

<b>1</b>	<p><b>The FIRST priority of our school system will be <u>student learning</u>. To this end it is our goal that every student will be taught by skilled, high-quality teachers who provide effective and high quality instruction, and who are equipped with necessary tools and training. Elements of this goal will consider:</b></p>			
<b>1.1</b>	<p><b>MAINTAIN FOCUS ON IMPROVEMENT OF STUDENT LEARNING AS MEASURED BY STATE AND LOCAL ASSESSMENTS</b></p>			
<b>1.1.A</b>	<p><b>Development of a comprehensive assessment system that includes assessments that informs teachers of student achievement and informs instructional decisions. All K-5, and HS staff will implement standards-based math assessments and use the data to drive instructional decisions this year. Grades 6-8 will design trimester standards-based assessments this year.</b></p>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	<p>1. Introduction and Implementation of K-5 and HS Standards-Based Mathematics Assessments</p> <p>2. Middle School teachers will design standards-based Mathematics assessments in collaboration with Evergreen SD</p> <p>We will then use the results of these assessments to...</p> <p>1. Analyze effectiveness of curriculum and instruction on student achievement of particular standards during that window of time.</p> <p>2. Identify grade level trends in student performance and use that information to inform professional development decisions.</p> <p>3. Determine weaknesses in the curriculum alignment to standards across grades and buildings.</p>	<p>Asha Riley</p>	<p>ONGOING</p> <p>Integrated 1 (Int 1) and Integrated 2 (Int 2) Assessments will be given at the end of each unit</p> <p>K-8 Assessments will be given three times a year.</p>	<p>Smooth test administration and data entry for K-5 assessments</p> <p>Teacher conversations will shift from focus from what students are doing or not doing, to how we can ensure student learning.</p> <p>Design and Implementation of at least two grade level common, standards based assessments in grades 6-8</p>

1.1.B	<b>The District Director of Learning will Provide building level support for professional development, curriculum, and assessment.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	<b>HS and MS</b> 1. Attend Evergreen math trainings for Integrated 1 and 2.	Asha Riley/ Principals	Throughout the year	Attendance at trainings and follow up with teams to ensure they have the tools and support they need to implement the curriculum.
	2. Support effective implementation of the curriculum in collaboration with the principals.			A clear assessment of implementation successes and struggles.
	3. Assess our K-12 math curriculum, instruction and systemic structures through attendance at team meetings, observations, student performance data, and review of curriculum maps.			A plan to systemically improve math curriculum and instruction based on this assessment.
	4. Formation of math cadres to review curriculum alignment, building alignment and overall student achievement at various levels in our system.		January 2011	Formation of a Math Cadre
	5a. Support implementation of NAV 101 as a sustainable program that ensures our students have a clear post secondary plan as well as having the skills and courses they need to act on that plan.		Fall 2011	5. Revision of implementation based on what will best serve the student centered goals of the program.
	<b>TEAM</b> 5b. Evaluate how we can offer students at TEAM the same NAV101 support.			
	<b>WIS and WPS/Yale</b> 1. Revision of Intervention process so students will be provided timely and effective interventions in their classrooms to support their success in areas where they struggle.		Fall 2011	Process and resources (SIPS) will be in place to ensure timely intervention is provided as well as support to staff to provide these Interventions.

	2. Math assessment implementation, and professional development on how to use the data to inform grade level curriculum plans as well as day-to-day instruction.		Throughout the year	Staff will use these assessments to inform their curriculum maps, instruction, and identify students who need differentiated support to be successful.
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<b>1.1.C</b>	<b>By the spring of 2015, the percentage of WHS students meeting the state standard in end-of-course math exams will exceed the state % by 10%.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	<p>Join of Evergreen, Washougal, Woodland consortium to adopt new curriculum and instructional methods.</p> <p>Meet Meetings including DOL, HS Principal and MS Principal to monitor progress of math teachers and their use of the new adopted materials.</p> <p>Monitor student progress as measured by Math assessments, concepts checks, and quarterly marks in mathematics</p> <p>PD on Monday's with MS and HS teachers.</p> <p>Take EOC exams as practice and pilot options from OSPI.</p>	John Shoup, Asha Riley, Staff	July 2015	<p>Quarterly grades in math</p> <p>State test results</p>

<b>1.1.D</b>	<b>Refine and improve the Mathematic Curriculum and Instruction at the Middle Levels (Grades 6-8)</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	Increase observation of instructional practices at middle levels	Chris Wiseman/ Cari Thomson	June 2011	Review of Observation and evaluation results
	Review efficacy of Int I for all 8 <sup>th</sup> grade students and develop appropriate alternatives as appropriate	Cari Thomson/ Asha Riley/ Math Cadre	June 2011	Pass/Fail rates, Unit Tests, End of Course Exams
	Focus on Implementation of Int 1 curriculum as designed	Cari Thomson/ Asha Riley	June 2011	Based on observation and Professional development
	Active engagement with the Southwest Washington Math Consortium (Evergreen, Washougal, Woodland)	Cari Thomson/ Math Staff/ Asha Riley	Ongoing	June 2011 report.

<b>1.2</b>	<b>EFFECTIVE PROFESSIONAL DEVELOPMENT PROGRAM</b>			
<b>1.2.A</b>	<b>Development of a comprehensive professional development framework that is student-focused, goal-oriented and sustainable by February 2011.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	<p>1. Introduce the four guiding questions</p> <ul style="list-style-type: none"> <li>• What do we want students to learn?</li> <li>• How will we teach students?</li> <li>• How will we know students have learned?</li> <li>• How will we respond if students have already learned it or don't achieve the learning after instruction is provided?</li> </ul> <p>Develop a framework based on these questions to facilitate planning for professional development.</p> <p>2. Collaboration with professional development team (including teachers, administrators, and instructional coaches from each building) to clarify district wide student centered goals, identify our current reality in relation to these goals, and steps we need to take in each building in order to achieve them.</p> <p>3. Communication of this plan to all staff so there is a clear and consistent message about what we are doing and why.</p> <p>4. Begin implementation of the plan at buildings.</p>	Asha Riley	Professional Development Plan completed by February 2011	<p>Clear professional development plan that keeps the focus of professional development on student learning.</p> <p>Resources of time, money and staff will be utilized strategically to accomplish the work necessary to achieve the goals.</p> <p>Staff will shift from asking WHY we are doing professional development to HOW we can work together to ensure student learning.</p>

<b>1.2.B</b>	<b>Increase Special Education staff knowledge in areas of weakness identified in our state Corrective Action Plan while decreasing audit findings from 12.5% to under 10%.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	Provide four-3.5 hour trainings under District Directed Professional Development for all Sp Ed Staff	Deb Kernen	June 2011	State performance indicators- no systemic issues.

<b>1.3</b>	<b>EFFECTIVE INSTRUCTIONAL INTERVENTIONS WILL BE UTILIZED</b>			
<b>1.3.A</b>	<b>Implementation of the School-wide Title 1 School-wide plans (SWP) at WPS &amp; WIS</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	WPS-Building leadership Team (BLT) meets monthly to review/adjust the SWP BLT will participate in a half-day release to review data, progress towards goal benchmarks and adjust SWP .	Principals/Deb Kernen	June 2011 and Ongoing	Progress monitoring- reduction of Intensive & Strategic by 10% from fall to spring.
<b>1.3.B</b>	<b>Increase ELL performance on WLPT II and exiting services using Guided Language Acquisition Design Strategies (GLAD)</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	Provide continued Professional Development for Cohort #1 infusing 2 GLAD lab classrooms for these teachers to observe quarterly as well as facilitate further coaching/development of the GLAD Lab classroom teachers. Full implementation of GLAD strategies in targeted K-3 classes.  Provide GLAD training to Cohort #2 WPS staff . Explore additional GLAD/SIOP trainings with other regional districts to WIS staff.	Deb Kernen Lead  Mark Houk, Chris Wiseman, Asha Riley, K-3 teachers, ELL staff & GLAD trainers.	June 2011  June 2012	Meet AMAO* state goals GLAD strategies fully evident in classroom instruction ELL students exiting from ELL services  * <i>AMAO is a State standardized system measure of ELL performance</i>

<b>1.3.C</b>	<b>Woodland 18-21 Transition Program will place/train students in community job sites.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	18-21 year old special ed students will participate in career exploration and be placed in job training sites within the community. Students will operate three job skills training programs on school site. They include doggie treats, print shop and auto detailing.	Deb Kernen	Ongoing, annual report	All students will successfully participate and contribute to local community businesses. Students will make progress towards IEP goals.
<b>1.3.D</b>	<b>By the fall of 2012, reduce by half the number of first year students who fail to attain sophomore status (5.5 credits) by the beginning of their second year.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	WHS will explore combining our Opportunity Time and Navigation interventions to more effectively track student progress  WHS will use PD to enhance our skills around student engagement and grading practices.  WHS will implement new interventions for our students with one or more failing grade.	John Shoup	June 2011	monitor student's with F's each reporting period.



<b>1.4</b>	<b>EFFECTIVE HIRING AND PERSONNEL PRACTICES</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
<b>1.4.A</b>	<b>Improve Hiring practices through the selective use of pre-employment assessments</b>			
	Develop (or adopt) and implement a pre-employment assessment of technology skills and dispositions	Steve Rippl, Principals, Margaret Wilson	By June 2011	Completion
	Explore for pre-employment screening instrument(s) for teachers. (e.g. teacher perceiver, etc.	Margaret Wilson, Principals, Michael	By June 2011	Completion
<b>1.4.B</b>	<b>Improve employee evaluation processes</b>			
	Improve skills of teacher evaluators through focused improvement of evaluators understanding of effective teaching (“Calibration of Lenses”)	All Certificated Administrators	Ongoing	Improved quality of feedback on observations
	Develop, with WEA an evaluation rubric for professionalism	John Shoup/ WEA	By June 2011	Completion and inclusion in CBA
	Develop standards and procedures for observing and evaluating provisional certificated employees in order to establish stronger information to guide retention decisions	Asha Riley, Principals	By June 2011	Completion and implementation

<b>1.5</b>	<b>INCREASE THE NUMBER OF NBPTS TEACHERS IN WOODLAND SCHOOL DISTRICT</b>			
1.5.A	Ensure all candidates in our district have the resources and support necessary to successfully achieve their National Board Certification.			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	<p>1. Meet with each three times throughout the year to assess their needs with them and plan how we can provide support for them.</p> <p>2. Meet with teachers who have already achieved certification and review the type of support they received from their cohort program.</p> <p>3. Plan for how we can provide a higher level of support (cohort support) here in Woodland next year.</p>	Asha Riley	Spring 2011	<p>1. Having met with staff and outlined their needs.</p> <p>2. Having met with staff and outlined the support cohorts provide and assessing our capacity to provide that level of support to Woodland teachers.</p> <p>3. Development of an action plan to provide cohort support to teachers in Woodland seeking NBCT next year.</p>

## 2

A Quality Learning Environment is important to effective learning. In order to provide a quality learning environment

2.1	<b>SCHOOL AND DISTRICT BUILDINGS WILL BE MAINTAINED IN A HIGH STANDARD OF CLEANLINESS, SAFETY, AND ORDER.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
2.1.A	Find ways to creatively address school appearance. Adopt a garden, pickup days, etc.	Principals	Ongoing	Observed Improvement
2.1.B	Develop a program for individual and shared responsibility ethic with students.	Principals	Ongoing	Observed Improvement
2.1.C	Develop a plan for incremental improvements to facilities improvement. e.g. carpet replacement, painting, locker room skylights, bathroom stall upgrades, ...	Bill Hansen	June 2011	Completion
2.1.D	Develop plan for shared evaluation and supervision of custodial staff.	Michael Green/ Bill Hansen/ Principals	March 2011	Implementation

<b>2.2</b>	<b>ONGOING AND TIMELY PREVENTATIVE MAINTENANCE WILL BE PERFORMED</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
2.2.A	HVAC Maintenance	Bill Hanson (Control Contractors)	3x year	Completion
2.2.B	Auto Scrubber Maintenance	Bill Hanson (Tennant)	2 x year	Completion
2.2.C	Inspect and Maintain Pull Stations, Smoke Detectors, Fire Panels	Bill Hanson (Sonitrol)	1 x year	Completion
2.2.D	Inspect and test Fire Backflows, Fire Extinguishers, Kitchen Hoods	Bill Hanson (Cascade Fire)	1x year	Completion
2.2.E	Inspect and Maintain WIS Elevator	Bill Hanson (ThyssenKrupp)	1x month	Completion
2.2.F	Inspect and maintain custodial, grounds, and maintenance vehicles and equipment	Bill Hanson	Ongoing	Equipment Lifecycle

<b>2.3</b>	<b>PLANNING FOR GROWTH WILL BE A PROACTIVE PROCESS, TAKING INTO CONSIDERATION IMPACTS OF POTENTIAL GROWTH FROM CHANGES IN THE ECONOMIC, HOUSING, AND BUSINESS ENVIRONMENT OF WOODLAND AND SURROUNDING COMMUNITIES.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
2.3.A	Update Capital Facilities Plan for submission to Clark County and City of Woodland.	Michael Green	June 2011	Completion
2.3.B	Identify alternatives for location of TEAM High school to accommodate increased enrollment	Dan Uhlenkott / Michael Green	January 2011	Completion
2.3.C	Monitor permitting and construction of single and multi-family housing developments that have potential to impact enrollment and services	Michael Green	Ongoing	Ongoing Awareness
2.3.D	Monitor potential impacts of Cowlitz Tribal Casino.	Michael Green	Ongoing	Ongoing Awareness

<b>2.4</b>	<b>PLANNING FOR REPLACEMENT OF WOODLAND HIGH SCHOOL WILL BE A PRIORITY</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
2.4.A	Update Capital Facilities Plan for submission to Clark County and City of Woodland.	Michael Green	June 2011	Completion
2.4.B	Work with Board and community to determine the best site for construction of a new WHS	Michael Green	March 2011	Determination of location
2.4.C	Identify a timeline for a bond election and preceding informational campaign.	Michael Green	By July 2011	Completion

<b>2.5</b>	<b>CONTINUE TO ADDRESS THE BUILDING AND MAINTENANCE OF SCHOOL CLIMATES THAT ARE EMOTIONALLY AND PHYSICALLY SAFE FOR STUDENTS AND ADULTS</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
2.5.A	Revise Bullying, Harassment, and Intimidation Policy	Michael Green	By August 2011	Completion
2.5.B	Enhance and sustain Positive Behavioral Intervention and Support (PBIS) efforts at WIS & build PBIS capacity at WPS			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	WIS-provide additional support/training as needed to ensure success of Fresh Start and Think Tank.	Deb Kernen/ Chris Wiseman/ Staff	June 2011  June 2012	Reduction in student discipline referrals  Improvement in COPS survey results
	WPS-Design and present potential PBIS options to WPS staff about Fresh Start & Think Tank. This will include a staff wide presentation with possible guest speaker, followed by printed material to grade levels for review/discussion, ending with BLT debrief for discussion about implementation. Plan for possible implementation of Fresh Start to begin in 2011-2012 school year.	Deb Kernen/ Mark Houk/ Staff	June 2012	Reduction in student discipline referrals

2.5.C	Improve school climate as measured by climate surveys given to staff and students twice a year.			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	<p>Create and conduct a survey that measures the climate of the school. The survey will deal primarily with Maslow and whether staff and students feel safe (emotionally and physically) and have a sense of belonging.</p> <p>We will have “Challenge Day” on February 9, 2011.</p> <p>We will explore other Interventions once the survey data is compiled.</p>	John Shoup/ Dan Uhlenkott	<p>June 2011</p> <p>Challenge Day will occur on Feb. 9, 2011</p>	The survey will be conducted, results tabulated and the progress or lack thereof will be measured.

2.5.D	Encourage and facilitate programs that respond to community needs/interests, diverse populations and facilitate the conditions of learning			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	Remain active in Cowlitz County Guidance Association and a board member	Cari Thomson	On-going	Secure funding to continue current grant funded programs that promote mental health within the school community.
	Develop sustainability options/opportunities for expiring Safe Schools/Healthy Students grant funded programs: <ul style="list-style-type: none"> <li>• Drug/Alcohol Services</li> <li>• Mental Health Counseling</li> <li>• Safe Schools Programs</li> </ul>	Cari Thomson Michael Green	Ongoing  Approved 9/10 starts 1/11-5/12  Jan 5, 2011  Ongoing	Funding for safe schools beyond the grant year, analyzing where county resources are being spent Promoting mental health, which is a cornerstone to the conditions of learning Community awareness of the need and the resources available  Piloting the Safe School Counselor's program before the money runs out - enacting the model  Planning the pilot strategically so it can be sustainable and measurable  Strategies that target various demographic groups within the community - those with the needs outside their resources



# 3

Our schools will provide opportunities for students to be exposed to and acquire twenty-first century career options and work skills. The District will explore opportunities to enhance career and technical education of students through:

<b>3.1</b>	<b>EFFECTIVE PARTNERSHIPS WITH COMMUNITY COLLEGES, BUSINESS, INDUSTRY, THE CLARK COUNTY SKILLS CENTER, AND PROFESSIONAL ORGANIZATIONS AND INDIVIDUALS.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
3.1.A	All special education juniors and seniors will participate in field trips to Clark College, LCC & Job Corps	School Psych, WHS Sp Ed Teachers & Deb Kernen	Annually and Ongoing	Students will meet with college representatives from different programs, including the office of disability. Students will be able to articulate what resources and programs are available to them. Including study groups, resources computer labs, assistive technology and tutoring services.

3.2	<b>ADJUSTMENT AND/OR ENHANCEMENT OF CAREER AND TECHNICAL EDUCATION OFFERINGS IN OUR SECONDARY SCHOOLS.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
3.2.A	Increase the authenticity of the CTE Advisory Process. Develop increased quality and relevancy of CTE programs (woods/metals) to the workplace	Cari Thomson/ CTE Staff/ Consultant	June 2011 Ongoing	Observation and year-end evaluation
3.2.B	Continue to develop relationship with consortium in Cowlitz. Find ways to include students and local businesses in process <b>Bring successful business people into the classroom within the context of curriculum as a course of practice</b>	Principals/ Staff	Ongoing	Year-end Report
3.2.C	Develop a long-range plan for the evolution of our CTE programs so that they become more relevant to the 21 <sup>st</sup> century workforce Explore staff development to increase capacity of staff to be able to meet the needs of the evolving CTE program. Increase collaboration and partnership with other programs that are effective	Cari Thomson/ Asha Riley	June 2011	Year-end Report
3.2.D	Work to articulate and inform the meaning of “21 <sup>st</sup> century work skills”	CTE Staff/ Principals	Ongoing	Year-end Report

<b>3.3</b>	<b>WOODLAND SCHOOL DISTRICT WILL BRING EXISTING CTE PROGRAM INTO COMPLIANCE, CREATE COMMUNITY INTERFACE, AND LOOK AT EXPANDING PROGRAMS.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
	CTE frameworks completed and submitted to the state		Oct. 1, 2010  Jan 31, 2011  At the time of each framework submission	Non-existing frameworks completed  Business resubmitted  New courses added under same SIP codes  STEM standards in place in frameworks
	Utilize 2 <sup>nd</sup> Street House as a CTE Showcase with display plant ID Garden, home improvements, etc.	Cari Thomson	June 2011, ongoing	Plan implementation and evaluation.

# 4

Effective, two-way communication with our entire community is essential to maintaining and building trusting relationships with the community. Improving communication through the implementation of methods of communication will be employed as part of a district-wide communication plan, including but not limited to:

<b>4.1 INCREASED USE OF ELECTRONIC MEDIA</b>				
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
4.1.A	Continue to promote the opportunity for community members to subscribe to district and email mailing lists	Principals	Ongoing	Increase in subscribers
4.1.B	Adjust Notification of Board Agenda Publication to include agenda in email	Steve Rippl	October 1, 2010	Completion
4.1.C	Increase frequency updates of Website with current info.	Michael Green/ Tegan Steen/ Principals/ Staff/ Publications Classes	Ongoing	Review of website
<b>4.2 INCREASED FREQUENCY OF COMMUNICATION WITH MEDIA AND COMMUNITY</b>				
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
4.2.A	Superintendent will continue engagement in Community organizations of Rotary and Chamber of Commerce	Michael Green	Ongoing	Annual Report
4.2.B	Increase opportunity to meet with the community informally by setting up a quarterly meetings at Schools	Michael Green	Quarterly	Completion
4.2.C	Utilize media contacts, web page, and other means of communicating with the public	Michael Green	Ongoing	Annual Report

<b>4.3</b>	<b>PUBLIC MEETINGS FOCUSED ON INTERACTIVE ENGAGEMENT</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
4.3.A	Develop engagement meetings with the community on topic of school funding and other needed topics	Stacy Brown/ Michael Green	Spring '11	Completion
4.3.B	Develop engagement meetings with community on changes to graduation requirements	Asha Riley/ Michael Green	Spring '11	Completion

<b>4.4</b>	<b>BROADEN INTERACTION WITH REGIONAL, COUNTY, AND STATE GOVERNMENTAL LEADERS</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
4.4.A	Continue work with WQC	Michael Green/ Board	Ongoing, Quarterly	Completion
4.4.B	Continue engagement with CWCOG	Michael Green	Ongoing, Monthly	Completion
4.4.C	Communicate with State Legislators to advocate for District education and establish relationship with New Representative Ann Rivers.	Board	Ongoing	Ongoing
4.4.D	Continue relationship with County Commissioners on topics of District interest. Establish relationship with new commissioners	Board/Michael Green	Ongoing	Ongoing

<b>5</b>	<b>The District will remain <u>fiscally healthy</u> through prudent and conservative fiscal management. Indicators of such management will be:</b>			
<b>5.1</b>	<b>MAINTENANCE OF A MODEST, YET HEALTHY FUND BALANCE IN THE GENERAL FUND (4%-6%).</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
5.1.A	Develop a 3-year plan to maintain a fund balance of not less than 4% in the anticipated period of revenue decline	Stacy Brown/ Michael Green	June 2011	Completion
<b>5.2</b>	<b>OPERATING WITH A BALANCED BUDGET (REVENUES, WITHOUT INTER-FUND TRANSFERS, EQUALING EXPENDITURES).</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
5.2.A	Develop a 2011-2012 Budget that does not create a negative bow-wave, but considers using fund-balance capacity for mid-range operations	Stacy Brown/ Michael Green	July 2011	Completion
5.2.B	Utilize stakeholder input in the development of the budget	Stacy Brown/ Michael Green	Spring 2011	Completion
<b>5.3</b>	<b>IDENTIFYING AND IMPLEMENTING EFFICIENCIES IN PURCHASING, CONTRACTING, AND OPERATIONS.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
5.3.A	Continue to refine P-Card System	Stacy, Stephanie	Ongoing	Report
5.3.B	Continue to explore efficiencies to reduced fixed operational costs	Stacy, Bill Hansen	Ongoing	Report
5.3.C	Explore opportunities for efficiency in transportation operations	Chuck Anderson/ Michael Green	Ongoing	Report/Recommendations

# 6

An effective School Board is essential to the success of the School District. The School Board will commit to improving their collective skills through:

<b>6.1 ANNUAL SELF-ASSESSMENT.</b>				
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
6.1.A	Review and Revise Form 1820F	Chair & Board	Spring 2011	
6.1.B	Administer Revised Form to Board and compile results	Superintendent	Early Summer 2011	
6.1.C	Board Review and Goal Setting	Board	Summer Retreat 2011	

<b>6.2</b>	<b>PROVIDE ONGOING OPPORTUNITIES FOR STAFF TO PROVIDE INPUT TO THE BOARD.</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
6.2.A	Distribute copies of District Goals document to all district staff.	Michael (Principals & Managers)	By Dec 1	
6.2.B	Seek staff comments and reactions to content of District Goals.	Board and Michael to develop and submit	By Dec 15	
6.2.C	Seek opportunities for formal and informal interaction between the Board and District Staff.			
6.2.C.i	Superintendent will provide the board with advance notice of events that board could attend	Michael (Principals)	Ongoing	
6.2.C.ii	Board visits to schools will be scheduled	Michael/Board	By Feb 28	
6.2.D	Seek opportunities for formal and informal interaction between the Board and students			
6.2.D.i	Board will increase participation with student activities, athletics, and clubs (e.g. Law Day)			



<b>6.3</b>	<b>PARTICIPATION IN BOARD DEVELOPMENT ACTIVITIES (INCLUDING BOARDSMANSHIP).</b>			
	<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement</i>
6.3.A	Within the context of our regular board meeting participate in Board development activities (Before or after meeting... role plays, exercises, etc.)	Board	Ongoing	
6.3.B	WSSDA Regional meetings, WSSDA Conference and other events of current interest.	Board	Ongoing	
6.3.D	Workshops on Topics of teaching and learning	Chair/Supt. (DOL)	Monthly first meeting	