

# Hagerman School District #233

## Strategic Plan

### 2018-2020

This plan provides a road map that is continuously updated to reflect our best thinking.

Each school district and public charter school in Idaho shall develop and maintain a strategic plan that focuses on improving the student performance of the district or public charter school. The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The strategic plan shall: Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness; Set clear and measurable targets based on student outcomes; Include a clearly developed and articulated vision and mission; and include key indicators for monitoring performance (Idaho Code 33-32).

To realize this vision, the Hagerman Board of Trustees and the Staff of Hagerman School District work in a concerted effort to use our resources, talents, and skills to help each student succeed in school. Our Mission, Vision, and Beliefs direct our work, our relationships and our capacity to provide the quality of education students need every day.

**Our Mission:** To provide a safe, secure environment and quality educational opportunities which prepare our students for a life of learning and achievement.

**Our Vision:** Hagerman School District will be a vibrant, nurturing community where all students have pride in their scholastic achievement and are productive, involved citizens of society, with the tools to reach their dreams.

### **Strategic Plan Objectives**

- Create a Safe School Environment – develop an integrated safe school plan to provide the safest possible environment for all students including security and safety measures, remote evacuation and family reunification.
- Improve School Culture – implement Positive Behavioral Interventions and Supports (PBIS) curriculum and/ or create a comprehensive targeted violence prevention plan as outlined by the United States Department of Homeland Security/National Threat Assessment Center.
- Increase Academic Achievement –seventy percent of all students will improve math skills to level defined as adequate yearly growth and measured by the Idaho Standards Achievement Test (ISAT) and/or the Istation Math@ program.
- Provide Educational Technology for Students and Staff – all students will demonstrate the mastered use of technology to access, process, organize, communicate and evaluate information in order to answer questions and solve problems.
- Implementation of AVID (Advancement via Individual Determination 2019-2024 – by 2024, Hagerman School District will shift to a more equitable, student-centered approach using the AVID strategies which are designed to prepare all students for college, careers and life.

### **2018/19 District Demographic Analysis:**

Hagerman Joint School District No. 233 is a rural public school district in Hagerman, Idaho with a population of 865 residents. Approximately 307 students attend school Kindergarten through 12th grade. The district's student population is predominately white with minority populations of Hispanic, black/African American, Native American, and Asian. Of the students in grades K-12, 62% qualify for free and reduced lunches. Approximately 60% junior/senior high school students participate in one or more extracurricular activities within the school. Approximately 6% of the students live outside the Hagerman School District boundaries.

### **Hagerman School Board Beliefs:**

The board of trustees believes that this school district should provide the finest administrative, instructional and operating staffs, and the finest physical facilities it can obtain with the limitations of the community's ability and willingness to furnish financial support.

The board believes that it is the responsibility of the schools to provide learning opportunities for all children of school age in the community, and for adult members of the community when such opportunities are desired by a reasonable number of persons.

The board believes that, so far as is administratively and economically feasible, each student should be treated as an individual with his or her own particular capabilities, aptitudes, and personality. The student should be an active participant in the learning process, and not simply a passive observer of knowledge. He or she should learn where to look for and how otherwise to acquire information.

It is the function of the educational process to provide each student with opportunities for obtaining the knowledge, experience, and skills which careful study indicates will best prepare him or her to assume a position in the competitive adult society and will permit him or her to make his or her greatest individual positive contribution to society and to themselves. For some students, this will mean thorough preparation for further formal education. For others, it will mean basic general information plus the attainment of certain vocational skills and experience.

The board believes each student, regardless of whether he or she chooses a vocation or further formal education, should have satisfactorily completed a basic course of study as outlined in the current board policy before being awarded a high school diploma.

**Statements of Belief:**

The Staff of Hagerman joint School District No. 233 affirms the following beliefs about students, learning, and learning opportunities:

- We believe that all students can learn. We believe that having time to learn and appropriate support systems are crucial to success.
- We believe that the task of schools is to provide a learning environment which creates the opportunity for success.
- We believe a quality learning environment is one in which students and adults are polite, show respect, and have consideration for one another.
- We believe that one of our most significant roles is to intentionally enhance the students' self-esteem, which is crucial to their success.
- We believe that the rate at which pupils will acquire critical learning will vary, but expectations for their success will not. The most essential requirement is that pupils become successful learners.
- Teachers must keep the opportunity open and provide support until critical learning has been accomplished.
- We believe that student learning opportunities should not be limited by the use of tracking.
- We believe that all students can acquire higher cognitive levels of learning.

- We believe that learning will be more successful when the experiences have meaning for the students.
- We believe that all of our professional behaviors need to be intentionally aligned with the best knowledge available concerning learning and individual behavior.
- We believe that learning objectives, learning activities, and the assessment of learning will be clear, open, and aligned at all times.

**Learning Standards:**

Our mission will be accomplished when students are

- Academic Achievers who demonstrate competency within measurable learning standards;
- Clear Communicators who can effectively transfer information by listening, speaking, reading, and writing;
- Responsible Citizens who understand the roles and duties of citizens and how to improve quality of life in their communities;
- Complex Thinkers who use resources, apply academic knowledge to reason, solve problems, and make decisions; and
- Quality Producers whose work, individually, or within a group setting, displays creativity, high standards, and demonstrates excellence across the curriculum.

**Clear and Measureable Targets:**

As such Hagerman School District #233 sets the following goals:

**Goal 1:** Each Student meets or exceeds proficiency in reading, language, math and science.

**Goal 2:** Ensure that intervention systems are in place to support and advance high achievement for students

Action 2.1: Use effective instructional strategies that promote acquisition of knowledge, skills, and higher order thinking.

**Goal 3:** Improve our understanding of how to teach and align Common Core lessons.

Action 3.1: Try to hire instructional leaders to come into each class and work with our teachers/staff

Action 3.2: Evaluate our programs to continuously improve our results for students.

**Goal 4:** Relationships with students will demonstrate high expectations for their learning and support for their success.

**Goal 5:** Increase community engagement, and open and transparent communication to build an increase of trust within the school and the community.

Student Success	<ol style="list-style-type: none"> <li>1. Proficiency and growth levels on State Assessments as defined by State Reporting.</li> <li>2. Demographic Enrollment Levels.</li> <li>3. Summary of RTI screening targeting the percent of students requiring intervention and invention effectiveness per building and by district.</li> <li>4. College and Career readiness reporting to include at a minimum SAT/ACT scores, Dual Credit and Professional Technical Certifications.</li> <li>5. Course completion and grade level /grade distribution performance.</li> <li>6. School Attendance Reporting.</li> <li>7. Student Conduct based on In School and Out of School Suspension Levels.</li> </ol>
District Excellence	<ol style="list-style-type: none"> <li>8. Graduation Rate as a K-12 Indicator.</li> <li>9. District and School Performance using Annual Measurable Outcomes or new systems as they maybe developed by the State of Idaho.</li> <li>10. Retention rates of staff</li> </ol>
Finance	<ol style="list-style-type: none"> <li>11. Fiscal Accountability as described in the annual audit.</li> <li>12. Percent of teachers getting state leadership incentives.</li> <li>13. Percent of teachers in Master Teacher category as the state career ladder is rolled out.</li> <li>14. Grant funds to provide additional opportunities for staff and students.</li> <li>15. Ability to provide a competitive salary to recruit and retain qualified teachers.</li> </ol>

**Community Involvement:**

In accordance with the Every Student Succeeds Act (ESSA) , Hagerman School District has written a School-Parent Compact outlining how Hagerman School District staff, parents and students share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. Recently revised, the Compact will be reviewed by our Schoolwide Improvement Stakeholders in 2018-19. Pursuant to our School-Parent Compact, parents are provided with frequent reports on their children's academic and behavioral progress through personal contact, parent/teacher conferences, samples of student work and updates on reading, writing and math assessments. In addition, our elementary school has a

strong Parent Volunteer Organization (PTV) instrumental in providing valuable classroom and library support. The Hagerman community must also be recognized for their support with the passing of five supplemental and plant levy's.