

STRATEGIC PLAN



MISSION

Through attending Centralia Schools, students will graduate career and college ready, successfully prepared for a diverse and changing world.

VISION

A learning community  Educating each student  Exceeding expectations

VALUES

A learning community

- creating caring and supportive relationships
- engaging in ongoing professional development
- providing highly effective instruction
- valuing diversity
- valuing parent input and involvement
- providing a safe, equitable, and quality learning environment
- participating and supporting the district and schools
- providing learning outside the school house and school hours
- providing real-world learning opportunities
- acting as advocates for students
- celebrating individual and group accomplishments and talents
- partnering with early childhood providers to prepare students for kindergarten
- helping students develop healthy life styles and healthy choices

Educating each student

- to value diversity
- to take responsibility for their learning, choices, and actions
- to demonstrate critical and creative thinking skills
- to value risk-taking and learning from failures
- to utilize technology to enhance the teaching and learning process

- to be a self-directed and independent learner
- to work collaboratively
- to provide district-wide program consistency
- to demonstrate mastery of grade level standards

Exceeding expectations

- by taking pride in their community and engaging in civic responsibility
- through academic relevance and rigor
- by providing extended learning opportunities
- through valuing diversity

GUIDING PRINCIPLES

1. Does it support student achievement?
2. Does it align with the mission, vision, and values?
3. Is it educationally sound?
4. Will the community support it?
5. Does it meet legal standards?
6. Can we afford, sustain, and manage it?

BROAD-BASED GOAL AREAS

*(1) Priority, must do - (2) Should get done - (3) If we can, it would be beneficial
Lead person(s) is noted by initials after each objective*

Key Implementors All Teachers Principals Central Office

1. **Student Learning** – As each student progresses through the Centralia School District, each student will meet or exceed district and state standards and graduate on-time, college and career ready.

Strategic Objectives and Actions:

- 1.1 Staff will receive on-going support and professional development regarding the 5-Dimensions of Teaching and Learning. (1) (MM)
 - 1.1.1 The district will develop an advanced cohort to be experts in the 5-Dimensions of Teaching and Learning and facilitators of peer observation walks.
 - 1.1.2 Each classroom teacher will engage in peer observation walkthroughs.
 - 1.1.3 Teachers will incorporate relevant and meaningful instructional tasks/activities utilizing the instructional framework on a daily basis.
 - 1.1.4 A professional development plan will be created regarding the instructional framework and the new evaluation system.

1.2 All teachers will increase academic rigor in all classes through analytical, critical, and creative thinking activities/tasks in all classrooms. (1) (SN and principals)

1.2.1 Schools will increase the number of students participating in challenging and rigorous courses to include honors courses, Advanced Placement, etc.

1.2.2 Schools will build a system to track individual student participation in rigorous course offerings.

1.2.3 Each teacher will ensure appropriate rigor exists in their instructional practices.

1.2.4 The district will explore the potential of Advancement Via Individual Determination (AVID) as a means to improve graduation rates and college readiness.

1.3 The district will develop a quality assessment system and longitudinal data reporting and analysis process. (1) (SN)

1.3.1 Each school, by level, will utilize the same data collection tools.

1.3.2 Essential data will be collected, reported, and analyzed on a regular basis.

1.4 Each student will read at grade level standard by the end of third grade. (1) (SN and principals)

1.4.1 Teachers will monitor, assess, and record student progress towards the English Language Arts (ELA) standards.

1.4.2 The district will provide K-3 teachers with professional development in reading instruction.

1.5 Each student will meet grade level standard in English Language Arts (speaking and listening, language, writing, foundational reading, literature, and informational text). (2) (SN and principals)

1.5.1 Schools will implement a means to monitor, assess, and record student progress toward ELA Common Core State Standards (CCSS).

1.5.2 Schools will incorporate a reading benchmark assessment three times a year to analyze and monitor student progress.

1.6 Each student will demonstrate an understanding of the grade level content and processes of mathematics and mathematical fluency based on state standards. (2) (SN and principals)

1.6.1 Teachers will align and deliver instruction based on the Common Cores State Standards and monitor student progress toward such standards on a regular basis.

1.6.2 Schools will incorporate a mathematics benchmark assessment three times a year to analyze and monitor student progress.

1.7 Each school will prioritize interventions and enrichment opportunities to meet students' needs. (1) (Cabinet and principals)

1.7.1 Schools will continue developing and implementing a red, yellow, green system to track students' progress towards meeting standards. Each teacher will differentiate instruction to meet the needs of diverse learners.

1.7.2 District and school resources will be allocated to support strategic interventions and extended learning opportunities across the district.

1.7.3 The district will collect data regarding the effectiveness of strategic interventions and extended learning.

1.8 The district and each school will close the achievement gaps as related to special education, low socio-economic, Hispanic and English Language Learners (ELL). (1) (Cabinet and principals)

1.8.1 The district and school will maintain longitudinal data on the achievement of special education, low socio-economic, Hispanic and ELL students as compared to all students.

1.8.2 Schools will identify individual special education, low socio-economic, Hispanic and ELL students who perform below grade level and provide extended learning opportunities.

1.8.3 The district will research, identify, and provide training and resources in ELL best instructional practices.

1.8.4 The district will continue to develop and increase translation services both for oral and written communications.

1.9 The high school will continue developing and implementing a consistent system for tracking students' progress towards graduation requirements using red, yellow, green indicators. (1) (MM and SN)

1.9.1 Continue to increase opportunities for credit retrieval.

1.9.2 Students not graduating on-time will be contacted and encouraged to enroll as a fifth year senior or develop a plan to obtain high school graduation and track the data.

1.9.3 Develop an On-time-graduation committee to set and monitor goals.

1.10 Vertical collaboration will exist to identify the gaps and possible redundancies related to K-12 state and federal standards. (2) (SN)

1.10.1 Teachers will know Common Core State Standards (CCSS) of the grade level before and after the grade level they teach.

1.10.2 The district will research and determine instructional approaches to implement across the district, e.g. graphic organizers, note-taking strategies, etc.

1.10.3 The district will facilitate vertical grade level sessions.

1.11 Each high school student will participate in at least one extra-curricular or co-curricular program including academics, music and the arts, athletics and/or activities.
(2) (SB and MM)

1.11.1 Schools will build a system to track individual student participation.

1.11.2 The middle school will research, survey, and broaden extra-curricular and co-curricular enrichment activities.

1.11.3 Staff will conduct a student interest survey to identify the most desired extra or co-curricular activities.

1.11.4 Staff will conduct an extra/co-curricular review of offerings.

1.11.5 Appropriate resources will be allocated to ensure offerings meet student interests.

1.12 The district will embrace the design, development and implementation of an approved Alternative Learning Environment (ALE) school that values, respects, and responds to students individual needs, learning styles, and goals. (1) (Cabinet, JB)

1.12.1 Staff will research and implement necessary steps to obtain state approval for an ALE school.

1.12.2 Staff will design a program offering that provides students in the ALE school with various program offerings, learning style options, and flexible scheduling.

1.12.3 Staff will identify a location to house the ALE school in which the students, staff, and community can take pride as an alternative school for our students.

1.12.4 Staff will develop a mission, vision, school improvement plan, and intake process that provides for as successful transition.

2. **Cultural Competence** – Staff and students will develop an understanding and appreciation for the value of diversity. Staff and students will develop knowledge, understanding, and skills to work with and support one another.

Strategic Objectives and Actions:

2.1 Provide staff training in cultural competency and culturally responsive teaching by the end of 2016-17. (1) (SN and DE)

2.1.1 Develop a district-wide Cultural Diversity/Competency Team and set goals by the end of 2014-15.

2.1.2 Develop a calendar and a system for tracking professional development training for staff.

2.1.3 Identify the methodology for providing staff training on Cultural Competence.

2.1.4 Identify or develop an assessment tool(s) to collect on-going data regarding staff growth toward cultural competency and cultural responsive teaching.

2.2 Students will be provided educational experiences that build their own self-esteem, develop empathy and compassion for others, and become competent in understanding diversity and working with students and staff from diverse backgrounds. (2) (MM and SN)

2.2.1 Students will demonstrate an understanding of and choose pro-social behaviors that are beneficial to the well-being of others.

2.2.2 The committee/task force will identify or develop an assessment tool(s) to collect on-going data regarding student growth toward pro-social behaviors.

2.2.3 Schools will incorporate Cultural Diversity Activities for students and parents each year.

3. **Wellness** – Support the physical, social, emotional, and mental well-being of students and staff.

Strategic Objectives and Actions:

3.1 Develop a Health and Wellness Team to promote and support staff with wellness information and activities. (3) (MM)

3.1.1 Develop Health and Wellness goals for staff and students.

3.2 Review district Wellness, and Health and Fitness programs.

3.2.1 Identify and develop a system to support mental health needs regarding community outreach services. (2) (MM)

3.2.2 Ensure that the district is employing a cohesive instructional program at each level and school related to violence prevention, bullying, harassment, and intimidation.

3.2.3 Review, refine, and promote their referral process to improve student access to district counseling and community services.

3.3 Develop a system for the collection and use of on-going data, including the Healthy Youth Survey. (2) (SN)

4. **Operations** – Our collective community supports a safe, healthy, and efficient environment.

Strategic Objectives and Actions:

4.1 Develop a community advisory group to address the preservation and modernization of district facilities. (1) (SB)

4.1.1 Develop and implement communication strategies of current realities and or communities preferred picture.

4.1.2 Develop a short and long-term finance plan.

4.2 Continue the refinement and implementation of the budget development process. (1) (MT)

4.2.1 Collect rate and rank from each site to incorporate into the district prioritization process. (MT)

4.2.2 Create a district-wide standard and approach regarding technology and furniture. (MM)

4.3 Review and upgrade school safety system plans, processes, and emergency preparedness supplies and equipment. (1) (MM)

4.3.1 Conduct district-wide needs assessment.

4.3.2 Prioritize the needs into the budget process.

4.3.3 Conduct a district-wide earthquake drill with the incident command center.

4.3.4 Train additional staff to be certified on returning to buildings.

5. Community Involvement/ Partnerships – Foster relationships and programs that support student achievement.

Strategic Objectives and Actions:

5.1 Inform Early Childhood Education providers about kindergarten standards and support them in integrating these standards into their programs. (2)

5.1.1 Identify area early childhood providers.

5.1.2 Establish meeting purpose, dates, and create linkage to the district.

5.1.3 Establish linkage with birth-to- pre-K service providers to share information with families relating to early learning years.

5.2 Develop community partnerships that are beneficial to the success of school improvement plans. (2) (MM)

5.2.1 Identify key community mental health and other organizations that may be interested in partnering to provide services to our students and families.

5.3 Provide parent/guardians with information on learning research and activities that support their efforts in assisting their child with learning. (3) (SN and principals)

5.3.1 Develop resources to share with families on how they can support their child's learning process.

5.4 Develop and present district information to key stakeholder groups. (1) (SB)

5.4.1 Continue with regular "key communicators" meetings.

5.4.2 Develop and invite community members to participate in specific volunteer activities.

5.4.3 Identify key senior volunteers to visit our schools to learn about our district and to provide regular volunteerism in our schools.

NOTE: When we say "each" or "all" students, we accept the reality that individuals with disability(s) and/or other factors may preclude them from meeting this academic standard within a given timeframe.

Centralia School District Office

Adopted: December 18, 2013

Revised: