



2008 – 2009 Vallivue School District Strategic Plan

THE VALLIVUE SCHOOL COMMUNITY

Imagine schools that ...

- *create excitement for learning for all students*
- *treat all children as accelerated and build upon their strengths to meet or exceed state standards*
- *allow students, faculty, parents, and school communities to work together toward common goals*
- *offer a safe, nurturing environment*

Let your imagination go and you will discover the Vallivue School Community!

AT VALLIVUE SCHOOL DISTRICT

- We are committed to our patrons and taxpayers to provide an excellent educational program for our students.
- We model positive relationships between students, staff, and parents in order to foster a culture of integrity and high achievement.
- We have a strong commitment to our students in the area of reading, writing, and math.
- We have a steadfast obligation to ensure student success in supporting quality instruction by providing professional development, resources, and collaboration time.
- We embrace a culture of planning instruction between teachers and schools.

HOW WE PLAN TO DO BUSINESS

- Professional learning communities exist at each school to promote shared mission, vision, values, and goals in order to maintain an unrelenting focus on academic achievement.
- School Improvement Teams articulate the sense of direction and purpose for academic practices.
- Annual school improvement plans include end of course assessments (EOC), benchmark assessments, Idaho Reading Indicator (IRI), Idaho student achievement test (ISAT), direct math assessment (DMA), direct writing assessment (DWA), and adequate yearly progress (AYP) goals which reflect continuous improvement.
- The written, taught, tested, and reported curriculum is aligned with state standards.
- Monitoring student achievement is consistent and used to replicate effective teaching practices for raising student achievement.
- The district tiered instructional model is used to support rigorous and intensive lesson planning at the classroom level to accelerate growth for all students.
- Application of the four domains, Planning/Preparation, Classroom Environment, Instruction, and Professional Responsibilities of the Frameworks of Professional Practice will be the focus of classroom evaluations.
- Administrators will utilize classroom walk throughs to calibrate and fine tune their professional practice in developing their instructional coaching capacity to help teachers grow professionally.

- The district will schedule collaboration days to improve student achievement.
 1. Established planning days for collaboration will not be compromised.
 2. School Improvement Teams will plan agendas for building collaboration days.
 3. Highlights of planning details on those collaboration days will be reviewed by the SIP teams and then shared district wide to foster best practices between all schools.
- Professional development practices will align with district and school improvement plans.
 1. Budget considerations for professional development will be a collaborative effort based on student data and research based strategies that accelerate student achievement.
- Roles and responsibilities for staff are clearly articulated for the purpose of student achievement.
 1. Title 1, limited English proficient (LEP), and special education teachers will support classroom teachers to establish an inclusive learning environment for students with emphasis on success in the main classroom.

2008 – 2009 District Goals

Key Result I: Provide a rigorous and relevant education for all students		
Goal 1	Increase student academic performance as measured by state and district assessments.	
	Strategy A:	Implement/provide district-wide curriculum and scientifically research based programs and resources aligned to state content standards that follow instructional pacing calendars in all content areas.
	Strategy B:	Revise and adjust the comprehensive assessment plan to ensure consistency across K – 12 in all content areas. Focus on common assessment calendars, benchmarks assessments, quarterly assessments, and end of course assessments.
	Strategy C:	Continue to refine the 3 – tiered instructional model grades K – 12 in reading, language arts, and mathematics. Bubble students (strategic level) to be targeted and instructional strategies put into action for spring ISAT.
	Strategy D:	Implement a new instructional model for English Language Learners (ELL) which focuses on 5 key areas: phonology, morphology, syntax, lexicon, and semantics.
	Strategy E:	Utilize data from multiple assessments during grade level/department collaboration to ensure programs and curricula, including writing, are implemented with fidelity, and student needs are met.
	Strategy F:	Establish an educational environment which promotes high expectations such as increased opportunities for advanced placement (AP) courses in the high school and accelerated classes in the middle and elementary schools.
	Strategy G:	Meet or exceed proficiency goals on all state assessments which are listed below in 2008 – 2009.

School Year	Assessment	Subject	2006 – 2007 District Avg.	2007 – 2008 District Avg.	2007 – 2008 State Avg.	2008 – 2009 Pro. Goal
2007 – 2008	IRI K – 3	Reading	68.64%	71.84%	71.35%	80%
2007 – 2008	ISAT (AYP)	Reading	70.39%	78.51%	84.47%	85%
2007 – 2008	ISAT (AYP)	Math	69.09%	76.38%	80.74%	82%
2007 – 2008	3 rd Ind. (AYP)	Grad. Rate	69.09%	72.28%		78%
2007 – 2008	DMA 4,6,8	Math	48.3%	46.0%	52.3%	70%
2007 – 2008	DWA 5,7,9	Writing	70%	61.7%	66.7%	75%

Goal 2	Increase graduation rate and decrease dropout rate				
	Strategy A:	Continue to implement an effective alternative school program tailored to meeting the needs of “at-risk” students.			
	Strategy B:	Utilize the drop out committee to target “at-risk” students at VHS.			
	Strategy C:	Put into action pathways to promotion for middle school students.			
	Strategy D:	Meet or exceed attendance from 2007 - 2008:			
		2007 – 2008 Attendance		2008 – 2009 Attendance Goal	
		K – 5	95%	K – 5	97%
		6 – 8	94%	6 – 8	96%
		9 – 12	94%	9 – 12	95.5%
Goal 3	Increase the number of highly effective and qualified personnel				
	Strategy A:	Implement an effective professional development system and instructional framework to enable every VSD staff member to develop the knowledge, skills and behaviors to improve learning for all students.			
	Strategy C:	Principals and coaches in all schools will continue to collaboratively support teachers’ instructional practices toward improved student learning with time and funding.			
	Strategy E:	Recruit, develop, and retain the highest quality faculty and staff.			
Goal 4	Increase parent/family/community partnerships that support the education of all students				
	Strategy A:	Identify needs and provide opportunities for parents to actively participate in schools.			
	Strategy B:	Communicate to parents the educational goals of their children.			
Goal 5	Integrate a technologically-enhanced educational environment and support system that promotes student learning and overall efficiency and effectiveness of district operations				
	Strategy A:	Provide network administration services, maintenance, safe access, to support student learning.			
	Strategy B:	Integration of technology in the classroom that supports 21 st century learning skills.			
	Strategy B:	Maintain ongoing efforts to improve communication via the district website to support the academic efforts of students.			

Key Result II: Utilize fiscally solvent planning to provide appropriate facilities and services that meet the educational and administrative needs of the District stakeholders.			
Goal 1	Ensure the effective use of resources in schools, departments, and district operations.		
	Strategy A:	Align school staffing and financial resource allocations with student achievement results and district goals.	
	Strategy C:	Ensure all systems provide the necessary support to ensure efficient and economical operation.	
Goal 2	Maintain and enhance current facilities as needed and continue effective planning for future educational needs.		
	Strategy A:	Plan, construct, and maintain safe facilities that provide appropriate learning environments for students and staff.	
Goal 3	Provide a transportation program that is safe, timely, child-centered, and dependable for an ever-increasing student population.		
	Strategy A:	Focus on efficiency in transporting students that is both safe and energy conscious.	
Goal 4	Ensure K-12 students receive nutrition, physical, and wellness education that provides them with the knowledge and skills needed to adopt healthy lifestyles.		
	Strategy A:	Integrate nutrition and physical education into comprehensive school health education and wellness programs for students.	