

Driven by Excellence

Park County School District #1 Strategic Plan 2010 – 2011

Mission Statement - Partnering with our community in a dynamic, global society, our mission is to empower our students to be lifelong learners by providing a safe, progressive, student-centered learning experience.

Vision Statement - Driven by excellence, we will be the recognized leader in preparing students for life.

Goal: Increase Student Achievement

Objectives:

1. Ensure that all students will be prepared for Algebra I by the end of 8th grade.
2. Ensure that, at the end of 3rd grade and each subsequent year, students will be reading at grade level.
3. Attain 100% graduation.

Measures of Success:

1. Math MAP RIT scores, Fall 2009 – Baseline is 51.3 % of current 7th grade students, Target for 2011 is 67.5 %, Bold Goal is 100% by 2014.
2. Reading MAP RIT scores, Fall 2009 – Baseline is 65.4 % of current 3rd grade students, Target for 2011 is 77.2%; Bold Goal is 100% by 2014.
3. Graduation – Baseline is 86.4 %, Target for 2011 is 91.4 %, Bold Goal is 100% by 2014.

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
1.1 Define the essential skills to be "Algebra I ready" by the end of 8 th grade.	Lead: Jill Stringer, Dale Estes Ray Bieber Algebra I instructors in Middle School and High School	Time Build Your Own Curriculum Professional Development Day MAP scores Descartes	01/11/2010
1.2 Identify assessments and record in easily accessible data.	Lead: R.J. Kost Instructional Facilitators	MAP Assessment PAWS Assessment District common assessments ACT Explore tests (8 th grade)	01/2010
1.3 Establish baseline data and set benchmark in grades K-9 using spring 2009 data with the exception of ACT-Explore tests.	Lead: R. J. Kost Instructional Facilitators Principals	MAP Assessment PAWS Assessment District common assessments ACT-Explore tests (8 th grade) Scott McKenzie Ray Bieber Longitudinal data	01/2010
1.4 Ensure vertical articulation in grades 8-9 (re-evaluate essentials and vocabulary).	Lead: R. J. Kost Principals Instructional Facilitators	Results of 1.1 (identified skills from each grade)	05/2010
1.5 Ensure vertical articulation in grades K-8 (re-evaluate essentials and vocabulary).	Lead: R.J. Kost Principals Instructional Facilitators	Results of 1.1 (identified skills from each grade)	Fall 2010
1.6 Ensure horizontal articulation among schools and grade levels K-9 (re-evaluate essentials and vocabulary).	Lead: R. J. Kost K-9 Staff Principals Instructional Facilitators	Grade level identified skills	Fall 2010

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
1.7 Refine and continue implementation of math essentials and common assessments.	Lead: R. J. Kost K-9 Staff Instructional Facilitators Principals	Exam view Build Your Own Curriculum Build Your Own Assessment	Ongoing
1.8 Identify interventions/enrichments currently used in all schools.	Lead: Tim Foley Principals K-9 Staff Instructional Facilitators	R.J. Kost	Ongoing
1.9 Implement appropriate interventions.	Lead: R. J. Kost Principals	Benchmark data (common assessments, PAWS testing, MAP testing)	Ongoing
2.1 Define essential skills necessary to be reading at grade level by 3 rd grade and all subsequent years.	Lead: Susan Stambaugh Instructional Facilitators Principals	Elementary Teachers Middle School and High School Language Arts Specialists – Reading, Title I, Special Ed., etc.	Spring 2011
2.2 Identify assessments and record in easily accessible data base.	Lead: R. J. Kost Instructional Facilitators	Scholastic screener MAP Assessment ACT-Explore test scores Treasures (formative/summative) PAWS Assessment Aimsweb DIBELS test Decoding survey RIGBY ERDA	Spring 2011
2.3 Establish baseline data and set benchmark in grades K-12 using spring 2009 data with the exception of ACT-Explore tests.	Lead: Dori Trustem R. J. Kost Instructional Facilitators Principals	MAP Assessment ACT-Explore scores Treasures (formative/summative) PAWS Assessment	Spring 2011
2.4 Ensure vertical articulation in grades K-12.	Lead: R. J. Kost Principals Instructional Facilitators	Results of 2.1 (identified skills from each grade)	Spring 2011

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
2.5 Ensure horizontal articulation among schools and grade levels K-12.	Lead: R. J. Kost K-12 Staff Principals Instructional Facilitators	Grade level identified skills	Spring 2011
2.6 Refine and continue implementation of reading essentials and common assessments.	Lead: Dick Garlish R. J. Kost K-12 Staff Principals Instructional Facilitators	Exam view Build Your Own Curriculum Build Your Own Assessment	Spring 2011
2.7 Identify interventions/enrichments currently used in all schools.	Lead: Tim Foley Principals K-12 Staff Instructional Facilitators	R. J. Kost	Spring 2011
2.8 Implement appropriate interventions.	Lead: R. J. Kost Principals	Benchmark data (common assessments, PAWS test, MAP test)	Ongoing
3.1 Ensure effective transitioning from middle school to high school.	Lead: Jason Sleep Bill Schwan Darwin Rowton High School counselors	Shelley Hill Quantum Learning Parent Night IEP transition meetings Teacher transition meeting Hathaway Scholarship discussion Academies Summer School SLC intake	Ongoing
3.2 Partner with entire secondary connection: *middle school *high school *SLC *higher ed.	Lead: Luke Danforth Middle and High School Administration	Parent Night Hathaway Scholarship discussion understanding Concurrent and dual enrollment Transition planning School-to-Work program Reconnecting Youth	Ongoing

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
3.3 Add Grades 9-12 Summer School.	Lead: R. J. Kost Tim Wormald	HQ teachers for Summer School Bridges Title 1 VI B	06/01/2010
3.4 Ensure intervention opportunities for at-risk students.	Lead: Bill Schwan R. J. Kost At-risk Para-Educators	Possible N & D Funds usage for targeted students Academic tutors Parent reconnection Monitoring existing intervention programs	02/2010
3.5 Conduct credit check's for 9 th - 10 th grade students.	Lead: Tim Wormald High School counselors	Infinite Campus Academies	01/2010

Implication for Professional Development:

Assessment development; data analysis; intervention strategies; working with challenging students; H.S. summer training; working with at-risk students; PLC conferences; NWEA Conference

Goal: Ensure Effective and Efficient Operations

Objectives:

1. Develop a systematic approach to identify and evaluate the operational processes of the district.
2. Document and implement the hiring process.

Measures of Success:

1. Hiring process will be mapped and implemented.

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
1.1 Identify all operational processes that currently exist or should exist.	Lead: Kevin Mitchell Administrative Team	Collection of existing processes (email meeting) Technology	01/2010
1.2 Categorize operational processes by department, building, district.	Lead: Mary Jo Lewis Administrative Team	List identified in 1.1	02/2010
1.3 Prioritize operational processes.	Lead: Mary Jo Lewis Administrative Team	Team meeting External indicators	03/2010
1.4 Identify timelines to evaluate processes based on prioritization list.	Lead: Mary Jo Lewis Administrative Team	Team meeting Mapping training Software	04/2010
2.1 Map the hiring process creating the "as is" map.	Lead: Kevin Mitchell Joyce Mangold	Existing book	01/04/2010
2.2 Users review the "as is" map for accuracy.	Lead: Kevin Mitchell Joyce Mangold	Meeting or email Administrative Team	01/20/2010
2.3 Benchmark other organizations to identify best practices.	Lead: Kevin Mitchell	Joyce Mangold Outside organizations (city/county/etc.) as well as other districts	02/10/2010
2.4 Develop "should be" map using data from benchmark conversations/visits.	Lead: Kevin Mitchell Joyce Mangold	Meeting	02/15/2010
2.5 Users review the "should be" map.	Lead: Kevin Mitchell Joyce Mangold	Meeting Administrative Team	03/01/2010

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
2.6 Implement new hiring process and conduct user training.	Lead: Kevin Mitchell Joyce Mangold, Administrative Team	Publishing costs Website training	03/15/2010
<p>Implication for Professional Development:</p> <p>Mapping training; evaluation process; Administrative Team and appropriate support staff training; continuous improvement tools</p>			

Goal: Improve Strategic Communications with Stakeholders

Objectives:

1. Develop and implement a district-wide communication plan.

Measures of Success:

1. Implementation of a district-wide communication plan.

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
1.1 Identify stakeholders.	Lead: Mike Reed Tim Wormald Shelley Hill	Administrative Team Instructional Facilitators Representatives from each building External stakeholders	01/2010
1.2 Complete a needs assessment of current communications (purpose, content, tools) utilized in the district.	Lead: Shelley Hill Kenny Jones Bill Schwan Scott Schiller Susan Moran	Zoomerang Face-to-face surveys Survey which gathers representative Data from all stakeholder groups	04/2010
1.3 Identify effective/ineffective communications (district/building classroom/department/Board).	Lead: Kenny Jones Shelley Hill Bill Schwan	Zoomerang Face-to-face surveys Survey which gathers representative data from all stakeholder groups	04/2010
1.4 Prioritize and refine current means of communication (district/building/ classroom/department/Board).	Lead: Shelley Hill 12-month administrators	Data from surveys	06/2010
1.5 Refine and develop a communication plan.	Lead: Shelley Hill Kevin Mitchell Administrative Team		06/2010
1.6 Attain Board approval.	Lead: Shelley Hill Kevin Mitchell Board of Trustees		07/2010

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
1.7 Implement district-wide communication plan.	Lead: Shelley Hill Kevin Mitchell Board of Trustees		08/2010
1.8 Monitor success of the communication plan and adjust as required.	Lead: Shelley Hill Kevin Mitchell	Zoomerang Face-to-face surveys Surveys that gather representative data from all stakeholder groups	Ongoing
1.9 Provide monthly progress reports on implementation.	Lead: Shelley Hill Kevin Mitchell		Ongoing
<p>Implication for Professional Development:</p> <p>Interpersonal communication; conflict resolution; chain of command</p>			