

**Blaine County School District
 Planning Team Meeting
 Group Memory
 January 31, 2008 & February 1, 2008**

Important Dates:

Date	Team Meeting	Time
February 26, 2008	Steering Team	11-2
March 13, 2008	Planning Team	9-4
March 14, 2008	Steering Team	8-10
April 11, 2008	Planning Team	9-4
April 18, 2008	Steering Team	9-4
TBD	Community Strategic Conversation	TBD
May 2, 2008	Steering Team	10-2
September 12, 2008	Planning Team	9-4

PURPOSE OF MEETING: To create the Strategic Plan for the Blaine County School District by reviewing and analyzing quantitative and qualitative data (gap analysis) and drafting goals and strategies

DESIRED OUTCOMES:

- Vision and Mission defined
- Data analyzed and focus areas determined
- Barriers for focus areas discussed
- Initial goals, strategies, performance indicators drafted

GROUP NORMS: *How we will conduct ourselves*

- We stay curious about one another's opinions.
- We listen to understand, not to reload.
- We honor one conversation at a time.
- We presume positive intentions.
- We expect it to be messy at times.
- We honor one conversation at a time.
- We self-facilitate and self-monitor.
- We enjoy the privilege of shaping our children's future – as a community!

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1. MEETING ORGANIZATION:

- Jim Lewis welcomed Planning Team members.
- The agenda, planning process, timelines were reviewed.

2. DISCOVERY PHASE: Three areas were examined as components of this analysis phase of the current situation:

- *Current district initiatives:* Jim Lewis reviewed programs and services that are currently in place in order to insure that all team members had that information.
- *Student Achievement and graduate data:* Lonnie Barber reviewed student achievement, graduation data and student exit data. Questions were generated by the Planning Team as a result of the data presented. Data teams and administrators will review these questions and address them at the next Planning Team meeting.

LEP QUESTIONS:

- ✓ **Does LEP include students born in Blaine County? How many?**
- ✓ **How do LEP students test on ISATS?**
- ✓ **Do we have data on LEP students and time to redesignate as fluent? Do we track home language that is not English (the students are the second generation)? This may indicate a need for language education at an earlier age and with parents?**
- ✓ **What % LEP K-3?**
- ✓ **Did students feel economically prepared for college? Life after school?**
- ✓ **Due to the #'s and %'s of Hispanic students who are also considered 'socio-economically disadvantaged'---is there a plan to hire a bilingual social worker to assist those families and as a result increase test scores?**
- ✓ **What services exist with-in the school district to level the playing field for the 30% of the students?**

PROFICIENCY:

- ✓ **What are the goals (realistically) of the school and the district for proficiency and graduation numbers?**
- ✓ **Of the students who did not feel the district prepared them (below average or needs improvement), what are they current pursuing and how did they perform in school?**
- ✓ **We often hear that state 'proficient' is equal to NAEP 'basic'. Is this true of ISAT? Can we know how Blaine students do on NAEP tests? If not, why not?**
- ✓ **IRI for English speaking students to test proficiency in Spanish**
- ✓ **Proficiency average compared to national average—our seems extraordinarily low**
- ✓ **How does the data (economic-free lunch, Eng. Language proficiency test scores) vary across the neighborhood schools?**

DUAL IMMERSION:

- ✓ **What is the rationale for 'Dual Immersion'? re other facets of Dual Immersion program taken into account? (#of students per class; staying together as a group of kids?)**

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- ✓ **Dual Immersion students are chose by lottery. From what population? From a pool of applicants? And what % of applicants get in?**
- ✓ **What is the level of proficiency in Spanish for English speaking students in Dual Immersion by 5th grade?**

GRADUATION QUESTIONS

- ✓ **The graduation rate looks high based on other calculations I have seen. Let's double check.**
- ✓ **How does the graduation rate among sub-groups (LEP, Hispanic) compare to the overall graduation rate?**
- ✓ **How many graduates went to college on a scholarship?**
- ✓ **How many of the 2003 graduates are still in college and how many are looking for careers in Blaine County?**
- ✓ **What is the difference between 'below average' and 'needs improvement' in the last round of 2003 graduate data?**
- ✓ **How do we explain that 25% of our kids are not going to college?**
- ✓ **More longitudinal data—tracking graduates 5, 10 years after high school**
- ✓ **What % of the graduating students answered the survey?**
- ✓ **Is 91% graduation rate (2007) the number one would get from the State Department of education?**
- ✓ **I have seen very different graduation rates for the classes of 2005, 06, and 07. What I saw was 75%. Which is correct?**
- ✓ **Where did the 2007 graduation data come from? My understanding was that the class of 07 had a low graduation rate---167 students graduating and over 200 students starting out in the 9th grade.**

FOLLOW-UP:

- ✓ **Out of the class of 2003 questioned in August 2007, 50% still in college (2 to 4 years). "Normal" progress would have shown more graduated. This timing of questions make result impossible to evaluate;**
- ✓ **Are the 'employed' the ones who finish college in 4 years or those who dropped out or never went to college?**
- ✓ **Why are you not measuring how many students are in college 4 years later instead of 5 years?**
- ✓ **How many of the students going to 4 year colleges; how many go out of state? How many go to competitive universities?**
- ✓ **Education is a means to an end (college and work). More information on post graduates would be very helpful.**
- ✓ **Did past students feel Blaine County Schools prepared them with adequate writing skills for college and the workplace?**
- ✓ **How many respondents were employed or in college outside of Idaho?**
- ✓ **Do you have the 4 year trend (02-05) for all your questions on student survey not just responses from the class of 05?**
- ✓ **Have you any data in drop out rate? Differences between 9th and 12th grade---not including moving.**
- ✓ **The 4 year data seems jaded. Only 40 people answered it. It is probably those people who feel good about it.**

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- ✓ Track kids with different data like work/college and college/work

GENERAL QUESTIONS:

- ✓ What is important to know?
- ✓ What are the core questions we have;
- ✓ What do we need to find answers to?
- ✓ What does the data not explain (i.e. ambitions, aspirations, work ethic? What does the district think of the general trends presented? Are they satisfied?
- ✓ What conclusions come for the data (list)?
- ✓ Are we testing for future needs of kids or the needs that have been needed in the past?
- ✓ Total enrollment numbers: are they measured the same way every year? (i.e. numbers reported to state, in November)
- ✓ It would be valuable to know how parents feel about the level of college counseling their students received.
- ✓ It is disturbing that the students feel that their teachers are not holding them to the highest standards. That % needs attention.
- ✓ What not have a full time college counselor to provide students with insight to colleges outside of Idaho and Montana?
- ✓ What percentage of schools use weighted grades? % of colleges that look at weighted grades?
- ✓ Is this data available on line for the general public?

- SWOT data: An affinity process was used to organize respondents' comments into like categories. The data will be organized into data bases and documents will be available.

3. Dreaming Phase: Team members were asked to identify key Focus Areas

- Team members were asked to identify the 3-5 focus areas that were recurring themes in the data of both the SWOT and the student achievement data presented. Each table was asked to identify their top 5 recommended focus areas. The facilitators consolidated them and presented the results:

- FOCUS AREA 1: Cultural & Economic Diversity
- FOCUS AREA 2: High Standards of Educational Excellence through Curriculum, Programs and Student Support
- FOCUS AREA 3: Maximize Student Potential Through Community Involvement
- FOCUS AREA 4: Technology
- FOCUS AREA 5: Design Educational Programs, Services and Learning Opportunities that Develop the Whole Child
- FOCUS AREA 6: Safety & Security
- FOCUS AREA 7: Quality Personnel
- FOCUS AREA 8: Model & Teach Sustainability/Healthy Living
- FOCUS AREA 9: Provide Facilities for Optimum Learning Environment
- The Planning team provided reactions and offered suggestions. The resulting change was to have Focus Area 2 be a component of Focus Area 5.

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- Work groups were established around each focus area and the defining the vision. The results below reflect the first iteration of thinking regarding the Focus areas, possible goals and vision elements. The work below will be reviewed and revised during subsequent planning meetings as a result of additional insight, dialogue and feedback from schools and community.

DRAFT #1

FOCUS AREA 1: Cultural & Economic Diversity
TEAM MEMBERS: Penny, Jim, Matt, Hector, Raul, Jenny
QUESTION SUGGESTED BY DATA: <ul style="list-style-type: none"> ▪ How can we capitalize on the positive attributes that increasing cultural, linguistic and economic diversity brings to our community?
BARRIERS TO ADDRESS THE QUESTION: <ul style="list-style-type: none"> ▪ Politics – misconceptions about illegal immigration ▪ Stereotypes – prejudice ▪ Ignorance – lack of information ▪ Fear ▪ Lack of staffing that reflects demographics ▪ Language differences – lack of communication ▪ Low level of community support ▪ Isolation ▪ Negative media ▪ Not enough opportunities for positive cultural and linguistic exchange ▪ Low expectations

FOCUS AREA 1: Cultural & Economic Diversity
GOAL #1: Create a multilingual school system POSSIBLE STRATEGIES: <ul style="list-style-type: none"> ▪ Foreign language as graduation requirement ▪ Dual immersion program expansion ▪ Second language instruction (pre-K – H.S.) in addition to dual immersion ▪ Primary language instruction (bilingual education) ▪ Public information outreach ▪ Multilingual resources and staff
GOAL #2: Promote equal success and high rigor across cultural and economic lines POSSIBLE STRATEGIES: <ul style="list-style-type: none"> ▪ Expanded bilingual and dual immersion opportunities and primary language instruction ▪ Staff reflective of community demographics ▪ Transportation ▪ Scholarships

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FOCUS AREA 1: Cultural & Economic Diversity

GOAL #3: Promote cultural competency

POSSIBLE STRATEGIES:

- Opportunities for study abroad
- Development curriculum that centers on cultural exchange
- Promote cross-cultural community involvement and integration (inside and outside the classroom)

FOCUS AREA 2: High Standards of Educational Excellence through Curriculum, Programs and Student Support

TEAM MEMBERS: Bruce, Alicia, Dagmar, Kim, Kathryn, Julie, Tracy, Jessica, Pen, Matt, Carole, Jane, Melanie, Sandy

QUESTION SUGGESTED BY DATA:

- How do we provide curriculum and programs to support educational excellence for each student?

BARRIERS TO ADDRESS THE QUESTION:

- Financial, government standards
- How do we engage students
- Testing requirements
- Teaching to a classroom full of students who have diverse strengths and challenges
- How do we know we are providing excellence
- Time constraints
- Staff training needs
- Different opinions as to what excellence means
- Consistency needed K-12
- Identifying which curriculum/program is needed for each student
- Parent communication difficulty with political and financial pressures
- Scheduling constraints
- How to not throw out what is working but not keeping what is not

FOCUS AREA 2: High Standards of Educational Excellence through Curriculum, Programs and Student Support

GOAL #1: Provide a challenging and relevant education for each student.

POSSIBLE STRATEGIES:

- Offer differentiated curriculum and programs that match each student's needs
- Have a clear definition of "excellence"
- Research/analyze/implement new programs and curriculums
- Analyze current programs and curriculum for efficiency, i.e. placement/retention/expansion
- Establish relationships with education foundations/university/grant projects
- Establish tools to measure success

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FOCUS AREA 2: High Standards of Educational Excellence through Curriculum, Programs and Student Support

GOAL #2: Each student leaves our school system with a desire to be a life long learner, and to be engaged in the world in a positive and useful manner.

POSSIBLE STRATEGIES:

FOCUS AREA 3: Maximize Student Potential Through Community Involvement

TEAM MEMBERS: Mary, Rob, Mark, Kath, Frances, Larry, Pattie

QUESTION SUGGESTED BY DATA:

- In order to maximize students' potential and enrich their learning experiences, how can we engage and involve our community and best utilize our local resources?

BARRIERS TO ADDRESS THE QUESTION:

- Time
- Accountability (access, supervision, program evaluation, expectations - academic & otherwise, etc)
- Mistrust, perceptions, prejudice
- Logistics (transportation, \$, liability, facilities)
- Identification of resources – who's heard & represented – communications, networking leadership
- Conventional modalities vs. new practices
- Generating enthusiasm
- Definition of community (new members)
- Competing values

FOCUS AREA 3: Maximize Student Potential Through Community Involvement

GOAL #1: Create excellence in students' learning experiences and educational outcomes by promoting, recruiting and welcoming community involvement in teaching our children.

POSSIBLE STRATEGIES:

- Foster a network of partners by creating/utilizing communication
- Create or utilize existing entity to manage and connect community resources with appropriate school personnel and maintain these relationships
- Logistically manage safety, transportation, facility access, staffing and funding.
- Create system of accountability for academic and values standards
- Develop before and after school and out-of-school programs
- Foster an environment of trust in the school district and community

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FOCUS AREA 4: Technology
TEAM MEMBERS: Don, Lonnie, Ronda, Jerry, Susan, Steve, Adam, Sam, VW, Julie
QUESTION SUGGESTED BY DATA: <ul style="list-style-type: none"> ▪ How do we take full advantage of technology to improve, enhance and support the educational success of the whole child?
BARRIERS TO ADDRESS THE QUESTION: <ul style="list-style-type: none"> ▪ Funding ▪ Training ▪ Time ▪ Measures of effectiveness ▪ Staff ▪ Infrastructure ▪ Rate of change ▪ Support ▪ Security (web filter, spam, firewall) ▪ Distance of schools ▪ Coordination (integration, curriculum)

FOCUS AREA 4: Technology
GOAL #1: Take full advantage of technology to improve, enhance and support the educational success of the whole child.
POSSIBLE STRATEGIES: <ul style="list-style-type: none"> ▪ Creating time for technology professional development ▪ 5 year plan needs to include adequate funding for technology ▪ Imbed on-line learning during school day to enhance opportunities for students ▪ Create system to measure and track technology learning and instructional use ▪ Increase bandwidth for internet ▪ Improve teacher access to internet educational content
GOAL #2: Create a seamless district through technology.
POSSIBLE STRATEGIES: <ul style="list-style-type: none"> ▪ Create a platform that connects all schools <ul style="list-style-type: none"> ○ Fiber between buildings ○ Software ○ Server ▪ Technical means for easy communication and coordination ▪ Consolidate technologies through committee of all pertinent personnel/resources <ul style="list-style-type: none"> ○ Curriculum for technology integration

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FOCUS AREA 5: Design Educational Programs, Services and Learning Opportunities that Develop the Whole Child

TEAM MEMBERS: Sue, Juan, Donna, Terrie, Maura, Matt, Beth

QUESTION SUGGESTED BY DATA:

- As we design a model school district, what additional multifaceted tools, outside standardized testing, do we develop to assess the whole child for the 21st century and beyond?

BARRIERS TO ADDRESS THE QUESTION:

- NCLB – No Child Left Behind
- Current school day schedule – opportunities to use 21st century skills
- Over focus on standardize testing
- Definition of Health Child? Basic Needs Environment
- View of the role the school plays – mindset of community, culture, social economics
- Individual, public, societal perceptions

FOCUS AREA 5: Design Educational Programs, Services and Learning Opportunities that Develop the Whole Child

GOAL #1: We (BCSD, community, parents & students) will develop positive, relevant measures of success for the development of the Whole Child for the 21st century and beyond.

POSSIBLE STRATEGIES:

- Redesign school day/year to incorporate opportunities to develop 21st century skills
- Develop a multifaceted tool for measurement
- Expand community and school programs that develop the following:
 - Character development/accountability
 - Problem solver/critical thinker
 - Civic responsibility in accepting multi-cultural diversity
 - Collaboration
 - Financially and economically literate
 - Global awareness
- Globalization
 - Cultural and historical backgrounds of new and emerging nations
 - National threats (economic & political)
 - Technology for centuries to come
 - Language literate

GOAL #2: Actively engage and promote the entire community to model and demonstrate the skills necessary to be successful in the 21st century.

POSSIBLE STRATEGIES:

- Expand current mentoring programs to reach younger student (all students vs. at risk)
- Shift current perceptions of students/parents that testing is a single component of measure the success of the child – by developing Whole Child profiles

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FOCUS AREA 6: Safety & Security
TEAM MEMBERS: Conor, Mal, Scott, Teresa, Susie, John
QUESTION SUGGESTED BY DATA: <ul style="list-style-type: none"> ▪ How do we ensure the safety and security of our students?
BARRIERS TO ADDRESS THE QUESTION: <ul style="list-style-type: none"> ▪ Money – funding ▪ Attitudes – denial “It doesn’t happen here” ▪ Profiling ▪ Education, awareness ▪ Constant change ▪ Inconvenience ▪ Political correctness ▪ External factors outside our control

FOCUS AREA 6: Safety & Security
GOAL #1: Ensure a high level of security in schools that evolves with the ever changing world.
POSSIBLE STRATEGIES: <ul style="list-style-type: none"> ▪ Hire security director ▪ Expand systems like cameras ▪ Implement procedures and programs ▪ Provide communication and education of best practices ▪ Coordinate with outside agencies and community ▪ Expand existing programs (SRO) ▪ Boise Theology on Tap/Young Adult Retreat

FOCUS AREA 7: Quality Personnel
TEAM MEMBERS: Mike, Rob, John, Gary, Julie, Erin, Heather
QUESTION SUGGESTED BY DATA: <ul style="list-style-type: none"> ▪ How do we develop a system for quality personnel at all levels.
BARRIERS TO ADDRESS THE QUESTION: <ul style="list-style-type: none"> ▪ Provide professional development to encourage risk taking ▪ Funding to attract and retain quality teachers and staff ▪ Time for PLC for all staff ▪ Better use of resources ▪ Education community re: challenges, PLC’s, recruitment issues

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FOCUS AREA 7: Quality Personnel
<p>GOAL #1: Educate Community</p> <ul style="list-style-type: none"> ▪ Better understand current Best Practices for student learning ▪ Increase opportunities for parents and community members to be involved <p>POSSIBLE STRATEGIES:</p> <ul style="list-style-type: none"> ▪ Encourage parents to be on campus at all levels ▪ Publicize present opportunities for involvement ▪ Parents recruit parents to get involved
<p>GOAL #2: Find ways to increase funding.</p> <p>POSSIBLE STRATEGIES:</p> <ul style="list-style-type: none"> ▪ Encourage funding and community resources for Education Foundation ▪ Lay groundwork for supplemental override levy ▪ Start to tell our story: build the case for support
<p>GOAL #3: School day redesign for teacher collaboration/professional development</p> <p>POSSIBLE STRATEGIES:</p> <ul style="list-style-type: none"> ▪ Build community support <ul style="list-style-type: none"> ○ Provide appropriate data ▪ Build educators' support

FOCUS AREA 8: Model & Teach Sustainability/Healthy Living
TEAM MEMBERS: Jim, Craig, Lee, Howie, Angie, Tom, Polly
<p>QUESTION SUGGESTED BY DATA:</p> <ul style="list-style-type: none"> ▪ What key elements of sustainable and healthy lifestyles will the district model and teach?
<p>BARRIERS TO ADDRESS THE QUESTION:</p> <ul style="list-style-type: none"> ▪ Resistance to change ▪ Cost limitations & trade offs ▪ Lack of education, understanding and awareness ▪ Family values ▪ Cultural differences ▪ Societal pressures (advertising, lifestyles, role models) ▪ Convenience

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FOCUS AREA 8: Model & Teach Sustainability/Healthy Living

GOAL 1: The Blaine County School District models and inspires sustainable healthy living.

POSSIBLE STRATEGIES:

- Promote alternative transportation choices
- Ensure that sustainable living component to foster global citizens are in our curriculum
- Provide strong systemic character education programs across the district
- Implement health and wellness programs
- Provide environmental and outdoor educational opportunities

FOCUS AREA 9: Provide Facilities for Optimum Learning Environment

TEAM MEMBERS: Angie, Jim, Craig, Polly, Howie, Tom, Lee

QUESTION SUGGESTED BY DATA:

- What do we need to provide, design and sustain optimal learning comments?

BARRIERS TO ADDRESS THE QUESTION:

- Cost of being innovative and reaching L.E.E.D. Standards
- Anticipating need and designs
- Sustaining flexibility for updates
- Finding and acquiring appropriate locations
- Restrictions innate to being a public entity (lowest bidder)

FOCUS AREA 9: Provide Facilities for Optimum Learning Environment

GOAL #1: The facilities and grounds of BCSD inspire optimum learning environments.

POSSIBLE STRATEGIES:

- Pass plant facility levy
- Utilize L.E.E.D. Standards in designs and planning process for facilities and other campus amenities
- Plan for optimal use and longevity
- Ensure all facilities/campuses are safe and secure
- Incorporate buildings as teaching tools in curriculum
- Location(s) of schools conform with community's master plan

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- Defining the vision- “We are a model school district”. Each table was asked to propose elements that might be considered in defining *model*. The following proposals were made:

A model student is:

- Self-directed, life long love of learning
- An independent and critical thinker
- Sensitive, respectful, and understanding of cultures, the environment and global interconnectedness
- Cooperative and collaborative
- Supportive of emotional, social, ethical, physical, curious sensitivities
- Project driven
- Self-driven
- Global
- Intellectually engaged/curious/problem solving/critical thinking
- Tolerance/open-mindedness/sensitivity/caring
- Appreciation of power of culture and global interconnectedness
- Respectfulness
- Cooperative/collaborative
- Environmental conscious

A model school district:

- “Provides a rigorous and relevant education for all students.” (ICLE, Model Schools Conference)
- Fosters students to high standards of achievement and responsibility
- Globally aware, community based, kid-centered schools
- Visible high expectations for all students by adults (students report high expectations connected to adults)
- Academic excellence
 - Rigorous
 - Globally competitive
 - Highest international standards
 - Prepares for college
- Whole Child:
 - Emotional well being
 - Physically safe
 - Healthy and comfortable environment
 - Support
- Student focused:
 - Each child reaches highest potential
 - Whole child
 - Student programs
- High expectations on all levels in global context
- High expectations for student achievement

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- Focus on the whole child to include
 - Academics
 - Healthy life styles
 - Global understanding (sports through arts)
- Thoughtfully engaged
- How we make decisions:
 - Reflective
 - Purposeful
 - Active
- What we expect for students and learning
- Student Centered
- Facilities and amenities
 - Clean
 - Quality
 - Safe
 - Modern
 - Green
 - Maximum opportunity to the community
 - Technology and ability to use it
- Works in supportive, collaborative effort to educate each of its diverse students to be self-directed, critical thinkers, capable of achieving personal success in their future
- Provides a diverse, evolving, real world curriculum, taught in an engaging, conscious manner that expects and results in excellence and success.
- Connecting with each student's passion and nurturing it.
- Educate the whole child
- Diversity
- Not leaving a child behind
- Measured excellence
- Monitors itself to guarantee excellence
- Prepare students to be global citizens
- A global awareness and acceptance
- Student achievement
 - Curriculum assessments
 - Globally thrive
 - Intellectual curiosity
 - Engaged learners
- Creating a culture of whole-child educational excellence and global awareness
- Visible high expectations by all students supported by all adults
- Responds to individual needs and addresses whole child
- Academic excellence for all
- Project-driven, cross disciplinary curriculum of global scope that promotes collaboration and real-world relevance
- Integrates a diverse community and promotes multilingual skills and understanding
- Culture of community collaboration
- Creates vehicles of understanding and appreciation between ethnic, socio-economic, geographic cultures (locally and globally)

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- Fortify existing programs and create new ones to eliminate barriers for participation
- Community engagement
- Innovation on all levels in a global context
- Sustainable, healthy living
- Green buildings, healthy lunches, school gardens
- Healthy bodies/healthy planet
- Accountable to a diverse & engaged community
- Diversifying and individualizing educational programs to meet need of all students (includes community)

Community

A model School District:

- Informs and engages the whole community
- Fosters community partnerships and support
- Embraces transparency and accountability to the community
- Partnerships for learning for all
- Community and schools share commitment and cooperation
- Community relations
 - Parents
 - Business
 - Hispanic
 - Government
- Reflect the changing needs of the community and world through technology and global education
- Interdependent – partnerships working together
 - Community
 - Parents
 - Teaming PLCs
 - Collaboration
 - Organizations
 - Non-profits

- A work group took the work of the large group and proposed characteristics that would define the word *model*. The work group proposed the following: (Power Point is available)

BCSD is a model school district whose...

Students:

- **Are intellectually engaged, curious, problem solving critical thinkers**
- **Embrace the interconnectedness of world cultures and become productive global citizens**
- **Exhibit high standards of achievement and responsibility and become life-long learners**
- **Realize their highest emotional, social, ethical, and physical health**

Staff who:

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- **Are enabled to perform at the highest level**
- **Engage all students**
- **Deliver relevant, challenging and interesting instruction**
- **Ensure social, emotional and intellectual growth of each student.**

Community Collaboration

- **Informs and engages the whole community**
- **Fosters community partnerships and support**
- **Implements and practices sustainability**
- **Embraces transparency and accountability**

4. Next Steps:

- Planning Team members were invited to work on Data groups and Focus Area groups. The purpose of these groups is to prepare the work of the Planning Team for the next round of design at the March meeting.
- Focus Area Groups: NOTE: Many people used only first names to sign up. If there is an error, please notify Susie Reese: SReese@blaineschools.org

Focus Area #1 Cultural & Economic Diversity	Focus Area #2 Curriculum	Focus Area #3 Maximize Student Potential Through Community
<ul style="list-style-type: none"> • Jenny Emery Davidson • Jim Laski • Penny Thayer • Matt Lichtenberg • Hector Ocampo • Raul Vandenburg 	<ul style="list-style-type: none"> • Tracy Busby • Bruce Clark • Julie Carney • Carole Freund • Kim Gasenica • Kathryn Graves • Alicia Hollis • Jessica Kolkman • Sandy Mauro • Matt Murray • Jane Rizzo • Dagmar Salmon • Melanie Schrader • Pen Stroh 	<ul style="list-style-type: none"> • Rob Swanson • Kate Heinecke • Frances Nagashima • Larry Schoen • Pattie Lousen

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Focus Area #4 Technology	Focus Area #5 Whole Child	Focus Area #6 Safety and Security
<ul style="list-style-type: none"> • Don Haisley • Lonnie Barber • Ronda Ward • Jerry Hutchins • Susan Trabor-Boesch • Steve Guthrie • Adam Porth • Sam Schrader • Val Seamons • Julie Herrera 	<ul style="list-style-type: none"> • Maura Pfeiffer • Sue Harley • Juan Salamanca • Donna Sipe • Mari Beth Matthews 	<ul style="list-style-type: none"> • Mal Prior • Scott Manning • Conor Murray • Teresa Beahen Lipman • Susie Reese • John Blackman

Focus Area #7 Quality Personnel	Focus Area #8 Sustainability/Health Living	Focus Area #9 Facilities
<ul style="list-style-type: none"> • Erin Rheinschild • Rob Lonning, Chair • Julie Dahlgren • Mike Chatterton • Gary St. George • John Blackman • Heather Crocker 	<ul style="list-style-type: none"> • Tom Bailey, Chair • Lee Cook • Howie Royal • Angie Martinez • Jim Lewis • Craig Barry • Polly McQueen • Jim Finch 	<ul style="list-style-type: none"> • Tom Bailey, Chair • Lee Cook • Howie Royal • Angie Martinez • Jim Lewis • Craig Barry • Polly McQueen

- Data Groups include:
 - Finance: Mike Chatterton; Lyman Drake; Marilyn Dunne Siegel; Conor Murray; Jeff Neel; Sam Schrader
 - Student Achievement: Don Haisley; Marcia Grabow; Angie Martinez; Kaitana Martinez; Sandy Mauro; Matt Murray; Adam Porth; Susan Tabor-Boesch Penny Thayer; Jerry Hutchins
 - Graduate Preparation: Danni Dean; Claudia Gaeddert; Kim Gasenica; Lori Nakaoka; Tanya Greenwood; Jerry Hutchins
 - Other members: Julie Dahlgren; Sue Harley; Jane Rizzo; Donna Sipe; Bruce Clark

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ISSUE BIN

- Terminology & definitions of educational terms are needed
- How do we talk about difficult terms – such as different economic groups?
- How does data drive us? How do we use it?
- What are we missing in terms of data?
- Discrepancies in graduation rates/drop out data and the challenges of measuring it
- AP data
- National and international; comparisons

ACTION PLAN

Action	Lead	By
1. Prepare Glossary of Terms	Kate Heinecke.	3-1
2. Orient Focus Area Groups	Kathy Hagler	2-26
3. Prepare data for data groups	Jerry Hutchins Mike Chatterton	asap
4. Coordinate & support data groups	Sally Anderson Jerry Hutchins Mike Chatterton	On-going
5. Follow-up with student input	Kathy Hagler Sally Anderson Susie Reese	

Plus /Delta of the Meetings

+	Δ
What went well?	What can we improve?
<ul style="list-style-type: none"> • Good food and snacks • Caliber of people participating • Cohesion of group in carrying out the mission • Venue • People adhered to group norms • Once activities began, started to feel good and come together • Refreshing to see community working together • Stuck with norms • Energy of facilitators • The ultimate outcome of 2 days work 	<ul style="list-style-type: none"> • Slow first day • Faster pacing • Too much talking – not enough action on the first day • 1/31- morning too passive sat for 3 hrs • First part of day 1 included too much review, repetition and wasted time • Thursday morning too much time explaining process- had already been done • Thursday morning was not useful –too redundant • Too much time yesterday morning • Too much repetition

**Blaine County School District
 Planning Team Meeting
 Group Memory
 January 31, 2008 & February 1, 2008**

+ What went well?	Δ What can we improve?
<ul style="list-style-type: none"> • Liked table groups • Liked focus groups • Wanted even more time on goals and strategies • I felt fully engaged in the process • Second day • Refinement goals /strategies • Breaks • Small groups • Meaningful progress • Samples helped • Ability to work through lunch • The people • Pacing • Facilitation • Process was very good • Bringing everyone together • Ability to share ideas • Listen to a variety of differing viewpoints • Ability to restate and modify the goals formulated in ODDM 13 years ago and from the last go through • Focus groups • Good energy today-able to get to the “meat” of it • Great involvement of community members • Goals were clearly defined • Good examples • Talented intell. In broad rep. • Thoughtfulness • Everyone wants what is best for our kids and they’r willing to work ffor it • The vision/mission statement turned out well • Community members and parent input • Good pace • Nice to have opportunities to laugh and get up and move around • Like the variety of involvement • Ending celebration 	<ul style="list-style-type: none"> • Needed hard data ahead • We could have reviewed the data ahead of time • Hard data • Should have hard data available • Get data and other information ahead of time • Warm up too long • Data too fast • Data binders –too much, unclear • Need time to digest in order to have more meaningful discussion • Information on 6,000 small cards arranged randomly was too much to digest well • We also needed to discuss the feedback rather than just list the major categories • No chance to share interviews • Process time • Redundant questions • Worried that we missed something because we didn’t hear everyone’s strategies • Don’t forget about growth and funding facilities • We weren’t talking enough about 2015 in practical terms • Some concerns not addressed • More student concerns • Some lack of focus and direction • Better preparation between meetings • Hard to be frank when you have to be politically correct • Too much worry about people’s feelings • Length of process • Cut to the chase • Spending a lot of time on only one 1 group did not allow for a feel of the big picture • Too much time each morning reviewing purpose, group norms etc • Could have categorized comments much sooner – perhaps have some in team group in affinity groups while some others determine the actual

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+ What went well?	Δ What can we improve?
<ul style="list-style-type: none"> • Recognition of all input • Very organized • Dealt with tension well • Thanks for being more encouraging and not so harsh in your leadership of us☺ • Great food • Great food • Food • Food great 	<ul style="list-style-type: none"> • Disconnect between agenda and knowing what we were going to be doing • One group was too big and was not certain of its purpose – we were confused but you did help us figure it out – thank you • Group 2 should have been curriculum & programs services • Goals/strategies needed big picture • Some individuals inability to adhere to norms Too many people at once in group • Get students input • More parents and representatives of a diverse community on the planning committee • It's a long day • Are we doing well enough with trends • Group too big • Can't see presentations • Microphone use • Difficult to hear smaller group break outs • Hard to see/hear • Hard to hear • Hard to hear in this room • Food was pretty bad • Windows • Use of non-bio-degradable materials to serve food • Failure to recycle materials