WPS School District Improvement Plan

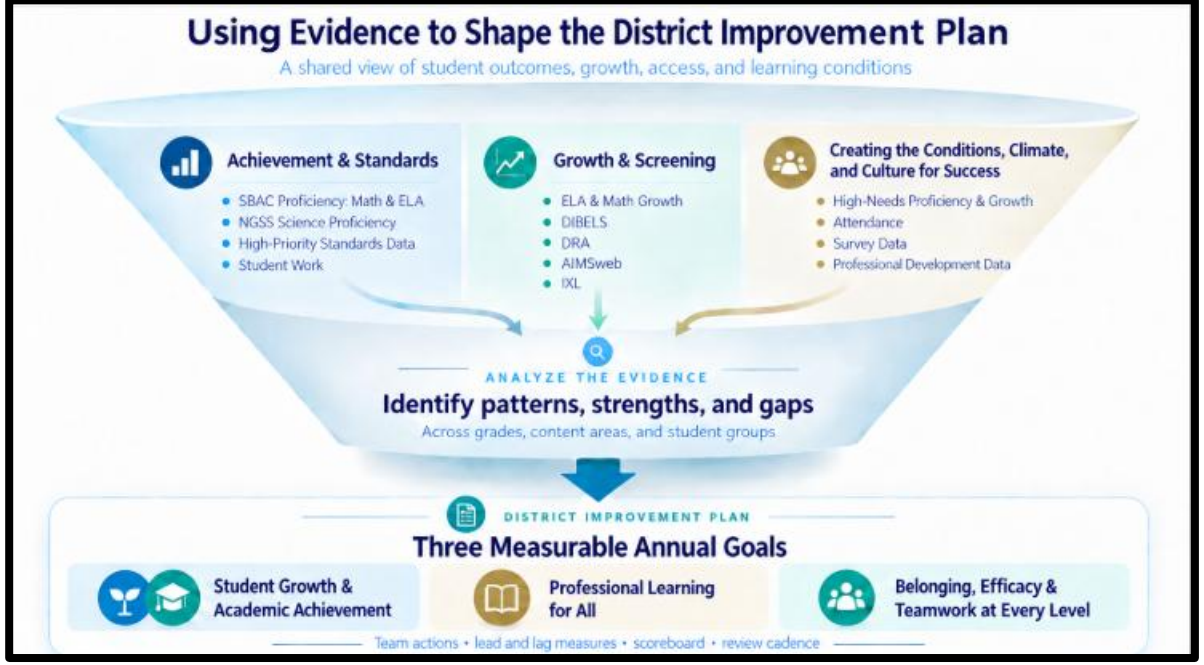
2026–2027 Board of Education Presentation

Purpose: Focus WPS improvement efforts on three measurable annual goals. Grade-level and department teams will use the 4 Disciplines of Execution (4DX) to align instruction, intervention, and student support with these goals and monitor progress.

District North Star. Every student demonstrates at least one year of growth per year of instruction.

Presentation to the BOE

October 8, 2026



Smarter Balanced Growth Report, Trend

Woodstock School District, ELA and Math, All Grades, All Students

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			Growth Rate					Average Percentage of Target Achieved				
			School Year					School Year				
District	Grade	Subject	2021-22	2022-23	2023-24	2024-25	2025-26	2021-22	2022-23	2023-24	2024-25	2025-26
Woodstock School District	4	ELA	36.8%	44.6%	44.2%	30.0%	47.5%	63.3%	77.1%	69.6%	58.2%	77.7%
		Math	35.6%	51.4%	48.4%	25.3%	62.5%	66.7%	85.7%	76.0%	62.2%	89.6%
	5	ELA	55.9%	45.2%	41.6%	35.1%	58.2%	75.7%	69.6%	64.6%	55.4%	81.9%
		Math	52.5%	40.9%	22.1%	28.7%	54.4%	79.0%	61.7%	41.2%	47.6%	79.9%
	6	ELA	44.4%	33.8%	17.6%	33.3%	62.1%	65.9%	48.9%	34.2%	54.8%	80.3%
		Math	63.9%	24.6%	24.2%	47.4%	66.3%	83.9%	42.1%	41.8%	67.0%	85.8%
	7	ELA	40.0%	30.7%	44.3%	39.1%	56.6%	62.3%	49.4%	61.7%	62.7%	73.7%
		Math	42.5%	44.0%	57.1%	46.0%	65.3%	67.7%	70.9%	76.9%	67.9%	83.0%
	8	ELA	44.4%	33.8%	39.0%	12.9%	36.3%	61.5%	50.1%	52.5%	25.0%	51.1%
		Math	52.5%	62.5%	58.4%	47.1%	63.3%	71.3%	78.1%	70.4%	60.6%	76.3%

Math SBAC Grade Level	2024-2025 % Level 3 or 4 Met or Exceeded Expectations	2025-2026 % Level 3 or 4 Met or Exceeded Expectations	
3rd	38	56.3	
4th	41.5	54.9	3rd to 4th Gain = 16.9
5th	31.3	49.4	4th to 5th Gain = 7.9
6th	41.8	59.2	5th to 6th Gain = 27.9
7th	43	43.2	6th to 7th Gain = 1.4
8th	47.3	55.2	7th to 8th Gain = 9.2
	District = 40.1% Met or Exceeded	District = 53.2% Met or Exceeded	Percentage-Point Gain = 13.1
			33% Growth over last year's performance level

ELA SBAC Grade Level	2024-2025 % Level 3 or 4 Met or Exceeded Expectations	2025-2026 % Level 3 or 4 Met or Exceeded Expectations	
3rd	43	51.6	
4th	49.4	53.7	3rd to 4th Gain = 10.7
5th	66.7	64.2	4th to 5th Gain = 14.8
6th	53.2	71.4	5th to 6th Gain = 4.4
7th	59.1	65.9	6th to 7th Gain = 12.7
8th	44.6	54.6	7th to 8th Loss = - 4.5
	District = 53.5% Met or Exceeded	District = 60.7% Met or Exceeded	Percentage-Point Gain = 7.2
			13.5% Growth over last year's performance level

WIG and Lag Measures	Lead measures
WIG 1 Increase Academic Growth and Achievement **Goal targets:** By June 2027, increase SBAC Average Percent of Target Achieved (APTA) from the 2025–26 baseline by 12 percentage points in ELA and 2 percentage points in Math, achieving at least 85% in each subject. Increase the percentage of students meeting standard (Levels 3–4) by 5 percentage points in SBAC ELA and Math, and NGSS Science, with targets of 66%, 58%, and 67%, respectively. **Lag measures:** SBAC APTA in ELA and Math; percentage at Levels 3–4 in ELA, Math, and NGSS Science.	At PLCs, grade level or department meetings, review student work and formative or diagnostic results; identify priority standards and prerequisite gaps; plan targeted instruction or intervention, including Science of Reading or Math progressions as needed; then review the next assessment for impact.

WIG 2 Improve School Climate and Culture	Lead measures
Goal targets: By June 2027, reduce district chronic absenteeism from 7.2% in 2025–26 to 5.0% or less, a 2.2 percentage-point decrease. Improve the MRA student belonging and engagement score by at least 3% from the winter 2026 baseline to spring 2027, using the same survey items and scoring. **Lag measures:** District chronic absenteeism rate (target: 5.0% or less); MRA belonging and engagement score mid-year to end of year (target: 3%-point improvement). Review results by school, grade, and student group to guide support.	Review attendance and behavior patterns; assign an adult to follow up with students nearing the district risk threshold; contact families and connect supports. Use Leader in Me routines, positive relationships, and student voice to strengthen belonging.

WIG 3 Implement Lifelong Learning/ Professional Learning for All	Lead measures
Goal targets: By June 2027, every educator will complete job-embedded professional learning, and/or coaching cycle tied to a district or school goal. All initiatives in this plan will include clear implementation expectations, follow-up, evidence of practice, and an impact review. **Lag measures:** Percentage of educators completing aligned, job-embedded professional learning and/or coaching cycles and percentage of plan initiatives meeting all four implementation criteria. Evidence includes PLC records, coaching, non-evaluative five-minute drop-ins, student work, and impact reviews.	At each PLC or team cycle, identify a student learning need, study and apply a high-impact practice, and bring student work or progress data to the next meeting to review impact and adjust. Align Science of Reading, Math, and Leader in Me learning with the WIGs; use coaching and non-evaluative five-minute drop-ins for follow-up.

Four Disciplines of Execution for Educators

4DX makes the goals actionable through weekly commitments, visible measures, and regular follow-through.

Discipline	Educator team practice	Leadership support and evidence
1 Focus on WIGs	Keep the district WIGs in view. Each school, grade, or department team selects the WIG most relevant to its students, then chooses one or two lead measures to track for impact.	Principals align school plans and PLC agendas to the WIGs and protect time for collaboration.
2 Act on lead measures	Choose repeatable actions educators can control. Name an owner and due date, complete the action, and use student work or progress data to adjust instruction and support.	Ongoing, multidirectional leadership and communication keep district priorities, school plans, and classroom actions aligned. During 2026–27, leaders will complete more than 1,000 non-evaluative five-minute classroom drop-ins, with feedback and follow-up, and potentially identify a flex indicator.
3 Keep a compelling scoreboard	Update lead measures and lag measures when new assessment, attendance, or survey data are available. Show the target and trend with an on-track, watch, or action-needed signal. Share team-level results; keep student-level data in approved systems.	Principals check that scoreboards are current, clear, and privacy-safe.
4 Create a cadence of accountability	Hold a 15-minute weekly WIG huddle. Each member reports on the last commitment, what the measure showed, and the next commitment. Record follow-up.	Principals review progress monthly. The Superintendent reports quarterly to the Board on outcomes, subgroup patterns, actions, and barriers.

Monitoring

Checkpoint	Review and product
November 2026	Confirm baselines, metric definitions, and data sources; assign school and team lead measures; launch scoreboards.
January	Implement mid-year MRA School Climate Survey
Monthly	Principals review progress, completion of lead actions, subgroup patterns, and support needs.
Quarterly	Superintendent updates the Board on results against targets, implementation trends, and barriers requiring district action.
June 2027	Evaluate impact and identify practices to sustain, revise, or stop for 2027–2028 planning.

Understanding 4DX Through a Weight Loss Example

Sample 4DX Process which turns a desired result into repeatable actions people can track and review each week.

WILDLY IMPORTANT GOAL | LAG MEASURE	LEAD MEASURES | WEEKLY BEHAVIORS
Reduce weight from 200 lb to 185 lb by Week 16. The lag measure is the result: record weight weekly under consistent conditions.	**Complete 5 planned 30-minute walks each week; log meals on 6 days per week.** Predictive: likely to move the goal. Influenceable: the person can choose and complete the action. Strong lead measures meet both tests.

The Four Disciplines in action

DISCIPLINE	WEIGHT-LOSS EXAMPLE
1 Focus on WIGs	Keep the one 16-week result in view: move from 200 lb to 185 lb. Choose actions that directly support this goal.
2 Act on lead measures	Do the repeatable actions: complete the planned walks and meal logs. Set a weekly target, track completion, and adjust the plan when actions are missed.
3 Keep a compelling scoreboard	Show the lag and leads together. Example, Week 2: weight 198 lb; walks 4/5; meal logs 6/6. Mark status On Track, Watch, or Needs Action. Update behaviors weekly and weight when measured.
4 Create a cadence of accountability	Hold a 15-minute weekly check-in with a partner or team: report last week's commitment, review the scoreboard, and name the next commitment and any support needed.

Project measures and behavior measures

PROJECT-BASED | ONE-TIME MILESTONE	BEHAVIOR-BASED | REPEATED ACTION
Example: choose a gym or create a 16-week plan. Useful setup, but "done" does not show whether the routine continues.	Example: complete 5 walks each week and log meals 6 days. Repeated, countable actions are usually stronger lead measures.
WHY TRACK? Tracking makes intentions visible, shows whether actions are happening before the deadline, and gives the person time to adjust. It also makes weekly commitments concrete and discussable.	**WHY ARE LEAD MEASURES HARDER?** Weight is one direct number. Lead measures require choosing the right behaviors, counting them consistently, and checking that they truly predict progress. Results may lag, and other factors can affect weight.

Connection to school improvement. Student outcomes are the lag measures; weekly instructional, intervention, attendance, and relationship-building practices are the lead measures.