Comprehensive Plan
2016-19

PALISADES | school district

INSPIRED TO LEAD...PREPARED TO SUCCEED

Thanks to Our Steering Team Members:

Gary Adams, Technology

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Kate Kieres, Asst. Supt.

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Steve Kunkel, School Board

Bridget O'Connell, Superintendent

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Karl Scheibenhofer, Asst. Principal

Our Timeline:

Comprehensive Planning Process Began with Steering Team Meeting	November, 2014
Climate Surveys Developed	January, 2015
Steering Team to Reviewed and Approved Surveys	Early February, 2015
Distributed Surveys	Early April, 2015
Steering Team to Reviewed Survey Results	Beginning of June, 2015
Action teams develop plans for goal attainment	Mid June through September, 2015
Steering team met to review action plans	early October, 2015
Present to Board at EPS	October 14, 2015
Plan Made Available to Public	October 15, 2015
Final Board Approval	November 18, 2015
Submit to PDE	November 30, 2015

Mission, Vision and Beliefs:

Inspired to lead. Prepared to succeed.

Palisades School District is a community of learners. Working collaboratively, we will provide a safe, enriching environment wherein all students can achieve <u>college and career readiness</u> and demonstrate leadership.

(Underlined wording added to this rendition)

Core Competencies:

- Collaboration
- Communication skills
- Intellectual curiosity and creativity
- Leadership skills
- Independent problem solving and <u>perseverance</u>
- Cultural understanding

- Self-awareness and self-evaluation
- <u>Respect for self and others</u>
- <u>Appreciation of diversity</u>
- Civic and global engagement
- Responsible citizenship
- <u>Learning safely and responsibly using technology</u>

(Underlined wording added to this rendition)

Our Beliefs:

- Students learn best when they are actively engaged in meaningful work.

- Teaching students to think critically and creatively, and to take risks while solving problems is essential.

- All students can learn, but in different ways and at different rates.

- All students deserve the opportunity to develop individual talents and abilities.

- Students benefit from being appropriately challenged and motivated to excel.

- Educational progress requires ongoing evaluation through a variety of assessments.

- We value and respect people in their diversity.

Our Beliefs:

- The primary responsibility for learning rests with the student, supported by the home, family, community, and school.

- Learning occurs everywhere, is a lifelong process, and requires goal-setting, hard work, persistence, resilience, and discipline.

- A well-trained staff is essential to student success.

- Students benefit most when educators engage parents and community members by recognizing their important contributions and providing them with support and resources.

- We are committed to supporting students' social, emotional, and physical wellness, in addition to academics.

- Access to instructional technology is essential to develop 21st century learners.

(Underlined wording added to this rendition)

Academic Excellence: Benchmarks & Interventions

Our Goal: Develop a comprehensive system of benchmarking & interventions for all students.

The Challenge to be Addressed: Establishing benchmarks K – 12; Common, authentic, formative assessments; Training on utilizing and interpreting student data management systems eg. (LinkIt, EWS); Data analysis training and inter-rater reliability professional development time; Common indicators for at-risk students at each level; Establish common intervention system at each level; Building level transition meetings; Strategically placed professional development time for data analysis; and Collaborative team time to monitor student intervention progress.

Benchmark & Interventions

Strategy Number:	Strategy Defined:	Action Steps:
Strategy 1:	Evaluate system of benchmarks in reading, writing, math K-12.	Establish benchmarks K - 12 in reading, writing, and math.
		Ensure that common, authentic, formative assessments are in place at each grade level.
Strategy 2:	Interpret benchmark data to identify student needs K-12.	Plan training on the student data management system.
		Define and/or establish common indicators for at-risk students at each level.

Benchmark & Interventions

Strategy 3:	Implement and monitor a consistent intervention protocol.	Identify current intervention programs and explore additional research based intervention programs for consideration and adoption.
Strategy 4:	Develop and manage teaming systems grades K-12 to analyze results from benchmarks and develop individual student intervention plans.	Develop building level teams to analyze the results and establish individual student intervention plans.
		Schedule district-wide, departmental data analysis through strategically placed professional development days.
		Schedule collaborative team time to monitor student intervention progress.

Instructional Quality

Our Goal: Improve the quality of instruction for all students.

The Challenge to be Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Instructional Quality

Strategy 1:	Increase administrator, teacher, and parent knowledge of research-based, high impact instructional strategies.	Train administrators in research-based, high-impact instructional strategies.
		Provide teachers with professional development opportunities on high-impact, research-based instructional strategies. These could be in-house workshops or workshops provided by outside providers.
		Provide parents with support for effective home strategies to support students academically.

Academic Excellence – Career Pathways

Our Goal: Increase the career pathway options for students by providing career education with academic rigor, relevant field experiences, and networking opportunities through on-going relationship development.

The Challenge to be Addressed: Students have different career goals and aspirations. This goal will provide educational opportunities to explore varied career options while learning about the coursework and relevant job responsibilities that are associated with different careers/fields.

Career Pathways

Strategy 1:	Three new pathways will be created while an existing pathway will be more fully developed to mirror the framework of our Business Career Pathways-Money Management & Finance, and Media & Marketing.
Strategy 2:	Students' culminating projects should more closely represent their interests and goals. Therefore, the 8th grade and senior projects will be more closely aligned to the career interests and chosen career pathway of each student. Students, who successfully complete a career pathway program, will receive a specially designated diploma upon graduation.
Strategy 3:	Students should begin to consider their future goals, career possibilities and information to successfully attain them earlier in their academic careers. As a result, the middle school and/or high school will require a career exploration course, possibly online, that all 8th and/or 9th grade students must complete as an element of the graduation requirement.

Career Pathways

Strategy 1:	Three new pathways will be created while an existing pathway will be more fully developed to mirror the framework of our Business Career Pathways-Money Management & Finance, and Media & Marketing.	Expand the medical career pathway program to include rigorous coursework and expanded field experiences by offering students the opportunity to enroll in the program for the start of the 2016-17 school year.
		Develop the final components of the Business Career Pathways program, which includes industry certifications and expansion of the community partnerships database.
		Develop programming for a Art, Design & Engineering Pathway.
		Develop programming for an International Studies career pathway.

Career Pathways

Strategy 1:	Three new pathways will be created while an existing pathway will be more fully developed to mirror the framework of our Business Career Pathways-Money Management & Finance, and Media & Marketing.	Implement the newly developed Art, Design & Engineering Pathway.
		Implement the newly developed International Studies career pathway.
		Explore science pathways for Agriculture and Horticulture.
		Explore the further development of a Performing Arts Pathway.
		Periodic review of existing pathways.

Career Pathways

Strategy 2:	Students' culminating projects should more closely represent their interests and goals. Therefore, the 8th grade and senior projects will be more closely aligned to the career interests and chosen career pathway of each student. Students, who successfully complete a career pathway program, will receive a specially designated diploma upon graduation.	Explore pathway specific diplomas for pathway completers.
		Align 8th grade project to career pathways program.
		Align Senior project to career pathways program.

Career Pathways

Strategy 3:	Students should begin to consider their future goals, career possibilities and information to successfully attain them earlier in their academic careers. As a result, the middle school and/or high school will require a career exploration course, possibly online, that all 8th and/or 9th grade students must complete as an element of the graduation requirement.	Explore and develop a face-to-face, online and/or a hybrid course that explores careers, which will assist the students in selected appropriate career pathways that meet their interests, skills and future plans.

Enriching Environment: Climate and Culture

Our Goal: To create a safe school and positive community environment through the use of prevention, intervention, and on-going follow-up strategies implemented in an effective, consistent manner.

The Challenge to be Addressed: To address bullying and ensure the strongest culture possible in all buildings by improving: *Information exchange, Healing, Decision making, Conflict resolution, Relationship development, Support systems and Collaboration*

Climate and Culture

Strategy 1:	Train all staff (district employees, bus drivers) in Intro to Restorative Practices and Using Circles Effectively	Train all staff in RP.
Strategy 2:	Inform key communicators (parents, PTO's/PTA's, SPLC, community groups and school board members) about Restorative Practices	Establish parent/community group meetings for district trainers to share info about RP.
Strategy 3:	Provide effective programs across all buildings/levels which celebrate student successes and build positive relationships	Create a District Climate/Culture Committee to share/discuss successful programs and to make recommendations to building principals that will be used to build positive relationships and celebrate student successes at the building level.

Climate and Culture

Strategy 4:	Educate students and parents about bullying/harassment	Students and parents will learn about the difference between bullying/harassment vs. conflict and be able to: * locate and complete the bullying/harassment reporting form on the building level's website * locate board policy and administrative regulations understand the investigation process
Strategy 5:	Develop attitude surveys and interview questions to be given to parents and students	Attitude surveys/interview questions will be developed and administered to students and parents as an indicator to determine the effectiveness of the plan.

Enriching Environment: Mental Health

Our Goal: To expand mental health supports for students in the Palisades School District.

The Challenges to be Addressed: Some students, especially at the high school and middle school levels, experience significant mental health needs which put them at risk for academic failure, interruptions to their educational programming (hospitalizations, truancy, etc.), self-harm, and/or dropping out of school.

Students across the district (and County) appear to be exhibiting an increased level of mental health concerns (i.e., anxiety, depression, etc.) which interfere with school performance, attendance, and social functioning.

Mental Health

Strategy 1:	Expand Mental Health supports within district to meet the needs of students in crisis and/or having been hospitalized (Full or partial).	Contract with a private agency for a school social worker to closely work with and monitor the needs of students who are in crisis and/or who are returning from hospitalization (full or partial).
Strategy 2:	Provide Youth Mental Health First Aid training for all professional staff, instructional assistants and building secretaries.	Develop a staff development plan schedule to train all professional staff, instructional assistants, and building secretaries in Youth Mental Health First Aid by June 2019. Palisades will explore additional trainer options: • Secure training for another 1-3 palisades staff, and/or • Secure trainers from local agencies

Mental Health

Strategy 3:	Establish a district committee to review the school counselor needs across the district, taking into consideration student enrollment trends, student needs, state and professional organization recommended staffing levels, etc.	Development of a district committee comprised of 1-2 School Board members, district and building administrators, school counselors, teachers and parents. The committee will review enrollment trends, student needs, recommended staffing levels. The committee will work through EPS to finalize possible recommendations for the District.
Strategy 4:	Realign special education teacher assignments to assign one teacher with an emotional support focus to support students at the middle school with emotional support needs and behavior plans.	Administrative review of special education staff to identify staffing reconfiguration.
Strategy 5:	Implement Check and Connect program to provide mentoring for students at risk of dropout at both the high school and middle school.	Train mentors to provide Check and Connect program: 4-8 mentors by 2016-2017 and 2 additional mentors in 2nd and 3rd years.

Technology Infrastructure

Our Goal: To create the infrastructure necessary to support 21st century educational practices in Palisades. *Example: Expand learning opportunities and incorporate student interests across all disciplines.*

The Challenge to be Addressed: Differentiation and Individualization within a rigorous, broad curriculum.

Technology Infrastructure

Strategy 1:	Ensure 1:1 access to devices for all students in grades 4-12 and enhanced digital access for students in grades K-3.
Strategy 2:	Ensure up to date devices for teacher use.
Strategy 3:	Ensure all students have access to a reliable, high speed internet connection.
Strategy 4:	Ensure that bandwidth is sufficient to support increased demand.
Strategy 5:	Transition classroom furniture/layout/design to those more conducive to 21st century learning.

Technology Infrastructure

| Strategy 1: | Ensure 1:1 access to devices for all students in grades 4-12 and enhanced digital access for students in grades K-3 | Develop equipment acquisition proposals to be presented to Superintendent and Board of School Directors. Three possible proposals:

#1 - 1:1 District-owned program with fee for insurance (take home devices only); #2 - 1:1 Lease-to-Own Program; #3: 1:1 Hybrid BYOD and District-Owned Program.

Proposals must: be developed by a team that will include tech leaders, business office representative, building administrator(s), classroom teachers, Director of Technology, IT staff, Assistant Superintendent, parent(s); incorporate the results of the comprehensive plan survey information gathered during Spring, 2015; include advantages, disadvantages, costs to be presented to Education Programs and Services in Fall, 2016 for possible inclusion in the 2017-2018 budget. |

Technology Infrastructure

Strategy 1:	Ensure 1:1 access to devices for all students in grades 4-12 and enhanced digital access for students in grades K-3	Continue acquisition of district-owned Chromebook carts to expand access as we work toward a 1:1 solution. Include five carts in 2015-2016 budget (one for each building).

Technology Infrastructure

| Strategy 1: | Ensure 1:1 access to devices for all students in grades 4-12 and enhanced digital access for students in grades K-3 | Develop detailed action plan based on proposal selected by the School Board.

Action plan must be developed by a team that will include tech leaders, business office representative, building administrator(s), classroom teachers, Director of Technology, IT staff, Assistant Superintendent, parent(s).

Action plan must include: timeline, budget, vendor, deployment schedule, parent education/outreach, implementation support, coordination with instructional technology action plan, a comprehensive plan for charging and secure device storage.

Action plan must also recognize the need to periodically update specialty labs (CAD, Digital Music, TV/Video, Business, Computer Programming), since all necessary instructional applications cannot be conducted on Chromebooks. |

Technology Infrastructure

Strategy 2:	Ensure up-to-date devices for teacher use.	Develop a refresh cycle for teacher devices.
Strategy 3:	Ensure all students have access to a reliable, high speed internet connection	Survey parents to determine which students do/do not have reliable, high speed internet connections at home and what factors prevent them from having it. Determine and carry out separate action plans to fill gaps, based on needs identified. Financial Need - provide mobile hotspots Poor/Lacking Service - connect with service providers & townships to leverage relationships and pressure providers. All - extend library hours, consider using TN and SPR libraries as accessible hotspot locations.

Technology Infrastructure

Strategy 4:	Ensure that bandwidth is sufficient to support increased demand	Continue to upgrade Internet bandwidth to keep up with demand.
		Upgrade the wireless network to address the needs of a 1:1 initiative.
		Maintain and upgrade the wired network to meet the growing demands of a 1:1 initiative.
Strategy 5:	Transition classroom furniture/layout/design to those more conducive to 21st century learning	Instead of replacing traditional desks and chairs piecemeal in schools, leverage the furniture replacement cycle to include outfitting one or two classrooms each year with more flexible, collaborative furniture.

Instructional Technology

Our Goal: To ensure that instructional technologies available in Palisades are used to their maximum effect to support student achievement, growth, and engagement.

The Challenge to be Addressed: Differentiation and Individualization within a rigorous, broad curriculum.

Instructional Technology

Strategy 1:	To ensure that transformative and engaging instructional technology is implemented throughout the district to foster student success (standards/scope and sequence).
Strategy 2:	Create flexible and sustainable professional development model for teachers, administrators, and community (including parents and students); setting standards and expectations.
Strategy 3:	Develop a baseline for current technology integration and a mechanism to measure growth moving forward.

Instructional Technology

Strategy 1:	To ensure that transformative and engaging instructional technology is implemented throughout the district to foster student success (standards/scope and sequence).	Design K-8 educational technology scope and sequence aligned to ISTE standards.
		Implement portfolio components at the high school that effectively meet ISTE standards for all students.
		Incorporate technology use consistent with the ISTE standards into the 8th Grade Project especially as it relates to the production of content for an audience.

Instructional Technology

Strategy 2:	Create flexible and sustainable professional development model for teachers, administrators, and community (including parents and students); setting standards and expectations.	Development of PLCs and at least 1 unconference yearly. PLC will be the vehicle for the exploration and development of strategy 1 above.
		Create Community Tech event schedule for parents and community.

Instructional Technology

Strategy 3:	Develop a baseline for current technology integration and a mechanism to measure growth moving forward.	Develop a district wide non-evaluative walkthrough tool to measure the technology integration in the classroom.
		Develop a tool to review completed student work with reference to ISTE standards and SAMR model. Develop a process for using this tool to "autopsy" a random sample of student work at the end of each school year.

Leadership Development

Our Goal: Develop leadership skills in all students.

The Challenge to be Addressed: All students will demonstrate leadership skills, as noted in our mission statement.

Leadership Development

Strategy 1:	Clearly define leadership skills to be developed, grades K-12.
Strategy 2:	Continue to develop and expand the Volunteer Service Experience program to include all grade levels.
Strategy 3:	Embed leadership skill development in the curriculum, grades K-12.

Leadership Development

Strategy 1:	Clearly define leadership skills to be developed, grades K-12	Research current models of leadership development for school age students: Relational Leadership Model Social Change Model Five Practice of Exemplary Leadership Applied Learning Standards "New Standards" Student Leadership Competencies Developmental Leadership National Clearinghouse for Leadership Development.
		Select leadership skills to be developed at each level (K-3, 4-5, 6-8, 9-12).
		Publicize selected leadership skills to be developed at each level (K-3, 4-5, 6-8, 9-12).

Leadership Development

Strategy 2:	Continue to develop and expand the Volunteer Service Experience program to include all grade levels	On-going research and documentation of VSE opportunities within the school and community; Explore a school wide or grade level volunteer day of service for students.
		Provide opportunities for leadership roles within the VSE.
		Expand VSE (Volunteer Service Experience) to include grades 8, 11, and 12 and explore primary (Grades K-3) experiences.
		Develop a record for each student's experiences in the VSE and leadership skills incorporated in their experiences.

Leadership Development

Strategy 3:	Embed leadership skill development in the curriculum, grades K-12	Review current curriculum for natural connections to identified leadership skills, initially focusing on guidance including mentoring program, English, science, and social studies curriculum.
		Support consistent implementation of identified curriculum leadership ties.
		Create and implement a system for measuring each student's development of identified leadership skills.
		Modify, adjust, and enhance curriculum to address identified gaps in leadership skill development.

Community Engagement

Our Goal: Further engage parents, students, staff and community members in the culture and climate of our schools.

The Challenge to be Addressed: Need for parents, students, staff and community members to feel connected to and have a voice in the school community.

Community Engagement

Strategy 1:	Create a welcoming environment for visitors entering all schools.
Strategy 2:	Increase school board and community engagement.
Strategy 3:	Enhance skills and opportunities for two way communication between school and family to increase engagement.
Strategy 4:	Identify caring adult relationships for each child in each school and within the community.

Community Engagement

Strategy 1:	Create a welcoming environment for visitors entering all schools	Create and implement unified protocols for greeting visitors at front desk and pick up; provide training for carrying out the "welcome" protocols.
		Evaluate building entrances, signage, and office layout without sacrificing safety: prioritize facilities changes required to fulfill customer service obligations.
		Provide other opportunities for family and staff meet and greets, such as back to school nights, ice cream socials, BBQ nights, etc.
		Develop key communicators list within the community and provide venue for regular meetings with School Board and Superintendent.

Community Engagement

Strategy 2:	Increase school board and community engagement	Broadcasting or recording regular board meetings.
		Develop and share School Board member video profiles.
		Provide Board members with technological tools and training to enhance communication with constituents.
		Expand student reports to include happenings from all buildings K-12; study criteria and scheduling for Board recognition; possibly change of time/structure of meeting to accommodate recognitions each month.

Community Engagement

Strategy 3:	Enhance skills and opportunities for two way communication between school and family to increase engagement	Develop video library and mini workshops to educate parents and community members about new concepts and programs utilized in the school district.
		Collect and analyze real-time data regarding concerns and/or accolades for the quality of services we provide in district.
		Develop an online, interactive resource guide for students.
		Develop more opportunities for two-way communication to support student education and achievement (face-to-face, social media, online grading, classroom news, and other technological means).
		Set the standards for regular two-way communication and provide professional development to meet the standard .

Community Engagement

Strategy 4:	Identify caring adult relationships for each child in each school and within the community. (Strive for 5)	Develop and implement a mentoring program establishing characteristics of positive role models/ relationships.
		Develop a recognition program to acknowledge those names as positive role models.

Facilities Use

Our Goal: To periodically examine enrollment trends, staffing, and facilities use to maintain high quality programs and services for students, as well as fiscal responsibility.

The Challenge to be Addressed: Declining enrollment.

Facilities Use

Strategy 1:	Convene a stakeholder committee to examine enrollment trends, staffing, and facilities use once every two years and make recommendations to the Board of School Directors as appropriate.	Convene a stakeholder committee to examine enrollment trends, staffing, and facilities use once every two years and make recommendations to the Board of School Directors as appropriate.

Wellness Initiative (Work Continues from Previous Plan)

Our Goal: Enriching student awareness with regard to nutrition, health and fitness.

The Challenge to be Addressed: Provide opportunities for students to take part in activities that enhance student knowledge.

Wellness Initiative (budgeted for 2016/17)

Strategy 1:	Provide After School Activities, Nutritional Education/Cooking Clubs for students.	Provide non-competitive activities for students and options to learn about nutrition through cooking demonstrations and hands-on learning.
Strategy 2:	Develop a health expo at the middle and high schools.	Engaging our community partners with students and staff to expand knowledge related to nutrition, fitness and healthy lifestyles.