on the Action Strategies described in the Standards for Success document and will be approved by both the school's site council and the superintendent. The performance of each school's SIPs will be measured via the Dashboard Components identified in the Standards for Success.

In an effort to enhance communication of SIP planning and progress each school site council will present their SIP to the Governing Board during an annually scheduled study session. School data, plan components, results and lessons learned will be the focus of these annual presentations.

WICKENBURG UNIFIED SCHOOL DISTRICT #9

STRATEGIC PORTFOLIO

STANDARD #1 – SCHOOL CULTURE

VISION:

Create and Communicate a Shared Culture of Excellence

INDICATORS

- Common language/norms
- Welcoming, safe and orderly environment
- District-wide focus on moving each student to the next level of excellence.
- Guided by research and best practice
- Nurturing and celebrating success

ACTION STRATEGIES

- Establish a peer mentoring program
- Develop programs to blend varied backgrounds
- Define common operational norms for students, teachers, staff, and administrators
- Develop reward systems which recognize and promote cultural norms

DASHBOARD COMPONENTS

- Less than 10% of each school's student body has earned a reportable disciplinary consequence on a quarterly basis.
- The Wickenburg Way components, CAILL Framework and the Vision, Mission and Focus statement are posted in 100% of school offices and classrooms.
- Schools and teachers will move at least 20% of their students to the next academic level as measured by AIMS (Grades 3-10).

WICKENBURG UNIFIED SCHOOL DISTRICT #9

STRATEGIC PORTFOLIO

STANDARD #2 – CURRICULUM/ACADEMICS

VISION:

Excellence is achieved through creation and sustained implementation of a focused learning system.

INDICATORS:

- Focused, aligned, rigorous curriculum
- Summative & formative assessments are used to make instructional decisions at the classroom & student level
- Laser-like focus on quality first instruction and moving each student to the next academic level, using traditional and online learning resources
- Instructional leadership establishes & maintains a culture of excellence in classroom instruction and student learning
- Common language and practice is developed and implemented throughout the District related to Effective Elements of Instruction (EEI)

ACTION STRATEGIES

- Implementation of the CAILL Framework learning system (to include Beyond Textbooks and ACT Quality Core)
- Learning system implementation will be communicated via the District’s website and through School Improvement (SI) Team presentations to the Governing Board
- Develop an integrated data management system which drives decisions at the district, school and instructional levels
- Develop common language and practice related to Effective Elements of Instruction (EEI)
- Use traditional and online resources to help students move to the next academic level

DASHBOARD COMPONENTS

- Core area teachers at grades K-8 will use Beyond Textbooks for their daily lesson planning and curriculum delivery. Core area teachers in grades 9-12 will use ACT Quality Core.
- Teachers will apply the components of Effective Elements of Instruction (EEI) at the “effective” level on a three-level rubric.
- Principals will be in each classroom once per week conducting walkthroughs and monitoring instruction and curriculum delivery.

WICKENBURG UNIFIED SCHOOL DISTRICT #9

STRATEGIC PORTFOLIO

STANDARD #3 – PARENT/COMMUNITY INVOLVEMENT

VISION:

Active parent/community involvement in the District and its schools

INDICATORS:

- Increased attendance at school-wide activities & events
- Increased & enhanced volunteerism and community/business partnerships in the District and its schools
- Enhanced two-way communication between parents, community, the District and its schools
- Community-wide understanding of challenges facing today's schools

ACTION STRATEGIES:

- Initiate *Make a Difference Day* effort in the District and its schools
- Establish annual CTE dinner to enhance partnerships with the business community
- Create volunteer opportunities & career fairs
- Promote school funding vehicles such as overrides, tax credit, bonds
- Educate the community through:
 - Wickenburg Sun, District Website, Cox Channel, Creating a blog, Using Connect-Ed. etc.

DASHBOARD COMPONENTS

- Each school will see a 10% increase in parent participation at two selected school events.
- Each school will participate in a district-wide “Make a Difference Day” event.
- Ratings regarding communication between the district, its schools and parents will increase by 10%, as measured by the parent survey.
- The Superintendent will write a minimum of two articles per month to be published in the Wickenburg Sun and on the District's web site related to helping the community better understand its schools and the challenges facing public education.

WICKENBURG UNIFIED SCHOOL DISTRICT #9

STRATEGIC PORTFOLIO

STANDARD #4 – PROFESSIONAL DEVELOPMENT AND LEADERSHIP CAPACITY BUILDING

VISION:

Classified employees, teachers, administrators and Governing Board members understand research & best practice related to school and student success

INDICATORS:

- Staff & Governing Board members frequently discuss components of best practices and research
- Staff & Governing Board members seek and are provided professional development related to school and student success
- School leadership practices are defined & followed
- Leadership development is focused and ongoing

ACTION STRATEGIES:

- Provide new Governing Board member training
- Use Board Operating Protocol as an operational guide
- Administrators will develop at least one personal growth goal each year
- Governing Board members will commit to two Governing Board development opportunities each year for growth and capacity building
- Superintendent will provide updated information on an ongoing basis related to school and student level research and best practice

DASHBOARD COMPONENTS

- Friday professional day trainings focus on items identified in the District Strategic Portfolio.
- Staff development is provided at least once per quarter to principals and other administrative instructional personnel related to the components of the “leading” column of the CAILL Framework.
- Governing Board members will attend at least one conference or professional development activity on an annual basis.

WICKENBURG UNIFIED SCHOOL DISTRICT #9

STRATEGIC PORTFOLIO

STANDARD #5 – EFFECTIVE AND EFFICIENT SCHOOL DISTRICT OPERATIONS

VISION:

Stewardship of taxpayer's investment in the district and its schools

INDICATORS:

- Safe and reliable transportation
- Up-to-date and reliable technology
- Timely and accurate financial data
- Efficient and compliant financial procedures
- Safe and well-maintained facilities

ACTION STRATEGIES:

- Establish routine vehicle maintenance plans for transportation
- Develop a technology upgrade program
- Implementation of an internal accounting & purchasing review processes
- Establish routine for maintenance and repair of facilities

DASHBOARD COMPONENTS

- All district vehicles are serviced on a routine, scheduled basis.
- All facilities are maintained and repaired on a routine, scheduled basis.
- Minor technology and maintenance requests are resolved within 24 hours.
- Reduce repetitive compliance audit findings over the previous fiscal year.
- Compliance with all applicable laws, policies and District procedures.

**CAILL FRAMEWORK
FOR THE IMPROVEMENT OF STUDENTS LEARNING**

<u>Curriculum</u>	<u>Assessment</u>	<u>Instruction</u>	<u>Leading</u>	<u>Learning</u>
<input type="checkbox"/> Pacing Calendars <input type="checkbox"/> Unwrapped Documents <input type="checkbox"/> Re-teach/Enrich <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Acceleration & Intervention Programs	<u>Summative:</u> <input type="checkbox"/> Norm Referenced <ul style="list-style-type: none"> • ACT <input type="checkbox"/> Criterion-Referenced <ul style="list-style-type: none"> • PARCC • ACT-EOC <u>Interim Assessment</u> <input type="checkbox"/> Benchmarking <ul style="list-style-type: none"> • Galileo • ACT • Writing Assessment <input type="checkbox"/> Formatives <ul style="list-style-type: none"> • DFA's • Teacher Developed <input type="checkbox"/> CBM (K-8) <ul style="list-style-type: none"> • DIBELS Next • STEEP 	<input type="checkbox"/> Establish effective classroom management process as a precursor to delivering instruction. <input type="checkbox"/> Select the Objective at the Correct Level of Difficulty <ul style="list-style-type: none"> • Formulating an instructional objective • Task Analysis <input type="checkbox"/> Teach to the Objective (Relevant/aligned information, activities, questions and responses.) <input type="checkbox"/> Use the Principles of Learning <ul style="list-style-type: none"> • Anticipatory Set • Active Participation • Motivation • Retention • Reinforcement • Closure <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Monitor the Students' Performance and Adjust the Teaching	<input type="checkbox"/> Uniform classroom walk through tool & focus calendar <input type="checkbox"/> Be in each core classroom once per week monitoring instruction & curriculum delivery <input type="checkbox"/> "Do the Math" Ensure teachers know where their students are performing in relation to the state assessment and have a plan for leading the Bottom 25% to the next level. <input type="checkbox"/> Site Councils meet at least quarterly to discuss components of the SIP and make adjustments as necessary.	<u>Be Ready to Learn</u> <input type="checkbox"/> Attendance** <input type="checkbox"/> Health, Sleep & Nutrition** <input type="checkbox"/> Organization & Preparation** <input type="checkbox"/> Active Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Participate in classroom activities <input type="checkbox"/> Active note taking <input type="checkbox"/> Higher level of thinking <u>Be Responsible for Your Own Learning</u> <input type="checkbox"/> Self monitor goals & progress <input type="checkbox"/> Accountability** <ul style="list-style-type: none"> <input type="checkbox"/> Time management** <input type="checkbox"/> Complete classroom & homework assignments when due** <u>Be Respectful of Self, Others, and Property</u> <input type="checkbox"/> Show respect for self, others & the school rules <ul style="list-style-type: none"> <input type="checkbox"/> Character Counts <input type="checkbox"/> Hygiene** **Parent or guardian assistance is essential for student success
Aligned with Research Best Practice			Informed by research and Best Practice	

THE "WICKENBURG WAY"