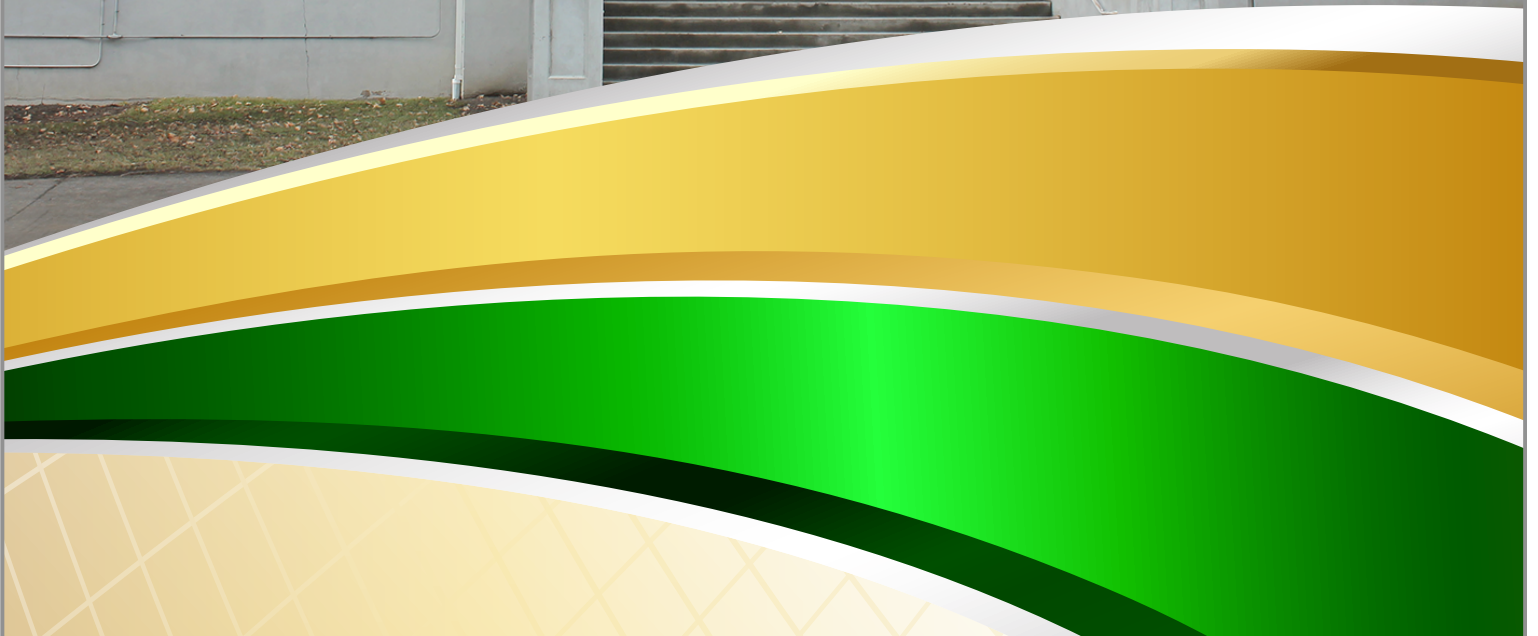




2017-2022 STRATEGIC PLAN



OUR VISION:

The Pendleton School District is a place where I belong, where I can succeed!

OUR MISSION:

We exist to ensure that all students learn and achieve their maximum potential. We work in partnership with the students, families and our community to ensure every student acquires the knowledge, skills and core values necessary to pursue a productive and fulfilling life, to participate as responsible citizens in our democracy, and to succeed in an evolving global society.

OUR MOTTO:

Every Student, Every Day.

OUR BELIEFS:

- We believe all students deserve equitable access to a quality education and the opportunity to learn.
- We believe all students learn in different ways, at different rates and with different teaching methods.
- We believe a safe, positive and caring school climate is essential to learning.
- We believe education and learning are a shared responsibility of the school, district, home and community.
- We believe effective education requires quality programs, well-maintained facilities, adequate support and cutting edge technology.
- We believe in using all community, regional and state resources to maximize the educational experience for students.
- We believe that a strong Pre-K-12 educational system is a critical building block for the economic viability of the total community.
- We believe in a continuous school improvement process based upon research, district-wide collaboration, data-driven instruction and best practices.
- We believe all policies, administrative directives and instructional support should be aligned with district values and beliefs.
- We believe the diverse cultures, backgrounds and experiences of all add value to our educational environment.



OUR CORE VALUES:

- We value collaborative relationships and processes that invite all stakeholders to contribute to our district's success.
- We value safe, caring and respectful school environments where each person feels like they belong.
- We value high expectations for all.
- We value everyone reaching their maximum potential.
- We value a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.
- We value open, honest and timely communication.
- We value taking responsibility for our progress through transparent evaluation of student success, staff quality and management of the community resources.
- We value policies and practices that are fair and just.
- We value educational opportunities and resources that ensure everyone – regardless of race, color, religion, gender, sexual orientation, marital status, age, nationality, disability, or economic status – meets our standards for achievement, participation and growth.
- We value relevant learning experiences inside and outside the classroom that foster integrity, courtesy, responsibility, critical thinking, perseverance, teamwork, communication skills, current technology skills, leadership development and problem solving.

GOAL 1 Pursuit of Instructional Excellence – Investing in our staff

Introduction:

Research supports that the quality of the classroom teacher has the single-most impact on student achievement. To that end the Pendleton School District makes the investment in our staff a top priority. Highly skilled, inspired and inspirational teachers will give their very best to each student in order for them to reach their potential.

Critical Elements of Instructional Excellence:

In order to attain instructional excellence, we will:

1. Recruit the very best staff focusing on both their instructional and interpersonal qualities,
2. Develop an induction program that supports new staff the first three years of their career in PSD,
3. Cultivate a collegial culture of professional learning communities and peer coaching, to improve instruction.
4. When implementing a new program or initiative, we will;
 - a. Involve stakeholders in selection process;
 - b. Develop a 3-5 year implementation plan;
 - c. Be accountable to the implementation plan;
 - d. Provide ongoing professional development throughout each year of implementation
5. Ensure that all staff are culturally competent and utilize best practices.
6. Ensure that all staff have the knowledge and skills to address the diverse needs of our students and families.
7. Maintain focus on the PSD Instructional Framework and use it to guide our work in the following areas;
 - a. The Learner and Learning,
 - b. Content,
 - c. Instructional Practice,
 - d. Student Learning and Growth, and
 - e. Professional Responsibilities.

Measurables:

1. Increase the on-time graduation rate each year.
2. Increase the on-time graduation rate for Native American students by 5-7% each year.
3. Increase the on-time graduation rate for students of poverty by 5-7% each year.
4. Reduce the achievement gap on SBAC for Native American students by 3-5% each year in grades 5, 8 and 11.
5. Reduce the achievement gap on SBAC for students of poverty by 3-5% each year in grades 5, 8 and 11.
6. Reduce the achievement gap on SBAC for special needs students by 1-2% each year in grades 5, 8 and 11.
7. Positive trend data from staff satisfaction survey. (focused on professional development)
8. Increase the % of 3rd graders meeting ELA proficiency on the SBAC.
9. Increase the % of 8th graders meeting ELA and Math proficiency on the SBAC.
10. Increase the % of 11th graders meeting ELA and Math proficiency on the SBAC.
11. Increase iReady growth by grade in ELA and Math.
12. Positive trend data from student satisfaction survey.

2019-2020 District Focus for Pursuit of Instructional Excellence:

CE 3 = Emphasis on effective use of PLC time/accountability

CE 7a = Focus on PSD teaching standard of Professional Practice Domain 1, Standard 3

CE 7c = Focus on PSD teaching standard of Professional Practice Domain 3, Standard 6

2022 Goal or Outcome:

| Goal 1 - Pursuit of Instructional Excellence | | 1415 | 1516 | 1617 | 1718 | 1819 |
|--|---------|------|------|------|------|------|
| Increase on-time graduation rate - 4 year cohort* | 1.1~ | → | ↑ | ↓ | → | ↓ |
| Increase on-time graduation rate for Native American students by 5-7% each year | 1.2~ | → | ↑ | ↓ | ↑ | ↓ |
| Increase on-time graduation rate for students of poverty by 5-7% each year | 1.3~ | → | ↑ | ↑ | ↓ | ↓ |
| Reduce the achievement gap on SBAC for Native American students by 3-5% each year | 1.4 | | | | | |
| Grade 5 ELA | 1.4.A | → | ↓ | → | ↑ | ↓ |
| Grade 8 ELA | 1.4.B | → | → | ↓ | ↑ | ↓ |
| Grade 11 ELA | 1.4.C~ | → | ↑ | ↓ | ↑ | ↓ |
| Reduce the achievement gap on SBAC for students of poverty by 3-5% each year | 1.5 | | | | | |
| Grade 5 ELA | 1.5.A | → | ↓ | ↓ | → | → |
| Grade 8 ELA | 1.5.B | → | ↑ | ↓ | ↑ | ↓ |
| Grade 11 ELA | 1.5.C~ | → | ↑ | ↓ | ↑ | ↓ |
| Reduce the achievement gap on SBAC for special needs students by 1-2% each year | 1.6 | | | | | |
| Grade 5 ELA | 1.6.A | → | ↓ | ↑ | → | ↓ |
| Grade 8 ELA | 1.6.B | → | ↑ | → | → | → |
| Grade 11 ELA | 1.6.C~ | → | ↑ | | ↑ | ↓ |
| STAFF satisfaction data (focus on professional development) | 1.7 | | | | 133 | 129 |
| Our teachers engage in classroom-based professional development activities that focus on improving instruction (i.e. - peer coaching, learning walks, teacher taught workshops, staff meeting trainings, etc.) | 1.7.A | | | | → | ↑ |
| We are provided training to meet the needs of a diverse student population in our school | 1.7.B | | | | → | ↑ |
| Increase the % of 3rd graders meeting the ELA proficiency on the SBAC* | 1.8 | → | ↑ | ↓ | → | → |
| Increase the % of 8th graders meeting proficiency on the SBAC | 1.9 | | | | | |
| Grade 8 ELA | 1.9.A | → | ↑ | ↓ | ↑ | ↓ |
| Grade 8 Math | 1.9.B | → | ↑ | ↓ | ↑ | ↓ |
| Increase the % of 11th graders meeting proficiency on SBAC | 1.10 | | | | | |
| Grade 11 ELA | 1.10.A~ | → | ↑ | ↓ | ↑ | ↓ |
| Grade 11 Math | 1.10.B~ | → | → | ↑ | ↑ | ↓ |
| Increase iReady growth by grade in ELA and Math | 1.11 | | | | | |
| Grade 1 ELA | 1.11.A | | | | → | → |
| Grade 1 Math | 1.11.B | | | | → | ↑ |
| Grade 2 ELA | 1.11.C | | | | → | ↑ |
| Grade 2 Math | 1.11.D | | | | → | ↑ |
| Grade 3 ELA | 1.11.E | | | | → | ↑ |
| Grade 3 Math | 1.11.F | | | | → | ↑ |
| Grade 4 ELA | 1.11.G | | | | → | ↑ |
| Grade 4 Math | 1.11.H | | | | → | → |
| Grade 5 ELA | 1.11.I | | | | → | ↑ |
| Grade 5 Math | 1.11.J | | | | → | ↑ |
| Grade 6 ELA | 1.11.K | | | | → | ↑ |
| Grade 6 Math | 1.11.L | | | | → | ↓ |
| Grade 7 ELA | 1.11.M | | | | → | ↑ |
| Grade 7 Math | 1.11.N | | | | → | ↓ |
| STUDENT satisfaction data (grades 4 - 12) | 1.12 | | | | 1270 | 1248 |
| My teachers help me learn in more ways than just talking in front of the class | 1.12.A | | | | → | ↓ |

*ESSA state requirement for additional funding

~Nixyaawii Data Removed

GOAL 2 All students are provided the opportunity to reach their full potential – be responsive to the needs of all students.

Introduction:

In order to accomplish this goal, the Pendleton School District is committed to addressing the needs of all students. When we refer to student needs we believe that all of the following must be included: academic achievement, physical well-being; social development, and the emotional well-being of each individual. Recent work in areas such as adverse childhood experiences (ACES) and Trauma Informed Schools provides educational practitioners the knowledge and skills to work with a growing and more diverse population.

Critical Elements for all students to reach their full potential:

In order to respond to the needs of all students:

1. Meet the physical, social, emotional and mental health needs of students by:
 - a. Understanding the impact of poverty, trauma and mental illness and other adverse childhood experiences (ACES) on students and families,
 - b. Applying best practices that bridge or reduce the impact to achievement for students of trauma, poverty, cultural diversity, etc.,
 - c. Reduce or eliminate the policy barriers that inhibit all students from reaching their potential,
 - d. Create and implement systems that meet the physical, social, emotional and mental health need of all students, and
 - e. Providing safe and supportive school environments that respond to bullying, cyber-bullying, etc.
2. Meet the academic needs of all students by:
 - a. Providing for academic interventions early and often to ensure all students are at grade level literacy benchmarks by grade 3,
 - b. Ensure that there is relevance and rigor at all levels to promote student engagement,
 - c. Create coordinated opportunities for students to explore STEAM opportunities and post-high school opportunities,
 - d. At the high school level, maintain programs of study based on career pathways,
 - e. Provide AP, IB and/or honors courses for all students
3. Embed real world skills across curriculum including, communication, decision-making and working collaboratively as part of a team.
4. Provide opportunities for engaged parents and families.
5. Foster positive relationships with every student.

Measurables:

1. Reduction in the HS drop-out rate each year.
2. Overall Cohort Retention Rate at 100+%.
3. Increase the average number of credits earned upon graduation each year.
4. Increase the CTE “completers” each year.
5. Increase the course enrollment in AP and/or Honors **for our sub-groups**.
6. Increase “regular attenders” each year.
7. 100% of 9th graders meeting the state’s “On-Track” standard.
8. Positive trend data from student satisfaction survey.

2019-2020 District Focus for all students reaching their full potential:

CE 1b = Apply best practices that bridge or reduce the impact to achievement for students of trauma, poverty, cultural diversity, etc.

CE 1c = Create systems that meet social-emotional learning of all students

CE 5 = Creating and maintaining a positive relationship with all students

2022 Goal or Outcome:

| Goal 2 - Responding to the Needs of all Students | | 1718 | 1819 |
|--|-------|------|------|
| Reduction of the HS drop-out rate | 2.1~ | → | → |
| Overall Cohort Retention Rate at 100%+ | 2.2 | → | ↑ |
| Increase the average number of credits earned upon graduation each year | 2.3 | → | → |
| Increase the CTE "completers" | 2.4 | ↑ | → |
| Increase the course enrollment in AP and/or Honors for our subgroups | 2.5 | → | → |
| Increase "regular attenders" | 2.6 | → | → |
| Increase 9th graders meeting the state’s “On-Track” standard* | 2.7 | → | ↓ |
| STUDENT satisfaction data - grades 4-12 | 2.8 | 1270 | 1248 |
| I get help from teachers and other adults in this school when I need it | 2.8.A | → | ↑ |
| My teachers expect all students to succeed, no matter who they are | 2.8.B | → | ↑ |
| I feel safe at school | 2.8.C | → | ↑ |
| In this school there is at least one adult who knows me and cares about me | 2.8.D | → | ↑ |

*ESSA state requirement for additional funding

~Nixyaawii Data Removed

GOAL 3 Create classrooms and schools without borders – Innovative and emerging practices, strategies and programs

Introduction:

The Pendleton School District strives to explore new frontiers in providing 21st Century learning experiences for its students. This includes the latest innovations in alternative learning experiences as well as school, program and classroom configurations and strategies that maximize student opportunities and engagement in their learning.

Critical Elements of classrooms and schools without borders:

1. Innovative practices within the current structure that are supported by replicable data such as looping, flexible grouping, scheduling, project-based learning, and experiential learning.
2. Innovative practices to the structure of the school day or year that are supported by replicable data such as scheduling during non-traditional time of day or time of year.
3. Hybrid learning opportunities that blend classroom experience with virtual/online learning.
4. Bridging the classroom experience to the world of work.
5. Take into account multiple learning styles.

Measurables:

1. Number of online course credits earned.
2. Number of students enrolled and passing online courses.
3. Number of students taking courses outside of the regular school calendar.
4. Participation rates in School to Careers program.

2019-2020 District Focus for classrooms and schools without borders:

Inventory of current practices

2022 Goal or Outcome:

| Goal 3 - Innovation and Emerging Practices | | 1617 | 1718 | 1819 |
|--|-------|------|------|------|
| Number of online course credits earned | 3.1 | | → | ↑ |
| Number of students enrolled and passing online courses | 3.2 | | | |
| K-5 | 3.2.A | | → | → |
| 6-8 | 3.2.B | | → | ↑ |
| 9-12 | 3.2.C | | → | ↑ |
| Number of students taking courses outside of the regular school calendar | 3.3 | | → | ↑ |
| Participation rates in School to Careers program | 3.4 | | | |
| Career Connections (Guest Speakers/Employer Presentations/Site Visits & Tours) | 3.4A | → | → | ↑ |
| Work-Based Learning Placements (Mentorship Meetings/Job Shadows/Internships) | 3.4B | → | ↑ | ↑ |

GOAL 4 Establish and Maintain the Pendleton School District Brand

Introduction:

With the multitude of educational opportunities of the 21st century including private schools, charter schools and online schools, the Pendleton School District must be more progressive in promoting and marketing of our investment in our staff, responsiveness to student needs and our innovative programs that are available to local students and their families.

Critical Elements of promoting our brand:

1. Periodic inventory of the programs and classes offered
2. Intentional assessment of program effectiveness
3. Identification of target groups and their needs
4. Branding that reflects the value of the district
5. Branding that catches the attention of our audiences
6. Frequent exposure and communication out of our stories
7. Utilize multiple modes to communicate the stories
8. District participation in community efforts to improve quality of place for Pendleton including economic development and community health

Measurables:

1. Increase in student enrollment
2. Migration in vs migration out data
3. Student satisfaction data
4. Parent satisfaction data

2019-2020 District Focus for establishing and maintaining the Pendleton brand:

1. *Awareness of our messages that we share with the community*
2. *Social media awareness and messaging positive aspects*
3. *Implement messaging campaign to include*
 - a. *Radio spots (weekly)*
 - b. *Mail/Email (periodic)*
 - c. *Facebook*
 - d. *Website*

2022 Goal or Outcome:

| Goal 4 - Establish and Maintain the Pendleton School District Brand | | 1718 | 1819 |
|--|-------|------|-----------|
| Increase in student enrollment | 4.1 | ↓ | ↓ |
| STUDENT satisfaction data (grades 4-12) | | 4.2 | 1270 1248 |
| This school is doing a good job of preparing me to succeed in my life | 4.2.A | → | → |
| Adults in this school help me plan and set goals for my future | 4.2.B | → | → |
| My teachers provide lessons and activities that challenge me to learn more | 4.2.C | → | → |
| Work I do in this school is useful and interesting to me | 4.2.D | → | ↓ |
| PARENT satisfaction data | | 4.3 | 984 920 |
| Teachers in this school are dedicated to helping all students succeed | 4.3.A | → | → |
| This school is orderly and supports learning | 4.3.B | → | ↑ |
| This school provides a caring/supportive environment for my child | 4.3.C | → | ↑ |
| My child feels safe at school | 4.3.D | → | → |

