

Virginia Minnesota Public Schools  
Independent District # 706  
2016 – 2020 Strategic Plan



Adopted by the Board of Education: March 14, 2016

*Prepared by Whitney Crettol Consulting  
Britt, Minnesota*

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# VIRGINIA PUBLIC SCHOOLS

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• OFFICE OF THE SUPERINTENDENT •

*Deron Stender, Superintendent*

*dstender@vmps.org*

March 5, 2016

Dear Community Members,

It is our pleasure to share the Virginia School District's new Strategic Plan with you. The information contained in this document is the result of a comprehensive community-based process, and outlines a direction and priorities that will guide our District over the next five years.

Strategic planning is an activity undertaken to answer the questions "Where are we going?" and "How will we get there?" One of the primary objectives set out for this process was stakeholder engagement, which successfully took place through involvement of parents, school staff, senior-high students and members of the community-at-large. We would like to extend our appreciation to the **more than 360 contributors** to the Plan who engaged in focus group discussions, provided survey input, participated as members of the Planning Team or in action planning sessions, submitted comments during the open feedback process, or attended our public forum. The greatest strength of the new Plan is that it is rooted in areas of consensus that emerged from the input of all these stakeholder groups.

There are many exciting action steps planned that will bring positive change to the District beginning in the first year of plan implementation. The Board of Education and school administration look forward to working in partnership with our community to carry them out.

Sincerely,

Stacey Sundquist  
School Board Chair

Deron Stender  
Superintendent

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## 1. Planning Process Overview

This document summarizes the results of a comprehensive strategic planning effort undertaken by the Virginia Minnesota Public Schools between September 2015 and February 2016. The planning process was designed in such a way to achieve three key objectives:

- ✓ To cover all elements of a comprehensive Strategic Plan.
- ✓ To incorporate significant involvement of the community, parents, students, and staff in the planning process; strengthening the District's relationship with these stakeholders.
- ✓ To develop a living document that lays out a specific plan of action, is monitored frequently and updated annually, and guides organizational resource allocation and decision-making.

The District chose to engage Whitney Crettol Consulting to facilitate the planning process. In addition to bringing significant professional planning expertise to this task, Ms. Crettol had the advantage of already being well acquainted with the community as a long-time resident.

Work was divided into three major phases with stakeholder involvement included in each. Over the full process, there were more than 360 contributors whose participation helped to shape the final Plan.

### Phase I: Contextual Scan

Dedicating effort to a quality information-gathering phase was essential to ensure that decisions made in the steps that followed would be based on an accurate understanding of the schools' current status and community needs. In addition to conducting a survey of school staff, a total of eight stakeholder focus groups were held with parents, high school seniors, and community members. Input was gathered about the role of the school in the community, current strengths and weaknesses, ideas for improvement, and a vision of educational success.

Extensive data was also collected and synthesized into two reports: A) A District profile covering current condition and performance, including student outcomes, and B) A community profile covering community indicator data from the U.S. Census and other sources that reveal social, economic, and demographic trends within the District's geographical boundaries.

### Phase II: Planning Retreats

A 20-member Planning Team was assembled including the school board, parents, community representatives, school administrators, and school staff. This group engaged in three retreats and one additional meeting to review information collected in the contextual scan and the later public comment process; to develop consensus on organizational values, mission, and a vision of educational success; to establish priority goals based on community needs; review draft action plans; lay out progress measures; and determine a process for active management of the Plan during implementation.

### Phase III: Action Planning

Smaller groups were organized to develop strategies and detailed action plans (tasks, timelines, responsible parties) for each priority goal. Each group included members of the Planning Team and additional school staff whose work was related to that particular goal. Action plans focused on just the first year of implementation and will be updated annually. This phase concluded with a public forum to share the proposed action plans for each goal.

All background documents, planning session notes, etc. are archived and available for reference on the District website ([www.vmeps.org](http://www.vmeps.org)). Documents from the annual updating process will be added each year.

## **2. The Whole Child Approach**

One of the clearest areas of consensus that emerged from the planning process was that academic achievement and test scores are not a sufficient indicator of student success. The collective desire of stakeholders is to see young people graduate from Virginia schools well-rounded, with good interpersonal skills, healthy, and confident in their abilities. This sentiment is in direct alignment with a growing movement in education called The Whole Child Approach, and has been incorporated as the centerpiece of this Plan.

The Whole Child Approach is an initiative of the Association for Supervision & Curriculum Development (ASCD) – a nonprofit education support organization and spin-off of the National Education Association. Its emphasis is on changing the conversation about education from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of children, and includes five tenets to ensure that each child is:

- Healthy
- Safe
- Engaged
- Supported
- Challenged

Each of these tenets is represented in one of the priority goals established in this Strategic Plan. The cover logo on the Plan document represents this connection by surrounding the District's new mission statement with the five interlinking Whole Child tenets.

*As articulated by ASCD, "The demands of the 21<sup>st</sup> Century require a new approach to fully prepare students for college, work, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities".*

This approach further reinforces local consensus for strengthening school-stakeholders relationships and working collaboratively to support positive outcomes for students.

### 3. Key Statements: Organizational Values, Mission & Vision

#### Organizational Values

The Virginia Public Schools' work is guided by these principles:

- **Respect** – Our District upholds the concept of equality and practices mutual respect for individual differences at every level of school interaction. We want all students to feel they belong, are included, and have the opportunity to learn in a safe environment.
- **The Whole Child** – We embrace a comprehensive approach to education that ensures each student is healthy, safe, engaged, supported, and challenged. Our definition of success is focused on the balanced development of children in addition to academic achievement.
- **Highest Quality** – Our District values a culture of continuous improvement, seeking out best practices and regularly assessing our results in order to maximize individual student potential.
- **Community Engagement** – We address the comprehensive needs of students through a shared responsibility and mutual partnership between students, families, school and community.
- **Stewardship** – As a public school, we are dedicated to utilizing the community's educational assets in an accountable, cost-effective way, keeping the collective needs of students as our top priority.

#### Mission Statement

A source of community strength and pride, the Virginia Public Schools work in partnership with families and the local community to educate and engage our students and prepare them to be productive and responsible citizens.

#### Vision of Educational Success

The Virginia Public School District envisions an environment where every child matters and strong community roots foster success. Young adults emerging from our schools will be well-rounded in their experiences and knowledge from academics, to the arts, to athletics. This range of opportunities will allow individuals to explore and discover their talents and interests, eventually helping them to determine a career path and lifetime pursuits. Alignment of coursework with their individual career choice will fully prepare students for whichever post-secondary path they want to follow, understanding that all these choices have value. Every student will be supported to graduate from high school, and will do so knowing the next steps they will take toward achieving their future goals.

No matter their direction, all students will possess basic life skills, be financially literate, and have the ability to use 21<sup>st</sup> century technology. They will be critical thinkers and creative problem solvers who love learning and are motivated to continue gaining knowledge throughout their lives. They will know how to think for themselves while working towards a common goal with a diverse group of people. They will be kind and respectful young adults with the interpersonal skills that allow them to function well in society. They will possess inner strength and confidence, and will have developed the resilience and coping skills needed to face life's challenges. They will be physically and mentally healthy and take responsibility for leading healthy lifestyles. Students will leave our school with a sense of belonging and pride in the community they come from, be able to think beyond themselves, and have a desire to give back.

#### **4. Priority Goals**

- Goal 1: Each student will learn in a socially and physically safe and welcoming environment.
- Goal 2: Students at all levels will be academically challenged and well prepared for their choice of future endeavors.
- Goal 3: Families will be encouraged to actively participate in their child's learning and development with the support of school and community resources.
- Goal 4: All students will have access to a wide range of activities that enrich their school experience and connect them to the broader community.
- Goal 5: Each student will be provided the education and support needed to make healthy decisions for their social, emotional, mental and physical wellbeing.

#### **5. Baseline Progress Measures**

The following set of indicators has been selected to measure progress toward the priority goals. In many cases, these indicators will be used to establish Year 1 baseline from which to compare progress in subsequent years. Additional measures may also be included in the future as the Action Plan will be updated annually and new strategies introduced.

##### **Goal 1: Each student will learn in a socially and physically safe and welcoming environment.**

- Parent survey feedback rating the degree to which the school climate embraces diversity.
- Senior exit interview feedback rating the degree to which the school climate embraces diversity.
- Number of community members/stakeholders participating in the facilities plan public engagement process (all methods).

**Goal 2: Students at all levels will be academically challenged and well prepared for their choice of future endeavors.**

- Total numbers and year-to-year change in part-time and full-time PreK enrollment.
- Number and percentage of students passing readiness assessment at Kindergarten entry.
- Progress of students participating in elementary classroom intervention pilot (pre/post).
- Progress of students participating in junior high math/reading intervention pilot (pre/post).
- Parent survey question rating ease/difficulty of transition from Grade 6 to Grade 7.
- Senior exit interview question regarding satisfaction with elective offerings.
- Percentage of SPED families providing feedback through the program assessment survey.
- Actual SPED family survey responses establish baseline from which to compare annually as program changes are made.

**Goal 3: Families will be encouraged to actively participate in their child's learning and development with the support of school and community resources.**

- Event attendance levels (PreK events, K-12 Parent Summit, orientations, math/reading nights, etc.).
- Parent survey feedback on events attended.
- Parent survey feedback on conferences / direct teacher contacts.
- Parent survey feedback on electronic interface(s) and availability of information on class assignments/grades.
- Number of attendees at quarterly 'coffee & conversation' events.

**Goal 4: All students will have access to a wide range of activities that enrich their school experience and connect them to the broader community.**

- Number and percentage of eligible students utilizing the activities fee waiver.
- Number and percentage of high school students participating in at least one extra-curricular activity.
- Number and percentage of high school students participating in two or more extra-curricular activities.
- Ridership numbers on the activities bus(es).
- Parent survey feedback on coaches practicing a culture of acceptance in athletic programs.
- Senior exit interview feedback on coaches practicing a culture of acceptance in athletic programs.

**Goal 5: Each student will be provided the education and support needed to make healthy decisions for their social, emotional, mental and physical wellbeing.**

- Number of students served & counselor hours dedicated to new mental health support services at the high school.
- Parent survey feedback on staff practicing 'whole child' student support.
- Senior exit interview feedback on staff practicing 'whole child' student support.

## 6. Implementation Management

Successful implementation of the Strategic Plan requires processes for active management, progress monitoring, and updating. The following steps have been established to ensure the Plan will be a living document that guides organizational decision-making and resource allocation.

Implementation Management Steps	Timeline
1. Present final draft of Strategic Plan to school board for adoption.	March 14, 2016
2. Communicate newly adopted Plan to stakeholders and the general public: <ul style="list-style-type: none"> <li>➤ Distribute copies to stakeholders (develop list – include focus group participants).</li> <li>➤ Post document on website.</li> <li>➤ Issue press release.</li> <li>➤ Post Key Statements in school offices /buildings.</li> <li>➤ Paint new Mission &amp; Values on boardroom wall.</li> </ul>	March – April 2016
3. Discuss Strategic Plan progress as a regular agenda item at Administrative Team meetings.	Weekly
4. Discuss Strategic Plan progress as a regular agenda item at school board meetings.	Quarterly
5. Discuss Strategic Plan progress as a regular agenda item at building-level staff meetings.	Monthly
6. Conduct exit interviews to gather feedback from seniors each spring.	May (Annually 2016 – 2020)
7. Conduct year-end survey to gather feedback from parents/guardians annually.	May (Annually 2016 – 2020)
8. Approve annual budget to support the Strategic Plan.	June (Annually 2016 – 2020)
9. Compile all progress measure data for annual Plan review /update work.	January (Annually 2017 – 2020)
10. Hold annual “Strategic Plan Review” sessions to review implementation successes and challenges (including progress measure data), develop action plans for the next year of implementation, and project budget needs.	January - February (Annually 2017 – 2020)
11. Present new action plan to the school board for approval.	March (Annually 2017 – 2020)
12. Report on strategic plan progress and present new action plan highlights to stakeholders and the public.	April (Annually 2017 – 2020)
13. Begin full round of strategic planning.	Fall 2020

## APPENDIX A:

Year 1 Action Plan  
(April 1, 2016 – March 31, 2017)

**Virginia Public Schools YEAR 1 ACTION PLAN**  
**(April 1, 2016 – March 31, 2017)**

**GOAL #1: Each student will learn in a socially and physically safe and welcoming environment.**

<b>Strategy A : Foster a school climate that embraces diversity.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Diversify composition of staff: <ul style="list-style-type: none"> <li>▪ Research successful strategies to locate and attract diverse job applicants.</li> </ul>	Deron Stender	April 29, 2016
2. Organize annual diversity training series for staff: <ul style="list-style-type: none"> <li>▪ Presenter at all-staff mandatory training (Day 1).</li> <li>▪ Presenter conduct evening session for parents &amp; community members.</li> <li>▪ Diversity trainer focus of one mid-year PLC session with all buildings attending.</li> </ul>	Deron Stender Deron Stender  Deron Stender	August 29, 2016 August 29, 2016  January 31, 2017
3. Student diversity education: <ul style="list-style-type: none"> <li>▪ Arrange a presentation on bullying for grades 7-12.</li> <li>▪ Arrange a presentation on bullying for grades K-6.</li> <li>▪ Conduct one assembly featuring an outside diversity-related program.</li> <li>▪ Research tolerance curriculum options and strategies for implementing in grades K-12.</li> </ul>	John Vukmanich Mike Krebsbach /Willie Spelts Deron Stender  Deron Stender (Administrative Team)	September 16, 2016 September 16, 2016 September 30, 2016  October 31, 2016
4. Develop a district-wide behavior expectations policy that promotes a positive social climate: <ul style="list-style-type: none"> <li>▪ Obtain and review successful models from other districts.</li> <li>▪ Draft a consistent district-wide policy that is age-appropriate and flows progressively from school to school (K-12).</li> <li>▪ Solicit staff input through PLCs.</li> <li>▪ Develop final draft for board consideration and approval.</li> <li>▪ Train all staff on new policy.</li> </ul>	Deron Stender (Administration & Staff Task Force)  “ “ Deron Stender (Administrative Team)	October 3, 2016 November 23, 2016  December 16, 2016 January 11, 2017 September 1, 2017

<b>Strategy B : Address facility problems.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Long-term facilities planning: <ul style="list-style-type: none"> <li>▪ Review all stakeholder input on facilities gathered during strategic planning.</li> <li>▪ Review previously developed facility concepts to ensure that expressed community values are reflected, and that facility changes to support Strategic Plan priorities are included; create a limited set of scenarios with projected costs to present for public input.</li> <li>▪ Develop dual messaging and a comprehensive process for two-way communication with the public about specific facility deficiencies and projected costs to remedy them, in addition to awareness of the upcoming operating referendum (Fall 2017).</li> <li>▪ Carry out the public engagement process as developed, to include walking tours at the school.</li> </ul>	Deron Stender (Facilities Committee)	May 20, 2016
	“	May 20, 2016
	“	May 20, 2016
	“	September 1, 2016 – November 2017
2. Increase availability of parking for the 5 <sup>th</sup> Avenue campus: <ul style="list-style-type: none"> <li>▪ Create a lottery system for parking lot space that includes opportunity for high school students.</li> <li>▪ Work with the City to expand school parking to nearby municipally owned property (e.g. former Troy site).</li> <li>▪ Work with the City to explore elimination of designated resident parking at north and south ends of the campus.</li> </ul>	Bob Judnick	August 26, 2016
	Bob Judnick	August 26, 2016
	Bob Judnick	August 26, 2016

**GOAL #2: Students at all levels will be academically challenged and well prepared for their choice of future endeavors.**

<b>Strategy C : Prepare children to enter Kindergarten ready to learn.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Co-locate District and Head Start early childhood services in new Parkview site and begin collaborative operation.	Mike Krebsbach (Skip Ferris, Early Learning Coordinator)	September 1, 2016
2. Develop specific plans for full integration of preschool classrooms.	Mike Krebsbach (Skip Ferris, Early Learning Coordinator)	January 15, 2017

<b>Strategy D : Facilitate successful transition from elementary to high school.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Identify options to smooth the transition from Grade 6 to Grade 7 and facilitate student success.	Willie Spelts (Lisa Perkovich)	March 31, 2017

<b>Strategy E: Expand academic offerings.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Increase electives at the high school level in conjunction with implementing requirement of 6 course minimum: <ul style="list-style-type: none"> <li>▪ Examine registration results to determine preferences for adding new high school courses.</li> <li>▪ Plan and begin implementation of new semester courses.</li> <li>▪ Conduct and analyze results of student feedback surveys at the conclusion of each new course.</li> </ul>	Lisa Perkovich  Lisa Perkovich (Teachers) Lisa Perkovich (Teachers)	February 29, 2016  September 1, 2016 January 31, 2017
2. Examine feasibility of adding specialists for Kindergarten classes.	Mike Krebsbach	April 1, 2016
3. Examine feasibility of introducing foreign language in junior high grades.	Lisa Perkovich	January 31, 2017

<b>Strategy F : Enhance trades education.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Create Perkins pathways that outline class sequences needed for specific trades in high school and through post-secondary.	Shannon Malovrh (Paula Larson, Jill Oja, trades teaching staff)	December 31, 2016
2. Get the word out about trades education currently available in Virginia: <ul style="list-style-type: none"> <li>▪ Develop a brochure specifically highlighting trades courses.</li> <li>▪ Prominently post a full listing of trades courses on the District website.</li> <li>▪ Plan, promote, and conduct a Trades Open House.</li> </ul>	Shannon Malovrh  Shannon Malovrh (Bill Bryson) Shannon Malovrh (Lisa Perkovich)	December 31, 2016  December 31, 2016  February 28, 2017

<b>Strategy G : Incorporate more life skills into the curriculum.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Financial literacy: <ul style="list-style-type: none"> <li>▪ Research what financial literacy curriculum is currently being covered and in which courses; identify gaps.</li> <li>▪ Determine next steps.</li> </ul>	Lisa Perkovich (Paula Larson, Jill Oja) Administrative Team	March 31, 2017  March 31, 2017
2. Develop 1.0 credit home maintenance & design co-requisite course to make available for Fall 2017 registration.	Jade Andrie (Zach Fairchild)	December 1, 2016

<b>Strategy H : Strengthen the special education program.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Program assessment: <ul style="list-style-type: none"> <li>▪ Conduct an assessment of the special education program, including surveying parents of SPED students, and identify specific areas for improvement.</li> <li>▪ Present assessment results to Administrative Team and determine next steps.</li> </ul>	Jim Nelson  Jim Nelson	May 31, 2016  May 31, 2016
2. Identify options for all-staff training on how to adapt curriculum for mainstreamed students.	Jim Nelson	March 31, 2017

<b>Strategy I : Help for struggling students.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Elementary classroom intervention pilot project: <ul style="list-style-type: none"> <li>▪ Research Hibbing model.</li> <li>▪ Offer tutoring/teacher aide experience for high school credit.</li> <li>▪ Plan and begin implementation of pilot project for high school tutors to conduct classroom activities while teacher provides extra help to students in the Intervention group.</li> <li>▪ Review pilot project results and determine next steps.</li> </ul>	Willie Spelts Lisa Perkovich  Willie Spelts  Willie Spelts (Lisa Perkovich, Teachers, Tutors)	February 29, 2016 February 29, 2016  September 1, 2016  January 31, 2017
2. Intervention pilot project for junior high grades: <ul style="list-style-type: none"> <li>▪ Develop and begin implementation of pilot math/reading “study sessions”.</li> <li>▪ Review pilot project results and determine next steps.</li> </ul>	Lisa Perkovich (Math & English Dept staff) “	September 1, 2016  January 31, 2017
3. Ensure all K-12 teaching staff are trained in and comfortable using STAR assessments.	Troy Caddy	March 31, 2017

<b>Strategy I : Opportunities for high achievers.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Explore options to incentivize teaching staff obtaining credentials required for concurrent classes (i.e. Masters degree in subject area).	Deron Stender	July 1, 2016
2. Conduct a comparison of pros/cons of IB, AP, and CIS courses and determine best fit.	Lisa Perkovich	August 31, 2016

**GOAL #3: Families will be encouraged to actively participate in their child’s learning and development with the support of school and community resources.**

<b><u>Strategy K: Parent education opportunities.</u></b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Parent Summits: <ul style="list-style-type: none"> <li>▪ Plan and implement an event with workshops on a variety of topics (utilizing community partners) targeted to PreK-Grade 2, supervised children’s activities, and food.</li> <li>▪ Plan and implement an event with workshops on a variety of topics (utilizing community partners) targeted to PreK – Grade 12, a keynote speaker, supervised children’s activities, and food.</li> </ul>	Mike Krebsbach  Mike Krebsbach (Willie Spelts, Lisa Perkovich)	March 31, 2016  October 31, 2016
2. Family orientation (parents & students) at pivotal grade levels (include Activities info for high school grades): <ul style="list-style-type: none"> <li>▪ Plan and implement Grade 3 orientation.</li> <li>▪ Plan and implement Grade 9 orientation.</li> <li>▪ Plan and implement Grade 7 orientation.</li> <li>▪ Plan and implement Kindergarten orientation.</li> </ul>	Willie Spelts Lisa Perkovich Lisa Perkovich Mike Krebsbach	May 31, 2016 May 31, 2016 August 31, 2016 September 9, 2016
3. Math / Reading Nights: <ul style="list-style-type: none"> <li>▪ Research successful events in other districts.</li> <li>▪ Develop plans to hold pilot events in each building.</li> </ul>	Deron Stender Deron Stender (Principals)	May 15, 2016 December 31, 2016
4. Implement family support & involvement component within the Early Learning Collaborative for PreK-Grade 2 (see specific activities in DHS grant narrative).	Mike Krebsbach	September 1, 2016 – March 31, 2017

<b><u>Strategy L: Direct parent-teacher contacts.</u></b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Increase conferencing with parents at all grade levels: <ul style="list-style-type: none"> <li>▪ Confer with teaching staff to determine method.</li> <li>▪ Implement chosen method (spring conferences or teacher outreach to parents of at-risk students at least quarterly).</li> </ul>	Lisa Perkovich (Willie Spelts, Mike Krebsbach)	May 31, 2016 2016-2017 school year

<b>Strategy M : Communication with parents.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Issue e-newsletter to district families and community members.	Deron Stender	Monthly (April 2016 – March 2017)
2. Review and clarify directive regarding frequency of updating assignments / grades for each building (e.g. high school = weekly minimum).	Principals	April 30, 2016
3. Conduct annual year-end parent survey to solicit feedback on key items in strategic action plan and other school operations.	Deron Stender	May 31, 2016
4. Develop a plan to streamline and reduce family information paperwork/data collection.	Bill Bryson	June 30, 2016
5. Add Community Relations/Communications Officer position to build connections with stakeholders across all priority goals and to facilitate taking the school-community relationship to the next level.	Deron Stender	August 31, 2016
6. Implement Power School to simplify and speed up system for posting/viewing assignments and grades.	Bill Bryson	September 1, 2016

<b>Strategy N : Open forums with District leadership.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Informal coffee & conversation gathering for administrators to meet with the public at locations out in the community (quarterly).	Deron Stender (Administrative Team)	April, September, November 2016 & February 2017
2. Invite families to attend student achievement recognition event/social sponsored by the School Board.	Deron Stender	June 2016 & February 2017

**GOAL #4: All students will have access to a wide range of activities that enrich their school experience and connect them to the broader community.**

<b>Strategy 0 : Proactive recruitment &amp; promotion of extra-curricular activities.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Promoting school spirit & support: <ul style="list-style-type: none"> <li>▪ Discuss a plan for pep band to play and stay at a schedule of key athletic events, and explore the function of pom poms to increase school spirit and support; present to Administrative Team to determine next steps.</li> <li>▪ Explore options for establishing a school apparel store and present to Administrative Team to determine next steps.</li> </ul>	Lisa Perkovich (Jeremy Marquardt, Kerry Bidle, Willie Spelts)	April 30, 2016
	Willie Spelts (Kimmy Christenson)	May 31, 2016
2. Digital activities sign: <ul style="list-style-type: none"> <li>▪ Approach the City to explore partnering on installation of a digital activities sign near the Miner’s facility.</li> <li>▪ Determine next steps.</li> </ul>	Willie Spelts	June 1, 2016
	Administrative Team	June 1, 2016
3. Provide in-school activities orientation including a handout with full list, contact people, and fee waiver information before the start of each season: <ul style="list-style-type: none"> <li>▪ Early start Fall (grades 6, 7, 8)</li> <li>▪ Fall season</li> <li>▪ Winter season</li> <li>▪ Spring season</li> </ul>	Kerry Bidle (Coach & student athlete volunteers)	May 31, 2016 September 9, 2016 November 1, 2016 March 1, 2016
4. Website improvements: <ul style="list-style-type: none"> <li>▪ Make activities information more detailed, prominent and user-friendly for parents/students, mobile device compatible, and clear link between VMPS site and R School segments.</li> <li>▪ Add e-payment capability for activities.</li> </ul>	Kerry Bidle (Technology Office)	September 1, 2016
	Spencer Aune	August 1, 2016
5. Include same detailed activities information on social media platforms.	Troy Caddy	September 1, 2016

<b>Strategy P : School-community connections.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Research ways for the District to offer business sponsorships/partnerships for school events.	Deron Stender	May 15, 2016

<b>Strategy Q : Reducing barriers to participation.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Engage those students not currently participating (“17%”): <ul style="list-style-type: none"> <li>▪ Hold small group discussions with students to determine past experiences (e.g. “Have you ever participated in an activity/sport previously – what caused you to give it up?”) and potential areas of interest. Provide food.</li> <li>▪ Present to Administrative Team to determine next steps, possibly to include piloting new activity options.</li> </ul>	Julie Eddy (Kerry Bidle)	May 1, 2016
		Kerry Bidle
2. Find community sponsorship (e.g. Elks Club) to fund activity bus to pilot during the 2016-2017 school year.	Willie Spelts	June 1, 2016
3. Develop and implement a plan to provide team transportation for all athletic programs.	Deron Stender	July 1, 2016
4. Awareness of activities fee waiver: <ul style="list-style-type: none"> <li>▪ Change cover letter message for Free/Reduced lunch application to highlight ALL benefits <i>families</i> can receive (activities fee waiver, iPad fee waiver, free breakfast and lunch, etc.).</li> <li>▪ Send application forms with new cover letter to all student households as a dedicated mailing.</li> </ul>	Deron Stender	August 1, 2016
		Deron Stender
5. Free admission to sporting events for all students: <ul style="list-style-type: none"> <li>▪ Inform students/families that student ID card will act as a free events pass (back-to-school newsletter, social media, picture order cover flyer).</li> <li>▪ Include student ID cards in all Fall picture orders.</li> </ul>	Deron Stender (Kimmy Christenson, Lisa Perkovich)	August 15, 2016
		Kimmy Christenson (K-6) Lisa Perkovich (7-12)

**Strategy R : Create a culture of acceptance in athletic programming.**

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Include the Whole Child philosophy in coach's handbook.	Kerry Bidle	August 1, 2016
2. Hold coaches meetings at the start of each season to deliver this message and emphasize its importance: <ul style="list-style-type: none"><li>▪ Fall season</li><li>▪ Winter season</li><li>▪ Spring season</li></ul>	Kerry Bidle " "	August 1, 2016 November 1, 2016 March 2017

**GOAL #5: Each student will be provided the education and support needed to make healthy decisions for their social, emotional, mental and physical wellbeing.**

<b><u>Strategy S : Develop a plan to incorporate wellness curricula into all grade levels.</u></b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Preventive health curriculum: <ul style="list-style-type: none"> <li>▪ Create a K-12 preventive health curriculum development team.</li> <li>▪ Review state/national health education standards and determine additional local needs.</li> <li>▪ Research what curriculum activity is currently occurring at each grade level.</li> <li>▪ Develop a proposed plan for implementing vertically integrated preventive health curriculum in all grade levels K-12; coordinate with PE curriculum team.</li> </ul>	Lori Ismil	June 1, 2016
	Health Curriculum Team	August 31, 2016
	Health Curriculum Team	August 31, 2016
	Health Curriculum Team	August 31, 2016
2. Physical education curriculum: <ul style="list-style-type: none"> <li>▪ Create a K-12 PE curriculum development team.</li> <li>▪ Review state/national PE standards and current curriculum activity at each grade level; determine additional local needs.</li> <li>▪ Develop a proposed plan for implementing vertically integrated PE curriculum in all grade levels K-12; coordinate with health curriculum team.</li> </ul>	Bennet Bloomquist PE Curriculum Team	June 1, 2016 August 31, 2016
	PE Curriculum Team	August 31, 2016
3. Combine results into a District Wellness Curriculum proposal: <ul style="list-style-type: none"> <li>▪ Jointly present to each individual building level.</li> <li>▪ Jointly present to entire District staff.</li> <li>▪ Jointly present to school board for consideration to begin implementation in the 2017-2018 school year.</li> </ul>	Health/PE Curriculum Teams	August 31, 2016
	“	September 30, 2016
	“	September 30, 2016
	“	October 31, 2016

<b><u>Strategy T : Increase student physical activity throughout the day.</u></b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Research possible options to increase recess time and include more movement within the classroom for grades K-6; identify any facility needs required to implement action.	Sabrina Mansur (Mike Krebsbach, Willie Spelts, Teachers)	June 1, 2016
2. Present findings to Admin Team and determine next steps.	Sabrina Mansur	June 1, 2016

<b>Strategy U : Provide more support for student mental health.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Strengthen prevention by adding 1 FTE counselor and dividing the team as follows: <ul style="list-style-type: none"> <li>▪ Elementary (1 FTE Parkview; 1 FTE Roosevelt): work directly with students, deliver preventive social-emotional health curriculum, provide liaison to community resources for families.</li> <li>▪ High School (2 FTEs): deliver preventive social-emotional health curriculum and career development services, provide liaison to community resources for families, work directly with students.</li> </ul>	Deron Stender	March 31, 2016
2. Determine specific needs and add supportive mental health services for high school students (e.g. lunchtime diversion group for those trying to quit chemical use).	Paula Larson & Jill Oja	October 1, 2016

<b>Strategy V : Build staff capacity in student support at the high school level.</b>		
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Staff development on Whole Child philosophy: <ul style="list-style-type: none"> <li>▪ Presenter at all-staff mandatory training (Day 1)</li> </ul>	Deron Stender	August 29, 2016
2. PLC high school building-wide presentation on current challenges faced by students (e.g. emotional / mental health, CD), and benefits of developing supportive relationships with students for both parties; share staff stories.	Lori Ismil (High school homeroom advocates)	September 30, 2016