

GRACE SCHOOL DISTRICT
#148
STRATEGIC PLAN

I. STRATEGIC PLANNING PROCESS

Grace School District relies on the effective schools research as the framework for their school improvement program. During the next 5 years we will go a step further and attempt to incorporate the recent research and school improvement findings from Lawrence W. Lezotte's book *Correlates of Effective Schools: The First and Second Generation*.

In Lezotte's book we find that, first, teachers need to learn the "technologies" of teamwork. Second the school will have to create the opportunity structures for collaboration and finally, the staff will have to nurture the belief that collaboration, while requiring more time at first, will assist the schools to be more effective in the long run. As we review our effective schools correlates we will place into our plan the implementation of the second generation correlates.

Effective Schools Correlates

- **A safe and orderly environment**

Currently the effective school/district has an orderly, purposeful, businesslike environment, which is free from the threat of physical harm. Desirable student behaviors are consistently articulated and expectations are clear. Students help each other and want what is best for all. This environment nurtures interaction between students and teachers that is collaborative, cooperative, and student centered.

As we move toward the second generation schools we will adopt the concept of a school environment conducive to Learning for all. This will focus on desirable student behaviors and encourage students to actually help one another.

- **A clearly stated and focused mission**

The effective school/district has a clearly articulated mission. The staff shares an understanding and commitment to the mission and the instructional goals, priorities, and assessment procedures it projects. The staff accepts responsibility and accountability for promoting and achieving the mission of learning for all students.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to mastery. Designing and delivering a curriculum that responds to the demands of accountability and is responsive to the need for higher levels of learning, will require

substantial staff development. Teachers will be trained to design lesson plans with the end in mind. The goal will be that our school will be designed to provide learning for all, a goal that includes both educators and students.

- **Instructional leadership**

The effective school/district practices that the principal is the “leader of leaders” not the “leader of followers.” The principal and all adults must take an active role in instructional leadership. The principal will become the coach, partner, and cheerleader.

Instructional leadership will remain important, however the second generation concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. In keeping with the teacher empowerment concept, it recognizes that the principal cannot be the only leader in a complex organization like a school. It is important to create a community of shared values.

- **High expectations for all students**

The effective school/district expects that all students can attain mastery of the essential school skills. In order to meet these high expectations, a school is restructured to be an institution designed for “learning” not “instruction.” Teachers and students must have access to “tools” and “time” to help all students learn.

The emphasis in the second generation school will broaden teaching strategies to include re-teaching and regrouping, to assure that all students do achieve mastery. The school will reflect high expectations by requiring cooperation from the school staff as a whole. High expectations will be evaluated not only on the initial beliefs and behaviors, but by the organizations response when some students do not learn. Individualized plans will be developed for students that do not meet the high expectations and staff will be assigned to assist students needing extra help. The school organization will have to restructure to assure the teachers have the “tools” to help achieve successful learning for all students.

- **Frequent monitoring of student progress**

The effective school/district frequently measures academic student progress through a variety of assessment procedures. The assessment procedures must emphasize “more authentic assessment” in curriculum mastery. Assessment results are used to improve individual student performance and also improve instructional delivery.

Assessment results will show that alignment must exist between the intended, taught, and tested curriculum.

A major change that will become more apparent in the second generation is already under way. Assessment will continue to shift away from standardized norm-referenced testing and move toward curricular-based, criterion-referenced measures of student mastery. More emphasis will be placed on student work which will include student performances in a variety of areas and portfolios.

Teachers will pay more attention to the alignment that must exist between the intended, taught, and tested curriculum. Educators will have to come to terms with the question of “How will we know when the student has mastered the knowledge needed to succeed?”

- **Maximize learning opportunities**

The effective school/district allocates and protects a significant amount of time for instruction of the essential skills. The instruction must take place in an integrated, interdisciplinary curriculum. Effective instruction time must focus on skills and curriculum content that are considered essential, that are assessed, and most valued. There should be abandonment of less important content.

The second generation school teachers will be asked to become more skilled at interdisciplinary curriculum and how to comfortably practice “organized abandonment. The district must be willing to declare that some things are more important than others.

- **Positive communication – school, home, community**

The effective school/district builds trust and communicates within the school, with parents and the community. Forming partnerships with the parents and community enables all stakeholders to have the same goals and expectations.

The second generation school will build enough trust to keep the communication lines open and realize that both teachers and parents have the same goal—an effective school and home for all children.

Lezotte, Lawrence W. *Correlates of Effective Schools: The First and Second Generation*. Effective Schools Products, LTD., Okemos. MI. 1999)

II. STRATEGIC PLANNING TEAM

Eva Jean Simonson	Board Member
Jeremy Stoddard	Parent
Amber Keller	Elementary Administrator
Stephen Brady	High School Administrator
Kade Jorgensen	Student
Susan Pitcher	Parent
Liz Anderson	Teacher
Richard Condie	Teacher
LaNae Robinson	Teacher
Tim Hall	Teacher
Robin Corder	Federal Programs Administrator
Dani Mansfield	Administrative Assistant
Jamie Holyoak	Superintendent

III. DATA COLLECTION AND ANALYSIS

Members of the strategic planning team held 5 meetings to draft the strategic plan. During these meetings, members focused their efforts on reviewing the new expectations of the Idaho State Department of Education. Through the use of the WISE Tool provided by the Idaho State Department of Education; administrators, classified staff, and teachers voiced their opinions in developing a yearly plan to meet the needs of our students as identified through the various test methods incorporated by the school district. Many stakeholders including parents and students were involved in the process. Although the process of updating the WISE Tool is continual, the school district incorporates the effective schools correlates as our guiding principles.

2015-2020

School Safety

All school facilities, grounds and transportation will meet yearly safety inspection requirements and receive emergency response training.

Vision 1					
2015	2016	2017	2018	2019	2020
Establish a school safety Committee and write a Emergency Response Plan to be placed in every classroom and given to all employees.	The safety committee will review the safety report outlined by Guy Bliesner. and establish a plan to make facilities safer for employees and students.	Each school will review the findings of the safety committee and give input as to how to proceed in making all areas of our school safer.	Protocol developed by the safety committee will be implemented into the schools To assure all schools are safe. Funds will be budgeted to assure each building is safe.	All faculty and staff will be trained on how to implement the emergency response plan and the protocol that should be followed on a daily basis to remain safe at school.	Protocol and emergency response plans will be reviewed and updated as needed by the safety committee

School Safety

The district will have a comprehensive plan and procedure for student behavior, including prevention and intervention.

Vision 2					
2015	2016	2017	2018	2019	2020
<p>Teachers & staff will be trained on policy and what is acceptable behavior to ensure a minimum standard within the district</p>	<p>Teachers & staff will be trained on how to develop behavior plans for students in their classroom and how to document them into a student information system</p>	<p>Use data days as a means to communicate behaviors as well as academic progress. Documentation will be placed in a student information system</p>	<p>Monitor behavioral plans and methods of informing parents of behavior expectations of students.</p>	<p>All district personnel will understand acceptable student behavior and how to communicate to parents student behavior expectations</p>	<p>Teachers & staff will identify how to handle inappropriate behavior, how to write a behavioral plan, how to communicate to parents student behavior expectations and how to prevent various behavior problems</p>

School Safety

All staff and students will be expected to contribute to a positive, respectful and safe school environment

Vision 3					
2015	2016	2017	2018	2019	2020
Each building will establish ways to promote and build responsible student behavior and create an environment that is respectful to all who are present	School Counselors will work with faculty, staff and students to identify positive behavior attributes	Family nights, sponsored by the school will be held to support parents in positive behavior reinforcement techniques.	School Counselors will meet regularly with students to identify positive behaviors they should use in their dealings with others	Faculty and staff will receive training on how to create an atmosphere of respect in the classroom	All faculty and staff will be aware of positive attributes to reinforce within the classroom. Guidelines will be written for all faculty and staff to use to reinforce the high expectations of respect toward all.

A Clearly Stated and Focused Mission and Vision

Grace School District will have a clearly stated mission and vision statement with beliefs, enabling principles, and commitments.

Mission Statement: The Mission of the Grace School District is to develop in our students Respect, Excellence, and Discipline. *“forever R.E.D.”*

Vision Statement: The Vision of the Grace School District is to provide students with an opportunity to learn through a rigorous curriculum that is relevant to the world they live in, in an environment that fosters lifelong relationships. (3R's)

Beliefs: We see education as a partnership between students, parents, educators and the community.

1. Our schools have a duty to the community to help students learn to have respect for themselves and for all people.
2. Our schools will recognize individual differences in abilities, interests, and goals, and we must provide programs that will lead to success.
3. Our graduates will have the ability to think skillfully, make informed decisions, communicate effectively, and have an appreciation for the arts.
4. Graduates will have mastered the basic skills required to live and work responsibly within the global community.
5. Our students will have high expectation, attitudes, and put forth the effort to directly affect performance.
6. The school district hires highly qualified personnel and will make an effort to keep them well informed and well trained
7. The school district will provide a safe environment for all who attend our school to enhance student learning.
8. We believe that all students should meet the Idaho Common Core State Standards for achievement

Enabling Principles to Empower Student Success

To fulfill its mission, the Grace School District is committed to a set of enabling principles:

- a. Administrative and Board decisions will be made following current and thorough research and consideration. We will provide opportunities for involvement of parents and community members in the decision-making process.

- b. Students will have the opportunity to work in groups, both in work and in play, in order to develop cooperative understanding and how it works both in school and beyond.
- c. We recruit knowledgeable, enthusiastic, and creative teachers that share our Vision and support our Mission.
- d. We provide a pleasant, safe, and orderly environment that is conducive to learning.
- e. High quality technology, technicians, and teachers will enable students to be prepared for rapidly changing technological demands.
- f. To help ensure building and meeting expectations, we will develop on-going partnerships with institutions of higher education and with the resources within the community.

Commitments

The following commitments have been made by the Grace School District.

- Students, faculty, and staff will have the opportunity to develop qualities of good leadership.
- Students will develop the ability to carry out responsibilities without constant direction, and they will be encouraged to regard learning as a life-long and rewarding experience.
- Student will respect and feel the dignity of labor in all fields.
- Students will learn about the requirements and opportunities of various occupations best suited to their individual aptitudes, potentialities, and interests.
- We will develop all curricula to meet State Standards. Students will be evaluated frequently in order to assess and encourage progress towards those Standards. Parents will be provided with regular communication regarding their students' progress.
- Students and teachers will be held responsible to see that students learn to read, write, and speak the English language effectively.
- Students will be taught the basic facts of health and disease.
- Students will develop self-respect and citizenship through their own successful efforts.

- We will provide opportunities for students to participate in strong art programs.
- We will provide necessary training, equipment, and materials for all employees.
- We will provide a drug-free and safe environment.

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- We will provide necessary training, equipment, and materials for all employees.

We will provide a drug-free and safe environment

Instructional Leadership

Every student attending Grace School District will be expected to show progress in every class. Pre and post end of course assessments will be given to all students K-12.

Vision 1: Wise Indicator IA09					
2015	2016	2017	2018	2019	2020
The superintendent and other central office staff are accountable for school improvement and student learning outcomes. The superintendent will provide time, training, and the tools throughout the years for teachers to effectively improve student achievement	Evaluate and update School Improvement plans in the WISE Tool as needed each year. Monitor school progress monthly in administration meetings. Hold monthly data days to assess student achievement and identify intervention plans	Administrators will work with capacity builders and/or curriculum coaches as provided to monitor and identify areas of need in each building to assure student progress. Hold monthly data days to assess student achievement and identify intervention plans	Monthly meetings with administrators to monitor school progress in accordance to the WISE Tool will be held. Administrators will continue walking through classrooms and providing needed help to teachers needing assistance. Hold monthly data days to assess student achievement and identify intervention plans	Continue to hold monthly data days to assess student achievement and identify intervention plans providing teachers with training and tools to use to monitor student progress and provide interventions when needed.	All teachers and staff will have the training and tools to use to effectively teach and monitor student achievement while being provided data to use to make decisions regarding student achievement.

High Expectations for all Students
The school district will set district, school, and student subgroup achievement targets

Vision 1: WISE Indicator IA07					
2015	2016	2017	2018	2019	2020
Grace School District believes every student should be learning every day. All students in the school district will be expected to show growth in each class as proven by end of course assessments and statewide tests.	Teachers will receive professional development on a yearly basis as determined by data days information, technology needs and curriculum needs	The school district will provide weekly collaboration time for all schools to develop SMART goals and review data on students not demonstrating proficiency in the classroom.	Focus will be given to students that are Hispanic or other special groups of students that are not meeting achievement goals	Continue to monitor students and Star Rating of all schools. Interventions will be made to assure students are meeting achievement goals and teachers are being properly trained on how to improve instruction.	Continue to monitor students and Star Rating of all schools. Interventions will be made to assure students are meeting achievement goals and teachers are being properly trained on how to improve instruction

High Expectations for all Students

Grace School District will provide faculty incentives to encourage high quality classroom instruction.

Vision 2					
2015	2016	2017	2018	2019	2020
<p>Differentiated pay will be provided to the faculty and staff members that demonstrate every student made progress in their classroom and attended the professional development days dealing with effective classroom management and strategies</p>	<p>Leadership funds will be given to those teachers who go the extra mile to increase student performance and develop high quality teaching techniques that they can pass on to other teachers within the school district</p>	<p>High quality classrooms will be recognized monetarily as well as verbally through walk through evaluations and the summative evaluation process.</p>	<p>Teachers using effective teaching techniques will be compensated as they assist new teachers to the school district implement effective techniques into their classrooms.</p>	<p>Teachers will be given time each week to develop effective teaching techniques and collaborate with other teachers to insure students are receiving the interventions needed for success. Compensation will be given to those teachers who work with staff members to increase student achievement.</p>	<p>Professional development time and collaboration time will be given to faculty and staff to facilitate teaching strategies that affect learning outcomes. Compensation will be given to those teachers who demonstrate their ability to increase student success in the classroom</p>

Frequent Monitoring of Student Progress

The district will provide schools with technology, training, and support to facilitate the schools data management needs

Vision 1: WISE Indicator IC06					
2015	2016	2017	2018	2019	2020
<p>The district's central data system will store all student achievement data and student management data that will be available to all teachers and administrators. Parents will also have access to their child's data. Teachers and administrators will be provided training in the data/management system such as SchoolNet, AIMSweb, and/or any other programs purchased by the school district</p>	<p>Provide continued training on SchoolNet and other programs purchased by the school district that can manage student data and provide needed assistance in curriculum that meets common core state standards and assessment. Systems will be developed to ensure key pieces of user-friendly data are available in a timely fashion at the district, school and classroom levels</p>	<p>Data will be used to focus primarily on issues of student learning. Staff members will be trained in how to use data as well as time to analyze it, discuss it, and use it on a routine basis to adjust instruction to better meet student's needs</p>	<p>Data days will be provided to all certified staff in an effort to review student data and identify needed interventions to assist students who are not proficient in any given area. Data analysis is vital to assuring every student in the school district is making progress.</p>	<p>Needed technology will be planned for and, as funding becomes available, purchased to assure the technology within the school district is compatible with the programs needed to monitor student progress.</p>	<p>Data will be used to justify decisions, programs and resources. Data will be used to ensure attention stays on instructional goals.</p>

Frequent Monitoring of Student Progress

The district will provide schools with technology, training, and support for integrated data collection, reporting and analysis systems.

Vision 2: WISE Indicator IA06					
2015	2016	2017	2018	2019	2020
Office staff and faculty will be trained on how to work with ISEE to report to the state department information as requested.	The school district will purchase the equipment to run the technology required to support ISEE and other state requirements as funds are provided by the state.	The district will provide storage for all student achievement data and student management data that will be available to all teachers and administrators. Training will be provided to all those who will use the data systems.	District monitoring of student progress and teacher qualifications will be done through computer programs. Information will be used to provide the school district with needed data to make decisions concerning student success and district management	Teachers will use the provided data to guide curriculum, provide needed interventions to improve student success and identify student progress. The school district will use data from ISEE and other programs to provide information for the management of the school district.	Time will be provided on a regular basis to view data and make decisions concerning needed improvements that will facilitate student success and district wide communication to all stake holders.

Maximize Learning Opportunities

Staff development will be built into the schedule for support staff as well as classified staff

Vision 1: Wise Indicator IC08					
2015	2016	2017	2018	2019	2020
The superintendent will meet with staff representatives to develop professional development to align with the data that is provided during the previous year. Teachers and staff will be asked to attend professional development and implement what is taught into their classrooms	Administrators will be asked to observe teachers during their weekly walk-throughs to see if what is being presented in professional development trainings is being implemented in the classroom.	Classified workers will be provided training as needed. Classified para-professionals will be invited to attend the trainings provided to teachers in an effort to assure students are receiving the needed support.	Leadership teams will evaluate and request professional development by March of each year. The recommendations will be implemented the following school year.	Early out days will be provided for all faculty and staff to have professional development days. It will be encouraged to identify needs to support student improvement and attend training to help facilitate data driven needs.	Students will be monitored on a regular basis to identify progress. Professional development will be provided as the needs indicate. Students, faculty and staff will be monitored to identified district training needs.

Positive communication – school, home, community

The district will designate a central office contact person for the school and that person will maintain close communication with the school and an interest in its progress

Vision 1: Wise Indicator IC02					
2015	2016	2017	2018	2019	2020
The superintendent will place articles in the Patron Newsletter identifying what is going on in the school district on a regular basis. Websites will identify district information and meetings with community organizations will be held	Administrators will work with local PTSA representatives, Booster Clubs, and other community representatives to keep them informed on what is happening at the individual schools and report to the superintendent	Leadership meetings will be held monthly in an effort for the central office to meet with faculty, administrators and other staff in an effort to communicate needs of all concerned	The superintendent will work with the school board to provide needed information through the newspaper, website, and flyers to community members concerning developments of the school.	School committees will be developed to help identify school district needs. Committees will meet with the superintendent monthly	Monthly newsletters and newspaper articles will be sent home and placed in the local newspaper to keep community members informed.

IV. TECHNOLOGY VISION, MISSION & GOALS

Vision: Grace School District will support the integration of classroom technology to assist teachers in the effective and efficient delivery of instruction.

Mission: Classroom Technology integration is to be used to promote the effective use of technology by students, staff and parents, to support the integration of technology the school curricula and instructional methods.

GOALS:

- Students will use technology to become actively engaged in learning
- Staff will improve technology skills through professional development attendance
- Staff will use technology to improve student achievement and monitor student progress
- The school district will provide updated technology to encourage student achievement and provide sufficient data for faculty and staff to make data driven decisions and enhance lesson planning.
- Technology may be used to accommodate a variety of learning styles and multiple intelligences

Technology Implementation Schedule

The school district will make every effort to maintain a technology rotation to enable each building to have the necessary equipment to assure student progress.

Vision 1					
2015	2016	2017	2018	2019	2020
<p>Technology will support the learning experience and teacher productivity. Access points will be placed in every building assuring that wireless connections are possible in every school building. Lesson plans will be developed to incorporate the technology available to teachers and students. Technology will enhance the learning experience, instructional presentation and productivity.</p>	<p>New computers will be placed in the elementary and middle school. A rotation of every 5 years will be implemented to replace computers as funds become available.</p>	<p>Upgrades to bandwidth will be made to assist with personal handheld devices and other technology. Servers will be upgraded and programs will be purchased to assist in teaching and assessing students.</p>	<p>Technology will serve to transform the learning experience into a student-centered classrooms</p>	<p>Students in grades k-12 will view technology as a means to access information and gain knowledge. All students will have access to technology.</p>	<p>Decisions made on every level will be data based.</p>

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V. CURRICULUM REVIEW

Curriculum will be reviewed each year to assure curriculum aligns with the Idaho Common Core State Standards in all the core subject areas. It is also the desire of the school district to provide curriculum for the arts.

Vision 1					
2015	2016	2017	2018	2019	2020
Math & professional technical categories such as: agriculture & natural resources, business & office technology, career guidance, marketing education curriculum will be considered for adoption	Humanities to include world languages, dance, music, drama/theatre, art, physical education, health, & drivers education curriculum will be considered for adoption	Social studies, economics, character education, psychology, & sociology will be considered for adoption	Science curriculum will be considered for adoptions	Language arts curriculum such as English, spelling, composition, grammar, usage, handwriting & communications categories such as speech, journalism will also be considered for adoption.	Reading curriculum to include traditional K-12 texts, research based reading and researched based intervention reading programs will be considered for adoption.