

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
STRATEGIC PLAN 2015
With 2009-10 Actions**

The mission of the Boise School District is:

“Educating Today for a Better Tomorrow”

Our Vision for the Future is:

“We graduate each student prepared for college, career, and citizenship.”

Our Core Values guide our conduct and work:

Respect

Dignity

Honesty

Responsibility

Teamwork

QUALITY TEACHING AND LEARNING

Goal 1: We deliver an exceptional aligned K-12 curriculum which prepares students for success in the work environment, college and university studies, and citizenship in the 21st century.

Strategy 1.1 Update and enhance district curriculum across all content and courses.

- 1.1.1. Investigate offering coursework consistent with:
 - 1.1.1.1. predicted needs for jobs and professions**
 - 1.1.1.2. cultural and political differences and similarities among the U.S. and global economies.****
- 1.1.2. Embed curricular opportunities that:
 - 1.1.2.1. enhance awareness of global issues.**
 - 1.1.2.2. promote understanding of cultural diversity.**
 - 1.1.2.3. emphasize appropriate citizenship roles, responsibilities, and participation.****
- 1.1.3. Articulate curricular goals and objectives for special populations as new textbook adoptions are made.**
- 1.1.4. Develop and formalize English Language Development curriculum for grades K-12.**
- 1.1.5. Offer an array of accelerated and Advanced Placement classes; add additional A.P. sections and classes as dictated by increased enrollment; actively recruit students from diverse backgrounds; provide financial assistance as needed for AP exams.**
- 1.1.6. Continue to promote the advantages of participation in co-curricular activities in development of “well-rounded” students**

ACTIONS 2009-10

- 1.1.1 - Analyze Idaho and national trends with respect to predicted job needs**
 - **Research curriculum and offerings in other school districts related to International Studies; possibly develop pilot coursework**
- 1.1.2 - Review curriculum and identify gaps in teaching of diversity and global issues**
- 1.1.3 - Review and analyze science curriculum (new adoption) and add needed additions for special populations**
- 1.1.4 - Write ELD curriculum for grades 7-12.**
- 1.1.5 - Analyze need for additional AP sections based on enrollment**
 - **Analyze need for additional AP coursework; develop plan for special program populations (Classical, Dual Language, International)**
 - **Continue development of AVID program**
 - **Provide overview of AVID for South, West, and Hillside**
 - **Provide Pathways training for all students at Les Bois and East**
 - **Begin initial AVID discussions in Timberline and Boise quadrants.**
 - **Provide AVID coursework for Borah staff**
 - **Provide Pathways PD for Capital and Borah elementary school teams**
 - **Develop and review strategies for recruiting students for AP classes and exams.**
 - **Review prerequisites for entrance to Accelerated and Advanced Placement classes.**
- 1.1.6 - Promote the advantages of participation in co-curricular activities through the Public Information Office.**

Strategy 1.2 Explore new programs that potentially serve unmet needs of District students.

- 1.1.7. Ensure that new programs meet requirements of Board policy.**
- 1.1.8. Identify community input about potential new District programs.**
- 1.1.9. Solicit input from staff about potential new District programs.**
- 1.1.10. Consider proposed new programs when funds are available.**

ACTIONS 2009-10

- 1.2.1 - Review policy 2130 with staff and use to evaluate proposed programs and coursework.**
- 1.2.2 - Develop a random survey schedule for community input.**
- 1.2.3 - Develop a random survey schedule for staff input.**
- 1.2.4 - Conduct new program discussions as the annual budget process occurs.**

Strategy 1.3 Continually improve the quality of instruction in the Boise District.

- 1.3.1 Implement District-wide Professional Learning Communities focused on teaching and learning.**
- 1.3.2 Formalize and articulate a common instructional framework reflecting best practices.**
- 1.3.3 Improve the teaching of higher order thinking, reasoning and problem solving skills across grades, content and courses, in order to develop self-directed learning skills.**
- 1.3.4 Provide appropriate technologies and instructional strategies to engage and motivate students and to prepare for work and college environments.**

ACTIONS 2009-10

- 1.3.1 - Provide professional development:**
 - **for building level teams**
 - **for District PLC Team through “PLC4REAL” training**
 - **for the use of electronic agendas using the WISE tool**
- 1.3.2 - Update Boise Instructional Model (BIM)**
 - **Train district administration in new BIM processes**
 - **Develop training schedule for building level instructional staff**
- 1.3.3 - Create professional development focused on higher order thinking, reasoning and problem solving skills.**
 - **Encourage development of self-directed learning skills through student application of higher-order thinking.**
- 1.3.4 - Develop appropriate programs/tools to support PLC processes.**
 - **Provide appropriate coursework for teachers to support the use of new technologies in instruction.**

Strategy 1.4 Continue the District commitment to accountability and achievement.

- 1.4.1 Emphasize growth and status performance at the site and District level for the Idaho Standards Achievement Tests and the Idaho Reading Indicator, considering demographic factors**
- 1.4.2 Call attention to outstanding site growth and status achievement on the ISAT, IRI, and other measures as appropriate.**
- 1.4.3 Continue to utilize school performance goal data as part of Principal evaluation performance evaluation process.**
- 1.4.4 Provide statewide performance comparisons and identify practices used at those sites to which performance levels can be attributed**
- 1.4.5 Continue locally-developed performance measures such as CSI, End of Course assessments, and CBM, and utilize results for improvement of student performance.**
- 1.4.6 Provide appropriate training in data analysis for administrators and teachers**
- 1.4.7 Continue commitment to providing appropriate remediation services for struggling students.**

ACTIONS 2009-10

1.4.1, 1.4.2, 1.4.3

- *Identify high growth or status schools, provide appropriate recognition*
- *Consider demographic factors (LEP population, other special populations) in analysis of achievement*
- *Identify and share practices at high growth schools with other schools around the District*
- *Directors utilize performance data in Principal end-of-year evaluations.*

- 1.4.4**
- *Prepare analyses of statewide achievement, using average standard scores and including SES*
 - *Identify and share practices of high-performing schools statewide, considering demographic factors in analysis of achievement.*

- 1.4.5**
- *Combine CSI and CIM assessments to reflect a common District approach to formative assessment.*
 - *Initiate study of formative assessments at the secondary level.*
 - *Continue to revise EOC assessments as needed.*
 - *Continue goals as established initially for EOC performance*
 - *Use CBM performance measures to provide feedback about student reading fluency at grades 4, 5, and 6.*
 - *Continue provision of remedial classes, after-school programs, and tiered intervention strategies to support struggling learners.*

- 1.4.6**
- *Continue training of Administrators and Staff in techniques for analysis of data and in procedures for calculating certain performance/improvement statistics (AYP, Safe Harbor, etc.)*

EDUCATIONAL OPPORTUNITY

Goal 2: All students have opportunities to access District programs and achieve success in those programs.

Strategy 2.1 Implement the Advancement Via Individual Determination (AVID) program in secondary schools and Pathways to Success in elementary schools district-wide.

- 2.1.1 Provide the following ongoing training:**
 - 2.1.1.1 AVID Awareness Training for teacher teams from all secondary schools**
 - 2.1.1.2 AVID Site team training for all schools as required by AVID (Summer AVID Institute)**
 - 2.1.1.3 Student Success Path Training for all elementary schools (grades 5-8)**
 - 2.1.1.4 Content Training for Secondary Teachers (Math, Science, Social Studies, Language Arts, ELL)**
- 2.1.2 Select students for enrollment in AVID program.**
- 2.1.3 Implement AVID electives at all secondary schools**
- 2.1.4 Implement Pathways strategies in all elementary schools by quadrant**

ACTIONS 2009-10

- 2.1.1, 2.1.3, 2.1.4**
 - Continue development of AVID program**
 - Provide overview of AVID for South and West**
 - Provide Pathways training for all students at Les Bois and East**
 - Begin initial AVID discussions in Timberline and Boise quadrants.**
 - Provide AVID coursework for Borah staff**
 - Provide Pathways PD for Capital and Borah elementary school teams**
- 2.1.2 - Identify students for AVID program in April and May for 2010-11.**

Strategy 2.2 Implement best practices in interventions to maximize performance across demographic groups.

- 2.2.1 Implement AVID strategies schoolwide to benefit all students.**
- 2.2.2 Implement Tiered Intervention strategies in order to provide appropriate services to all students.**
- 2.2.3 Continue to provide appropriate remediation services before, during, and after school where necessary.**

ACTIONS 2009-10

- 2.2.1 - Provide Pathways training for all students at Les Bois and East**
- 2.2.2 - Provide Professional development for Tier 1(regular classroom teachers) and Tier 2 (Title I, ELL, Reading Specialists, Special Education teachers, other specialists) staff**
 - Implement skills-based academic intervention strategies for Tier 3 (Special Education teachers – IEP'd students) staff**
 - Develop skills-based behavior intervention strategies for Tier 3 staff**

HIRING, TRAINING, AND RETAINING THE BEST STAFF

Goal 3: We hire well-trained, professional employees and provide resources and professional development to ensure instructional excellence

Strategy 3.1 Recruit and retain a highly qualified and diverse staff for certified and classified positions.

- 3.1.1 Broaden our recruiting approach to include a range of communities across the west.**
- 3.1.2 Use an array of strategies to attract diverse applicants.**
- 3.1.3 Regularly forecast and discuss potential leadership openings and possible succession options.**

ACTIONS 2009-10

3.1.1, 3.1.2

- Begin to utilize career centers at western universities to broaden recruiting*
- Identify and utilize appropriate journals.*
- Work in conjunction with Public Information Office to develop media marketing material.*

Strategy 3.2 Implement a comprehensive, coordinated District-wide professional development program aligned to strategic priorities.

Emphasize the following professional development opportunities:

- 3.2.1 Professional Learning Communities (PLC)**
- 3.2.2 Sheltered Instruction Observation Protocol (SIOP)**
- 3.2.3 Tiered Intervention Strategies**
- 3.2.4 Ways to Improve School Effectiveness (WISE) Tool**
- 3.2.5 Look 2 Learning**
- 3.2.6 Boise Instructional Model**
- 3.2.7 Peer Assistance and Mentoring**
- 3.2.8 Other PD emphases as determined**

ACTIONS 2009-10

- 3.2.1 - Provide professional development:**
 - *for building level teams*
 - *for District PLC Team through “PLC4REAL” training*
 - *for the use of electronic agendas using the WISE tool*
- 3.2.2 - Enhance SIOP PD offerings**
- 3.2.3 - Provide Professional development for Tier 1 and Tier 2 staff**
 - *Implement skills-based academic intervention strategies for Tier 3 staff*
 - *Develop skills-based behavior intervention strategies*
- 3.2.4 - Implement WISE tool at all schools.**
- 3.2.5 - Train building teams in Look2 Learning process.**
 - *Continue Peer Assistance and Mentoring Programs.*
- 3.2.6 - Update Boise Instructional Model (BIM)**
 - *Train district administration*
 - *Develop training schedule for building level instructional staff*
- 3.2.7 - Provide PD for elementary teachers in Tier 1 strategies.**

Strategy 3.3 Revise and implement job descriptions to clarify and align expectations for internal accountability

ACTIONS 2009-10

- 3.3 - Develop a schedule for revising job descriptions for all certified personnel.**

Strategy 3.4 Continue and Expand Administrative Leadership Development in the District.

Emphasize the following leadership development opportunities:

- 3.4.1 Administrative Intern Program**
- 3.4.2 Principal Professional Development Sessions**
- 3.4.3 Book Studies**
- 3.4.4 Horizontal Collaboration Meetings (Elementary, Jr. High, Sr. High)**
- 3.4.5 Vertical Collaboration (Quadrant) Meetings**
- 3.4.6 PAC Meetings (Elementary Principal Advisory Council)**

ACTIONS 2009-10

3.4 - Maintain existing leadership development opportunities

Strategy 3.6 Provide employees with appropriate tools and resources to best perform their duties.

Strategy 3.7 Plan, design, and deliver necessary technology training for all staff

ACTIONS 2009-10

3.7 - Develop appropriate technology programs/tools to support PD processes.

COMMUNICATIONS

Goal 4: We communicate with and engage District stakeholders.

Strategy 4.1 Develop and communicate, as necessary, clear administrative procedures for the implementation of Board policy.

Strategy 4.2 Provide effective, timely and accurate internal communications across the district, schools and staff.

Strategy 4.3 Gather information from staff, students, and patrons to be used in increasing our effectiveness and in improving student performance.

Strategy 4.4 Communicate District goals, accomplishments, and accountability status using a variety of strategies.

ACTIONS 2009-10

- 4.1** - *Identify through Board Policy Committee, as necessary, policies that need accompanying procedures.*
- 4.2** - *Continue to enhance internal communications processes.*
- 4.3** - *Attend faculty meetings at schools to solicit input regarding Strategic Planning objectives*
 - *Examine patron and student data from Strategic Planning process to garner information for improvements.*
- 4.4** - *Develop a strategy for communicating accountability, accomplishments, and goals to community organizations.*

SCHOOL ENVIRONMENT AND SAFETY

Goal 5: We provide safe, respectful and supportive school environments for students, staff, volunteers, and patrons, based on District values.

Strategy 5.1 Implement a flexible long-range facilities plan that includes consideration of changing demographics, future building needs, and possible community partnerships.

Strategy 5.2 Review and revise district and building discipline and behavior policies as needed.

Strategy 5.3 Provide support services, policies, and personnel to ensure safety of students, staff, volunteers, and patrons.

Strategy 5.4 Promote healthy social, physical, and emotional predispositions, and ensure that all schools remain free of drugs and weapons.

Strategy 5.5 Maintain facilities to provide an appropriate learning environment for students and staff.

ACTIONS 2009-10

5.1, 5.5

- *Continue toward completion of Phase I of Facilities Master Plan*
- *Continue to work with Board, Facilities subcommittee to determine appropriate next steps in facilities master plan, considering demographic changes and partnership opportunities that may impact planning.*
- *Promote sustainable practices as appropriate in Facilities Planning Process.*

5.2, 5.3, 5.4

- *Monitor safety and security needs at all facilities; adjust staffing and services as needed.*
- *Continue to regularly model and promote District values.*
- *Continue to implement the objectives of the Safe and Drug Free Schools Act.*

ALLOCATION OF RESOURCES

Goal 6: We annually review the strategic plan to set priorities, determine appropriate timelines, and allocate resources.

Strategy 6.1 Consider allocation implications for:

- 6.1.1 Utilization of Human Resources**
- 6.1.2 Budget/Funding**
- 6.1.3 Time**
- 6.1.4 Research**

Strategy 6.2 Consider the research related to the change process

- 6.2.1 Getting Buy-in**
- 6.2.2 Understanding change**
- 6.2.3 Relationship building**
- 6.2.4 Knowledge sharing**
- 6.2.5 Finding connections**

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