



Iron County School District Strategic Plan Guiding Document

ICSD Board of Education

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Michelle Lambert - Board Vice President
Michelle Jorgenson-Jones - Board Member
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Lavona Montgomery - School Psychologist
Steven Burton - Elementary Education Director
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Cory Henwood - Digital Teaching and Learning Coordinator
Greg Sanders – Career and Technical Education Coordinator

April 2019

Introduction and Acknowledgements

In an effort to articulate and clarify the mission and vision of the Iron County School District and tie them to specific goals, actions and outcomes, the ICSD School Board approved the formation of a Strategic Planning Committee to examine current practices, identify needed improvements and establish Standards of Quality that will provide direction and focus for the next five years and beyond. These Standards of Quality are:

- Culture of Collaboration and Learning for All
- Social Emotional Learning
- Future Ready Education
- Community Connections

Individuals representing key stakeholders were invited and then served on sub-committees that represented each of these four identified Standards of Quality. Those serving on the sub-committees were: parents, teachers, school and district administrators, law enforcement, social services, mental health providers, Workforce Service personnel, Southern Utah University partners and various business owners and community members. Sub-committees met monthly, beginning in September of 2018. During these meetings the Standard of Quality was defined, action steps determined, responsible parties identified, and specific goals set for each of the five years of implementation.

The Strategic Plan draft was reviewed by the entire committee in February 2019, revisions were suggested and a final draft was developed and then sent to the ICSD Board for approval in April 2019.

This plan will be central to decisions regarding ICSD educational and financial practices over the next five years. We are grateful to our committee of the whole and our sub-committees for their engagement and commitment to this process, and we look forward to witnessing the benefits for students, educators, support staff, and our community through the plan's implementation.

Sincerely,

ICSD Board, District Administration and Strategic Planning Committee

Table of Contents

Strategic Planning Committee Member List.....	3-4
Four ICSD Standards of Quality (SOQ) Defined.....	5
Standards of Quality (SOQ) Acton Steps.....	6-7
Culture of Collaboration and Learning for All	
Social Emotional Learning	
Future Ready Education	
Community Connections	
Standards of Quality (SOQ) Key Implementation Guidelines.....	8
Standards of Quality (SOQ) District Goals and Tasks.....	9-12
Appendix A.....	13

Strategic Planning Sub-Committee Members

SOQ - Culture of Collaboration and Learning for All

Co-Chairs - Janette Stubbs and Shannon Dulaney

Roy Mathews - High School Principal

Emmy Orton - Student

Amy Rigby - Parent

Melinda Morgan - Middle School Language Arts Teacher

Ashley Peterson - District Title 1 Coordinator

Terri Sanders - School Administrator

Carolyn Pace - Preschool Teacher

Michelle Hall - Elementary Principal

SOQ - Social Emotional Learning

Co-Chairs - Kevin Garrett and Lavona Montgomery

Jet Warr - District Secondary Math Specialist

Duane Jarvis - Southwest Behavioral Health Center

Kyle Garrett – Department of Child and Family Services

KarriAnn Raddon - High School Counselor

Amber Burton - Parent

Chari Hensler - Elementary Special Education teacher

Courtney Braithwaite - High School Teacher

Sue Braden - Elementary Teacher

SOQ - Future Ready Education (Education, Career, Citizenship)

Co-Chairs - Cory Henwood and Greg Sanders

Mike Coronado - Local Business Owner

Mary Pearson - Dean of SUU's Dixie Leavitt School of Business

Danny Stewart - Cedar City Economic Development Director

Spencer Douglas - Local Business

Denny Heaton - High School Principal

Robyn Brown - Elementary School 5th Grade Teacher

Dave Busk - Department of Workforce Services

Hunter Shaheen - ICSD Energy Specialist and Building Construction Manager

Deveny Pace - High School Career and Technical Education Teacher

Christine Hunter - Elementary School Teacher

Mary Saylor - Middle School Teacher

Community Connections

Co-Chairs - Steve Burton and Rich Nielsen

Fred Rowley - ICSD Elementary Math Specialist

Rex Shipp - Utah State House of Representatives and local business owner

Ellie Anderson - Parent

Patrick Clarke – SUU Dean of the School of Integrative and Engaged Learning

Mackenzie Stratton - Regional PTA President

Chief Darin Adams - Cedar City Police Chief

Michelle Lambert - ICSD School Board Vice President

Xavier Garcia - Local Paiute Tribe Education Specialist

Kent Peterson - ICSD Business Administrator

Cori Hyatt - ICSD Finance Controller

Jeanette Putnam - Elementary School Teacher

Standards of Quality Defined Commitments

1. **Culture of Collaboration and Learning for All** - We will work together for the learning of everyone in our school community.
2. **Social Emotional Learning** - We will balance the social, emotional, physical, and academic needs of our students by ensuring a safe, caring, and equitable environment for students to learn.
3. **Future Ready Education** - We will ensure student and teacher awareness and opportunities to experience careers, be aware of labor market opportunities, improve in essential soft skills, and have spaces designed for learning these skills.
4. **Community Connections** - We will engage community, students, families and staff in meaningful partnerships.

Standards of Quality Action Steps

Culture of Collaboration and Learning for All

1. We will increase student voice and involvement in school community by establishing a student leadership team in every school.
2. We will continue to use the Professional Learning Community (PLC) framework at every level of our district system to improve instruction, increase student voice, and foster student and educator growth.
3. We will focus our efforts on the process of standards- and competency-based learning.
4. We will involve our community as we “tell our story”.

Social Emotional Learning

1. Schools will establish a Student Emotional Learning Committee to implement the goals and ideas that the Strategic Planning Committee establishes. This committee will give input regarding what they believe a safe and healthy environment looks like and a list of supports they feel they have access to as students.
2. Schools will identify area(s) of need and determine what steps need to be taken in order to meet the goals for social emotional learning through ongoing training and education for all school staff.
3. The District will determine what resources are available and make them accessible to every school: regardless of location. Along with resources, ongoing district-level training will be provided for a representative from each building to then train their faculty: all in an effort to maintain consistency in the message and implementation.
4. We will involve our community by establishing a community emotional learning committee with representatives from various partnerships (i.e. mental health providers, Intermountain Healthcare, Paiute Tribe, SUU and other universities, DCFS, parents, etc.) to give input and implement goals established by the Social/Emotional Learning Committee.

Future Ready Education

1. We will enhance our Work Based Learning (WBL) program to provide more opportunities for more businesses and students to be involved by hiring a WBL coordinator, developing a web page for sign-ups, and training and identifying a representative at each high school.
2. We will integrate our Eight Essential Skills in all core content, K-12, as Guaranteed and Viable Curriculum (GVC) by establishing a committee of teachers representing each grade band and content area who are charged with identifying how they will tie these skills into curriculum, assess these skills, and report on their progress.
3. We will expand our Career and Technical Education (CTE) offerings by providing more classes in construction, coding and education in our high schools.
4. We will expose students to local opportunities by providing a video bank of careers in our community where local employers will explain their business and connections to core content.
5. We will create spaces for collaboration and innovation at pilot schools by remodeling select classrooms or libraries/media centers with moveable furniture for collaboration, maker spaces for creativity, etc.

Community Connections

1. Create a Community Engagement position on a full-time basis to identify, coordinate and disseminate information available through community partners. Information will then be shared with schools, families and community.
2. Standardize communication systems throughout the district through websites, email alerts, text alerts, social media, etc.
3. Share positive information from the schools and district through social media and other media sources.
4. Develop a curriculum-based service opportunity standard and reflection protocol to connect students to their community.

Standards of Quality Key Implementation Guidelines

1. Identify SMART goal within each SOQ.
2. Identify key people for implementation.
3. Identify timeline for implementation within each school.
4. Identify process implementation for goal accomplishment.

Standards of Quality District Goals and Tasks

Culture of Collaboration and Learning for All

By 2024: We will increase student voice and involvement in the school community by establishing a student leadership team in every school.

- Create a Student Leadership Team (SLT) at each school
- Each school's Building Leadership Team (BLT) will direct problem solving and determine leadership within this team (i.e. rotate through BLT members based on teacher strengths, principal strengths, counselor strengths etc.)
- Begin process in year one. School team will determine needed steps to support SLT increased functionality during the five-year time period.
- Since this process will look different at each school depending on grade levels involved, autonomy is given to each school regarding how the SLT will be run. The SLT needs to have a common understanding of their purpose, why they lead and how they should lead. The purpose of student voice is determined at the individual levels as appropriate for age of students involved. Mindset of teachers may need to be examined. Teachers and students work together rather than teachers in charge of students. Schools are encouraged to look into making a connection with Positive Behavior Intervention Supports (PBIS) and the SLT (consideration should be given to involving counselors, LCSWs and other support personnel in process conversations).

We will consistently use the PLC framework to improve instruction, increase student voice and foster student and educator growth.

- Continue to improve team functionality at every level of the district system
- All district and school teams will continue participating in the PLC process using agendas, norms, GVCs, and Common Formative Assessments.
 - District will provide ongoing Professional Development (PD) focused on PLC functionality during BLT trainings.
 - Schools will continue to build knowledge by sending teachers (as needed) to PLC conferences and attending district BLT trainings, as well as monitoring functionality of teams through surveys and continued administrator coaching using the Principal Partnership Tool.
 - Students and teachers can define what proficiency/mastery looks like: they own their own learning, and teaching will move from content-driven to assessment-driven (assessment **for** learning rather than assessment **of** learning)
 - Begin to consider micro-credentialing or a similar process as part of educator growth.

We will focus our efforts on the process of standards- and competency-based learning.

- Implement standards- and competency-based learning/grading using the established District timeline and plan. (See Appendix (A))
- All educators and appropriate support staff will be involved in the process.
- District and school implementation plans will include negotiables and non-negotiables.
- Building leadership capacity at all levels of the District system will be critical.

Social Emotional Learning

By 2024:

The District Social Emotional Learning Committee (SELC) will create a Needs Assessment Checklist (NAC) to distribute to every school within the district.

- The SELC will collaborate with building administrators to determine what responses shall be recorded on the Needs Assessment Checklist and submitted within the year.
- The information collected through the NAC will be presented to the Community Council to help establish parent and family connection.
- Each building must have a working PBIS process in place within this first year. (District survey will determine fidelity and validity of each school's PBIS process)

Results of Needs Assessment Checklist from every school will be evaluated along with compliance with PBIS implementation. The district-wide PBIS process will be refined using this collected data.

- Committees in all respective areas will continue to operate to inform PBIS processes.
- Schools will identify resources needed to satisfy identified deficits.
- District specialists will introduce and train on the social/emotional effects on learning.

Implementation of professional development and/or other needs based on the results of identified deficits determined from assessment for each building (i.e. trauma-informed care, restorative practices, de-escalation, behavior modification, mindfulness/yoga).

- Faculty and staff needs will be addressed (i.e. self-care, compassion fatigue, secondary trauma, etc.)
- Access for all students to mental health supports within each building.

Future Ready Education

ICSD will ensure ALL students, by the time they graduate, are aware of and experience a variety of careers, have curricular opportunities to acquire both hard and soft skills, and have resources and facilities available to support their learning and future success.

By 2020 we will:

- hire a District Work Based Learning (WBL) coordinator who will work on a WBL website with internship opportunities. Additionally, the coordinator will gather career exploration videos from industry partners with the help of the Department of Workforce Services.
- identify a WBL coordinator at each school.
- host a committee of teachers who will link our identified eight essential skills to existing curriculum and create rubrics to assess these skills. Their work will have been given to pilot schools.
- prepare to expand CTE offerings in education, coding and construction by exploring opportunities for funding and teachers.
- secure funding for creation and collaboration spaces. Identify which schools are interested in transforming their libraries or classrooms to these types of spaces.

By 2021 we will:

- provide compensation for WBL coordinators at each of our high schools.
- implement, district-wide, our identified eight essential skills as part of GVC maps.
- explore standardized assessments of these essential skills and pilot this in sample groups.
- offer at least one SUU Concurrent Enrollment Education class.
- have student intern assistants who will create career exploration videos based on their experiences.
- train teachers on the use of creation and collaboration spaces including terminology and work with pilot schools to plan the remodel of their classrooms/libraries/media centers.

By 2022 we will:

- offer at least one coding class, and a SUU Concurrent Enrollment Education class in every high school.
- have at least one remodeled library or classroom ready to use by students as a creation and collaboration space.

By 2023 we will:

- offer at least one building construction class, and a coding class in every high school.
- have creation/collaboration spaces available in at least one elementary, middle and high school.

By 2024 we will:

- have creation/collaboration spaces available at all schools.

Community Connections

We will engage community, students, families and staff in meaningful partnerships that help school and community members feel connected.

By 2020 we will:

- hire a community engagement specialist who will:
 - Complete a needs assessment
 - Identify, coordinate and disseminate information available through community partners. Information will then be shared to schools, families and community.
 - Standardize communication systems throughout the district through websites, email alerts, text alerts, social media, etc.
 - Assess viability of service opportunities and community partnerships.
 - Facilitate the committee to meet and assess the process twice a year.

By 2021 we will:

- implement a service opportunity process and list our resources.
- acquire one contact for business and community.
- set benchmark indicators based on current levels of engagement.

By 2022 thru 2024 we will:

- form a committee to meet regularly to review effectiveness and modify for improvement.
- conduct benchmark survey with community, parents and students.

Appendix A

Standards Based Grading

Jan 2019 - Dec 2019 Initial Teacher Training

August 2019 - May 2020 Pilot Schools Implementation, Continued Teacher Training.

August 2020 - May 2021 Whole District K-12 Implementation

Competency-Based Education

April 2019 - May 2020 Teacher/Admin Planning Committee Work

August 2020 - May 2021 Opportunity Offered to Select 9-12 Students in their Core Classes Outside their Boundary School.

July 2021 - July 2022 Consider Opportunities to Expand Competency-Based Course Offerings.