

UNITY POINT SCHOOL #140 ACTION PLAN

2007-2008 PLANNING COMMITTEE

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Superintendent's Leadership Statement

It is the primary role of the leader to direct the stakeholders toward the creation of a common vision and set of principles that will guide and focus the organization's efforts. It is important that the organization know where it is going and how it is going to get there.

As a school district, we can write our own script, choose our own course, and control our own destiny. To do so, we need to explore our own beliefs, establish principles to govern ourselves by, and thus be proactive toward our mission rather than merely react to every problem that comes our way. This takes a deep understanding of the process of growth and change. This understanding is built upon assessment of where we are, commitment to forge ahead, and follow-through to the extent that what we say, is indeed how we perform. Through this initial plan, we will demonstrate our ability to be representative of our goals, plans, and decisions, not our moods or circumstances. When public battles or crises come, we will be equipped to deal with the pressures. As long as the district and community share the same mission and goals for our children, we have a link that will guide us with trust and mutual respect towards excellence in education.

The Concept

"The future is not a place we are going to, but one we are creating. The paths are not to be found but made, and the activity of making them changes both the maker and the destination."

To not plan the future is to condemn an organization to stagnation and eventual obsolescence as it places you in a reactive mode and permits everyone with an external agenda to present challenges that redirect the focus of leadership. Essential to the continual growth of any organization is a dynamic plan of action or strategic plan. An effective plan attempts to invent or shape our future through creative and thoughtful development of objectives and strategies. The plan focuses an organization on mutually predetermined and measurable outcomes. It is a top-down/bottom-up process that requires a commitment to consensual decision-making and the development of resources toward the identified organizational goals.

UNITY POINT SCHOOL #140

In September of 2007, the Unity Point School District Board of Education held a planning retreat (Special Board Meeting-Open Session) and developed the following initiatives aimed at creating the best possible learning environment for our students. The following Vision, Mission, Belief Statements, Goals, and Strategies are direct results of the retreat. This action put the district on a course of creating its own future.

Vision Statement

The Unity Point Community recognizes and therefore treats individuals as unique and capable of reaching their fullest potential. *(July 2008---School Improvement Team, PBIS, and RtI Teams; September 2008—Board/Community Retreat)*

Mission Statement

The Unity Point School, our families, and our wider communities embrace the mission to build upon our strong academic standards by providing all students an intellectual, emotional, and social climate that is safe and challenging. Through our varied backgrounds, experiences, and knowledge we model and create an environment for life long learning. *(October 2007---Planning Committee/February 2008---Board Approved)*

Belief Statements

We believe...

- *all students have the capability to learn.
 - *in a safe school environment.
 - *faculty and staff provide lifetime influences to empower students to become productive and responsible members of society.
 - *in efficient use of resources and fiscal responsibility to the community.
 - *our curriculum should strive to exceed state-approved standards.
 - *in promoting teamwork and unity between school and community.
 - *learning is the result of experiences and should be inspiring.
 - *faculty and staff provide positive lifetime influences to empower students.
 - *the responsibility of educating is a partnership among all stakeholders.
 - *a quality education promotes the process of lifelong learning.
- (September 2008)*

District-Wide Goals

In order to achieve the mission, Unity Point School is committed to the following goals:

- * UP #140 will ensure that 90% of all students within all sub-groups will “meet” ISAT standards.
- * UP #140 playgrounds will be student friendly and developmentally appropriate.
- * UP #140 will develop enrichment opportunities for all students.
- * UP #140 will closely monitor the facility needs of the pre-kindergarten program.
- * UP #140 will evaluate the needs of the media center and explore possible expansion.

Additional Goals for Future Consideration:

- * UP #140 will explore the employment of a school nurse.

The Next Step

Following the work of the planning committee, formal action to adopt, and presentation to the staff and public, the administrative team will guide an action plan that implements each strategy/goal. The action plan will be driven to implementation by select staff who serve as action team leaders. The Board of Education will commission the complete plan and establish a continuous review cycle assuring progress monitoring at specific intervals of time and over a three year period, culminating during the 2010-2011 school year.

2008-2011 Review Cycle: Strategic Plan Updates will be placed on the board agenda during the months of October, December, February, April, June, and August.

Goal A

UP #140 will ensure that 90% of all students within all sub-groups will “meet” ISAT standards.

STRATEGY A-1: Determine targeted populations of students that are not performing to standard on the State test.

ACTION STEPS:

- A-1-1: Review disaggregated data as determined by the 2006-07/2007-08 State testing information. (Annually in August/Grade Level Meetings)
- A-1-2: Identify non-performing students and academic areas of concern. (Annually in August/School Improvement Team Meetings)
- A-1-3: Communicate with faculty the targeted population of students who are not performing to standard on the State test and accompanying academic areas of concern. (Annually in September/Grade Level Meetings)
- A-1-4: Once targeted populations are identified, determine the areas of concern with regard to student social, emotional, and physical health. (Annually in September/SIP, RtI, and PBIS Teams)

STRATEGY A-2: Based on the academic performances, as well as the social, emotional, and physical health of the targeted populations, determine the learning needs as to improve overall testing performance.

ACTION STEPS:

- A-2-1: Utilize testing data to align curriculum according to the determined academic areas of concern. (July 2008/Writing & Science—October 2008/Math & Jr. High Social Studies)
- A-2-2: Identify and utilize both internal and external support services to begin addressing student testing needs. (Annually in August/SIP, RtI, and PBIS Teams)
- A-2-3: Determine, implement, and communicate additional building support services needed to assist non-performing students. (Annually beginning in September/CST Process)
- A-2-4: Establish and communicate a routine schedule of support services available to students and parents. (Began October 2007/RtI Process)

STRATEGY A-3: Based upon findings from state and local testing and school needs assessments, create and implement a Response to Intervention Plan.

ACTION STEPS:

- A-3-1: Establish and train a district RtI team. (Annually beginning in September)
- A-3-2: Conduct a district RtI self-assessment to determine needs in the area of core curriculum and individual student needs. (May 2008)
- A-3-3: Write a district-wide plan to address needs determined through the self-assessment. (July 2008)
- A-3-4: Full implementation of the district RtI plan. (Projected by August 2010)

***Utilize **Principal for Instruction**, school improvement, PBIS, RtI teams, and curriculum committee to determine potential solutions for those students (sub-groups) not performing to standard on the State test.*

Goal B

UP #140 playgrounds will be student friendly and developmentally appropriate.

STRATEGY B-1: Assess outdoor facilities and improve use of grounds for student use and physical activity.

ACTION STEPS:

- B-1-1: Formed committee to study playground needs. (October 2007)
- B-1-2: Develop survey tool to assess outdoor facilities and current use of grounds. (November 2007)
- B-1-3: Conduct survey assessment with administration, faculty, staff, parents, and students. (January 2008)
- B-1-4: Review and communicate survey assessment results, identify areas of concern, and prioritize problem areas and potential solutions. (February 2008)

STRATEGY B-2: Utilize representation from the administration, custodial staff, UP Wellness Committee, and UPEA to review playground needs, to research funding sources, and develop an implementation plan.

ACTION STEPS:

- B-2-1: Draft preliminary “blueprint” of playground proposal. (April 2008)
- B-2-2: Utilize assessment data to create implementation plan/timeline according to the determined areas of concern. Finalize blueprint. (May 2008; Implement proposal fall of 2008)
- B-2-3: Consult physical education department to align curriculum/program needs with playground upgrades and student use. (May 2008)
- B-2-4: Draft purchase order for playground equipment, construction materials, and asphalt. (June/July 2008)
- B-2-5: Final survey and cost estimations from E.T. Simonds and other necessary contractors. (August 2008)
- B-2-5: Utilize custodial staff to begin immediate playground upgrades and work with outside agencies to address all substantial needs/upgrades and purchase of equipment. (Fall 2008)

STRATEGY B-3: Inspect playground facilities for repairs and routine maintenance.

ACTION STEPS:

- B-3-1: Building Principal and custodial staff will walk through playground facilities weekly to view the condition and safety of equipment and grounds.
- B-3-2: Building Principal, custodians, faculty, and staff will report needed repairs and maintenance to playground areas as they occur.

***Utilize **Principal** to conduct needs assessment, organize necessary school representation for input, and develop plan for implementation.*

Goal C

UP #140 will develop enrichment opportunities for all students.

STRATEGY C-1: Develop and implement a three-week summer enrichment program for students.

ACTION STEPS:

C-1-1: Identify curricular areas of need for program implementation.
(January - March 2008)

C-1-2: Design three-week program of study to further student enrichment.
(April 2008)

C-1-3: Identify faculty, staff, students, and parents for program participation.
(April 2008)

STRATEGY C-2: Create on-going student enrichment opportunities inclusive of faculty, staff, administration, and parents.

ACTION STEPS:

C-2-1: Utilize information from summer program evaluation to develop further areas of curricular need. (July 2008)

C-2-2: Communicate to faculty, staff, administration, and parents the date, time, and subject matter of all planned student enrichment activities.
(August 2008 & April 2009)

C-2-3: Assess the effectiveness and value of each individual student enrichment activity. (At the Conclusion of each Activity)

C-2-4: Maintain on-going enrichment opportunities as determined by evaluation and assessments, inclusive of all faculty, staff, administration, and parents.
(Survey to be Conducted/January 2009)

***Utilize the **Principal for Instruction** to facilitate student enrichment opportunities for the District, with input from the school improvement team, PBIS team, and curriculum committee.*

Goal D

UP #140 will closely monitor the facility needs of the Family Circle program.

STRATEGY D-1: Initiate fact-finding review of the pre-kindergarten program.

ACTION STEPS:

D-1-1: Propose a meeting with Kay Henderson, ISBE, to investigate the future of PreK in the State of Illinois.

D-1-2: Meet with UP PreK Director to assess program demographics and needs.

D-1-3: Create listing of PreK program goals, needs, and means for implementation and improvement.

STRATEGY D-2: Determine the facility needs necessary to provide adequate programming to all Unity Point PreK students.

D-2-1 Establish oversight committee to assist in prioritizing PreK needs and services.

D-2-2: Determine and identify potential resources to fund new construction.

D-2-3: Create timeline for construction and implementation of project goals.

***Utilize Superintendent and PreK director to facilitate the review of the PreK program.*

Goal E

UP #140 will evaluate the needs of the media center and explore possible renovation.

STRATEGY E-1: Assess the needs of the media center as a 21st century learning tool.

ACTION STEPS:

E-1-1: Meet with Alisa Simpson, Media Specialist, to determine immediate and long term programmatic needs of the library.

E-1-2: Create a listing of program goals, needs, and means for improved faculty and student use within the limitation of the current library environment.

E-1-3: Determine mode of implementation and associated costs for immediate programming goals and needs.

STRATEGY E-2: Determine the facility renovations necessary to continue to meet the future programming needs of the 21st century student and teacher.

E-2-1: Establish oversight committee to assist in prioritizing media center needs and services.

E-2-2: Determine and identify potential resources to fund facility renovations/expansion.

E-2-3: Create timeline for implementation of project goals.

***Utilize the **Superintendent** and Media Specialist to facilitate the review of Library needs.*