

**BLAINE COUNTY SCHOOL DISTRICT
WORKING DRAFT STRATEGIC PLAN
2008-2015**

April 17, 2008

MISSION

TO BE A WORLD CLASS, STUDENT-FOCUSED, COMMUNITY OF TEACHING AND LEARNING

VISION

WE ARE A MODEL SCHOOL DISTRICT IN WHICH:

1st Iteration

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

Whose Staff

- 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.

Whose community collaboration

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

2nd Iteration

- **Students** meet *BCSD 21st Century Standards of Performance* ([Please refer to the historical document to see how we integrated the first vision draft and the 21st century skills referenced by Curriculum Focus Area](#))
- **Educators** deliver high, quality, relevant, challenging and interesting instruction that engages all students.
- **Parents** guide and facilitate their children's success throughout their K-12 educational experiences.
- **School and community** collaborate to share resources and talents to prepare students for the 21st century
- **Board of Trustees** embrace transparency and accountability

**VISION COMMENTS
FROM PLANNING TEAM
APRIL 11, 2008**

- Delete “interesting”
- Add empathy
- Return ‘transparency and accountability’ between District and community to the Board piece of the Vision
- Educators:
 - Deliver high quality, relevant, challenging and interesting curriculum and instruction that engages and motivate all students
- Parents:
 - Guide and facilitate their children’s success throughout their K-12 educational experience and are encouraged to actively participate in the school community
- Add this bullet to support staff:
 - Support staff provides students and educators with the full learning and working capabilities needed to participate in teaching and learning
- Participate in the arts and music
- Educators:
 - Deliver high quality relevant challenging instruction in which all students engage.
- Board: Include open communication with the community needs to be there!
- Parents:
 - Include “actively communicate”
- Add empathy
- Students:
 - Should be journeys
- Object to “Standards of Performance” language
- Have “Dangerous Conversation” opportunities for parents
- Use this: “Students must meet BCSD 21st century standards of performance to prepare for college, career, life-long learning and citizenship.
- Revise the overarching statement:
 - “We are a model school district in which all stakeholders are committed to BCSD 21st century stand of performance.”
- Not enough correlation between this draft and last draft
- Parents:
 - Use pre-K also
- Be sure and include parents
- Re include these bullets:
 - Inform and engage the whole community
 - Embrace transparency and accountability
- We want each student to be happy—the fundamental pursuit of happiness
- Teachers:
 - The word relevant -- indicates a box for teachers—want to respond to students—not only curriculum
- Educators create high quality, relevant, challenging and interesting instruction that engages all students
- Keep original 21st century list----with a break out of Blaine County skills
- Vision/Mission Great
- Board of Trustees—replace 21st century skills with 21st century performance
- School and community: practice sustainability

Facilitators' Notes on the Vision: The Board and senior leaders should set the vision. That is well documented in business literature. They can use stakeholder input, but ultimately they must believe it passionately to make it a reality. Visions are only effective if they are *fully deployed*, meaning everyone in the organization can articulate it as where they are headed and why they are doing what they are doing. If employees can't remember a vision, can't see how what they are doing is tied to them, it becomes irrelevant and forgettable after a planning exercise.

**Blaine County School District
21st Century Standards of Performance**

1st Iteration:

These were used from the onset to assist us in defining the term 21st Century Skills

*Partnership for 21st Century Skills
What Do Our Graduates Need for Their Future?*

www.21stcenturyskills.org

Every student in the nation must be:

- A critical thinker
- A problem solver
- An innovator
- An effective communicator
- An effective collaborator
- A self-directed learner
- Information and media literate
- Globally aware
- Civically engaged
- Financially and economically literate

2nd Iteration:

The standards below were created by the Blaine County School District Planning Team, established in September, 2007 to recommend the strategic direction to the Board of Trustees. These standards were adapted from the Partnership for 21st Century Skills www.21stcenturyskills.org. The standards below specify the expectations for all graduates of BCSD.

Each student of the Blaine County School District is.....

Prepared for College and Career to be:

1. A critical thinker
2. A problem solver
3. Information and media literate
4. An effective communicator
5. An innovator

Prepared for life long learning to be:

6. A self-directed learner
7. Intellectually curious
8. An effective collaborator
9. Financially and economically literate
10. Knowledgeable of the arts

Prepared for citizenship to be:

11. Socially and ethically responsible
12. Civically engaged
13. Culturally responsive
14. Globally aware
15. Physically fit

**21st Century Standards of Performance
COMMENTS FROM PLANNING TEAM
APRIL 11, 2008**

- Standards look great—how do we measure—who is responsible for making it happen
- Add environment to #11
- Need visuals to make all this really clear to all the stakeholders
- College and/or career
- Add experiences in the arts to #10
- Do these all need to be measurable
- Physically and emotionally fit
- Build parent outreach into the teachers school day
- Can schools go out into the community?
- Do the standards need to be called 21st century skills and not performance standards?
- A in art should be a capital---#10
- #14 globally connected
- Add college and/or career
- In the college and career area----incorporate more team and not so

[Blue references the Planning Team recommendations from 3-13-03 document](#)

- Teachers: you cannot be successful teaching your subject or class unless you invest in your parents; BCSD reach out first and then the parents will become engaged
 - “Kids do not care how much you know unless they know how much you care” It is about relationships; Teachers must have relationships with parents
 - Emphasize the positive and meet parents on their ground—Talk about what your child can do—not what they cannot do
 - Re include these bullets:
 - Inform and engage the whole community
 - Embrace transparency and accountability
 - We want each student to be happy—the fundamental pursuit of happiness
 - Teachers:
 - The word relevant -- indicates a box for teachers—want to respond to students—not only curriculum
 - Educators create high quality, relevant, challenging and interesting instruction that engages all students
 - Keep original 21st century list----with a break out of Blaine County skills
 - Vision/Mission Great
 - Board of Trustees—replace 21st century skills with 21st century performance
 - School and community: practice sustainability
 - Have “Dangerous Conversation” opportunities for parents
 - Use this: “Students must meet BCSD 21st century standards of performance to prepare for college, career, life-long learning and citizenship.
 - Revise the overarching statement:
 - “We are a model school district in which all stakeholders are committed to BCSD 21st century stand of performance.”
- much individual
 - Delete “interesting”
 - Add empathy
 - Return “transparency and accountability” between District and community to the Board piece of the Vision
 - Educators:
 - Deliver high quality, relevant, challenging and interesting curriculum and instruction that engages and motivate all students
 - Parents:
 - Guide and facilitate their children’s success throughout their K-12 educational experience and are encouraged to actively participate in the school community
 - Add this bullet to support staff:
 - Support staff provides students and educators with the full learning and working capabilities needed to participate in teaching and learning
 - Participate in the arts and music
 - Educators:
 - Deliver high quality relevant challenging instruction in which all students engage.
 - Board: Include open communication with the community needs to be there!
 - Parents:
 - Include “actively communicate”
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 - Students:
 - Should be journeys
 - Object to “Standards of Performance” language
 - Not enough correlation between this draft and last draft
 - Parents:
 - Use pre-K also
 - Be sure and include parents

Facilitators Note to Steering Team 21st century skills: What led us to propose that BCSD develop your ‘customized’ version of the 21st Century skills was to make it is operational and prevent popular rhetoric from becoming ambiguous, vague and contribute to implementation that is idiosyncratic, not systemic. The reference either in title or skills was in several goals as well as the vision was consistently mentioned from the onset of this planning process. There are a few comments that suggest that the 2nd iteration bears no resemblance to the first. If you review both, you will find that not factual. The original skills are re-distributed in buckets in order to avoid a ‘list’, with no overarching differentiation of the scope of what we are intending to shape in our youth. The word ‘standards’ might not be the best since there is an existing mindset about that word within the education community. The word ‘performance’ was used to communicate that if these are taken seriously, BCSD would have to use assessments beyond ISAT that are more performance-based. The language is important so we need to use language that will attract people, not repel them.

4-11-08 DRAFT GOALS

GOAL 1: Each student demonstrates BCSD 21st Century Standards to prepare them for college, career and citizenship. (1)

[FOCUS AREA 2: HIGH STANDARDS OF EDUCATIONAL EXCELLENCE GOAL 2.2:](#)

GOAL 2: Every student receives a college preparatory curriculum supported by challenging and relevant instruction.

[FOCUS AREA 2: HIGH STANDARDS OF EDUCATIONAL EXCELLENCE Goal 2.1](#)

[FOCUS AREA 1: CULTURAL AND ECONOMIC DIVERSITY GOAL 1.2](#)

GOAL 3: Our students are culturally competent, multilingual and prepared for a global, multicultural environment. [FOCUS AREA 1:](#)

[CULTURAL AND ECONOMIC DIVERSITY GOAL 1.1:](#)

GOAL 4: We develop the whole child through our curriculum, programs, services and activities.

[FOCUS AREA 5: THE WHOLE CHILD GOAL 5.1:](#)

GOAL 5: Our students demonstrate healthy social and emotional behaviors. [FOCUS AREA 6: SAFETY AND SECURITY GOAL 6.2:](#)

GOAL 6: Our students demonstrate their performance through multiple forms of measurement. [FOCUS AREA 5: THE WHOLE CHILD GOAL 5.1 \(There were multiple comments regarding other forms of assessment we thought this might be best addressed as its own goal\)](#)

GOAL 7: We employ technology to provide students and staff with full working and learning capability independent of their location. [FOCUS AREA 4: TECHNOLOGY GOAL 4.2](#)

GOAL 8: We actively recruit and retain highly qualified staff. [FOCUS AREA 7: HIGH QUALITY PERSONNEL GOAL 7.1](#)

GOAL 9: We provide a comprehensive professional development program to expand potential for all faculty and staff.

[FOCUS AREA 7: HIGH QUALITY PERSONNEL GOAL 7.2](#)

GOAL 10: We engage community members in developing, supporting, and extending excellence in students' 21st century learning experiences.

[FOCUS AREA 3: MAXIMIZE STUDENT POTENTIAL THROUGH COMMUNITY Goal 3.1](#)

GOAL 11: Our schools are highly secure environments that adapt to an ever-changing world. [FOCUS AREA 6: SAFETY AND SECURITY GOAL 6.1:](#)

GOAL 12: Our facilities, grounds and classrooms create conditions for sustainability and optimal learning. [FOCUS AREA 9: FACILITIES GOAL 9.1; FOCUS AREA 8: SUSTAINABILITY/HEALTHY LIVING GOAL 8.1 The sustainability group has ecommended that this area be integrated in facilities and in curriculum. Sustainability practices can be integrated in many of these goals actually as a strategy.](#)

GOAL 1: Each student demonstrates *BCSD 21st Century Standards* to prepare them for college, career and citizenship.

POSSIBLE STRATEGIES

- Integrate BCSD 21st Century Standards across curriculum K-12

- Redesign school day/year to incorporate opportunities to develop 21st century skills

POSSIBLE ACTIONS

- Investigate promising practices that are centered on BCSD 21st Century Standards
<http://www.21stcenturyskills.org>
- Utilize No Excuses University

- Hire a college counselor
- Have ‘graduation coaches’ or college coaches
- Have College night
- Do an 8th grade project for each student: “Face book page of learning styles, goals, for high school teachers to see

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #1 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>PLANNING TEAM MEMBERS</i>
None	1. Integrate BCSD 21 st century standards across curriculum K-12 base on most current and best practices for meeting the academic and cultural needs.	Donna Dagna Jerry John Maura
We really don’t like the term 21 st century –why not Blaine County standards	1. Integrate BCSD standards across curriculum 2. Utilize flexible school day/year models to incorporate opportunities to develop the BCSD standards	Jim Raul Adam Tracy Polly
Change Standards to Skills— Teachers through reflective practice---incorporates the 21 st century skills	1. Integrate the 21 st Century Skills throughout the curriculum 2. Redesign the school day and year to develop 21 st century skills	Jr. Fritz Blake Renee Hilarie
None	1. Investigate and integrate BCSD 21 st Century Standards across curriculum K-12 2. Redesign school day/year to incorporate standards 3. Cultivate new relationships with colleges and universities by employing dedicated colleges counselors	St George Bailey, Nakaoka Martinez O’Campo Poole

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>PLANNING TEAM MEMBERS</i>
Hyper link to BCSD 21 st century standards	<ol style="list-style-type: none"> 1. Integrate BCSD 21st century standards across curriculum 2. Redesign school day 3. Provide professional development to staff on BCSD 21st Century Standards 	Rob Erin MariBeth Ronda Marcia
Great goal	<ol style="list-style-type: none"> 1. Educate parents, community, staff and students on 21st century skills 2. Integrate BCSD 21st skills 3. Redesign and incorporate flexibility into school day/year 4. Evaluate current curriculum to ensure 21st century skills is there 	Jane Kathryn Kim Julie
“Each student models BCSD 21 st century skills to prepare them for citizenship, college and career.”	None	Sue Andy Pen Heather Mark
As is	<ol style="list-style-type: none"> 1. Redesign school day to allow juniors/seniors to use last % of day to investigate internships, academies, etc. 	Lee Sam Terry Heather Rex
No comment	<ol style="list-style-type: none"> 1. Classes applicable to everyday life (life skills, Integrated classes that put everyday skills into them) 2. Utilize the teachers who instill 21st century skills as a guide to mentor others who need help 3. Educate from a global perspective using the technology of distance learning 	Mal Penny Jessica Angie Matt
“Each student demonstrates BCSD 21 st century skills <u>and is prepared for</u> college, career and citizenship.	<ol style="list-style-type: none"> 1. Integrate BCSD 21st century standard across the curriculum in K-12 2. Upgrade service in area of college and career guidance—starting before high school 	Danni Alicia Marilyn Katie Marla
Emphasize college ready—some may not choose to go on to college or at least not immediately	<ol style="list-style-type: none"> 1. Provide focused guidance/support for at-risk kids to help them set high aspirations 2. More time in school—maybe an extra week in school—seems like there is a lot of time in assemblies, etc 	Lyman David Julie Jenny
Goal ok	<ol style="list-style-type: none"> 1. Alternative middle school environment, probably needs to include on another goal 	Chaterton’s group

Facilitators’ Notes on Goal #1: Remember that goals describe what will exist and they should be measurable (perhaps we don’t know how to yet but we believe it’s possible) At this stage of strategy development, we are looking of patterns of priority from the Team’s point of view. If there are no patterns, we will report that to the Goal Teams in the fall.

[Blue references the Planning Team recommendations from 3-13-03 document](#)

GOAL 2: Every student receives a college preparatory curriculum supported by challenging and relevant instruction.

POSSIBLE STRATEGIES

- Initiate International Baccalaureate (IB) Programme
- Implement AVID program
- Implement Math Academy K-12
- Continue and expand academies
- Increase science and technology
- Investigate promising practices for college preparatory curriculum school/district wide

- Expand the range of differentiated curriculum and programs and access to these programs, to match each students needs
 - Research and implement new programs and curriculum that support the goals
 - Provide an individual learning plan for each students that allows for student growth
 - Increase access to programs to challenge, differentiate and build 21st century skills
 - Establish relationships with education foundations, universities and grant projects
- Ensure that sustainable living components are in our curriculum

- Develop curriculum that centers on cultural exchange

POSSIBLE ACTIONS

- Investigate College Knowledge University Success Standards <http://cepr.uoregon.edu>
- Bellevue School District, WA <http://www.bsd405.org/>

- Investigate available curricula
- <http://www.walkingthetalk.bc.ca/taxonomy/term/85>

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #2 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
	1. Expand differentiated curriculum and programs and access to these programs—match each students needs	Donna Dagna Jerry John Maura

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
We really don't like this one—It is not appropriate and the initial group did not come up with this!	1. Need flexible learning plans for each student	Jim Raul Adam Tracy Polly
Every student has the opportunity to experience challenging inspiring and relevant instruction.	1. Expand and maintain the range of differentiated programs to match each students needs 2. Provide continuity and training to sustain and upgrade diverse programs	Juan Fritz Blake Renee Hilarie
	1. Investigate and integrate promising practices for college prep curriculum 2. Expand the range of differentiated curriculum to match students needs	St George Bailey, Nakaoka Martinez O'Campo Poole
Every student receives a college preparatory curriculum supported by challenging, inspiring and relevant instruction.	1. Expand the range of differentiated curriculum and programs and access to these programs to match each student needs	Rob Erin MariBeth Ronda Marcia
Blaine County School District provides a challenging and relevant education for each students	1. Expand the range of differentiated curriculum and programs and access to these programs to match each student needs a. Research and implement new programs b. Provide an individual learning plan for each student c. Increase access to programs to challenge d. Establish relationships with educational foundations and universities 2. Ensure that sustainable living components are in our curriculum 3. Develop curriculum that centers on cultural exchange	Jane Kathryn Kim Julie
“Each student receives a college preparatory curriculum supported by engaging, challenging, and relevant instruction.”	1. Strengthen the academic program in K-12 with IB/AVID 2. A comprehensive curriculum that teaches critical thinking skills 3. Comprehensive integrated curriculum that allow students to examine issues through cross disciplinary approaches	Sue Andy Pen Heather Mark
	▪ We did not discuss this	Lee Sam Terry Heather Rex

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
“Every students has the opportunity to--“	<ol style="list-style-type: none"> 1. Expand dual credit options 2. College Counseling essential to preparing students—need an alumni day and college visitations 3. Need to start talking about college at the elementary level6 	Mal Penny Jessica Angie Matt
As is	<ol style="list-style-type: none"> 1. Implement programs for every student so that they can achieve their full potential and we can close the achievement gap 2. Communicate to students their highest academic expectations and guide them to achieve this 3. Create a bridge between students and the college experience—field trips to visit universities 	Danni Alicia Marilyn Katie Marla
Every student is college ready	<ol style="list-style-type: none"> 1. Promote rigor and high aspirations from an early age 	Lyman David Julie Jenny
Not every student is college bound; Change to “Every student is engaged in a relevant, challenging curriculum.”	<ol style="list-style-type: none"> 1. Continue to expand academies 2. AVID and IB 3. Earlier career exploration 	Bruce Mary Barge, Mike Howie

Facilitators’ Notes on Goal #2: The 3 reasons we proposed this goal is to respond to the consistent message of having all students receive a rigorous, challenging curriculum beyond economic and cultural distinctions – one curriculum for all students. Another reason is the popular belief based on opinion data at a large scale, is that colleges and employers seem to want the same traits in a graduate. Finally, no graduate should leave school believing they can not go to college because they are not prepared – even if they postpone that choice until later in life.

GOAL 3: Our students are culturally competent, multilingual and prepared for a global, multicultural environment.

POSSIBLE STRATEGIES

- Take radical steps: Have foreign languages for all students; Have Spanish offered in an immersion format to all students
- Require foreign language for graduation K-12 foreign language

- Expand dual immersion program
- Provide multilingual instruction (pre-K to HS) in addition to dual immersion
- Build student’s assets in language and culture
- Provide opportunities for study abroad
- Encourage teachers to come from other countries and develop summer institutes

POSSIBLE ACTIONS

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #3 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No changes	<ol style="list-style-type: none"> 1. Build student’s assets in language and culture 2. Expand dual immersion 3. Provide teachers with foreign language instruction in multiple languages 	Donna Dagna Jerry John Maura
No changes	<ol style="list-style-type: none"> 1. Provide multilingual instruction in addition to dual immersion 2. Expose students to other cultures 	Jim Raul Adam Tracy Polly
No changes	<ol style="list-style-type: none"> 1. Build student’s assets in language & culture 2. Emphasize second language acquisition at an early age 	Juan Fritz Blake Renee Hilarie

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
Take out multilingual	<ol style="list-style-type: none"> 1. Increase offerings for foreign language in all K-12 grades 2. Provide cross-cultural community involvement 	St George Bailey, Nakaoka Martinez O'Campo Poole
“Our students are prepared for a multicultural and multilingual environment”	<ol style="list-style-type: none"> 1. Provide multilingual instruction K-12 in addition to dual immersion; require foreign language for graduation 2. Build students expectations in language and culture—providing exposure 	Rob Erin MariBeth Ronda Marcia
Well written as is.	<ol style="list-style-type: none"> 1. Provide multilingual and multicultural instruction Pre K-12 2. Require foreign language for graduation 3. Increase exposure to other culture through the internet 	Jane Kathryn Kim Julie
No change	<ol style="list-style-type: none"> 1. Provide students with language opportunities in elementary 	Sue Andy Pen Heather Mark
No change	<ol style="list-style-type: none"> 1. We support dual immersion 2. Foreign language for <u>all</u> students 	Lee Sam Terry Heather Rex
No change	<ol style="list-style-type: none"> 1. Provide classrooms connected globally thru technology, internet and video conferencing 2. More opportunities to mix it up and have exposure to others outside our age, race or religion 	Mal Penny Jessica Angie Matt
No change	<ol style="list-style-type: none"> 1. Integrate foreign language instruction K-12 2. Investigate best practices to help LEP population acquire English proficiency 3. Expand and improve dual immersion 	Danni Alicia Marilyn Katie Marla
Our students are empathetic, multilingual and prepared for a global, multicultural environment.	<ol style="list-style-type: none"> 1. Provide foreign language instruction K-12 2. Partnerships with schools around the world through technology 	Lyman David Julie Jenny

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
OK, as is.	<ol style="list-style-type: none"> 1. Hire bilingual staff and promote bilingual competency among staff 2. Expand dual immersion 3. Build the assets of economic and ethnically diverse students 4. Embed multicultural competence 	Bruce Mary Barge, Mike Howie

Facilitators' Notes: Looks like it comes down to whether you want your graduates to have more than one language as a requirement? Jim, Lonnie – you might advise the Steering Team regarding the implications for required credits – which was a hot topic in the student focus group we held. The sample of high school students we heard from expressed frustration regarding the number of credits required.

GOAL 4: We develop the whole child through our curriculum, programs, services and activities.

POSSIBLE STRATEGIES

- Students who have emotional, social, ethical, physical well being and opportunities to become a creative, productive, independent life-long learner using a variety of ways to express themselves
- Increase music, art, drama, creativity
- Aesthetically educating and artistically developed
- Incorporate arts, music in core subjects
- Expand preschool education

POSSIBLE ACTIONS

- State the whole child definition

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #4 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No changes	<ol style="list-style-type: none"> 1. Students who have emotional, social, ethical, physical well being 2. Continue to provide opportunities for music, art, drama, creativity 3. Expand pre-school education 	Donna Dagna Jerry John Maura
No changes	<ol style="list-style-type: none"> 1. Expand pre-school education (bilingual) and kindergarten. 2. Maintain opportunities through music, art, drama, creativity. 	Jim Raul Adam Tracy Polly
No changes	<ol style="list-style-type: none"> 1. Increase opportunities for student’s experiences, promote well being, emotionally, socially, physically and ethically. 2. Promote activities that allow all students to become creative, productive and to develop independent life-long learning skills. 3. Promote opportunities and create expectations for students to express themselves in a variety of ways though multiple mediums. 	Juan Fritz Blake Renee Hilarie
No change	<ol style="list-style-type: none"> 1. Define what community means as a whole child. 2. Investigate/implement programs which develop these quality – assets in our children 	St George Bailey, Nakaoka Martinez O’Campo Poole

[Blue references the Planning Team recommendations from 3-13-03 document](#)

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
Parents, schools, and the community develop the whole child through our curriculum, programs, services, and activities.	<ol style="list-style-type: none"> 1. Incorporate opportunities for music, art, and drama throughout the day 2. Nurture the emotional, social, ethical, and physical well being of our students 3. Provide opportunities to become creative and productive with a variety of ways to express themselves. 	Rob Erin MariBeth Ronda Marcia
Add the following to the end of the sentence: “and connection to the broader community”	<ol style="list-style-type: none"> 1. Students develop emotional, social, ethical well being and utilize opportunities to become creative, productive, independent life long learners using a variety of ways to express themselves 2. At least on year of music or art should be required at the middle school and high school and increase this opportunities by making it part of the core curriculum 	Jane Kathryn Kim Julie
No change	<ol style="list-style-type: none"> 1. Extend TRIBES throughout high school 2. Continue with art experience through high school; also music appreciation 	Sue Andy Pen Heather Mark
No change	<ol style="list-style-type: none"> 1. Parent support of the whole child—understanding how things are interrelated—what parents can do to help 	Lee Sam Terry Heather Rex
No changes	<ol style="list-style-type: none"> 1. Offer independent study through alternative means—address student needs 2. Account for citizenship 3. Account for emotional, social, behavioral aspects, as well as multiple and emotional intelligence 	Mal Penny Jessica Angie Matt
Incorporate the “whole child” definition into the goal for clarity	<ol style="list-style-type: none"> 1. Integrate 2. Staff collaborates times and resources to understand the whole child 3. Expand school programs for this 	Danni Alicia Marilyn Katie Marla
Define ‘whole child’	<ol style="list-style-type: none"> 1. Increase opportunities for music, art and drama and creativity 2. Incorporate art and music in core subjects 	Lyman David Julie Jenny
No Change.	<ol style="list-style-type: none"> 1. Increase opportunities for music, art and drama and overall creativity 2. Increase accountability procedures and embed effectiveness skills in work habits, problem solving in our curriculum 	Bruce Mary Barge, Mike Howie

[Blue references the Planning Team recommendations from 3-13-03 document](#)

Facilitators' Notes: There have been several suggestions to define the 'whole child' right along. That is an action that might be taken even before clear strategies are selected so that it's operationally clear to everyone. The Association of Supervision and Curriculum (ASCD- a well regarded professional association) has a whole child initiative going. Here's a link we will suggest be investigated by this Goal Team as one place to begin.

<http://www.ascd.org/portal/site/ascd/menuitem.2faf6f04644fa36557e54210e3108a0c/?jsessionid=IIJbzT3S6Qn1is3CHW0S64dVYnOC0YRigm5aAOUN8LLVG5coHM4U!-2007177629>

GOAL 5: Our students demonstrate healthy social and emotional behaviors.

POSSIBLE STRATEGIES

- Provide strong systemic character education programs across the district
- Provide strong systemic character education programs across the district
- Ethics development
- Incorporate service learning—community service combined with practical learning and reflection
- Implement health and wellness program
- Enact and encourage the Idaho Meth project

- Zero tolerance of alcohol and drugs in school
- Parent networking and commitment to reduce partying
- Continue, expand, and modernize prevention education
- Proactive strategies to prevent cyber bullying and harassment
- Recycling—educate on how and what???

- Provide environmental and outdoor educational opportunities
- Outdoor education as a curriculum

POSSIBLE ACTIONS

- Use the restorative justice concept---as promoted by the ‘connections’ in-house suspension program) We have it –let’s use it

- On-going education for staff, adults and students

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #5 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No change	<ol style="list-style-type: none"> 1. Continue, expand and modernize prevention education 2. Continue to provide and expand the strong systemic character education programs across the district 	Donna Dagna Jerry John Maura
No change	<ol style="list-style-type: none"> 1. Continue, expand and modernize prevention education 2. Continue to provide and expand the strong systemic character education programs across the district 	Jim Raul Adam Tracy Polly

[Blue references the Planning Team recommendations from 3-13-03 document](#)

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No changes	<ol style="list-style-type: none"> 1. Community service combined with practical learning. 2. Consistent, appropriate drug and alcohol policy 3. Implement health and wellness program 	Juan Fritz Blake Renee Hilarie
No changes	<ol style="list-style-type: none"> 1. Provide strong systematic character education programs that incorporate community assets. 2. Provide strong systematic health and wellness programs that incorporate community assets. 	St George Bailey, Nakaoka Martinez O'Campo Poole
Decrease Drug Abuse	<ol style="list-style-type: none"> 1. More opportunities and increased partnerships for students and parents to do drug and alcohol education together. 2. Involve community in problem solving for this goal. 	Rob Erin MariBeth Ronda Marcia
Build healthy social and emotional behaviors for our students with community partnerships	<ol style="list-style-type: none"> 1. Provide strong systemic character education programs across the district and continue, expand, and modernize prevention education 2. Provide environmental and outdoor educational opportunities 3. Incorporate service learning – community service combined with practical learning and reflection. 	Jane Kathryn Kim Julie
	<ol style="list-style-type: none"> 1. Expand YAK and student leadership to include elementary 2. Increase parent involvement in community/student leadership programs 	Sue Andy Pen Heather Mark
No changes	<ol style="list-style-type: none"> 1. Increase parent involvement in community/student leadership programs 	Lee Sam Terry Heather Rex
Fine as is	<ol style="list-style-type: none"> 1. Zero tolerance of alcohol and drugs should not come at the expense of losing contact with the student completely—what about in-house suspensions? 2. Proactive strategies to prevent 3. cyber bullying and harassment 4. Encourage students to be good role models 	Mal Penny Jessica Angie Matt

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
Goal seems fine	<ol style="list-style-type: none"> 1. Continue to expand and modernize gang prevention education –including the parent education portion 2. Need a strong character development program 3. Implement health and wellness program 	Danni Alicia Marilyn Katie Marla
Goal is fine	<ol style="list-style-type: none"> 1. Continue to expand and modernize gang prevention education –including the parent education portion 2. Implement health and wellness program 	Lyman David Julie Jenny
No change	<ol style="list-style-type: none"> 1. Provide strong and systematic character education programming across the district (TRIBES training) 2. Increase mentoring 	Bruce Mary Barge, Mike Howie

Facilitators' Notes: This is such a tough one. Recall that this focus area had lots of goals that ranged from drugs to gangs in the first iterations. Consider what is within the scope of the school district as the singular place of influence, rather than one player among many (community, law enforcement, families, church, etc.). Also, this is a goal area where student voice, engagement and leadership could be highly beneficial.

GOAL 6: Our students demonstrate their performance through multiple forms of measurement.

POSSIBLE STRATEGIES

- Develop a multifaceted tool for measurement
- Shift current perception of students and parents that testing is a single measure of the success of the whole child
- Create a system of accountability for academic and values standards
- Measures
 - Number of times kids ask questions
 - Writing across the curriculum
 - Willingness and ability to volunteer answers in class
 - Participation in class discussions

POSSIBLE ACTIONS

- How do we measure computer knowledge and instructional improvement in students learning?

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #6 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No change	<ol style="list-style-type: none"> 1. Shift current perceptions of students and parents that standardized testing is only one single measure of the success of the whole child 2. Continue to use and expand multiple tools for measurement 	Donna Dagna Jerry John Maura
OK	<ol style="list-style-type: none"> 1. Develop multifaceted tools for measurement 2. Shift current perceptions that standardized testing is the only way to measure success 	Jim Raul Adam Tracy Polly
No change	<ol style="list-style-type: none"> 1. Continue to support and upgrade multi-faceted tools to measure student growth 2. Provide staff with training to allow alternative forms of assessments to gauge student growth 	Juan Fritz Blake Renee Hilarie
We don't think this merits a place as a goal. It should be reincorporated into # 5 – very challenging to “measure” adequately the whole child.		St George Bailey, Nakaoka Martinez O’Campo Poole

[Blue references the Planning Team recommendations from 3-13-03 document](#)

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
This is a strategy (not goal) that supports the BCSD 21 st Century standards	1. Measurement is important to maintain/improve yearly.	Rob Erin MariBeth Ronda Marcia
Should this goal be eliminated? But incorporated into an action plan for Goal # 1 (21 st Century Standards or other applicable goals that need measuring?		Jane Kathryn Kim Julie
No changes	1. Community education plan on forms of assessments used 2. Use of authentic assessments	Sue Andy Pen Heather Mark
Consider using potential advisor/mentor program by WRHS and asking students to document the progress---have advisors evaluate the students journal as a measurement of the whole child		Lee Sam Terry Heather Rex
Use “various forms of assessment”	1. Tap into multiple intelligence thinking to assess students 2. Use cognitive guided instruction—Implement student reflective learning 3. Use common assessment that use multiple ways demonstrating understanding.	Mal Penny Jessica Angie Matt
“We use a variety of tools to asses and measure student performance.”	1. Identify what we want to measure 2. Develop multifaceted tool to measure 3. Expand existing milepost program to incorporate new things	Danni Alicia Marilyn Katie Marla
Change performance to “academic growth”	1. Institute measurement model based on growth 2. Emphasize and develop formative assessment to help guide instruction	Lyman David Julie Jenny

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
Students demonstrate their knowledge through multiple forms of measurement.	<ol style="list-style-type: none"> 1. Develop a multifaceted tool for measuring academic and value standards 2. Create a system of accountability for academic and value standards 3. Ensure that measurement is pertinent to the curriculum 	Bruce Mary Barge Mike Howie

Facilitators' Notes: We raised assessment to a level of a goal for 2 reasons: one, there were many comments in data and in conversation across stakeholders that more than ISAT was desired. Two, assessment cuts across the goals 1-5. We encourage district and school leaders on the steering team to weigh in on this one.

GOAL 7: We employ technology to provide students and staff with full working and learning capability independent of their location.

POSSIBLE STRATEGIES

- Create a platform that connects all schools fiber between building; software and serve

- Imbed on-line learning during school day to enhance opportunities for students
- Embed technology into whatever they are learning
- Create system to measure and track technology learning and instructional use
- Improve teacher access to internet educational content
- Improve Tech support to help teachers in the classroom—more software-education and how to use the tech
- Communication through computers—family connection

POSSIBLE ACTIONS

- Include adequate funding for technology in five year plan
- Bring together all pertinent personnel (curriculum director, principals, librarians, teachers, computer lab staff) to consolidate and streamline our delivery systems for increasing computer, technology , and information literacy
- Do we teach kids how to read, judge, and evaluate critical thinking about info found on the internet--this is a part of literacy

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #7 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No changes	<ol style="list-style-type: none"> 1. Create a platform that connects all schools between building; software and service 2. Embed on-line learning to enhance opportunities for students and incorporate technology in everything they learn 3. Improve technical support and continuous training to help educators in the learning environment 	Donna Dagna Jerry John Maura
Good to Go!	<ol style="list-style-type: none"> 1. Ensure connectivity of schools 2. Improve access and support of internet education 3. Improve technology support for classes and staff 	Jim Raul Adam Tracy Polly

[Blue references the Planning Team recommendations from 3-13-03 document](#)

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
Stop the sentence after “capability”.	<ol style="list-style-type: none"> 1. Create a platform that connects all schools with high band width 2. Work to diminish the technology gap by providing on-line access and training to community members and families 3. Create comprehensive technology program that provides staff training and technical support 	Juan Fritz Blake Renee Hilarie
We employ technology as a tool to provide students	<ol style="list-style-type: none"> 1. Embed on-line learning during school day to enhance opportunities for students. 2. Embed technology into whatever they are learning. 3. Teach kids that part of technological etiquette includes questioning and evaluating the source – just as they may question what they read and hear, they should question what they see and read on the internet. 	St George Bailey, Nakaoka Martinez O’Campo Poole
No changes	<ol style="list-style-type: none"> 1. Create a platform that connects all schools fiber between buildings, software and server 2. Embed on-line learning during school day to enhance opportunities for students 3. Improve tech support to help teachers in the classroom – more software education and how to use the technology within the curriculum. 	Rob Erin MariBeth Ronda Marcia
We provide school staff, parents & students full working and learning capabilities to incorporate technological, innovations into the educational environment	<ol style="list-style-type: none"> 1. Create platform that connects all schools – fiber between buildings, software and server 2. Embed on-line learning – world wide web classes a, on-line classes, to enhance opportunities for students 3. Evaluate technology annually to ensure that it is current and cutting edge 	Jane Kathryn Kim Julie
No change	<ol style="list-style-type: none"> 1. A laptop, library 2. PDA’s at high school level 	Sue Andy Pen Heather Mark
No change	<ol style="list-style-type: none"> 1. Connectivity is a big issue with parents and needs to be addressed! 2. We need knowledgeable people using the process 3. Continue to support staff technology knowledge on an applied level 	Lee Sam Terry Heather Rex
No changes	<ol style="list-style-type: none"> 1. Expose and require all students to take an on-line class 2. On-line text books 3. Reevaluate the internet filtering system 4. Wireless throughout the campus 	Mal Penny Jessica Angie Matt

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
Is 'independent of their location' necessary??	<ol style="list-style-type: none"> 1. Ensure that teachers are trained to optimize technology in the learning environment 2. Improve teacher access on line---for educational content 	Danni Alicia Marilyn Katie Marla
Add "all" before students	<ol style="list-style-type: none"> 1. Parallel development of cutting edge technology and staff development 2. Insure all students have equal access to technology and computer resources; rotate old computer to students' homes 	Lyman David Julie Jenny
No changes	<ol style="list-style-type: none"> 1. Ensure that technology is a vital component of the learning process 2. Improve technology support to help teachers in the classroom 3. Create a platform that connects to the entire school district 	Bruce Mary Barge, Mike Howie

Facilitators' Notes: None

GOAL 8: We actively recruit and retain highly qualified staff.

POSSIBLE STRATEGIES

- Develop recruitment plan

- Provide multilingual resources and staff

- Continue to develop teacher/staff housing options; affordable housing

- Develop strategies for increased funding salaries
- Seek ways to continually improve employee satisfaction
- Continue to develop and use effective teacher evaluation systems to improve instruction and help the teacher meet the district goals

POSSIBLE ACTIONS

- Continue to develop online recruitment with application materials
- Continue to develop additional ways to share information with staff and applicants via the web
- Cultivate relationships with institutions of higher education in the US and abroad to increase the applicant pool
- Hire bilingual staff

- Expand 360 evaluation and have more teachers involved
- Student and parent assessments

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #8 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No changes	<ol style="list-style-type: none"> 1. Develop strategies to increase employee satisfaction including salary and benefits 2. Provide multicultural resources and staff 3. Continue to develop housing options 	Donna Dagna Jerry John Maura
OK as is	<ol style="list-style-type: none"> 1. Continue to develop and use effective teacher evaluation systems to improve instruction and insure that teachers meet district goals 2. Develop recruitment plan 3. Provide multilingual resources and staff 	Jim Raul Adam Tracy Polly
No changes	<ol style="list-style-type: none"> 1. Continue to provide and enhance quality benefit programs, salary increases 	Juan

[Blue references the Planning Team recommendations from 3-13-03 document](#)

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
	<ol style="list-style-type: none"> 2. Develop and maintain a recruitment plan 3. Seek ways to continually improve employee performance 	Fritz Blake Renee Hilarie
No changes	<ol style="list-style-type: none"> 1. Continuously update and revise recruitment plan 2. Provide multilingual resources and staff 3. Entice highly qualified staff and teachers by addressing salaries, housing and professional development 	St George Bailey, Nakaoka Martinez O'Campo Poole
No change	<ol style="list-style-type: none"> 1. Develop recruitment plan 2. Continually improve employee satisfaction 3. Salary increases will meet or exceed the cost of living expenses – Action: develop strategies to increase funding. 	Rob Erin MariBeth Ronda Marcia
We actively recruit and retain highly qualified faculty, administrators, and support personnel	<ol style="list-style-type: none"> 1. Development recruitment plan for all levels of staff 2. Continue to develop and use effective teacher evaluations 3. Involve parents and community members with hiring committee for principals and district administrators. 4. Continue to develop teachers/staff housing options; affordable housing 	Jane Kathryn Kim Julie
Keep “Develop” in goal	<ol style="list-style-type: none"> 1. A modern form of teacher evaluation which fosters and maintains the highest standards 2. Funding and training to retain “highly qualified” teachers 3. Apartment complex with affordable rents for teachers and families. 	Sue Andy Pen Heather Mark
Develop a better program to support and educate our teachers.	<ol style="list-style-type: none"> 1. Address affordable housing/pay so teachers can come here and live here 2. Support and coach teachers so they can teach to the best of their ability 3. Re-look at how we draw teachers here 	Lee Sam Terry Heather Rex
Add “effective highly ---“	<ol style="list-style-type: none"> 1. Value teacher accomplishments and support their innovations 2. Professional development and incentive pay 3. Continue affordable housing and grow our own 	Mal Penny Jessica Angie Matt

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
The goal is strong	<ol style="list-style-type: none"> 1. Develop comprehensive recruitment plan that focuses on high need areas 2. Cultivate relationships with teaching institutions 3. Continue to develop teachers and staff and work on housing issues 	Danni Alicia Marilyn Katie Marla
No changes	<ol style="list-style-type: none"> 1. Seek ways to continually improve employee satisfaction 2. Raise salaries for new teachers. 	Lyman David Julie Jenny
No changes	<ol style="list-style-type: none"> 1. Develop a recruitment plan with a focus on multilingual students. 2. Continue to develop teacher/staff affordable housing options 3. Signing bonus for experienced teachers (portion to recommending agent) 4. Raise teacher salaries 	Bruce Mary Barge, Mike Howie

Facilitators' Notes: The district has been working this one for a while, very creatively. When we focus on strategy we will need to here from Jim, Katie and others regarding what has worked.

GOAL 9: We provide a comprehensive professional development program to expand potential for all faculty and staff.

POSSIBLE STRATEGIES

- Establish an innovative internship program where intern teachers receive intense mentorship beyond the usual few months incorporating learning theory, school structure, and pedagogy
 - We need qualified teacher coaches
 - Strengthen the mentoring relationship using retired teachers.
 - Need coaching and long term teacher support
 - Provide full time professional who works only as a mentor to improve teach performance
 - Continue efforts to expand programs such as ‘grow your own’
 - Seek ways to create opportunities to build stronger professional teams through methods such as effective PLC and redesigning the school day
 - Provide professional development opportunities that will support instruction in the 21st century skills. This shall include frequent training in enrichment and intervention strategies, and time for teacher collaboration
 - Develop more comprehensive in-service programs and different level of teachers
-
- Improve instruction through professional development encompassing enrichment, not only intervention strategies.
 - Provide opportunities for teacher follow-through and time allocated for teacher collaboration
 - Continue to offer opportunities for staff to remain current in areas such as technological literacy and second language proficiency
 - Promote and offer more technology profession development
 - Encourage existing staff to become bilingual
 - More emphasis on bilingual development
 - Add more professional development opportunities for classified staff

POSSIBLE ACTIONS

- Time for teacher collaboration vs. professional development
- Set expectations for professional development
- More staff teaching staff about curriculum
- What kind of support is in place for existing teachers who are struggling?
- Continue to grow into higher education—more certified teachers

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #9 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No change	<ol style="list-style-type: none"> 1. Provide professional development opportunities that support the 21st century skills 2. Re-design school day and calendar to provide frequent training for all employees 3. Strengthen the mentoring for new and existing staff 	Donna Dagna Jerry John Maura
OK as is.	<ol style="list-style-type: none"> 1. Support and increase staff education and implementation of current technology 2. Support continuing education for faculty 3. Emphasize second language development in staff 	Jim Raul Adam Tracy Polly
Change 'comprehensive' to focused	<ol style="list-style-type: none"> 1. PLC—with integrity—Professional Learning Communities –seek ways to create opportunities to build PLC through the methods such as PLC 2. Mentoring—establish an innovative internship/mentoring program 3. Provide coaching opportunities 4. Provide professional development opportunities that support the institution of 21st century skills 	Juan Fritz Blake Renee Hilarie
No changes	<ol style="list-style-type: none"> 1. Provide professional development opportunities that will support instruction in the 21st century skills 2. Encourage and provide opportunities for all existing staff to become bilingual 	St George Bailey, Nakaoka Martinez O'Campo Poole
No changes	<ol style="list-style-type: none"> 1. Seek ways to create opportunities to build stronger professional teams through effective PLC and redesigning the school day 2. Continue to expand the “grow your own” program to include opportunities to certify staff for more advanced degrees 3. Provide a strong support system that covers all areas of the curriculum 	Rob Erin MariBeth Ronda Marcia
Goal is fine	<ol style="list-style-type: none"> 1. Opportunities for teachers to have access to professional development & continuing education that support 21st century skills. 2. Improve instruction through professional development encompassing enrichment, not only intervention strategies. 	Jane Kathryn Kim Julie
No change	<ol style="list-style-type: none"> 1. Paid sabbatical for professional development 2. Need for qualified substitutes during development periods. Consistent throughout leave. 	Sue Andy Pen Heather Mark

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
We like the goal as stated.	<ol style="list-style-type: none"> 1. Emphasize and expand the coaching aspect 2. Continue to grow your own 3. Provide professional development that will promote 21st century skills; include frequent enrichments 	Lee Sam Terry Heather Rex
No change	<ol style="list-style-type: none"> 1. PLC collaboration with school day redesign 2. Specific professional development for teachers in their areas 3. Instructional coaches 4. Communication skills training for teachers 	Mal Penny Jessica Angie Matt
Goal is good	<ol style="list-style-type: none"> 1. Provide opportunities for teacher collaboration and time to implement new ideas 2. Require staff members to establish and meet their own professional development goals 3. Provide more professional development opportunities for classified staff 	Danni Alicia Marilyn Katie Marla
No changes	<ol style="list-style-type: none"> 1. Develop stronger mentoring program for new students. 2. Foster professional learning communities 	Lyman David Julie Jenny
No changes	<ol style="list-style-type: none"> 1. Match the professional development 2. Encourage existing staff to improve their bilingual fluency 3. School day redesign 4. Focus on improving teaching delivery strategies 	Bruce Mary Barge Mike Howie

Facilitators' Notes: Goals 8 & 9 are so closely linked. Professional development might be a great retention and recruitment strategy. Katie, share your expertise here in the human resource domain.

GOAL 10: We engage community members in developing, supporting, and extending excellence in students' 21st century learning experiences

POSSIBLE STRATEGIES

- Create a network or utilize existing entity to manage and connect community resources with appropriate school personnel and maintain these relationships.
- Create a system for coordinating community members and volunteers with in schools---know needs/ know resources and connect them
- Develop procedures for incorporating qualified community volunteers (education students from area colleges) into the instructional process to provide increased flexibility in teaching schedules for professional development
- Expand community and school programs that develop the following:
 - Character development/accountability
 - Problem solver/critical thinker
 - Civic responsibility
 - Collaboration
 - Financially and economically literate
 - Global awareness
 - Cultural and historic background of other nations
 - Adapting to new technologies
 - Development of other languages
- Develop communication and public information outreach
- School communication with community---engage parents with child's education
- Strengthen the relationship with the community---parents, businesses, and citizens (also retired teachers)
- Promote cross-cultural community involvement and integration (inside and outside the classroom)
- Alumni outreach and mentoring specifically in career interest areas
- Need a mentoring program to help develop these in kids

POSSIBLE ACTIONS

- Utilize students as community liaisons, especially as bilingual liaisons
- Insure that academies are interfacing with relevant local businesses
- Student job service internships and volunteer
- Community volunteer members for seniors and their families opportunities
- Volunteer appreciation is critical; appreciate community diversity—economic and cultural
- Good placed for service learning sustainability

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #10 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No changes	<ol style="list-style-type: none"> Expand community and school programs that develop 21st century skills Improve school communication with parents Know need/ know resources and connect them with qualified community volunteers. 	Donna Dagna Jerry John Maura
Sounds Good!	<ol style="list-style-type: none"> Create a network to coordinate, connect, and manage community resources and link volunteers with appropriate personnel Promote cross-cultural community involvement and integration Develop communication and public information outreach 	Jim Raul Adam Tracy Polly
“We engage all community members in developing, supporting, and extending the school district’s vision.”	<ol style="list-style-type: none"> Develop a proactive and systematic network of community members who provide resources and volunteer in the schools Develop communication and public information outreach 	Juan Fritz Blake Renee Hilarie
No change	<ol style="list-style-type: none"> Develop procedures for incorporating qualified community volunteers into the instructional process to provide increased flexibility in teaching, schedules for professional development Create internships and volunteer programs for students to participate in community organizations and businesses Strengthen the relationship with the community, parents, businesses, and citizens through creating a system of volunteer 	St George Bailey, Nakaoka Martinez O’Campo Poole
No change	<ol style="list-style-type: none"> Create a system for coordinating community members and volunteers within schools Strengthen the relationship with the community by developing communication, public outreach and promoting cross-cultural involvement Alumni outreach and mentoring in career interest areas. 	Rob Erin MariBeth Ronda Marcia
We engage community members in developing supporting, and extending excellence in students’ 21 st century learning experiences and engage students in giving back to the community.	<ol style="list-style-type: none"> Strengthen relationships with the community, parents, businesses, and citizens Create a system for coordinating community members, alumni and volunteers within the schools Expand the community and school programs that develop the following: <ul style="list-style-type: none"> Character Education Problem solving Civic responsibility 	Jane Kathryn Kim Julie

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
	<ul style="list-style-type: none"> ▪ Collaboration ▪ Financial and economic literacy ▪ Global awareness ▪ Cultural and historic background of other nations ▪ Adapting to new technologies ▪ Development of other languages 	
No changes	<ol style="list-style-type: none"> 1. Create and maintain a data base connected to the school web site that provides contact information or local resources and experts 2. Continue senior project and grow this by expanding the network 3. Volunteer opportunities listed on the web 	Mal Penny Jessica Angie Matt
No change	<ol style="list-style-type: none"> 1. Establish/formalize district wide database of community members with special skills and knowledge to share. 2. Create community outreach coordinator position to facilitate connections between community members and the schools. 	Danni Alicia Marilyn Katie Marla
No change	<ol style="list-style-type: none"> 1. Develop community task force – led by a high level district administrator – to find and recruit community members 2. Expand/promote existing mentoring programs 3. Develop system for coordinating needs/resources. 	Lyman David Julie Jenny
Change back to 1 st draft – the Blaine County School District creates excellence in student’s learning experiences and educational outcomes by promoting, recruiting and welcoming community in teaching our children	<ol style="list-style-type: none"> 1. Create a network or system for managing and connecting community resources with appropriate personnel and maintain their relationships. 2. Strengthen the relationships with the community, parents, businesses and citizens/also retired teachers. 3. Promote the cross-cultural community involvement and integration (inside and outside the classroom). 	Bruce Mary Barge, Mike Howie

Facilitators’ Notes on Goal #10: Imagine this goal being implemented in each school as well as at a district level. We suggest being as clear as possible on the desired focus to help with successful development and implementation of strategies.

GOAL 11: Our schools are highly secure environments that adapt to an ever-changing world.

POSSIBLE STRATEGIES

- Implement procedures and guidelines to enhance security practices
- Expand surveillance systems

- Improve safety on school grounds during recess and before and after school
- Standardize discipline procedures across all schools

POSSIBLE ACTIONS

- Hire security director, increase security staff in schools
- Provide complete coverage with cameras
- Provide perimeter control, automatic door systems and lockdown

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #11 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No changes	<ol style="list-style-type: none"> 1. Implement guidelines to enhance security 2. Expand surveillance system 3. Improve safety on school grounds at recess and before and after school 	Donna Dagna Jerry John Maura
This is an important goal	<ol style="list-style-type: none"> 1. Improve effectiveness of surveillance 2. Standardize age appropriate security 3. Implement procedures to improve security 	Jim Raul Adam Tracy Polly
Instead of highly secure—say safe and secure	<ol style="list-style-type: none"> 1. Implement procedures and guidelines to enhance security 2. Expand preventative measures across the district that are age appropriate 3. Establish discipline guidelines that are fair and consistent 4. Strengthen character development 	Juan Fritz Blake Renee Hilarie
No change	<ol style="list-style-type: none"> 1. Implement procedures and guidelines to enhance security practices by hiring a security director 2. Improve security on school grounds during recess and before and after school 3. Standardize safety procedures across all schools 	St George Bailey, Nakaoka Martinez O’Campo Poole
Our schools are highly secure	<ol style="list-style-type: none"> 1. Implement procedures and guidelines to enhance security practices and expand 	Rob

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
environments which partners with parents to adapt to an ever-changing world.	surveillance systems 2. Improve safety— 3. Standardize discipline procedures across all schools engaging parent and community	Erin MariBeth Ronda Marcia
No change	1. Implement procedures, guidelines, and training to enhance security practices 2. Expand surveillance systems 3. Educate parents and staff on the safety procedures and their role in keeping the grounds secure	Jane Kathryn Kim Julie Carole
No change	1. Investigate school uniforms 2. Standardize discipline procedures across all schools 3. Continue to coordinate with outside entities for crisis planning	Sue Andy Pen Heather Mark
We like the goal as stated	1. Standardized, consistent, and well-communicated discipline procedures across schools 2. Improve discipline and safety on school grounds during recess and before and after schools 3. Help all staff take ownership of discipline issues	Lee Sam Terry Heather Rex
No change	1. Safety drills should be conducted as if in a real situation – taken seriously – drills should always be planned (surprise drills) and all environments 2. Make sure all schools/classrooms can be locked down (windows covered, doors/windows locked, etc.) 3. Security cameras in all schools 4. Emergency plans and teams at each school.	Mal Penny Jessica Angie Matt
No change	1. Ensure that all schools have “perimeter security systems”. 2. Training for staff and teachers in safety procedures.	Danni Alicia Marilyn Katie Marla
No change	1. Anticipate and identify actual and emerging threats accurately and quickly. 2. Identify dangerous individuals – disturbed kids who need special help.	Lyman David Julie Jenny
Fire	1. Expand surveillance systems to ensure complete school coverage.	Bruce

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
	2. Ensure safety procedures and guidelines and enhance security practices are adhered to. 3. Improve safety on school grounds especially during recess and before and after school by establishing uniform discipline standards.	Mary Barge, Mike Howie

Facilitators' Notes on Goal #11: Fritz, your group had a strong reaction to the use of the word 'secure'. Please share the reasons that that were surfaced in your group.

GOAL 12: Our facilities, grounds and classrooms create conditions for sustainability and optimal learning.

POSSIBLE STRATEGIES

- Practice and model sustainability in our programs, services and environments
- Provide facilities and infrastructure that incorporate sustainable and healthy strategies to provide optimum learning environments

- Evaluate growth through out the District including demographic irregularities
- Prioritize current and future facility needs
- Incorporate building practices that maximize learning opportunities

POSSIBLE ACTIONS

- Investigate sustainability practices in K-12
<http://www.bridgew.edu/sustainability/k12.cfm>
- <http://www.zerowaste.org/schools/about.htm>
- <http://www.creativechange.net/who/k12/index.htm>
- Define sustainable
- Utilize green standards in design and planning processes
- Locate and acquire appropriate building locations

- Assemble a comprehensive faculty committee

**PLANNING TEAM FINAL RECOMMENDATIONS ON GOAL #12 AND PRIORITIZED STRATEGIES
APRIL 11, 2008**

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
No change in goal	<ol style="list-style-type: none"> 1. Practice and model sustainability in our programs, services, and environments 2. Assemble and maintain a comprehensive facilities plan 	Donna Dagna Jerry John Maura
Change the word “for” to “of”	<ol style="list-style-type: none"> 1. Prioritize current and future facility needs 2. Provide facilities and infrastructure that incorporates sustainability and healthy strategies to provide optimum learning environment 3. Incorporate business practices that maximize learning opportunities 	Jim Raul Adam Tracy Polly
No changes	<ol style="list-style-type: none"> 1. Model and encourage sustainability in our--- 2. Prioritize future facility needs with continual upgrades and maintenance. 	Juan Fritz Blake Renee Hilarie
No change	<ol style="list-style-type: none"> 1. On-going evaluation of student growth throughout the district 2. Prioritize current and future faculty needs by utilizing green standards in design and apply to everyday practices 3. Practice model and teach sustainability in our programs and in our environment 	St George Bailey, Nakaoka Martinez O’Campo Poole

[Blue references the Planning Team recommendations from 3-13-03 document](#)

<i>GOAL COMMENTS</i>	<i>PRIORITIZED STRATEGIES</i>	<i>TEAM MEMBERS</i>
Add “environment” to the end of the sentence.	<ol style="list-style-type: none"> 1. Practice and model sustainability in our programs, 2. Services, and our environment 3. Prioritize and evaluated current and future facilities needs 4. Incorporate building practices that maximize learning opportunities 	Rob Erin MariBeth Ronda Marcia
We provide facilities and infrastructure that incorporates sustainable and healthy strategies.	<ol style="list-style-type: none"> 1. Evaluate growth and demographic irregularities 2. Practice and model environmental sustainability 	Jane Kathryn Kim Julie
No change	<ol style="list-style-type: none"> 1. Need circular clocks; digital clocks contribute to anxiety in teachers and students 2. Prioritize future and current facility needs 3. Accountability to community for building choices 	Sue Andy Pen Heather Mark
What does “conditions for sustainability” really mean? We need to define this goal further.	<ul style="list-style-type: none"> ▪ No responses 	Lee Sam Terry Heather Rex
No change	<ol style="list-style-type: none"> 1. Be more Green – practices and building – New facilities – goal to have LEEDC buildings – update older buildings – proactive vs. reactive; larger classrooms, natural light. 2. Infrastructures to sustain healthy lifestyles (bus routes, walk routes, campus) safe access and safe buildings 3. Buildings maintained – HVAC filters; germ fighting, (etc.) Heating control 	Mal Penny Jessica Angie Matt
Two goal as originally stated – separate facility for optimal learning and sustainability separately.	<ol style="list-style-type: none"> 1. Strive to make all goals sustainable 2. Incorporate facilities practices that maximize learning 3. Evaluate growth and facility needs. 	Danni Alicia Marilyn Katie Marla
No change	<ol style="list-style-type: none"> 1. Bring existing facilities up to environmental and health standards (particularly in older buildings) – controls on power flows, etc. 	Lyman David Julie Jenny
Our facilities, grounds, and classrooms provide conditions for sustainability and promote optimal learning.	<ol style="list-style-type: none"> 1. Practice and model sustainability in our programs, services and environments 2. Prioritize current and future facility needs 3. Locate and acquire appropriate building locations 	Bruce Mary Barge, Mike Howie

Facilitators' Notes on Goal #12: We took the recommendation of the sustainability focus area team who suggested that sustainability be integrated in curriculum, goal 5 as well as goal 12. It can go either way depending upon the attention you want it to have. The Board will be developing core values and we might also suggest that 'sustainable practices' be considered there as well. We included some web sites above in the actions because this area might need some investigation regarding sustainable practices in K-12.