

WINNEBAGO STRATEGIC PLAN

2024-2025



The Winnebago Community Unit School District supports, inspires, and ensures individuals achieve their greatest potential.

COMMUNICATION



CURRICULUM

SOCIAL EMOTIONAL



FACILITIES

FOR MORE INFORMATION ON THE 2022-2023 WINNEBAGO DISTRICT
STRATEGIC PLAN PLEASE VISIT:

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COMMUNICATION



ACKNOWLEDGEMENTS

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FACILITIES

MISSION STATEMENT

The Winnebago Community Unit School District supports, inspires, and ensures individuals achieve their greatest potential.

BELIEFS

We believe our students are the hope and the future of our world; our primary function is to educate the whole child for a successful future.

We believe our students deserve extraordinary teachers and staff who are provided individualized, professional development.

We believe ongoing, valid, and differentiated evaluation is essential for the growth of students and staff district wide.

We believe our students achieve excellence through a rigorous, engaging, diverse, global, and inclusive curriculum.

We believe our students and staff thrive in a safe, clean, structured, and inclusive environment.

We believe our students and staff deserve respect and are held accountable for their actions in an environment where positive behaviors are modeled, taught, and expected.

We believe we are accountable for providing responsible and forward thinking financial management to our community.



COMMUNICATION



- 1. Evaluate our current communication methods with all stakeholders, actively seeking feedback and adhering to best practices. Our aim is to consistently enhance clarity and effectiveness, making adjustments whenever necessary.***

Action Steps:

- ☒ Maintain current procedures to insure the Winnebago CUSD #323 website & social media accounts continue to have current and updated information on a timely basis (Fall 2024).
- ☒ Investigate and gather student feedback regarding communication needs, ensuring their voices are heard and their preferences are addressed effectively (Spring 2025)
- ☒ Develop and implement strategies to streamline and monitor teacher-to-parent/guardian communication channels, aiming to enhance efficiency and accountability while fostering stronger partnerships between educators and families.
- ☐ Clearly outline new goals and objectives for improving Athletics & Activities Communication. Investigate and determine key metrics for success, such as increased engagement through website and/or social media, streamlined athlete communication, or calendar/scheduling features. (Spring 2025).

- 2. Establish a plan to increase parent involvement throughout all grades PreK-12.***

Action Steps:

- ☒ Annually update building SMART goals that focus on increasing Family and Community Engagement (Fall 2024).
- ☒ Create a one-page community & stakeholder informational flyer that reviews and recaps school district information, including but not limited to; district assessment scores, facilities improvements, curriculum updates, etc. (Bi-Annually)
- ☒ Continuously monitor ways to effectively communicate consistently with parents on opportunities to become involved with organizations that support the schools, like PTO, FEE, etc. (24-25 SY).



By systematically implementing these goals and action steps below, we are creating a K-12 curriculum that seamlessly aligns both horizontally and vertically, providing a coherent and progressive educational experience for all students. Our goal is to enhance student achievement, promote teacher collaboration, and ensure a holistic and effective learning journey throughout the PreK-12 continuum.

- 1. All District PreK-12 curriculum maps will be aligned with identified Essential Learning Standards that guide research based instruction in order to ensure content in all subject areas is guaranteed and viable, ensuring high levels of learning for all students.***

Action Steps:

- ☒ PreK-12 Professional Learning Teams determine and identify essential learning standards, define proficiency and include measurable learning targets (Spring 2025).
- ☒ PreK-12 Professional Learning Teams will collaborate to develop an aligned common formative assessment(s) and/or create common summative assessment(s) with the defined proficiency that will check for learning of the essential standards (Spring 2025).
- ☒ PreK-12 Professional Learning Teams will develop and determine how to best assess the data from the aligned assessment in order to determine necessary supports, interventions or extension opportunities (Spring 2025).
 - ☒ Continue to provide professional development opportunities that focus on collaborative planning, assessment design, and data-driven decision-making that focuses on how to use data analytics to monitor student performance and identify areas for improvement in the aligned curriculum.
- ☒ PreK-12 Professional Learning Teams will annually review the identified essential learning standards to make necessary adjustments if needed to ensure high levels of learning for all students (Annually).

2. Establish a comprehensive improvement plan to ensure seamless horizontal and vertical alignment within the K-12 curriculum, fostering a cohesive and progressive learning experience for students.

Action Steps:

- ☒ PreK-12th grade ELA will follow the Illinois Literacy Plan, which includes best practices that align to the strategies to support students' learning based on the science of reading for Tier 1, Tier 2, Tier 3 and Tier 4 levels of instruction (Fall 2026).
- ☐ Establish a PreK - 12th grade ELA & Math Curriculum Alignment Committee to identify gaps, redundancies, and inconsistencies in both horizontal (within grades) and vertical (across grades) alignments (Summer 2026).
- ☒ Incorporate opportunities to meet as Professional Learning Teams in the areas of Science, Social Studies, Physical Education, Visual Arts, Fine Arts, Foreign Language, and CTE to begin to identify gaps, redundancies, and inconsistencies in both horizontal (within grades) and vertical (across grades) alignments (2024 - 2025).
- ☒ Provide professional development opportunities to equip teachers with the skills and knowledge needed for effective curriculum alignment (Fall 2025)..

3. Enhance the quality of education and student outcomes by implementing a comprehensive professional development program for teachers and staff within the school district.

Action Steps:

- ☒ Align the professional development plan with the district's overall educational goals and objectives, ensuring that the program addresses both individual teacher needs and broader institutional priorities (2024-2025):
 - ☒ encourage staff to take advantage of opportunities to observe a teaching peer or colleague in-district (Teacher Field Trips, Student Shadowing, Peer Observations)
 - ☐ following an out-of-district Professional Development event, workshop, etc., staff will be required to share information learned to the appropriate peer audience (department, faculty, administration, etc.)
 - ☒ increase opportunities for in-district staff to share or present on educational topics or instructional programs that are high leverage tools or strategies aligned to district initiatives
 - ☒ pursue "train the trainer" opportunities on programs or curriculums that would allow in-district staff to lead and teach as appropriate to support the acquisition of new staff.
- ☒ Develop a Curriculum Resources Teacher Manual that includes a comprehensive list of current curriculum resources, programs, etc. for each grade level that can be provided for new teachers (Summer 2025).
- ☒ Establish a timeline of Professional Development supports for District Leadership and Certified Staff where teachers and staff can share experiences, insights, and resources (Spring 2025).
 - ☒ Encourage peer mentoring and collaborative lesson planning to foster a culture of continuous improvement.
- ☒ Annually review the PD budget for allocation of staff development, including both district funding and available funding through grants {Title, IDEA, etc.} (Annually).

- ☒ Explore & incorporate additional opportunities to include more job embedded Professional Development, This includes, but not limited to the areas of school safety, employee wellness, paraprofessional training, as well as, departmental opportunities for transportation, maintenance, technology, athletics, secretarial, substitutes, etc. (Annually).
- ☒ Conduct regular reviews of the professional development program's effectiveness and make necessary adjustments based on feedback and evolving educational needs (Annually).

4. Enhance and diversify the educational experience by maintaining existing and introducing new vocational and elective opportunities for PreK-12 students, fostering a well-rounded and future-ready skill set.

Action Steps:

- ☒ Survey students, parents, and educators to identify interests and needs in terms of vocational and elective programs & evaluate the effectiveness of current vocational and elective courses, for both high school and middle school (Fall 2024).
 - ☒ Explore opportunities to add additional Middle School Electives (Spring 2025)
- ☒ Re-establish the STEP Program (Fall 2024).
- ☒ Integrate a Work Based Learning Curriculum into our CTE courses (Spring 2025).
 - ☒ Forge partnerships with local businesses, industries, and community organizations.
- ☒ Explore more work based opportunities for students with disabilities; facilitate internships, mentorship programs, and collaborative projects to provide real-world experiences for students (Spring 2025).
- ☒ Provide training and professional development opportunities for teachers to stay updated on industry standards and teaching methodologies (Annually ongoing).
- ☒ Encourage cross-disciplinary collaboration to integrate vocational skills into traditional academic subjects (Annually).
- ☒ Initiate various career exploration and awareness activities PreK-12 {ie. Career Day, Guest Speakers, Field Trips, Community Helpers Career Day, Touch a Truck, etc} (Annually).

5. Sustain a technology-enhanced learning environment that effectively addresses the needs of 21st-century learners, cultivating critical thinking, collaboration, and digital literacy skills throughout the educational journey.

Action Steps:

- ☒ Provide training on integrating technology into the curriculum to enhance digital literacy skills among teachers (current - Spring 2025).
 - ☒ Include sessions on effective use of educational apps, online resources, and collaborative platforms
- ☒ Establish a regular review process to assess the effectiveness of technology integration in teaching and learning.
 - ☒ Use feedback from teachers, students, and parents to make informed adjustments and improvements (Ongoing Annually).
- ☒ Review and revise, if necessary, the current Remote Learning Plan for use during emergency days {inclement weather, emergencies, etc.} (Ongoing Annually).

SOCIAL EMOTIONAL



- 1. Assess the culture/school climate in each building to develop a plan that continuously provides adequate staff support to meet the growing social emotional demands that foster positive culture and mindset for all students while also celebrating students reaching their fullest potential.***

Action Steps:

- ☐ Investigate and define the responsibilities and functions of a Social-Emotional Learning (SEL) committee at each building level, aiming to establish clear roles, objectives, and strategies for promoting SEL initiatives that support the well-being and development of students within the school community (Spring 2025).
- ☐ Conduct a comprehensive survey to investigate staff preferences and needs regarding Social-Emotional Learning (SEL) training topics, aiming to identify the most relevant and effective areas for professional development that will support teachers and staff in fostering a positive learning environment and addressing students' social-emotional needs effectively (Spring 2025).
- ☐ Continue to annually review job descriptions of current staffing positions to ensure they are aligned with district needs (Ongoing).

- 2. Implement a comprehensive Multi-Tiered System of Supports (MTSS) framework across the school district, integrating three tiers of intervention and support to address academic, behavioral, and social-emotional needs of all students, ensuring equitable access to high-quality instruction and interventions tailored to individual learning profiles and needs.***

Action Steps:

- ☒ Follow and implement best practices as outlined in RTI at Work and Behavioral Solutions.
 - ☒ Audit the current RTI pyramid to insure the functions of the Winnebago Professional Learning Community include a focus on behavior, in addition to academics, for each RTI Tier (Prevention, Intervention & Remediation) (Spring 2025).
- ☒ Establish and sustain a comprehensive behavioral interventions and support system across the school, fostering a culture of positivity, responsibility, and mutual respect among all students, staff, and stakeholders that aligns with the school's mission, values, and academic goals (Spring 2025).
 - ☒ Ensure that all stakeholders (students, teachers, staff, parents) are familiar with the framework and understand their roles in its implementation.
 - ☒ Communicate behavioral expectations consistently through visual aids, signage, and ongoing reinforcement.

- ☒ Collaboratively establish clear and specific behavioral expectations for all areas of the school (classrooms, hallways, cafeteria, playground, etc.).
- ☒ Develop a variety of positive reinforcement strategies (such as recognition programs, incentives, and rewards) to acknowledge and celebrate students' adherence to behavioral expectations.
 - ☒ Train teachers and staff on effective implementation of positive reinforcement strategies, emphasizing consistency and fairness.
- ☒ Review and Update the Response to Intervention Handbook (Spring 2025).



FACILITIES

1. ***District & Building Maintenance: Annually review the current district and building maintenance needs, including repairs and upgrades required. Prioritize maintenance tasks based on urgency, safety concerns, and impact on student learning and staff productivity.***

Action Steps:

- ☒ Annually review the comprehensive, district-wide maintenance plan that includes both preventative and replacement measures (Annually).
- ☐ Conduct thorough research and analysis to identify the specific requirements and demands for additional district gym space, aiming to address existing constraints and accommodate the evolving needs of students and athletic programs effectively (Spring 2025).

2. ***Health & Safety: Develop a plan to maintain and expand our health & safety measures in accordance with our District Building Maintenance Plan.***

Action Steps:

- ☒ Continue renewal of using the SafeSchools Hotline and sharing information regularly with students, staff, and community (Fall 2024).
- ☒ Annually maintain HEARTSafe Schools Status through Project ADAM (Annually).
 - ☒ Continuously evaluate the number of AEDs available in the district and ensure they are working properly and stored correctly (Annually).
 - ☒ Implement a CPR & AED training plan for all staff & students, accordingly (Spring 2025).
- ☐ ~~All Schools will use Navigate 360 for all drills & emergency situations—Fire, Tornado & Evacuation (Fall 2024).~~
 - ☐ ~~Insure Navigate 360 is working properly for all schools and for staff to be fully trained using the app (Summer 2024 / Superintendent & Technology Director)~~
 - ☐ ~~Mandatory Staff Training on using Navigate 360 annually at the beginning of each school year (Annually).~~
 - ☒ All staff will complete and participate in ALICE Training annually as part of their annual training requirements (Annually).
- ☒ Review visitor procedures and investigate a new software system that would allow for visitor ID's to be checked and scanned before entering any building; additionally would provide a visitor sticker badge that would make each visitor identifiable visually at all times (Summer 2024).
- ☐ Integrate volunteer registration and information seamlessly into the online school registration process to streamline volunteer management, enhance community engagement, and optimize resource allocation for school activities and events (Spring 2025).

3. Staff Recruitment & Retention: Enhance staff recruitment and retention strategies within the school community by implementing innovative initiatives that attract top talent, foster a supportive work environment, and promote ongoing professional growth and satisfaction.

Action Steps:

- ☒ Review current District recruitment strategies for all district positions to continue to attract and retain teachers, support staff, and substitute teachers (Annually).
- ☒ Review current onboarding policies and procedures for staff when hired that includes a checklist of in-take responsibilities, timelines, and consistent communication between district staff and new employees (Summer 2024).
- ☒ Seek opportunities that would support the professional growth of current paraprofessionals and/or other positions within the district to consider teacher educational programs, certifications or job promotions within our District. (Ongoing).