



WCSD - STRATEGIC PLAN

Washington County School District



"ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT"

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SUPERINTENDENT'S WELCOME

Dear Washington County Community Partners,

As a school district, we are proud to present this strategic plan that will help direct guide our work over the next three years. This targeted plan is the result of months of work by our community, educators, district administration and our Board of Education. As you read through the plan, you will find that it's all about mutual commitments and expectations for all stakeholders.

Historically, Washington County has been recognized by the entire state of Utah as a strong, cohesive and cooperative community. We've tried to emulate this "Spirit of Dixie" as we included all of our constituencies in the creation of this plan.

Strategic planning is a recognized best practice for moving organizations forward and keeping them on an upward trajectory. Our strategic plan will provide us with focus and direction for the next three years and position us to make continued progress into the future. This will be critical as we continue to meet the challenges posed by limited resources and increased accountability.

We believe that through the effective implementation of the components of our strategic plan, we can continue with a focus on high levels of learning for all students that prepares them for success in college, a career, and a life in a highly changing and competitive world.

I consider it a privilege to be a partner with all of you in implementing our district strategic plan.

Sincerely,



Larry Bergeson, M.Ed.

Superintendent

BOARD OF EDUCATION



Washington County School District School Board and Superintendent

From left top: Larry Bergeson (Superintendent), Kelly Blake, LaRene Cox, David Stirland, Becky Dunn, Craig Seegmiller, Laura Hesson, Terry Hutchinson, Brent Bills (Business Administrator)

We appreciate the work of our District in developing a strategic plan that will guide our efforts through the next five years as we implement learning strategies, track progress and adjust our efforts to achieve high levels of learning for every student. The Board is committed to Professional Learning Communities that reflect high expectations for student achievement and quality instruction. These goals will remain our top priority.

We value the support of our stakeholders and the input they have already provided, and will continue to provide, to help us create and improve this plan. Our parents, taxpayers and business partners can be confident in our focus on the quality of education provided to the students in this District. As members of the Washington County School District Board of Education, we support the work of the educators who mentor this upcoming generation.

More information about the school board can be found online at:

washk12.org/district-info/school-board

STRATEGIC PLAN DEVELOPMENT

Under the direction of our superintendent, work on the Washington County School District strategic plan for 2017–21 began in the fall of 2016 with the 4 cornerstones of our plan developed with the cornerstones being approved by our district’s Board of Education. From this, online surveys of students, teachers, and parents were administered to solicit feedback in each of these areas. Our superintendent then engaged in a “listening tour” at each cone site, as well as with other district stakeholders including both certified and classified employees. Input was gathered to measure stakeholder perspective and assist with our strategic plan priorities.

In the fall of 2013, our district engaged in the work of identifying a clear, compelling purpose that would drive the work of our district, schools and teams. This compelling purpose serves as a touchstone for all of our decisions and actions as a district. In order to accomplish this purpose, our district then engaged in the work of developing a series of collective commitments. Revisited annually, these commitments represent deeply held beliefs that will help us to accomplish our district’s purpose. Over the course of the 2016-17 school year, a framework for the strategic plan was developed with 4 cornerstones identified on which our district will focus. As a next step in the planning process, the cornerstones were approved by our school board in the fall of 2016.

Moving through the process, specific, targeted questions were developed to elicit the perspective of our valued stakeholders; students, parents, teachers, staff, and community. Information from these questions was gathered in the form of survey data which provides our district with specific perspective data in each of our identified cornerstones. Our superintendent coordinated a “listening tour” where teachers from each cone site could express opinion and additional perspective in each of targeted cornerstone areas.

This perspective data, along with quantifiable learning data, is disaggregated into usable information and assists us in accomplishing our district’s purpose of, “Ensuring High Levels of Learning for Every Student.” This data will assist our district in monitoring our progress in each of the four cornerstone areas, as well provide valuable information that will assist us in the development of our district’s goals and key actions steps.

STRATEGIC PLAN IMPLEMENTATION

Implementation of the strategic plan begins with communication to all stakeholders. This is also a first step in mutual commitments and expectations, which are necessary to ensure successful implementation of the strategic plan.

The strategic plan and related information, in English and Spanish, will be housed on a dedicated page of the WCSD website: washk12.org

All employees of the district will be emailed a link to the strategic plan with a message from the superintendent asking them to become familiar with the plan and to identify how it will affect their work. In addition, information on the strategic plan will be included in new employee orientation and in the Employee Handbook, and will be incorporated in the Superintendent's annual convocation of all district staff at the beginning of the school year.

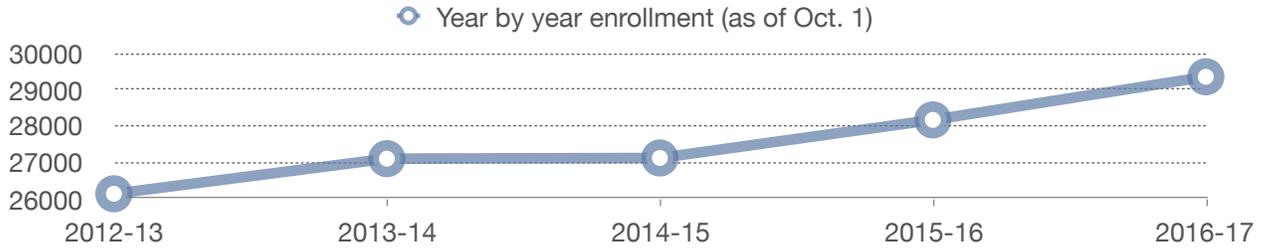
The strategic plan will also be presented in meetings with the community and business partners. In addition, agendas of the Board and district advisory committees will show alignments with the strategic plan, and during reports to the Board on the district's work the Superintendent will make corrections to the strategic plan.

Each school will develop a Consolidated School Improvement Plan (CSIP) which will include alignments to the strategic plan. The CSIPs provide school-level commitments to implementing the strategic plan. The content and role of the strategic plan will be included in training provided to school administrators and members of District Student Achievement Team (DSAT).

The 3-Year Implementation Plan provides administrative commitments to implementing the strategic plan at the district level. Periodically, offices assigned responsibility for each Key Action step in the strategic plan will provide status reports.

In the fall of each year, the Superintendent will lead a review of the strategic plan, to ensure that it remains current and strongly focused on the needs of the district. The Board will either reaffirm the Strategic Plan Framework and Scorecard or make revisions as needed, and the Superintendent and Executive Staff will do likewise with the 3-Year Implementation Plan. Also in the fall of each year, the Superintendent will present a Strategic Plan Scorecard results report.

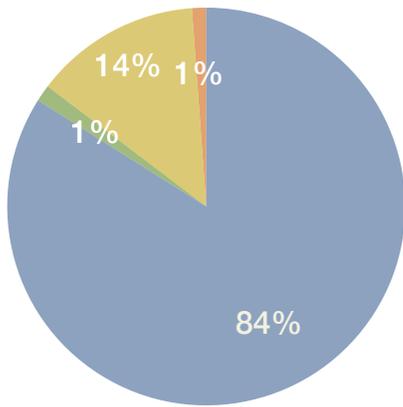
STUDENT ENROLLMENT



DISTRICT DATA SNAPSHOT

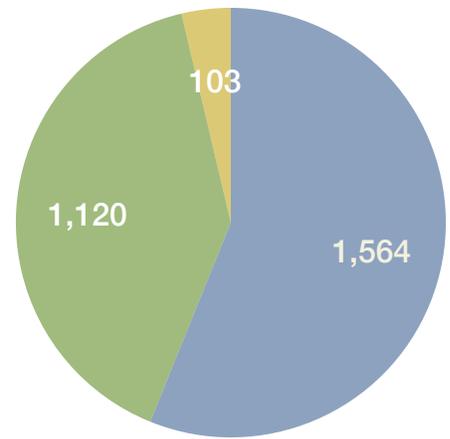
STUDENT ETHNICITY

- Caucasian
- Hispanic
- Pacific Islander
- African American
- Asian
- Multi



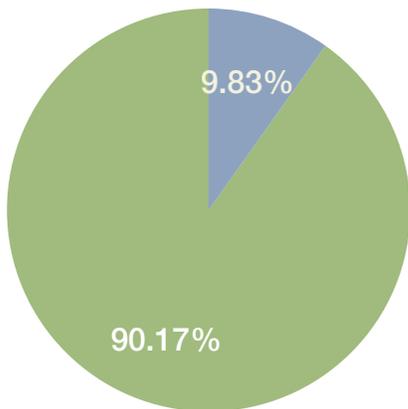
WCSD EMPLOYEES

- Teachers
- Administration
- Non-Teaching

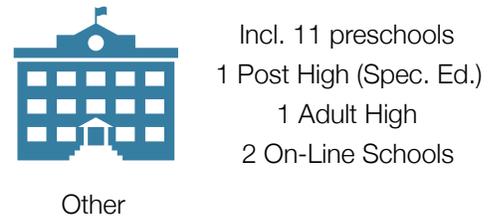
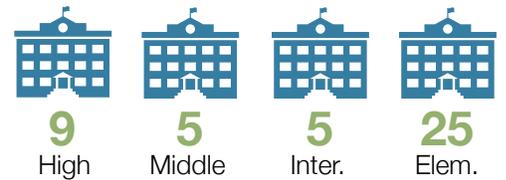


2016-17 BUDGET SUMMARY

- Administration / Business Services
- Classroom / Student Support



STUDENT ENROLLMENT



SYNOPSIS OF STUDENT OUTCOMES

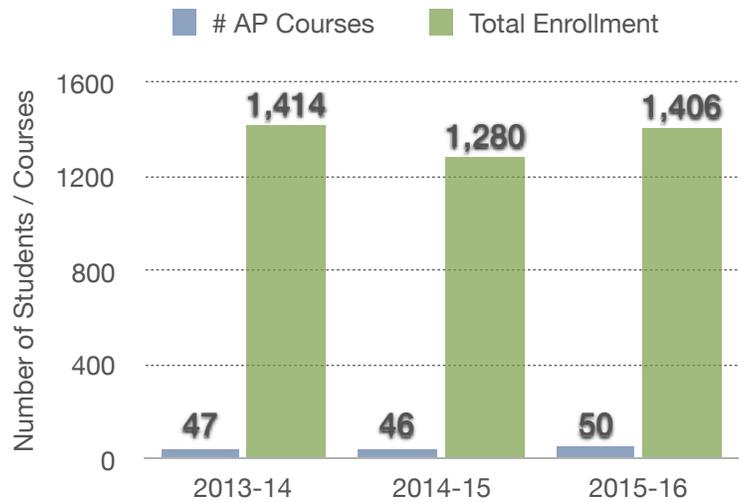
ACT SENIOR CLASS (Composite) Score

2014	20.9
2015	19.8
2016	19.9

GRADUATION RATE

2014	88%
2015	89%
2016	88%

AP COURSE ENROLLMENT



SAGE % of STUDENTS PROFICIENT

	ELA	MATH	SCIENCE
2013-14	46	41	51
2014-15	50	49	56
2015-16	49	49	57

% READING ON GRADE LEVEL AT END OF 3rd GRADE

2014	74
2015	73
2016	73

CORNERSTONE ONE

Learning - All students will graduate college, career and life ready.

INDICATOR - CORNERSTONE ONE	2017	2018
Achieving excellence by ensuring that every student learns at high levels.		
Parent Perspective		
School Leadership demonstrates that student learning is a high priority	91%	
Teachers demonstrate that every student can achieve high levels of learning	81%	
My student receives the instructional help at school needed to be successful	83%	
Elementary Student Perspective		
My teacher shows me that learning is important	98%	
Teacher tells me the Guaranteed and Viable Curriculum (GVC) for each subject	89%	
I receive the help I need at school to learn the GVC	92%	
My teacher expects my best work	97%	
Secondary Student Perspective		
My teacher demonstrates that student learning is a high priority	89%	
My teacher tells me the guaranteed and viable curriculum for each subject	87%	
My teacher uses a variety of ways to assess if I know the GVC	93%	
I receive the help I need to learn the GVC	86%	
I have enough information to know if I'm learning the GVC	83%	
My teachers have high expectations of me	83%	
Teacher Perspective		
School administration demonstrates that student learning is a high priority	95%	
Students receive interventions/support they need to adequately learn the GVC	94%	

INDICATOR - CORNERSTONE ONE	2017	2018
Incorporating appropriate 21st century skills in all curricular areas.		
Secondary Student Perspective		
I have sufficient computer skills to be successful in school	86%	
The curriculum is challenging to me	66%	
Working together to ensure targeted, personalized learning experiences.		
Parent Perspective		
My student receives targeted, personalized learning experiences	72%	
Teacher Perspective		
I provide targeted personalized learning experiences for every student	96%	

SURVEY RESPONDENT QUOTES

"Teachers understand our different situations and work with us. I love that!"

"We as students adapt to the expectations of the class."

"If we truly care about the plan for our students, the 5 x 5 block schedule allows them to find a niche and explore more in that area of focus and really excel."

"Our elementary and middle schools do a good job, but with the system we've created in high school, it feels like we've lowered the expectations because of retakes. The expectation and accountability are disappearing at the high school."

"We need to be willing to do the extra work to get the kids to learn the harder stuff. I think our expectations for kids get too low and we end up teaching to that lower level. I need help differentiating and teaching to the different levels of these kids."

CORNERSTONE TWO

Culture - Create a positive, focused, organizational culture that values the expertise in every employee.

INDICATOR - CORNERSTONE TWO	2017	2018
Utilizing research-based best practices in the continual development of every employee.		
Teacher Perspective		
I felt supported by my administration in the collaborative team process Consolidated School Improvement Plan (CSIP, etc.)	87%	
I demonstrate that every student can achieve high levels of learning	98%	
I utilize research-based best practices in my classroom	98%	
The practice of analyzing student results has positively impacted student learning in my class	96%	
The practice of interventions has positively impacted student learning in my class	96%	
The practice of utilizing common formative assessments has positively impacted student learning in my class	96%	
The practice of identifying Guaranteed and Viable Curriculum (GVC) has positively impacted student learning in my class	97%	
The practice of a team-based professional growth plan has positively impacted student learning in my class	90%	
District professional learning opportunities have positively impacted student learning in my class	93%	
Fostering a culture of transparency using open, reciprocal feedback.		
Teacher Perspective		
The observations and feedback I receive impacts student learning	87%	
Reflecting on my practices and setting professional goals impacts student learning	90%	

INDICATOR - CORNERSTONE TWO	2017	2018
Fostering a culture of transparency using open, reciprocal feedback.		
Teacher Perspective		
The school is organized in such a way to most effectively support student learning	90%	
The district is organized in such a way to most effectively support student learning	82%	
The team structure increased my impact on student learning	93%	

SURVEY RESPONDENT QUOTES

"When I see you talk (Superintendent), I see that you are fighting for me. We need to see that from the District and the Board and know that they are putting their gloves on and are fighting for me because we are on the same team."

"I think the Guaranteed and Viable Curriculum (GVC) helps narrow it down and makes it easier to focus on specific subjects."

"I loved getting together with all of the 6th grade science teachers across the District. Now I get together with my school and sit with my school and I miss the collaboration with teachers from across the District."

"I love having people in my class...I love/hate it. I will never ask for it, but it benefits me."

"If we truly care about the plan for our students, the 5 x 5 block schedule allows them to find a niche and explore more in that area of focus and really excel"

"Email wise, I think we are really good."

CORNERSTONE THREE

Community Partnerships - We will work collectively to support and encourage relationships.

INDICATOR - CORNERSTONE THREE	2017	2018
Fostering a culture of transparency using open, reciprocal feedback.		
Teacher Perspective		
Teachers and leaders demonstrate that I am a valued partner in the education of my child	89%	
I have sufficient opportunities to be involved with the school	88%	
The school administration responds promptly when I have a question or concern	82%	
I receive a sufficient amount of information to know what is going on at school	87%	
Teachers respond promptly to my questions and concerns	88%	
Early in the school year, I am informed about the guaranteed and viable curriculum of the class	78%	
Up-to-date information is available so that I know how my student is performing relative to the Guaranteed and Viable Curriculum (GVC)	75%	
Elementary Student Perspective		
My teacher lets my parent(s) know when I'm having a problem in school	83%	
My teacher tells my parent when I'm doing well in school	86%	
Secondary Student Perspective		
My parents are involved with my school	65%	
My teacher(s) let my parents know when I'm having a problem in school	74%	
My teacher informs my parents when I do well in school	55%	
Teacher Perspective		
School staff demonstrate that parents are a valued partner in the education of their children	96%	

INDICATOR - CORNERSTONE THREE	2017	2018
Early in the school year I inform my parents of the guaranteed and viable curriculum for the class	90%	
Being fiscally responsible and transparent to all stakeholders.		
Parent Perspective		
The school uses it's resources well and is not wasteful	73%	
Teacher Perspective		
The school uses it's resources well and is not wasteful	91%	

SURVEY RESPONDENT QUOTES

"Wish they'd inform them more of the good."

"I think we need to add more counselors. Our kids need that guidance and help."

CORNERSTONE FOUR

Educational Partnerships - We will sustain educational partnerships critical to the success of our students, schools, and district.

INDICATOR - CORNERSTONE FOUR	2017	2018
Utilizing the expertise and resources of universities, trade schools, and other educational entities to improve learning opportunities for students.		
Secondary Student Perspective		
The education I'm receiving is adequately preparing me for college, trade school, career, etc.	82%	
I have sufficient opportunities to be involved with the school	88%	
Developing new and emerging pathways that prepare students for future opportunities.		
Parent / Student Perspective		
The education my child is receiving will prepare him/her for the future	88%	
The curriculum is challenging	83%	
Teacher Perspective		
What I am teaching my students will prepare them for success in the future	98%	

SURVEY RESPONDENT QUOTES

"We'd like more time to speak with our counselors to ask questions and get more prepared in life"

"I feel like we have a lot of students with emotional needs, they have basic needs to be met before we can even teach them. You can't make a person a student if they are not first a person. Counseling is very important."

THREE YEAR PLAN

Cornerstone One

- All learning targets will align directly with state standards.
- The rigor of instruction will match the rigor of the standard.
- Our common assessments will align with our targets and represent all depth of knowledge levels.
- All students will receive grade-level instruction in the regular setting with accommodations as needed.
- Evaluate current literacy program and adopt a curriculum that aligns with current standards and supports the work of our teachers.
- Embed digital teaching and learning practices throughout each classroom in the district.

Cornerstone Two

- Develop a recruiting strategy to provide high quality educators for students in Washington County School District.
- Develop a retention strategy including professional growth support and training opportunities for educators.
- Develop a robust support program for principals within their first three years of service.

Cornerstone Three

- Develop a growth formula to manage staffing and support personnel district-wide.

Cornerstone Four

- Develop professional relationships with all in-state higher level learning institutions.

ACTION STEPS-LEARNING

- Train, facilitate and come to consensus on District-wide Guaranteed and Viable Curriculum (GVC)/targets.
- Frequently monitor the rigor of the instruction and assessments through professional learning, developing capacity in leaders and frequent classroom visits.
- Expand recruiting efforts to relationships with all universities in the state.
- Find and support educators utilizing multiple resources to encourage career opportunities.
- Utilize multiple resources to find and support effective educators thereby encouraging career opportunities in staff members.
- Introduce digital teaching and learning (DTL) practices to schools, leaders and teachers as we work toward full implementation of research-based best technology practices in every classroom in the district.
- Develop and implement a district-wide program for new principals in their 1st-3rd years of service focusing on the training and support of new learning leaders.

ANNUAL CHECKPOINTS

Timeframe	Annually Recurring Steps Related to Plan Implementation
SAGE Assessment	Spring / Summer
ACT	Spring / Summer
Grad Rate	Fall
DIBELS	October, February, May
AP Enrollment	May
CE Enrollment	May
Parent Survey	February
Student Survey	February
Teacher Survey	February
Community/Ed Partner Surveys	February
Focus Groups	March
Review/Update Strategic Plan	June
Create/Review Action Steps	June

COMMITMENTS TO CULTURE AND CLIMATE

The Washington County School District is passionately committed to “ensuring high levels of learning for EVERY student.” In order to fulfill this purpose and our mission, we are collectively committed to the following standards that characterize an exemplary district. The realization of these standards is based on the collective commitments of all in the Washington County School District. In order to be an exemplary district and fulfill our purpose, the Washington County School District will demonstrate its commitment to the following CULTURE and CLIMATE standards by:

- Remaining focused on high levels of learning and the personal growth of students and educators
- Committing to mutual respect; a core belief that is expected, demonstrated, and modeled by all
- Building relationships of mutual respect with all members of the school community characterized by support, encouragement, and collective cooperation.
- Contributing to a culture that is positive, energetic, and committed to high levels of learning for every student
- Monitoring the learning progress, behavior, and the emotional well-being of every student
- Modeling the belief that ALL can and will “learn together” continually
- Working interdependently in accomplishing our mission and purpose
- Providing safe and healthy instructional environments for learning
- Reflecting an atmosphere of caring, cooperation, and high-quality collaboration
- Ensuring open, respectful communication between all members of the school community
- Striving to be consistent in frequent communications, expectations, and speak with “one voice”

COMMITMENTS TO LEADERSHIP

- Modeling the belief that all students can and WILL learn at high-levels
- Promoting and protecting the District's mission, purpose, and collective commitments
- Remaining positive, knowledgeable, and supportive
- Being consistently visible in schools and the community
- Consistently modeling a collaborative culture characterized by shared leadership that provides meaningful leadership opportunities for the entire staff
- Modeling the professional learning community (PLC) practices that are expected district wide
- Providing the necessary support and resources that are imperative for staff, schools, leaders, and teachers to meet expectations
- Modeling the belief that District educators have an enormous amount of influence on the degree to which students and schools succeed
- Limiting competing initiatives that complicate the focus on learning
- Recognizing and celebrating the collective efforts, accomplishments, and achievement of schools and staff

COMMITMENTS TO CURRICULUM, INSTRUCTION AND LEARNING

- Taking collective responsibility for high levels of learning for EVERY student
- Focusing on the critical questions associated with ensuring high levels of learning for all students
- Working interdependently to achieve common learning goals for which we are mutually accountable
- Aligning with the Utah Core Standards and implementing research-based best instructional practices
- Ensuring a rigorous, guaranteed, and viable curriculum that is aligned with District standards
- Collaboratively planning, teaching, differentiating, and most importantly, learning based upon the individual and varied needs of the student
- Frequently monitor student learning utilizing a variety of approaches, including collaboratively developed common formative assessments, as well as summative assessments
- Collectively analyzing student learning data for the purpose of making instructional decisions to meet learner needs and improving professional practice
- Providing frequent, high-quality, specific feedback to students
- Providing additional time and support for students who experience difficulty in their learning
- Providing opportunities for enrichment and extensions for students who demonstrate mastery of state and District standards, and specific concepts

COMMITMENTS TO ASSESSMENT

- Utilizing authentic assessments that emphasize performance implemented in alignment with the state assessment system
- Providing students specific formative feedback at the District, building, classroom, and individual student levels
- Developing and implementing assessments in a manner consistent with the most current best-practice research
- Using assessment at all levels to make decisions about what is best for students and to improve instructional practice
- Frequently analyzing data from formative, summative, benchmark, and common formative assessments and utilizing the results to drive instruction and intervention/extensions
- Using technology to assure the student assessment information is readily available to members of the learning community
- Providing students with multiple opportunities to demonstrate proficiency on state standards and concepts
- Aligning grading practices that reflect student learning and provide clear feedback regarding the mastery of targeted learning

COMMITMENTS TO A HIGH-QUALITY STAFF

- Being active participants in our District's professional learning community and members of interdependent teams
- Staying current on best educational practices
- Maintaining high standards and expectations of all members of the learning community
- Promoting the district's mission, vision, and purpose in all WE do
- Cultivating professional relationships that are characterized by encouragement, collective cooperation, and mutual respect
- Focusing on high levels of learning for EVERY student and in doing whatever it takes to ensure that this happens
- Engaging in productive, positive, and meaningful collaboration in order to improve professional practice and student learning
- Ensuring that the collection and analysis of evidence of student learning, and adjusting instruction accordingly, is an essential element of daily practice
- Utilizing a variety of research-based best practices in instruction, assessment, technology, cultural sensitivity, and grading
- Modeling continuous learning, reflection, adaptation, and professional growth

COMMITMENTS TO PROFESSIONAL LEARNING

- Embedding ongoing professional development into the routine work of all staff through the professional learning communities model and other research-based best practices
- Proceeding on the premise that we are all “learning together”
- Providing job embedded, site-based professional learning supported by District-provided resources and training
- Providing high-quality, systematic, and focused professional learning opportunities for all staff
- Utilizing the analysis of student learning evidence and reflecting on professional practices to generate effective learning results
- Leveraging the expertise, talents, and leadership abilities in the District in order to provide high-quality, meaningful professional learning
- Monitoring, evaluating, and adjusting regularly to ensure an impact on quality instruction, powerful assessment, and high-levels of learning for EVERY student

COMMITMENTS TO TECHNOLOGY

- Aligning technology resources to support 21st century learning, curriculum, and student achievement
- Aligning technology support with recognized national standards
- Providing and supporting high speed, high quality connections between all district technology resources and all resources made available to the district through an internet service provider
- Providing safe and secure internet, e-mail, and data services
- Providing technical support for computing services, application access, and software resources
- Providing data services, data storage, data warehousing, and front-end data services providing the highest level of access to district and school generated educational data
- Providing members of the learning community with information and recommended resources that affect technology decision making
- Planning for growth and the increased use of technology throughout the district
- Using internet resources to inform and communicate with all members of our learning community in a timely manner
- Providing a 21st century professional learning program that will increase teacher effectiveness and improve student achievement