

NORTH MASON SCHOOL DISTRICT SUCCESS PLAN

Vision Statement

North Mason School District (NMSD) graduates **every** student prepared to confidently and productively meet future challenges.

GOAL, KEY WORK, KEY INDICATORS, STRATEGIC AREAS

THE Goal

All students meet or exceed high academic standards by acquiring the knowledge and skills essential for success on state and national assessments, in post-secondary education, the world of work, and citizenship.

Key Work

1. **Guaranteed and Viable Curriculum**
2. **Highly Effective Instructional Practices in Every Classroom Every Day**
3. **Collaboration that Improves Student Learning**
4. **Focus on Results**

Key Indicators (not in priority order)

- A. An increased percent of students will graduate annually, and fewer will drop out of school, with a target of 90% on time graduation.
- B. An increased percentage of students will meet standard on state assessment components with a target of each school being in the top ten for similar schools and districts.
- C. A continuously decreasing percentage of students will score at Level 1 of state assessments.
- D. A continuously increasing percentage of students will score at Level 4 of state assessments.
- E. More out-of-district students will apply to attend NMSD than leave NMSD to attend other districts, with a target of 10% more students transferring in than transferring out.
- F. An increased percentage of secondary students will pass classes with a "C" grade or better, with a targeted passing rate of 94% for all classes.
- G. An increased percentage of high school students take AP and other advanced courses, and score 3 or higher on an AP exam, with a target of 100 3+ scoring AP exams each year.
- H. An increased percentage of K-8 students perform "at or above grade level" on the Measure of Academic Progress and other appropriate exams, with a target of 80%.
- I. MAP results show greater than one year's growth, with the achievement gap consistently closing for students starting below grade level.
- J. The percentage of students referred to and assigned to special education will decrease, with a target of no more than 12% of students identified as special education.
- K. All students will demonstrate the individual character qualities, emotional strength and social skills to succeed, with a target of fewer than 360 instructional days lost, district-wide, to suspensions and/or expulsions.
- L. Average daily attendance will exceed 90%, with an unexcused absence rate of less than 5%.
- M. An increased percentage of students will participate in clubs, activities and athletics.
- N. Healthy Youth Survey results show improvement in school affiliation, sense of being cared for, safety and belonging, enjoyment in school, and healthy choices.

Strategy Area 1: Instructional staff provide, to every student, every day, instruction that is challenging, data-driven, research based, safe, civil, supportive, and free from unnecessary disruption.

Desired State -- The Destination

- 1.1. Highly effective collaboration, focused on improving learning and teaching, characterizes all departments, grade levels, schools, and district teams (Professional Learning Communities - PLCs).
- 1.2. Every class and subject is guided by a common pacing plan that emphasizes the “power standards” that must be mastered to succeed on state assessments – and in the next grade/class (Guaranteed & Viable Curriculum, GVC).
- 1.3. All classrooms are characterized by actively engaged students in targeted learning activities during any lesson or observation (Highly Effective Instructional Practices).
- 1.4. Instructional staff have evidence of frequent (common) assessments and how the assessment data has been used to improve teaching and learning in their class, grade level, or department (Focus on Results).
- 1.5. Professional development at the district and building level focuses on the key work of the district (GVC, PLC, Highly Effective Instructional Practices, Focus on Results).
- 1.6. Teachers and administrators report that distractions and disruptions from the core work have been minimized (GVC, Highly Effective Instructional Practices).

Strategy Area 2: Leadership is aligned with “what works” and results in significant improvement in student outcomes.

Desired State -- The Destination

- 2.1. Administrators effectively focus supervision on the evidence of student learning aligned with research. Supervision events are centered on evidence of student learning and alignment with PLCs.
- 2.2. Administrators align resources to the district’s and schools’ key work.
- 2.3. Administrators monitor and support alignment with key work, and collaborate with each other for continuous improvements in professional practices.
- 2.4. School leadership team agendas and minutes reflect a focus on instructional leadership.
- 2.5. The administrative team functions as a PLC, focusing on “most” important and supporting data.

Strategy Area 3: Community and family engagement enhances student achievement.

Desired State -- The Destination

- 3.1. A comprehensive communication system is used at the district and school levels to keep the community, families and students well informed about school issues, and to gather stakeholder input that is used in decision making.
- 3.2. All offices will be characterized by positive and supportive customer service (measure?).
- 3.3. Every building will have an active parent organization, including appropriate booster clubs.
- 3.4. 95% of students will be represented by an adult in student led conferences.
- 3.5. Student internships and mentors will increase annually (?)
- 3.6. Increased numbers of parents and community members will participate in school activities, including school board “community linkage” events and volunteer opportunities.
- 3.7. Parent participation in workshops/activities to help with learning at home increases.

Strategy Area 4: Facilities meet student, staff and community needs.

Desired State -- The Destination

- 4.1. The current capital levy projects will proceed and conclude on time, within budget, and with documented high quality.
- 4.2. Community use of school facilities will be systematized and maximized, as they are available, with the generation of fees that support facility maintenance.
- 4.3. Classroom and school technology resources meet or exceed state standards, with classroom based technology systems that effectively expand learning opportunities.
- 4.4. Decisions will be guided by a written long term capital facilities and technology plans, including preventative maintenance schedules, equipment/systems replacement schedules, and capital bond/levy plans.
- 4.5. Facilities will be attractive, clean and healthy at all times.

Strategy Area 5: The district is a trusted steward of resources.

Desired State -- The Destination

- 5.1. The district and departments will demonstrate sound fiscal responsibility, as demonstrated by clean and complimentary internal and external audits.
- 5.2. Annual budgets will incorporate long term needs, aligned with long term improvement plans.
- 5.3. Bond and levy issues will pass to provide adequate facility and instructional resources.
- 5.4. The district will leverage funds through grants and other sources to enable us to "get more than the taxpayers paid for."
- 5.5. Facilities and equipment will be well maintained, reducing the need for premature replacements.

Action Plans – 2011-2012

Strategy Area 1: Instructional staff provide, to every student, every day, instruction that is challenging, data-driven, research based, safe, civil, supportive, and free from unnecessary disruption.

Focus Area 1A: A well defined, and clearly prioritized curriculum is consistently taught, monitored, assessed, learned, and supported – “Guaranteed and Viable Curriculum”

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) “Power Standards” are developed, published and “rolled out” to all staff for math (K-geometry), science, reading (K-8) and writing.	Parker with Principals	<ul style="list-style-type: none"> Written standards approved by Instructional Leadership Council
b) PLC protocols are developed/identified and taught to staff that focus on student data.	TBD	<ul style="list-style-type: none"> A collection of protocols are provided teachers, with guidance on when and how to use each.
c) Curriculum maps and/or pacing guides are shared by everyone teaching the same grade or course.	Parker & Principals	<ul style="list-style-type: none"> Principal Observation Portfolio of maps/guides in principal office and district office.
d) All staff are familiarized with the components of highly effective instruction (our instructional model and our framework).	Parker & TPEP Task Force	<ul style="list-style-type: none"> Training tools created, delivered Assessment of staff learning
Potential Future Steps: <ul style="list-style-type: none"> Aligned report cards and progress reports Secondary school grading practices align with research on grading for learning 		

Focus Area 1B: A continuously reviewed and improved system of interventions for atypical learners (highly capable, remedial, IEP) is implemented and monitored in each school.

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) Principals and school teams attempt multiple interventions prior to evaluating students for potential placement into special education.	Huenergard	<ul style="list-style-type: none"> Monthly referral, assessment and placement rates. Intervention team meeting notes.
b) Each school has documented its system of interventions, including referral and placement procedures and a clear description of services.	Principals	<ul style="list-style-type: none"> Written plans with selection, placement, and exit criteria and procedures.
Potential Future Steps: <ul style="list-style-type: none"> Understanding poverty – Ruby Paine? Comprehensive summer school in place, with transportation. 		

Action Plans – 2011-2012

Strategy Area 2: Leadership is aligned with best practice and current research, resulting in significant improvement in student outcomes.

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) Ad team operates as a PLC, focusing discussion around specific data using protocols and focusing on the district success plan.	Peterson, Parker	<ul style="list-style-type: none"> Portfolio of artifacts from administration team meetings, including collection of the data used in the work.
b) Instructional administrators lead the advancement of TPEP, including developing expertise, common understanding, calibration of observation/evidence, finalizing rubrics, assessing current state, and leading training.	Parker	<ul style="list-style-type: none"> A quality rubric of principal & assistant principal emerges from the Teacher and Principal Evaluation Project
c) Using <u>Switch</u> , <u>Whatever it Takes</u> , <u>Good to Great</u> , <u>Results NOW</u> and other frameworks, metaphors and tools, administrators develop improved skills and strategies for driving the key work.	Peterson	<ul style="list-style-type: none"> Problem of Practice identified Documentation from Leadership Academy work.
Potential Future Steps: <ul style="list-style-type: none"> Continuous Quality Improvement principles Improved systems for identifying highest leverage data, and systems for collecting and analyzing it. 		

Action Plans – 2011-2012

Strategy Area 3: Community and family engagement enhances student achievement.

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) Continue with traditional media efforts, including regular press releases and NM Life page(s).	Peterson	<ul style="list-style-type: none"> • Collection of articles
b) Develop more successful strategies for two-way communication with community members – digital, traditional, and face-to-face. Move to the use of constituent Focus Groups with less reliance on committees.	Peterson	<ul style="list-style-type: none"> • Documentation of regular debriefs at administrative team meetings • Sign-in sheets for focus group events • Notes/summaries of input events
c) Parent input is gathered (survey?) about the attitudes and resources available, perhaps with a set schedule of phone calls.	Principals (Peterson)	<ul style="list-style-type: none"> • Principal logs • Survey Monkey results
<p>Potential Future Steps:</p> <ul style="list-style-type: none"> • Facebook pages for each school • Facebook pages for teachers/classes • District and school blogs • Assign a Family Access account to every parent. • Create family engagement plans for each school <u>that includes activities that do not require parents to come to school</u> • Conduct regular “Community Linkage” events throughout the district • Volunteer partnerships with businesses and organizations, focused on work that we need and the organization/business would enjoy. 		

Action Plans – 2011-2012

Strategy Area 4: Facilities meet student, staff and community needs

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) The capital levy projects are conducted in a manner that is effective, efficient, and builds community trust.	Lucas	<ul style="list-style-type: none"> • Board updates, financial reports • "Owner" satisfaction input • Updated information on the web.
b) Prepare for a capital levy/bond that meets our needs and can gain community support.	Peterson	<ul style="list-style-type: none"> • Facility needs survey(s) • Committee established, forums held
c) Create and implement a comprehensive preventative maintenance program.	Lucas	<ul style="list-style-type: none"> • Thermal imaging program implemented • Equipment and facility maintenance and replacement schedule entered into PM database.
Potential Future Steps: <ul style="list-style-type: none"> • A written technology plan improves the use of instructional and management technology, including professional development. • Create classroom-by-classroom technology inventory, mapped onto building floor plans. 		

Action Plans – 2011-2012

Strategy Area 5: The district is a trusted steward of resources.

ACTION STEPS	LEAD PERSON(S)	EVIDENCE OF PROGRESS/IMPROVEMENT
a) Educate our community on district finances through NM Life and other media and newsletters.	Bailey, Peterson	<ul style="list-style-type: none"> • “Focus on Finance” section in each issue of NM Life • Enhanced and updated finance pages on district web site.
b) Continue implementation of comprehensive asset management systems, inventory systems, and surplus of old materials and equipment.	Bailey, Lucas	<ul style="list-style-type: none"> • Inventory system fully in place and semi-annually re-scanned/reconciled. • A system of “5 minute clean” surplus and disposal is developed.
c) Implement preventive maintenance plans.	Lucas	<ul style="list-style-type: none"> • A written plan is completed and School Dude entry is completed. • Down time of equipment is minimized • Replacement cycles are extended
d) Refine the facility use process regarding security systems, keys, custodial fee assignment, food service worker fee assignment, etc.	Lucas, Beattie	<ul style="list-style-type: none"> • Written procedures, with authorization and fee steps
e) Continue faithfully implementing voter approved measures, including instructional material adoption, technology updates, and capital levy projects – on time and within budget.	Lucas, Peterson	<ul style="list-style-type: none"> • Written report to the board. • Updates posted to the web and NMSD Online.
Potential Future Steps: <ul style="list-style-type: none"> • 		