

2020 STRATEGIC SUMMIT



*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.*

PLANNING COMMISSION

**Mark Bartolozzi
Pam Briggs
Bob Cox
Dave Green
Matt Keppler
Dan Lund
Wes Osborn
Kim Sepich
Todd Wise**

**Chris Becker
Michelle Bulinski
Kerry Cox
Patrick Hansen
Jill Larson
Kathy Lundin
Nancy Pickett
Laura Sheedy
Facilitator: Robert Gillum**

**Nate Benanti
Rick Carr
Mike Falter
Joe Hartzler
Sandy Lex
Scott McAdams
Tina Root
Carrie VanAlstine**

**Clark Blade
Jay Cole
Tom Gray
Chuck Hunt
Jim Lovelace
Lori Niemeier
Cathy Rogers
Lisa Weitzel**

VISION

*We are the heart of our community, globally connected and invested in a
continuous journey of learning for a lifetime.*

MOTTO

*Engaging Excellence Every day in Every way for Everyone
Experience Ball-Chatham*

MISSION

*The Ball-Chatham Community Unit School District,
a recognized leader in progressive education,
engages and equips all students to achieve their unique
potential through broad and diverse learning experiences.*

BELIEFS

We believe...

*learning is the priority.
in high expectations.
all people have value.
learning never ends.
teamwork leads to success.
in community and family involvement.
children are worth our investment.
in character education.
a positive and safe environment enhances learning.*

PARAMETERS

We will...

*hold everyone accountable.
practice fiscal responsibility.
not tolerate ineffective employees.
treat each other with respect.
provide a positive school environment.
make decisions consistent with our strategic plan.
make decisions in the best interest of our students.
follow the established chain of command.*

STRATEGIC OBJECTIVES

By September, 2008, the B-CH Board of Education will determine its service relationship with SASSED.

By May, 2009, we will adopt a district-wide Staff Development Plan.

By fall 2009, we will implement a tool to evaluate Educational Support Staff.

By August, 2010, infrastructure, including standard networking cabling and key technological components, will be in place.

By fall 2010, the District will have learning targets in place for the core curricular areas.

By June, 2011, RtI will be fully implemented in Reading and Math.

By 2012, facilities will be in place to meet our students' needs.

STRATEGIC GOVERNANCE & OPERATIONAL PRACTICE

BOARD OF EDUCATION

STRATEGIC ROLE

To set the organizational vision, targets, aspirations and policies

ADMINISTRATION

TACTICAL ROLE

To develop planning steps, cost benefit analysis, timing of strategy implementation and deploy resources

TEACHER

OPERATIONAL ROLE

To implement changes and strategic initiatives in classrooms

“Capacity is never developed in the existing context.”

NEXT STEP - INSTITUTIONAL BEHAVIORS

ORGANIZATIONAL CHARACTERISTICS

- Shared mission, vision, values and strategic targets
- Collaborative Teaming – FOCUSED ON LEARNING
- Collective inquiry into “best practices”
- Identification of our “current reality”
- Action orientation/experimentation
- Take RISKS, eliminate status quo mindset
- Commitment to continuous improvement
- Results orientation



STRATEGIC OBJECTIVE

By September, 2008, the B-CH Board of Education will determine its service relationship with SASSED.

STRATEGIES/TACTICS

Utilize current trend data to construct a variety of special education service options and the feasibility for delivery with increased local control.

ACTION TEAMS

#1 - Identify continuum of services Pre-K – age 21 (VanAlstine - Leader)

Team Members: Michelle Lee, Jennifer Schwartz, David LaFrance, Jennifer Barham, Jill Turley, Jim Lee, Jason Pals

Data constructed and forwarded to Team #2 & #3 for utilization
Detailed list of current issues and service concerns
Will detail a Pro/Con list for Coop Membership

#2 - Determine alternative service options (Gillum – Leader)

Team Members: VanAlstine, Chris Harms, Tom Mulligan, Marlene Brady, Matt Brue, Maureen Talbert
Consultants: Walt Warfield, Tom Bertrand, Kim Hoffmann, Boyd Ferguson (ISBE), Mike Weger (BHASED)

Mapping options for a coop realignment that is de-centralized
Constructing options for modified flex delivery system within the coop structure
Established solid rapport with Rochester regarding sharing opportunities

#3 - Details a Cost/Benefit Analysis for various service options (Gillum – Leader)

Team Members: Bulinski, Niemeier, Chris Harms, VanAlstine, Milburn, Lovelace, Supt Cabinet-Larson, Cox, Sepich, Cunningham, J. Lee, Rogers
Consultant - ISBE

Individual teams have budget and staffing pattern data
Team members investigating local control and delivery options
Team members bringing individual assumptions about staffing needs
IDEA Grant review ongoing

#4 - Analyses of Opportunities & Threats (Gillum - Leader)

Team Members: VanAlstine, M. Lee, Rogers, Sepich, Schwartz, LaFrance, Cox, Larson, Barham, J. Lee, Cunningham, Bulinski, Niemeier, Lovelace, Board: M. Keppler, BCEA Leaders: Bob Cox, Laura Sheedy
Community Members/Parent Advisory Reps: Leigh Renken, Mary Trask, Michelle Randall, Marina Wirsing,
SASED teachers: Tari Williams, Laura Fowler, Dawn Klinner, Mary Meisner, Jill Turley; SASED Coordinator:
Pals

Review the collection of data presented by Teams 1-3.

Hear testimony of parents and staff members.

Survey SASED staff serving Ball-Chatham for opinions.

Frame recommendation for action for the September 2008 Board of Education Agenda.

Present findings to Board of Education

#6 – Construct Legal Requirements for Separation from SASED Coop. (Gillum – Leader)

#7 – Investigate Options for Utilizing a Digital IEP Package (M. Lee / D. LaFrance - Leaders)

#8 – Develop a Comprehensive Service Plan for Submission to ISBE (J. Schwartz / J. Barham - Leaders)

STRATEGIC OBJECTIVE

By fall 2009, we will implement a tool to evaluate Educational Support Staff.

STRATEGIES/TACTICS

#9 - Gather model evaluation instruments that reflect various performance levels for each ESP group. (Niemeier)

10 - Align ESP evaluation instruments to current job descriptions (K. Moore)

11- Engage supervisors and group representatives in refinement activities customizing evaluation instruments to assigned tasks and tiered training. (Bulinski)

32 - Train evaluators to implement the performance based tool. (Murphy)

33 - Review adopted instrument within each employee sub-group. (Hohimer/Briggs)

34 - Survey professional development needs that provide skills reflected in job descriptions. (Lovelace)

35 - Develop a comprehensive staff development plan that outlines the various professional development options available to ESP of the district. (David Hay)

STRATEGIC OBJECTIVE

By May, 2009, we will adopt a district-wide Staff Development Plan.

STRATEGIES/TACTICS

12 - Gather data from teacher evaluations to determine areas of need by domain and element. (Becker)

**# 13 - Review support staff and administrative evaluation data. (Sepich)
{Administrative function}**

14 - Determine strands of professional development for each employee group. (Hilby, B.Cox)

15 - Develop a comprehensive staff development plan in the areas of technology, instruction, and job performance. (Marsaglia)

16 Identify resources and tools for staff development. (DuVall)

STRATEGIC OBJECTIVE

By August, 2010, infrastructure, including standard networking cabling and key technological components, will be in place.

STRATEGIES/TACTICS

30- Compile current district-wide hardware and software inventory. (Hruby)

31 - Create a systemic backbone and skeletal structure with the capacity to deliver the full continuum of communication services necessary to operate in a high-tech environment that supports both institutional learning and operations. (Hruby/Murphy)

36- Explore purchase/lease plans that allow us to become a singular generation in terms of hardware and operational systems. (Chris Parks)

37 - Restructure tech support services with emphasis on specific responsibilities for leadership, network administration, systems support and instructional competency. Revise job descriptions of Technology Director and Coordinators (Network Administrators) (Kent)

38 - Develop a staff training and technical support program for technology coordinators; revise tech team roles under Instructional Tech Coordinators. (L. Sheedy / Kara Harmon)

39 - Develop an evaluation tool for screening, evaluating and linking software titles to curricular objectives and instructional levels to ensure our purchases are linked to specific grade level outcomes. (J. Lee)

40 - Update the Pre-K-12 Technology Curriculum in effort to provide a scope and sequence of specific skills and assign grade level instructional responsibility for the desired outcomes. (D. Lund)

STRATEGIC OBJECTIVE

By fall 2010, the District will have learning targets in place for the core curricular areas.

STRATEGIES/TACTICS

41 - Examine and determine the need for a curriculum audit. (VanAlstine, Cabinet)

42 - Prioritize/rank instructional objectives by grade, subject, and course. (J. Lee/ K. Cox)

43 - Funnel objectives into core learning targets and assign mastery level rating. (J. Lee/T. Kimball)

44 - Construct learning target scope and sequence. (Stacey Larson/Katie Elvidge)

STRATEGIC OBJECTIVE

By June, 2011, RtI will be fully implemented in Reading and Math.

STRATEGIES/TACTICS

45 - Assemble a district at-large study team/task force with diverse representation of each building RtI Team members. (VanAlstine) (Bldg RtI teams) (November)

46 - Determine what Universal Screening Instrument will be used and address the full spectrum of considerations for who, what, when, where, and how to administer the instrument. (VanAlstine, Cabinet)

47 - Determine who will be the gatekeepers of the data collected. (VanAlstine, Administration)

48 - Establish learner benchmarks and instructional strategies/interventions. (VanAlstine, Bldg RtI 5 teams with bldg leaders)

49 - Select and purchase materials that support the intervention strategies. (Rogers/VanAlstine, Bldg RtI 5 teams with bldg leaders)

50 - Commit Resources for staff training and guidance through the implementation stages. (Gillum)

STRATEGIC OBJECTIVE

By 2012, facilities will be in place to meet our students' needs.

STRATEGIES/TACTICS

Establish District "Think Tank" to serve as Superintendent's sounding board. (Gillum)

17 - Develop committee structure and solicit community activism. (Linda Carter)

18 - Establish timelines relevant to the 2012 target. (Rick Carr)

19 - Conduct capacity audit using space utilization study. (Kerry Cox)

20 - Forecast needs through the development of a 10 year report. (Bob Gillum/Cabinet)

**# 21 - Detail the upgrade requirements and lifeline for current structures. (Admin/
Architect)**

22 - Verify land utilization options. (Rick Carr)

23 - Gather estimates and outline funding options. (Gillum)

24 - Identify full scale package of needs/wants/realities. (Jill Larson)

25 - Select items for inclusion in a referendum to build. (Rick Carr)

26 - Select items for inclusion in a referendum to bond.

Determine funding sources for projects that are not included in bond authority. (Gillum)

Set:

27 - Campaign Objectives (Linda Carter)

Communication Targets

Information/Data Release Patterns

Examine need for external supports.

28- Solicit funding and sponsorship for campaign expenses.

29- Set parameters for determining voter opinions.

General Action Team Leaders:

General Members: