



DEVELOPED
2016

LONG RANGE PLAN



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PENDLETON SCHOOL DISTRICT

DEVELOPED 2016

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PROCESS OF EMPOWERMENT

In January of 2015 The Pendleton School Board requested the formation of a district-wide leadership team comprised primarily of teacher leaders along with administrators representing a cross section of the district. This team engaged in an Empowerment Evaluation facilitated by the SWIFT Center. Below is a description of the process leading to the contents in the long range plan.

Empowerment evaluation (Fetterman, 2001; Fetterman & Wandersman, 2005) is a decision-making process that fosters systems change improvement, and self-determination using a value orientation, and was designed by David Fetterman and colleagues to “help people help themselves and to help them improve their programs using a form of self-evaluation and reflection” (Fetterman, 2001, p. 3). In empowerment evaluation, key stakeholders come together to conduct their own evaluations, often with an outside evaluator who serves as a facilitator or coach for the process.

Empowerment evaluation is a collaborative and democratic process where all members actively participate in the process and are expected to contribute to the examination of an issue, or issues of concern, and work together, in an ongoing fashion, on improvements. In doing so, assessment does not become the end result. Instead, by “internalizing and institutionalizing self-evaluation processes and practices, a dynamic and responsive approach to evaluation can be developed” (Fetterman, 2001, p. 3) which allows for accommodation of changes (i.e., key stakeholders, populations, personnel, and program goals). Empowerment evaluation can become a powerful process for continual self-evaluation. The three primary steps for empowerment evaluation are: 1) vision, 2) taking stock, and 3) planning for the future.

The first step, *Vision*, starts with the agency’s mission, and is accomplished through a process wherein participants express their individual vision, then shape the vision into a collective statement. The statement represents the values of the group, and provides the foundation necessary for successful completion of the second step of the process, taking stock.

During step two, *Taking Stock*, the group generates a list of key potential activities crucial to the functioning of the program or initiative to create standards. A list consisting of 10-20 activities is usually generated initially. The facilitator helps the group prioritize and determine activities that are most critical (e.g., schools will enjoy strong positive family relationships). Priority ranking occurs through a process using dots for voting. The process allows each participant to select individual priorities. For voting, each participant is given five dots, which they can distribute across several items, or place all on one. Team members individually place dots beside the activity or activities felt to be most important. When the voting process is completed, the ten items with the highest number of dots become the prioritized list.

Next, rating of the prioritized list occurs. During this phase of step two, participants rate, on a scale from 1-10, with 10 being the highest and 1 the lowest, how they feel they, as an organization or program, are currently doing on each item/standard. Group members participating in the process may not have experience working with others in the room, thus it is essential to the process that it is designed to promote trust and openness among group members by ensuring each member’s contributions are valued. Further,

empowerment evaluation requires group members to reveal in front of others what they, individually, think about their current status, the change process and where they think the process should go. Therefore, the rating process is not confidential. Team members are identified by their initials to allow a “democratic flow and exchange of information” among participants (Fetterman, 2001). This sets the stage for later dialogue, clarification and communication, which is critical to the process.

During step three, *Planning for the Future*, developing strategies and documenting progress are key. Objectives are determined and strategies identified that will assist the group to successfully meet their objectives as they plan for the future. This creates an audit trail for each step of the evaluation. Planning for the future results in documenting who is responsible for completion of each objective, the timeline for completion, what evidence will be used to document progress, and how measurement will occur.

The purpose of the Pendleton Empowerment Evaluation was to assist district leadership develop and implement a “blueprint” for launching, in a well-planned way, the district’s vision. Following the Empowerment Evaluation the District-Wide Leadership Team, School Administration, School Board, and Community took the vision and standards and tied them to measurable outcomes over the course of the next 4 years to develop a Long Range Plan towards achieving the district mission and vision.

Letter to the Community

Incorporate a note from the Board Chair and Superintendent
Insert pictures

Mission, Vision, and Standards

Vision Statement:

Preparing for the Future; Every Student Every Day

Mission statement

The Pendleton School District provides high quality instruction in an open and inviting environment to ensure high academic achievement and social growth for all students. We engage students and prepare them for the world of work, higher education, and meaningful contribution to society.

Standards which lead to fulfillment of our Vision and Mission:

In the Pendleton School District we:

- ...promote and practice perseverance to instill a growth mindset for enhanced achievement.
- ...communicate and exchange ideas resulting in a positive climate and a culture of shared leadership.
- ...provide a professional environment and a strong system of support for all staff.
- ...follow a vertically aligned system of instruction and effective educational strategies.
- ...provide vertically aligned career, technical and citizenship instruction for all students.
- ...consist of student centered classrooms providing authentic and engaging instruction.
- ...provide grade level academic and behavior instruction to all students.
- ...maximize community resources, fostering effective partnerships to enhance student outcomes.
- ...foster trusting family partnerships.
- ...champion cultural education for staff and students.

Challenges

(Plagiarized from Arlington Public Schools)

Pendleton School District faces many challenges — current and upcoming trends and events that have a high potential for exerting significant influence on the future success of a school district. These challenges were identified in the external scan document and through community input from forums and surveys. The magnitude of these challenges is great — they are serious or have the potential to become serious if not addressed, they have a high likelihood of impacting the district, and the community believes they are important.

Developing appropriate solutions to these challenges will determine the future quality of education that students experience and the sustainability of the district over time. The challenges are:

- Providing access and creating opportunities for all students to experience challenging and engaging educational courses, programs, and activities
- Reducing and finally eliminating the achievement gap between and among different groups of students
- Recruiting, retaining, and developing high-quality instructional, administrative and support staff
- Maximizing the management of resources to maintain high quality programs in with fiscal prudence
- Providing networks of support services and broad-based partnerships with parents and the community to meet the needs of the whole child

These challenges become the most important goals for the Arlington Public Schools to accomplish over the next six years. By meeting these challenges, the district is assuring its students the best possible education to prepare them to be successful in their future endeavors.

Data-Driven Processes

(Plagiarized from Arlington Public Schools)

An underlying district priority for the goals identified through the strategic planning process is information driven decision-making and managing data in order to turn it into usable information. Staff members depend on measurement and analysis of performance as indispensable parts of the decision-making process and for continuous improvement of all aspects of the district. Parents and the community rely on timely and understandable information to make good choices and hold the school system accountable for reaching its goals.

A comprehensive and integrated fact-based system—one that includes various kinds of data (implementation, performance, comparative/competitive, workforce, and cost), as well as process and operational performance measurement, should be designed, deployed, and improved over time. A comprehensive set of leading and lagging performance data points or indicators aligned to student, stakeholder, and organizational performance requirements will provide clear information for improving all processes and achieving organizational goals and targets.

The outcome is to manage resources more effectively and efficiently and to manage operations to maximize productivity and eliminate waste.

Means by which processes are information-driven include:

- Investing in data management and using technology that links student, teacher, and school data over time;
- Implementing an information-driven, outcome-oriented management and evaluation system that is designed to focus attention on student achievement; and
- Investing in technology that will support collection of evaluation data, and improve the delivery and tracking of professional development and training activities.

Goal One:

Provide high quality instruction for all students in an aligned P-12 system resulting in increased student achievement and successful college and career readiness.

(Measurements: teacher evaluations, student academic outcomes, student discipline reduction, student college enrollment data, chronic absenteeism reduction, course offerings/enrollment P-12, LRE data, etc.)

Associated Standards

PSD follows a vertically aligned system of instruction and effective educational strategies.

PSD provides vertically aligned career, technical and citizenship instruction for all students.

PSD consists of student centered classrooms providing authentic and engaging instruction.

PSD provides grade level academic and behavior instruction to all students.

PSD champions cultural education for staff and students.

Strategies	Desired Outcomes	Required Inputs	Data Sources

Goal Two:

Provide an educational environment where students are safe, supported and empowered in their learning. (Measurements: Climate/satisfaction Surveys, Practice Profile self-assessments, PD calendar tied to data drivers, Leadership Teaming agendas and action plans, discipline data, absenteeism data for students and staff, etc.)

Associated Standards

PSD students and staff promote and practice perseverance to instill a growth mindset for enhanced achievement.

PSD staff communicate and exchange ideas resulting in a positive climate and a culture of shared leadership.

PSD provides a professional environment and a strong system of support for all staff.

Strategies	Desired Outcomes	Required Inputs	Data Sources

Goal Three:

Leverage our skills and resources with parents and community partners to strengthen educational programs P-12. (Measurements: Community surveys, list of community partners and their contributions, volunteer rates, family engagement surveys, etc.)

Associated Standards

PSD maximizes community resources, fostering effective partnerships to enhance student outcomes.

PSD fosters trusting family partnerships.

Strategies	Desired Outcomes	Required Inputs	Data Sources

Implementing the Long Range Plan

Strategy Map

Tracking Progress