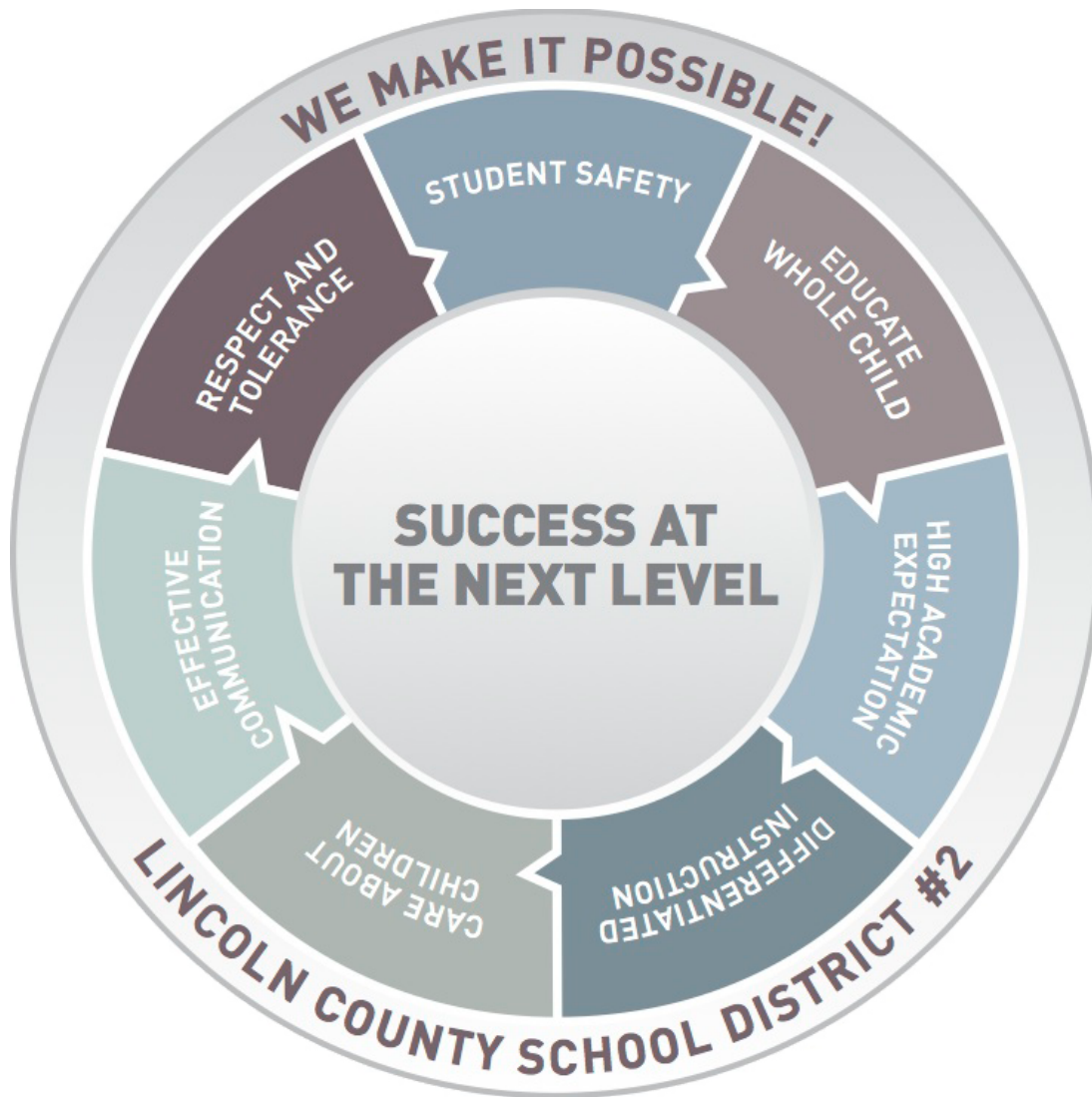


Strategic Plan

Lincoln County School District #2



Student Success through Teaching and Learning

Goal: Every student will demonstrate one year's growth.

(One year's growth is defined as measuring a student's academic progress between two points in time.)

Theory of Action:

- If teachers implement effective instruction based on a solid instructional framework and authentic engagement, then students should demonstrate a year's growth.

Objectives:

- Create a district assessment system for ELA and math
 - ELA: In place by Fall 2016
 - Math: In place by Fall 2017
 - Measured by final products
 - **Foundational assessment system K-2, 3-5 (Running Records-or other terminology)**
- Increase authentic student engagement K-12 through effective instructional and classroom management strategies
 - Timeline: 2016-17 year and 2017-18 year
 - Identified Strategies and Supports
 - Instructional Leader Training - Consistency/Continuity/Support/Feedback
 - Have PLC teams define what engagement looks like in their area (**identify characteristics of what good student learning looks like**)
 - Measured by evaluation instrument (eleot and/or Marzano)
- Ensure students will achieve proficiency in **essential learnings in all** courses/grade levels (including core and elective/specials courses)
 - Timeline: ongoing
 - Measured by: lesson plans, unit plans
 - **Standards-based reporting (K-3 2017-18 school year) (Elementary thereafter) (Middle school exploration)**
 - Delivery (?) **Reflective instructional practices?**
 - **Use of data from** assessments (formative, common formative)
 - **Implementation of** PLC framework (**Rubric development 2016-17**)
 - **Development and Implementation of** Blended learning framework (**2018-19**)
 - **Use of** viable instructional framework
 - Measured by criterion referenced and/or performance based district assessments and compared to state assessments **where applicable**
- Reading at grade level by the end of 3rd, 6th, and 8th
 - Ensuring all gaps are addressed between buildings (3rd-4th, 6th-7th, 8th-9th)
 - Define what "reading at grade level means" **for all students** (Lexile, assessment labels)
 - Timeline 2020 **to identify methods to determine this and possibilities to achieve it**
 - Reading certified staff supporting every grade level
 - Have an individual learning plan for students who are not reading at grade level (reading certified staff are involved in creation/implementation of that plan)
 - Measurement: criterion referenced district assessment and performance-based assessments
- Increase or maintain high school graduation rate (at or above 95%)
 - Timeline: Yearly
 - Define what WDE measures
 - Define what LCSD2 secondary schools measure
 - Define what our criteria means to account for each student for which we are responsible
 - Explain how each student not on a 4-year track has a plan for a diploma or completion
 - Educate public the language of graduation/completion/dropout
 - All secondary students will have a working plan in place and can articulate their plan for success at the next level (IPP- Individual Pathway Plan)
 - **All schools will account for any student eligible to attend LCSD2 but is not enrolled**
 - Secondary schools will establish 9th grade At-Risk indicators and create a process to monitor/intervene
 - Measurement: Graduation Rate and Individual Pathway Plan

Roles/Responsibilities:	Action Step:	Monitoring:
School Board	Review all policies related to instruction.	All policies updated/date noted.
District Office	Monitor, train, and support implementation of building plans.	Review building plans annually and data regularly, provide training to principals and PLC team leads, report progress annually to stakeholders.
Building	Identify building SMART goals and monitor, train, and support the PLC's.	Review PLC plans and data regularly, provide training to teachers/staff, and report progress to district office in administrative meetings.
PLC	Set SMART goals, identify high leverage practice around student learning.	Review PLC plans and data regularly as a collaborative team.

Leadership and Talent Development through Recruitment and Professional Development

Goal: As a system, create and update our processes and practices of leadership and talent development to ensure continuous high performance in all areas.

Theory of Action: If we define processes and practices of leadership and talent development at a systems level, then we establish a foundation for future stability and growth.

Objectives:

- Review and update practices to recruit, develop, and retain the highest quality of talent at all levels
 - Climate survey of staff
 - As required by AdvancEd for accreditation
 - Annual survey of new hires
 - Annually review with all administrators our current hiring and recruitment practices. Consider research, and other best practices.
 - Define measurements to determine success for recruiting, hiring, and retaining talent
 - Measurement: Survey results
- Establish and maintain practices of leadership and talent development at all levels
 - Timeline: Every year
 - Survey of current reality and future needs
 - Measurement: Creation of plan based on staff input to define leadership opportunities at all levels of LCSD2. Annually document occurrences of professional development.
- Establish and maintain outcomes for Professional Learning Communities
 - Timeline: 2017-2018
 - Create or identify a PLC team implementation rubric
 - PLC teams will self-evaluate using the rubric twice a year to monitor for growth over a school year
 - Measurement: PLC implementation rubric

Roles/Responsibilities:	Action Step:	Monitoring:
School Board	Review all policies related to areas identified by each department.	All identified policies updated/date noted.
District Office	Establish/clarify department roles and responsibilities. Monitor and review processes and practices created/refined by each department.	Evaluate final drafts before implementation.
Departments	Create a schedule of department review for processes and practices.	Regularly evaluate current practices and processes to determine what needs created/refined.
Building	Implement processes and practices.	Provide regular feedback to the district office as to which processes and procedures need removal/revision/creation.

Sustainability through Effective Resource Utilization

Goal: Establish and maintain processes that secure the sustainability of LCSD2.

Theory of Action: If we effectively utilize resources, then we will have predictability and stability for our students, staff, and stakeholders.

Objectives:

- Balance annual budgets while providing high quality programming

July 5, 2017

- Timeline: every year
- Identify efficiency in staffing and purchased services
- Measurement: balanced budget
- Identify decision-making models (prioritization) for budget planning: schedules, staff, materials
 - Timeline: 2016-17
 - Create a rubric/measurement model
 - Measurement: Have the decision-making model in place
- Identify alternative funding sources: partnerships, grants
 - Timeline: Every year
 - Measurement: List of additional sources
- Increase accurate data reporting
 - Timeline: 2016-2017
 - Measurement: Technology Department in collaboration with secretaries ensures all WDE reporting is accurate for full and part-time students.
- Identify and continue programming options for all non-traditional resident students; homeschool, homebound, placements
 - Timeline: 2016-2017
 - Measurement: Technology Department in collaboration with secretaries ensures all WDE reporting is accurate for full and part-time students.
- Identify and refine system level processes and practices key to their area by department
 - Timeline: 2019
 - Measurement: Digital or hard copy of process and practices (procedures) at the district, department, building levels

Roles/Responsibilities:	Action Step:	Monitoring:
School Board	Review all policies related to finance.	All identified policies updated/date noted.
District Office	Identify and prioritize professional development needs, curricular needs, service needs, etc. Establish and clarify budget processes and priorities. Monitor and review processes and priorities related to the budget.	Evaluate needs mentioned in action steps.
Directors	Establish and clarify a budget schedule and practice.	Evaluate budget schedule/effectiveness.
Building	Evaluate/implement practices to stay within annual building budget needs.	Evaluate budget projections for accuracy.