

Windham School Department



Strategic Plan

2004 – 2009

August 2004 - Adopted

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Letter of Presentation

Dear Stakeholders:

The Windham School Department has a long history of developing Strategic Plans every five years. Engaging in a strategic planning process benefits the Windham schools in a variety of ways. Strategic planning:

- Creates a framework for determining the direction a school system should take to achieve its desired future.
- Allows all Windham constituencies to participate and work together towards accomplishing goals.
- Raises the vision of all key participants, encouraging them to reflect creatively on the strategic direction of the school system.
- Allows dialogue between the participants improving understanding of the organization's vision and fostering a sense of ownership of the Strategic Plan, and belonging to the school system.

Beginning in July 2003, we set out to begin our work of developing a new 5-year Strategic Plan for the school system and a Strategic Planning Steering Committee was formed. The process began with an Entry Plan and the new Superintendent assessing the strengths and weaknesses, as well as recommendations, gathered from various groups in Windham.

In December 2003, the public was invited to a forum to discuss the past, present and future of Windham schools. On January 23 and 24, 2004, Windham community members came together to continue that conversation about the future of Windham schools. In February 2004, a feedback sheet called "Gathering the Voices" went to each family K-12 encouraging input on the question, "How can the Windham School community prepare all learners for the future?" Based on community input, the Strategic Planning Committee members refined the data in late spring and completed a document for the School Committee to adopt by August 2004.

We would like to thank the Steering Committee for their commitment in developing and implementing an inclusive process to create a new Strategic Plan. In addition, thank you's go to the Windham community and School Department employees for assisting in the discussion groups on how the Windham School System should look for the future.

At this point in the process, our work will begin with implementing this Plan and working together toward accomplishing our vision and goals.

Sincerely,

Sanford J. Prince IV, Superintendent

Mike Duffy, School Committee Chair

Introduction

The Windham School Department has a well-established history of strategic planning. The system's latest Strategic Plan was created for the 5-year period between 1998-2003. The Superintendent, the Administrative Team, and the School Board used the plan annually as the basis for auditing progress, setting goals, and planning. The Central Office Staff, School Committee, District Committees, Building Principals, and School Faculties also used it to guide decision-making.

Superintendent Sanford Prince began his tenure in July 2003 and promptly focused attention on the creation of a new Strategic Plan to carry forward this well-established planning tradition. At the same time, other important work was underway in the system, including the following efforts.

Superintendent's Entry Plan

Superintendent Prince created an Entry Plan as part of his first year's work. This process involved structured conversations with a variety of stakeholders – individuals and groups – and yielded a set of themes and priorities to focus the new Superintendent's work. The findings from this plan were also used to inform the strategic planning.

Administrative Team Leadership Development

The Windham School Department's 18-member Administrative Team (A-Team) is composed of Central Office staff, building administrators and others. This team has regularly participated in professional development relative to leadership under the guidance of a consultant from the Covey Institute. This work was designed to stimulate thinking and discussion and support the ongoing work of setting and establishing accountability for performance standards for students, teachers and others in the system.

Windham Comprehensive Assessment System Development

As in other Maine school systems, the Windham School Department is deeply involved in the design and implementation of its local Comprehensive Assessment System. Under the direction of the Assistant Superintendent, clear and steady progress was being made on this task and a prototype system was in place in the fall of 2003 for English/Language Arts and Mathematics.

With the support of the School Board, Administrative Team and other stakeholders, the Windham School Department launched its strategic planning effort in the fall of 2003. This nine-month-long strategic planning process was designed to address three purposes:

1. Produce a 5-year Strategic Plan for the period between 2004-2009 that includes: Vision, Mission, Goals, Strategies, Action Steps, and an Accountability Process.
2. Stimulate ownership for the Plan and its implementation and mobilize a set of stakeholders who accept leadership and accountability for the Plan's success.
3. Generate a useful Plan that serves stakeholders as a lens for alignment, decision-making and action planning.

Planning Process

Windham School Committee

The Strategic Planning Process was endorsed and supported by the Windham School Committee, whose members include:

1. Jeffrey Vermette, Chairman
2. Donna Cobb, Vice Chair
3. Kate Brix
4. Mike Duffy
5. Toby Pennels
6. Ann Rich
7. Mel Winslow

Strategic Planning Team

The Windham School Department Strategic Planning Team was created and convened in October 2003. The team was a working group that met regularly throughout all the phases. Members took responsibility for implementing the planning process and creating the Plan to present it to the School Committee for approval. Members performed task assignments as needed, and may continue in an advisory capacity beyond the planning process.

The team included representatives from several stakeholder groups in the system. The members were:

1. Sanford Prince, Superintendent, Windham School Department
2. Kate Brix, Windham School Committee
3. Leah Campbell, Teacher, Windham Middle School, Windham Educators Association
4. Rebecca Cole, Teacher, Windham Primary School
5. Donn Davis, Assistant Superintendent
6. Angela Faherty, Assistant Superintendent
7. Beau Forster, Teacher, Windham Middle School
8. Kitty Foss, Teacher, Windham Primary School, Windham Educators Association
9. Kim McBride, Parent & Community Member
10. Ann Rich, Windham School Committee, Parent & Community Member
11. Hal Shortsleeve, Principal, Windham Middle School
12. Donna Stephen, Principal, Windham Primary School
13. Mary Wassick, Parent & Community Member

Doris Ray, Education Consultant, and Dick Babb, Organization Development Consultant from the Center for Educational Services, served as co-facilitators for the planning process. Jenifer Van Deusen from the

Center for Educational Services provided documentation and communication support for the planning process.

Planning Phases

The strategic planning process included four phases of work between September 2003 and June 2004.

Phase 1: GATHERING THE VOICES

During this initial phase, stakeholders came to agreement about the design and plan of the overall process, the formation and membership of the Strategic Planning Team, and the creation of a draft timeline for the planning process. The team began meeting, began to build a database of information about the planning process, and initiated plans for Phase 2. During this phase the Superintendent and team members hosted a Community Forum (December 10, 2003) to inform Windham parents and community members of the planning process and report on progress on the most recent Strategic Plan. The Superintendent also finalized his Entry Plan and reported findings to stakeholders.

Phase 2: SEEING THE BIG PICTURE

Strategic Planning Team members planned and implemented a Future Search Process. This activity was designed to establish common ground among representative stakeholders, define a preferred future, and provide overall direction to the Plan. The Future Search was held on January 23 and 24, 2004 at the Windham Middle School. The 50-member Future Search group included students, teachers, school administrators, School Committee members, parents, elected officials, health and safety staff, clergy, business people, senior citizens and others. During the Friday evening session, small groups reviewed the last three decades of changes in their lives, in schools, and in society. Saturday included discussions of current trends and forces that are influencing how schools function. Participants then generated a list of things that made them proud of Windham's schools, and another list of what made them sorry. By Saturday afternoon, the groups had created a set of overall themes that they hope will guide the future of Windham schools. These themes, the data from the Community Forum, and the findings from the Superintendent's Entry Plan were analyzed and used as the basis for generating a draft Plan in phases 3 and 4.

Phase 3: ASSURING A COMMON DIRECTION

Once the Future Search was completed, the findings were documented and the results used as part of the database for planning. The team worked to inform other stakeholders about the planning process and the proposed themes. They published information and solicited additional input via a survey to parents.

Phase 4: PLANNING FOR ACTION

The Strategic Planning Team began the development of the new 5-year Plan in mid-February 2004. The team used a rich database of pertinent documents and a systematic planning process for accomplishing its task. Over the next three months, the team produced a Strategic Plan that includes:

- Vision: What do we want to create?
- Mission: What is our purpose?
- Goals: What do we want to accomplish?
- Strategies & Action Steps: How will we get there from here?
- Accountability Process: How will we assess our progress?

The Strategic Planning Team also developed a dissemination and communication plan for informing and engaging stakeholders.

Dissemination

1. Letter to all staff in June paycheck
2. Distribution to Future Search participants, with invitation to attend School Committee meeting when vote is taken
3. School Committee workshop to communicate the Plan in early August
4. In mid-August School Committee votes to approve the new Strategic Plan
5. Distribute the Plan to all staff, Town Manager, Town Council members
6. Put on the Windham School Department website

Implementation, Annual Assessment and Adjustment

Windham School Committee: Sponsor and support the strategic planning process and the implementation of the Plan.

- Support planning effort
- Consider and adopt policies that will support the implementation of the Plan
- Represent the Plan to the community

Superintendent: Champion the Plan and its implementation with all stakeholders. Use to plan, to navigate, orient, and align the system

- Review Plan with each building principal
- Use the Plan to review annual leadership reports.
- Report to the School Committee

Administrative Team (A-Team): Oversee the implementation and assessment of the Strategic Plan with Superintendent and staff.

- Translate into building-specific planning and work.
- Prepare Plan annually and identify subsequent years' action plans.

Strategic Planning Team: Assist with dissemination, possible future advisory capacity.

Strategic Plan 2004-2009

Vision

In Windham schools, our learners meet or exceed high expectations. We provide and support diverse options for life-long learners. We use resources and time flexibly. We are proud of our schools – healthy, safe places where discipline and respect are valued.

In partnership with the Windham community we share the responsibility for setting a common vision and clear goals. By communicating effectively, we are able to provide stable and creative resources to support our learners. We are accountable to each other and for preparing all learners for their future.

Mission

To create an educational environment for Windham students that promotes positive and successful learning experiences, and enables all members of the school community to develop their unique potential.

Goals & Objectives

GOAL #1: TEACHING & LEARNING

Our students show continuous growth toward meeting the curriculum benchmarks.

Objective 1.1 Align standards-based instructional practices with the Windham Comprehensive Assessment System (WCAS).

Objective 1.2 Identify/create structures to support and manage the collection, analysis, and use of information about student performance

GOAL #2: LEADERSHIP & CULTURE

We ensure a culture for individual student success through a collaborative leadership structure.

Objective 2.1 Implement, monitor, and communicate the Strategic Plan

Objective 2.2 Create a clear, collaborative, and well-understood leadership structure that guides the district toward its goals

Objective 2.3 Attract, retain, support, and celebrate high-quality staff

GOAL #3: COMMUNITY-SCHOOL RELATIONSHIP & RESOURCES

We engage individuals, organizations, and businesses in meaningful and sustained relationships to ensure a high-quality educational experience for all learners.

Objective 3.1 Reach out to, communicate with, and engage community

Objective 3.2 Provide leadership and coordination to the volunteer program

Objective 3.3 Develop and implement an educational foundation to support education in Windham

ACTION PLANS

GOAL # 1: TEACHING & LEARNING: Our students show continuous growth toward meeting the curriculum benchmarks.

OBJECTIVE 1.1: Align standards-based instructional practices with the Windham Comprehensive Assessment System (WCAS).

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 1.1.1. Align classroom instruction with curriculum	Teachers	Teachers Administrators Central Office Staff	Common Planning Time Curriculum documents Instructional materials WCAS documents	July 2004 to June 2006 Annual report on practices & alignment (May)	Gather data: <u>Individual level:</u> Supervision and Evaluation System; Mentoring System <u>Building level:</u> Report provided by BAC <u>District level:</u> DAC will compile data and share work systematically
AS 1.1.2: Give full year of common level assessment	Teachers	Grade level teachers Support teachers Administrators Instructional Support Staff	Timeline for assessments	July 2004 to June 2006 On-going full year of data needed	Report with data and a record to track information

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 1.1.3: Use results of first full year of assessments to determine needs of students	Administrators Teachers Central Office Staff School Board	Students; Parents; Administrators; Teachers; Instructional Support Staff; Central Office Staff; School Board; Maine Dept. of Education	Time for analysis and reporting Federal and State assessment requirements	July 2004 to June 2006 End of 2 nd year and on-going as data is collected	Report with recommendations
AS 1.1.4: Identify and develop needed policies	Administration School Board	Students; Administrators; Teachers; Instructional Support Staff; Central Office Staff; School Board; Maine Dept. of Education	Federal, State, local policies and guidelines. Maine School Mgmt Assoc guidelines	On-going	Policy documents

OBJECTIVE 1.2: Identify / create structures to support and manage the collection, analysis, and use of information about student performance.

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT – COMPLETION
AS 1.2.1: Establish and manage a data reporting system	Technology Staff Data Mgmt Staff Assistant Superintendent	Administrators; Teachers; Instructional Support Staff; Central Office Staff; School Board; State of Maine	Federal, State, and local policies and guiding documents Time; Training	July 2006 to June 2007 On-going until end of year five, keeping in mind 2007 timeline	New reporting system in place
AS 1.2.2: Analyze and report on student performance	A-Team Teachers	Parents; Teachers; Administrators; Instructional Support Staff	Time for different stakeholders to analyze data	July 2006 to June 2007 End of 2 nd year to the end of 3 rd year	New reporting system of student progress towards obtaining curriculum benchmarks
AS 1.2.3: Align reporting documents	Teachers Administrators	Parents; Teachers; Instructional Support Staff; Technology Staff; Data Mgmt Staff	Time	July 2006 to June 2007 End of 2 nd year to end of 3 rd year	New reporting system of student progress towards obtaining curriculum benchmarks Report card criteria aligns and reports information needed to stakeholder groups

ACTION STEP	REPOSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT – COMPLETION
AS 1.2.4: Inform and collect feedback from stakeholders	Teachers Administrators	Students; Parents; Teachers; Instructional Support Staff; Administrators	Technology Staff Data Mgmt Staff	July 2006 to June 2007 End of 2 nd year to the end of the 3 rd year	Report on stakeholder feedback and recommendations
AS 1.2.5: Implement a continuous improvement cycle for instructional practices	Administrators; Teachers; Central Office Staff; School Board	Students; Teachers; Instructional Support Staff; Administrators; Central Office Staff; Technology Staff; Data Mgmt Staff; School Board; State of Maine	Reporting of each group as to where they are and what they need so resources can be identified. Programs created that allow for students to have options to continue to progress towards certification benchmarks	July 2007 to June 2009	A clearly-defined system of tracking and reporting student progress with programs created to meet the challenges of the certification system

GOAL 2: LEADERSHIP & CULTURE: We ensure a culture for individual student success through a collaborative leadership structure.

OBJECTIVE 2.1: Implement, monitor, and communicate the Strategic Plan

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 2.1.1: School Board adopts plan for 2004	School Board	District	Time	June 2004	Minutes from Board meeting
AS 2.1.2: Develop and implement a communication plan	School Board A-Team	District; Community; School Board	Time; Television; Newspaper; Internet Web page	August 2004	Communication Plan
AS 2.1.3: Develop Board goals based on Plan	School Board	School Board; District; Community	Time	September 2004	Board Goals
AS 2.1.4: Plan is communicated to staff, parents, and the community	Superintendent School Board	District; Community	Time; Television; Newspaper; Internet Web page	September 2004 to June 2005	Document and dissemination of information
AS 2.1.5: Administrative Team develops goals based on the Plan	Administrative Team	Administration Teachers Instructional Support Staff	Time	August 2004	Building Goals

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 2.1.6: Superintendent facilitates annual review of Strategic Plan with A-Team and other responsible parties	Superintendent	Administrative Team	Time	Annually in June	Documentation of action steps met and minutes of meeting
AS 2.1.7: Superintendent reports on status of Strategic Plan to School Board	Superintendent School Board	District; Community	Time	August 2005	The reviewed Plan document
AS 2.1.8: Superintendent and other responsible parties create action steps based on review	Superintendent Administrative Team	Teachers Administration Instructional Support Staff	Time	August 2005	New Action Steps / revised

OBJECTIVE 2.2: Create a clear, collaborative, and well-understood leadership structure that guides the District toward its goals

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 2.2.1 Identify and document the individuals and groups who serve leadership functions and define their current roles and relationships	Superintendent Central Office Staff A-Team	Teacher Administrators School Board Instructional Support Staff	Central Office for clerical help Release Time	By January 2005	Report Document
AS 2.2.2 Document those elements of the infrastructure that are not clear	Administrators Teachers	School Board Administrators Teachers Instructional Support Staff	Release Time	By January 2005	Report Document
AS 2.2.3 Share the report with stakeholders and determine Year 2 work	Superintendent	Administrators Teachers Instructional Support Staff	Staff Meetings	District-wide faculty meeting in September 2005	A document for everyone

OBJECTIVE 2.3: Attract, retain, support, and celebrate high-quality staff

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 2.3.1: Complete and evaluate the supervision and evaluation model for professional staff (based on National Teacher Standards)	Supervision & Evaluation group	Teachers Administrators Instructional Support Staff	National Teacher Standards (NTS) and AARBEC Time	June 2005	Supervision and evaluation packet
AS 2.3.2: Review and refine the mentoring program(s) for probationary staff	Building Administrators Central Office Staff	Probationary staff Building Administrators	Release time	June 2005	Feedback form for mentors and mentees
AS 2.3.3 Provide for high quality professional development that fosters staff growth as individuals and as members of teams, schools and the District	Building level BAC Central Office Staff	Teachers Administrators Instructional Support Staff	Time Money Presenter	Ongoing	Report of staff development activities, summaries, documents

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
<p>AS 2.3.4: Evaluate and determine work for Year 2</p> <p>Include development and institution of a district-wide staff recognition and celebration program</p>	<p>Central Office staff</p>	<p>Administrators Teachers Instructional Support Staff</p>	<p>Survey</p>	<p>June 2005</p>	<p>Analysis of survey</p>

GOAL 3: COMMUNITY - SCHOOL RELATIONSHIP & RESOURCES: We engage individuals, organizations, and businesses in meaningful and sustained relationships to ensure a high-quality educational experience for all learners

OBJECTIVE 3.1: Reach out to, communicate with, and engage community

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 3.1.1: Identify current activities and their impact	A-Team	Staff Community	Time	Fall 2004	Compilation of data documenting activities
AS 3.1.2: Identify current needs and develop comprehensive communication strategy	A-Team	School Board	Time Possibly financial	September 2005	Strategy developed and communicated
AS 3.1.3: Implement strategies	A-Team	School Board	Time Possibly financial	September 2005	Artifacts, documents and assessments

OBJECTIVE 3.2: Provide leadership and coordination to the volunteer program

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 3.2.1: Work with the School Committee and administration to develop a job description for the Community Liaison / Coordinator and accompanying differential pay plan	A-Team	School Board Policy Sub-Committee Administrative Team Staff Other stakeholders	Time	January 2005	School Board approval of position and job description
AS 3.2.2: Further define the Community Liaison / Coordinator role and where it fits in the organizational chart	A-Team	School Board Policy Sub-Committee Administrative Team Staff Other stakeholders	Time	January 2005	School Board approval of position and job description
AS 3.2.3: Interview and hire the Community Liaison / Coordinator	A-Team	Interview panel created	Time	June 2005	Hiring complete
AS 3.2.4: Community Liaison / Coordinator works with School Committee and administration to develop volunteer policies and procedures	Community Liaison / Coordinator	Superintendent and other stakeholders	Time	Fall 2005	Policies accepted by School Board and Policy Sub-Committee by fall 2005

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 3.2.5: Research / determine unmet needs and interests from the perspective of all parties	Community Liaison / Coordinator	School Board	Time FTE Survey Development & Implementation	Fall 2005	Report on research / needs assessment
AS 3.2.6: Develop work plans for each site and identify necessary liaisons	Community Liaison / Coordinator	TBD	Time FTE	2005-2006	TBD
AS 3.2.7: Implement and evaluate work plan	Community Liaison / Coordinator	Superintendent School Board	Time FTE	2005-2006	TBD

OBJECTIVE 3.3: Develop and implement an educational foundation to support education in Windham

ACTION STEP	RESPONSIBLE PARTY	STAKEHOLDER INVOLVEMENT	RESOURCES	TIMELINE	EVIDENCE OF ACHIEVEMENT - COMPLETION
AS 3.3.1: Research to identify and analyze existing models that work in similar communities	A-Team Community Liaison / Coordinator	Cross-functional planning team Community	Time FTE	January 2006	Compilation of data and compiled report
AS 3.3.2: Develop a proposed model that is appropriate to Windham	A-Team Community Liaison / Coordinator	Cross-functional planning team Community	Time FTE	March 2006	Documented, proposed model
AS 3.3.3: Solicit constructive critique and modify model where necessary	A-Team Community Liaison / Coordinator	Cross-functional planning team Community	Time FTE	April 2006	Documented, proposed model
AS 3.3.4: Establish the foundation as a legal, sanctioned organization in full support of the School Committee and other relevant organizations	A-Team Community Liaison / Coordinator	Staffed by Community Liaison/Coordinator	FTE	June 2006	Position and plan in place, being implemented
AS 3.3.5: Develop work plans to secure support and clarify foundation programs	Superintendent	Staffed by Community Liaison/Coordinator	FTE?	June 2006	Position and plan in place, being implemented

Implementation Timeline

GOAL #1: TEACHING & LEARNING: Our students show continuous growth toward meeting the curriculum benchmarks.

OBJECTIVE	ACTION STEP	Year 1 04-05	Year 2 05-06	Year 3 06-07	Year 4 07-08	Year 5 08-09
1.1 Align standards-based instructional practices with the Windham Comprehensive Assessment System	AS 1.1.1 Align classroom instruction with curriculum.			On-going		cycle
	AS 1.1.2: Give full year of common level assessments.			On-going		cycle
	AS 1.1.3: Use results of first full year of assessments to determine needs of students.			On-going		cycle
	AS 1.1.4: Identify and develop policies needed.					
1.2 Identify/Create structures to support and manage data collection, analysis, and use.	AS 1.2.1: Establish and manage a data reporting system.					
	AS 1.2.2: Analyze and report on student performance					
	AS 1.2.3: Align reporting documents.					
	AS 1.2.4: Inform and collect feedback from stakeholders					
	AS 1.2.5: Implement a continuous improvement cycle for instructional practices					

GOAL #2: LEADERSHIP & CULTURE: We ensure a culture for individual student success through a collaborative leadership structure

OBJECTIVE	ACTION STEP	Year 1 04-05	Year 2 05-06	Year 3 06-07	Year 4 07-08	Year 5 08-09
2.1 Implement, monitor, and communicate the Strategic Plan	AS 2.1.1: School Committee adopts Strategic Plan for 2004 - 2009			Repeat Cycle →		
	AS 2.1.2: Develop and implement a communication plan			Repeat Cycle →		
	AS 2.1.3: Develop Board goals based on Plan			Repeat Cycle →		
	AS 2.1.4: Strategic Plan is communicated to staff, parents and the community			Repeat Cycle →		
	AS 2.1.5: Administrative Team develops goals based on the Strategic Plan			Repeat Cycle →		
	AS 2.1.6: Superintendent facilitates annual review of Strategic Plan with A-Team and other responsible parties			Repeat Cycle →		
	AS 2.1.7: Superintendent reports on status of Strategic Plan to School Board			Repeat Cycle →		
	AS 2.1.8: Superintendent. and other responsible parties create action steps based on review			Repeat Cycle →		
2.2 Create a clear, collaborative and well-understood leadership structure that guides the district toward its goals	AS 2.2.1: Identify and document the individuals and groups who serve leadership functions and define their roles and relationships (currently exist)					
	AS 2.2.2: Document those elements of the infrastructure that are not clear					
	AS 2.2.3: Share the report with stakeholders and determine Year 2 work					
2.3 Attract, retain, support, and celebrate high-quality staff	AS 2.31: Complete and evaluate the Supervision and Evaluation Model for professional staff (based on National Teacher Standards)					
	AS 2.32: Review and refine the mentoring program(s) for probationary staff					
	AS 2.3.3 Provide for high-quality professional development that fosters staff growth as individuals and as members of teams, schools, and District					
	AS 2.3.4: Evaluate and determine work for Year 2 – Include development and institution of a district-wide staff recognition and celebration program					

GOAL #3: COMMUNITY-SCHOOL RELATIONSHIP & RESOURCES: We engage individuals, organizations, and businesses in meaningful and sustained relationships to ensure a high-quality educational experience for all Windham learners

OBJECTIVE	ACTION STEP	Year 1 04-05	Year 2 05-06	Year 3 06-07	Year 4 07-08	Year 5 08-09
3.1. Reach out to, communicate with, and engage community	AS 3.1.1: Identify current activities and their impact					
	AS 3.1.2: Identify current needs and develop comprehensive communication strategy					
	AS 3.1.3: Implement strategies					
3.2 Provide leadership and coordination to the volunteer program	AS 3.2.1: Work with the School Committee and administration to develop a job description for the Community Liaison/Coordinator and accompanying differential pay plan					
	AS 3.2.2: Further define the Community Liaison/Coordinator role and where it fits in the organizational chart					
	AS 3.2.3: Interview and hire the Community Liaison/Coordinator					
	AS 3.2.4: Community Liaison/Coordinator works with School Committee and administration to develop volunteer policies and procedures					
	AS 3.2.5: Research and determine unmet needs and interests from the perspectives of all parties					
	AS 3.2.6: Develop work plans for each site and identify necessary liaisons					
	AS 3.2.7: Implement and evaluate work plan					
3.3 Develop and implement an educational foundation to support education in Windham.	AS 3.3.1: Research to identify and analyze existing models that work in similar communities					
	AS 3.3.2: Develop a proposed model that is appropriate to Windham					
	AS 3.3.3: Solicit constructive critique and modify model where necessary					
	AS 3.3.4: Establish the foundation as a legal, sanctioned organization in full support of the School Committee and other relevant organizations					
	AS 3.3.5: Develop work plans to secure support and clarify foundation programs					

Glossary of Key Terms

Advancing the Agenda for Results-Based Educator Certification (AARBEC):

A state-sponsored organization that has developed a set of educator performance standards. The Windham School System has used these as a resource for developing its educator performance standards.

Action Step (AS): A specific action or activity that must be taken to meet the objective.

Administrative Team (A-Team): Windham's Administrative Team comprised of Principals, Assistant Principals, Directors, Central Office Administrators

Building Achievement Council (BAC):

Each school has a Building Achievement Council made up of teachers and administrators. Representation includes graded and multiage teachers, alternative education, extra-curricular programs, student support services, special education, administrators and students when appropriate. Each Council is responsible for: (1) analyzing student achievement data to determine strengths and weaknesses of curricular and instructional practices; (2) development and implementation of the Local Assessment System; (3) educating staff and community on school data/results; (4) determining staff development needs based upon student performance; (5) making program and curricula recommendations based on student performance; (6) representing the school as a member of the District Achievement Council.

Benchmark:

A performance indicator that represents the standard for a skill or concept that all students must master at a given time or grade level

Comprehensive Assessment System (CAS):

When the Maine State Legislature adopted the Learning Results in 1996, it established learning standards for all Maine students educated at public expense. The legislation also required that a new system for assessing student progress be established. This assessment system has both state and local components. The state component includes the Maine Educational Assessment (MEA), which is given to students in grades 4, 8, and 11. The local assessment includes traditional methods of assessment such as teacher tests, reports, projects, nationally normed achievement tests, and presentations. To better inform students, teachers, and parents, local schools may also use portfolios, writing prompts, district-wide assessments and other tools. The Comprehensive Assessment System includes both of these components.

District Achievement Council (DAC):

The District Achievement Council represents the vital leadership role played by teachers and administrators in support of District goals. DAC's strategic planning and coordination function is a valuable asset in the District's long-term effort to achieve higher achievement for students. Specifically, DAC's purpose is: (1) Local Assessment System development; (2) Analysis of student achievement data; (3) Report District data/results; (4) Oversight and coordination of curriculum development process (5) Synthesize and consider implications of research on effective educational practices. The Chair of the Committee will be the Assistant Superintendent. Participants will be asked to serve three years with one-third of the Council's membership changing annually, beginning year three.

Evidence of Achievement/Completion: Specific data that indicates that the action step is completed or has been achieved. Reports on the outcomes of the action step or activity.

Goal: A complete statement describing broadly a desired outcome and its intended audience.

Maine Learning Results (MLR):

The Learning Results identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. The overriding purpose of the Learning Results is to provide teachers and parents with guidance to improve an existing education system that is already working well for many students in most Maine communities. The adoption of common standards and an accompanying mix of measures which assess learning is widely regarded as the most important next step in improving the quality of public education for all student.

Mission: A mission statement describes an organization in terms of its purpose (what it seeks to accomplish); its business (its main method and activity); its values (the principles or beliefs that guide its members); and its beneficiaries (those who benefit from its work).

No Child Left Behind (NCLB):

The *No Child Left Behind Act of 2001* was approved by Congress to improve student achievement and change the culture of America's schools. The new law is built on four common-sense pillars: accountability for results; an emphasis on doing what works based on scientific research; expanded parental options; and expanded local control and flexibility.

National Teacher Standards (NTS):

A set of national standards for educator performance. The Windham School System has used these as the basis for developing its educator performance standards.

Objective: A description of the observable, measurable benchmark that must be accomplished to achieve the goal and the criteria to assess achievement.

Responsible Party:

Person or group who will be responsible and accountable for the completion of the action step.

Resources: Financial, organizational, or human resources needed to accomplish the action.

Stakeholder Involvement: Person and/or groups who will be involved in the action or activity to ensure that it is successfully accomplished.

Strategic Plan: Strategic planning is a process that identifies an organization's preferred future – a vision and results to be achieved. The Strategic Plan provides a roadmap and a compass for the organization as it moves toward its vision.

Timeline:

Target completion date for the action step.

Vision: A clearly articulated, result-oriented picture of a future you intend to create.