Scribner-Snyder Community Schools



2017 Strategic Plan

***Successful \* Strength of Character
Community Oriented \* Self-Confident***

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Introduction

The school district Mission, Beliefs, and Priorities impact the student’s development, learning and achievement. The Scribner-Snyder Strategic Plan is intended to assist the board, administrators, and staff in their responsibility to create and sustain a school district in which students are engaged and learning.

Public education is a complex and ever-changing environment in which educators must remain focused and poised to meet the total needs of all students. To ensure the school district is preparing for the future the board and administration must analyze district needs, growth, and stakeholder feedback to make certain the district provides a quality education in a safe learning environment.

Through the strategic planning process and development, the board and administration engaged internal and external stakeholders through Community Engagement for the purpose of receiving feedback from district patrons. Soon thereafter, the Superintendent and Core Committee and Board participated in planning meetings to identify the key priorities. The work of the committee and board included the review of data collected from the Scribner-Snyder Certificated and Classified staff members, and community as well as the Board of Education.

The collaborative work of the Core Committee, staff, community, administration, and Board of Education yielded the following direction:

Scribner-Snyder Community Schools Mission Statement

Scribner-Snyder Community School’s Vision is to promote

A School Community focused on kids,

Excellence, and innovation.

Scribner-Snyder Community Schools Belief Statements

**S**uccessful

**S**trength of Character

**C**ommunity Oriented

**S**elf-Confident

* We believe every student has the ability to learn and succeed.
* We believe every student should be treated with respect.
* We believe responsibility of education is an active partnership among the school, students, families, and all stakeholders of the communities.
* We believe the ever-expanding resources will be utilized for communication and information to enhance and expand the traditional role of education.
* We believe the school should provide a safe and secure environment.
* We believe that maintaining excellence, as a goal will help students achieve full potential.
* Evolve as an innovative staff through instruction and technology integration.
* Strengthen relationships with families and engage community members in partnership.
* Strengthen relationships with families and engage community members in partnership.

Scribner-Snyder Community Schools – Strategic Plan Priorities

Priority I: Academics – To progress learning opportunities to support rigorous and effective curriculum.

Priority II: District Culture – Develop and grow a supportive and thriving culture through district relations with the
business communities, patrons, and parents.

Priority III: District Building and Grounds – Maintain and improve district learning facilities and grounds to support curriculum and enrollment.

Implementation of the Strategic Plan

To ensure the success and implementation of the Scribner-Snyder Strategic Plan, district leadership will:

1. Assign staff to manage and oversee Measures and Objectives
2. Monitor and assess the implementation making necessary adjustments as necessary and appropriate
3. Commit resources needed to ensure the progress and success of the plan
4. Align the plan to the Board Annual Calendar and Monthly Board Meeting Agendas to measure progress and success of the plan
5. Communicate progress of the plan to internal and external stakeholders annually

Priority

 The Priority identifies the District function that will evolve if the Priority is carried out.

Objective

The objective details what the Priority will be when realized and in place. It suggests what students and staff will do as a result of the
district’s efforts and Priorities.

Indicators

The Indicator is a specific task, assignment, or action a staff member or group will take to meet the stated Objective.

Program/Building Level

 The Program/Building Level identifies the point of impact.

Responsible

 The Responsible identifies who or what group is responsible to oversee progress of the Indicator.

Target Date

 The Target Date identifies when the indicator is to be assessed for progress and/or a target completion date.

Funding

 The Funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

 The Evidence of Progress identifies the action that has been taken to meet the Indicator.

Scribner-Snyder Strategic Plan Framework

Priority I: Academics

Objective: To progress learning opportunities to support rigorous and effective curriculum and improved test scores.

* 1. To provide a rigorous, differentiated, and effective curriculum for all students.
	2. To align district curriculum to standards and implement best practice instruction in all classrooms.
	3. To continually engage and assess data to grow and improve the success of student learning and outcomes.
	4. To provide all administrators, teachers, and support staff with highly effective professional development to support
	continuous growth.

Priority II: District Culture

Objective: Develop and grow a supportive and thriving culture through district relations with the business communities,
 patrons, and parents.

 2.1 Strengthen and enhance partnerships with external patrons and partners for education.

 2.2 Provide alternative methods of engagement through partnerships developed to support the Scribner-Snyder School District.

2.3 Grow and sustain communications with internal and external stakeholders.

Priority III: District Learning Facilities and Grounds

Objective: Maintain and improve district learning facilities and grounds to support curriculum and enrollment.

 3.1 To ensure that the learning facilities are effective and maintained.



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| PRIORITY | DEVELOPED |
| I: Academics | October 2016 |
| Objective: To progress and expand learning opportunities to support rigorous and effective curriculum and improved test scores. |
| Strategy 1.1 To provide a rigorous, differentiated, and effective curriculum for all students. |
| INDICATORS | 1.1(a) Provide a standards-based curriculum that is aligned to state standards, research, and best practice. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.1(b) Provide curriculum scope and sequence guide to ensure staff provides timely and appropriate instruction to support successful student achievement. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.1(c) Provide differentiated curriculum to engage all learners at all levels. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.1(d) Provide for continuous revisions and updates to ensure a rigorous and effective curriculum. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.1(e) Adopt a curriculum review cycle to ensure curriculum is current and aligns to the standards, district mission, and vision. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| Strategy 1.2 To align district curriculum to standards and implement best practice instruction in all classrooms. |
| INDICATORS | 1.2(a) Assess, identify, and modify district curriculum to support growth and improved test scores. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.2(b) Review, assess, and sustain college credit coursework to support a rigorous curriculum. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| 1.2(c) Sustain an effective student-teacher ratio to support quality instruction and student achievement.  | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| Strategy 1.3 To continually engage and assess data to grow and improve the success of student learning and outcomes. |
| INDICATORS | 1.3(a) Use data to analyze formative and summative assessments, current instructional practice, curriculum, and student outcomes to identify needs related to instruction, curriculum, formative and summative assessments, strategies and/or interventions to support the growth and improvement of student achievement. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.3(b) Address the identified needs for growth and improvement realized through data assessment to support district decision-making related to staffing, curriculum, instructional practices, interventions, strategies, and funding. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.3(c) Communicate the assessment outcomes to students, staff, and external stakeholders in a timely manner. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| Strategy 1.4 To provide all administrators, teachers, and support staff with highly effective professional development to support continuous growth. |
| INDICATORS | 1.4(a) Provide ongoing and purposeful professional development to support need, opportunity, and resources to engage staff in workshops and learning opportunities designed to support instruction and student achievement. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.4(b) Establish the opportunity to enable staff to share knowledge and skill with other staff peers following professional development workshops and/or conferences. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.4(c) Adopt and maintain annually a school calendar that supports the growth, learning, and the time for staff to collaborate in specific content areas to review curriculum and best practice instruction to support learning outcomes. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| Strategy 1.5 To provide an effective and progressive technology program. |
| INDICATORS | 1.5(a) Develop and sustain a short and long-term plan to support the growth and improvement of the technology program including hardware, software, professional development, policy, student engagement and resources. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 1.5(b) Expand and grow the district’s technology framework to support the ever changing needs of integrated technology in the learning environment. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| 1.5(c) Plan and commit the resources needed to provide a quality technology program to support integrated technology districtwide. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| PRIORITY | DEVELOPED |
| II. District Culture | October 2016 |
| Objective: Develop and grow a supportive and thriving culture through district relations with the business communities, patrons, and parents. |
| Strategy 2.1 Strengthen and enhance partnerships with external patrons and partners for education. |
| INDICATORS | 2.1(a) Establish a Community/District Advisory Committee to study, develop, and implement a community action plan to improve relations, support, and the overall climate of the patrons and the school district.  | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 2.1(b). Study and define the benefit of student lead community service projects to enhance both the curriculum and student’s connection to their home community.  | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 2.1(c) Conduct a study of the outgoing seniors and recent graduates regarding their long-term plans for returning to the school district post-graduation to support the workforce in the school district and/or following college. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 2.1(d) Engage external stakeholders and/or the business communities to establish work related skills and knowledge to support College/Career Ready training at the secondary level. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 2.1(e) Study and assess the option enrollment population to define areas of need and/or growth to support retention and expanded enrollment.  | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| Strategy 2.2 Provide alternative methods of engagement through partnerships developed to support the Scribner-Snyder School District. |
| INDICATORS | 2.2(a) Create Parent Advisory Committees at the secondary levels to support the development of effective policy, the advancement of education, and parent engagement in student learning. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 2.2(b) Update and maintain a viable Alumni contact list in order to establish and foster a working relationship with district alumni. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 2.2(c) Increase the number of business related partnerships, internships, job shadowing opportunities, and mentoring partners to support College/Career coursework and curriculum. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| Strategy 2.3 Grow and sustain communications with internal and external stakeholders. |
| INDICATORS | 2.3(a) Review and assess how the district currently communicates with stakeholders (e.g., Website, Newsletter, Email List Serve, Foundation, Alumni Association, Classroom to Home, Social Media, and the Annual District Report). | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 2.3(b) Develop a district orientation plan to better engage new parents and families into the Scribner-Snyder School District. (Consider staffing this program through community volunteers.) | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| 2.3(c) Host community and school activities/events at the school to promote community involvement and partnerships to support education. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| 2.3(d) Identify and sustain opportunities to better engage community stakeholders to develop their role and support of the school district. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
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| PRIORITY | DEVELOPED |
| III. District Learning Facilities and Grounds | September 2016 |
| Objective: Maintain and improve district learning facilities and grounds to support curriculum and enrollment. |
| Strategy 3.1 To ensure that the learning facilities are effective and maintained. |
| INDICATORS | 3.1(a) Develop and maintain a short and long-term building and grounds plan to support instruction, learning, and a safe environment for students and staff. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |
| 3.1(b) Provide and sustain facilities that are safe, attractive, and support curriculum, instruction, student achievement, and increased enrollment. | Program/Bldg. Level | Responsible | Target Date | Funding/Evidence of Progress 2017-18 |
|  |  |  |  |