

Gardiner Public School

Strategic Plan

2014

Overview

The Gardiner Public School has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, the Gardiner Public School has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as the Gardiner Public School moves into the future. This Strategic Plan is intended to help the Gardiner Public School in focusing its resources in a manner that will best benefit the students enrolled in the Gardiner Public School.

A team made up of Gardiner Board of Trustees, staff, and community members began the strategic planning and thinking process necessary to fit with its commitment to students, to community engagement, to moving the District forward and to utilizing a knowledge-based decision making process. Team members consisted of:

Community Members

Suzette Cunningham
Lisa Dean
Colleen Eldred
Sherry Hatfield
Rachael Smith
Beth Taylor
Jerry Thomas
Becky Wyman

School Staff

Jody Brunton, 4th
Barbara Bush, 1st
Christie Cote, History
Hali Kirby-Ertel, English
Paul Condon, PE
Julie Rehmer, Secretary
Janet Hoppe, Asst Secretary
Tamara Cunningham, Clerk
Mike Baer, Principal
JT Stroder, Superintendent

School Board

Pat Baltzley
Steve Bierle
Tami Blackford
Bob Fuhrmann
Holly Long
Missy Miculka
Dan Rhodes

As part of its preparation for planning strategically, the Gardiner Public School brought in staff from the Montana School Boards Association (Debra Silk and Joe Brott) with expertise in strategic planning for public schools to help facilitate the group through the initial strategic planning process.

On _____, 2014, the Gardiner Board of Trustees formally adopted its new strategic plan.

The Gardiner Board of Trustees views strategic planning as an ongoing process within the school system. This is not a “strategic planning project” that is completed. Nor is it intended as the end

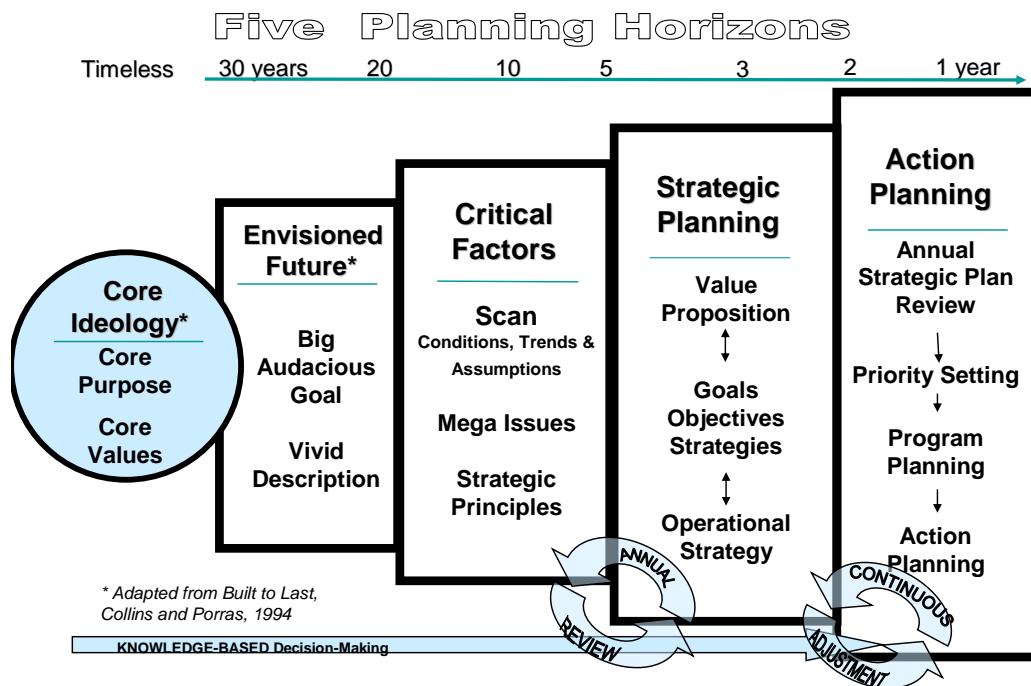
of a conversation, but rather as the beginning of one – a conversation regarding how the Gardiner Public School can best serve the community and maximize the focus and impact of its resources on its Core Purpose. The Gardiner Public School intends that this plan become the means by which the Gardiner community's values, needs, and priorities can be regularly discussed, clarified, documented, prioritized, and pursued by our school system over time.

Adoption of a plan is an affirmation of the initial general intent and direction articulated by the Core Ideology, Envisioned Future, and Goals and Strategic Objectives. It is understood that the strategies identified in this document will change over time as we implement the plan and gain a deeper understanding of what does and does not work and incorporate the feedback of our constituents to ensure that the plan remains relevant and contemporary over time.

Progress toward achieving identified strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the students served by the Gardiner Public School.

Strategic Planning Framework

The framework used by the Gardiner Public School for its strategic planning process was adapted from a model developed by Jim Collins, author of “Built to Last” and “Good to Great.” The Board and Staff Leadership Team focused on five different planning horizons, starting with the long term issues first to provide focus on shorter term efforts.



Core Ideology of the Gardiner Public School:

Core ideology describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district. **Envisioned future** conveys a concrete yet unrealized vision for the school district. It consists of a **big audacious goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **vivid description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

Core Purpose:

The Core Purpose of the Gardiner Public School is to provide world-class education experiences and opportunities for our students while maintaining the uniqueness and values of our small community.

Core Values:

The Core Values of the Gardiner Public School are:

- ***The strong relationship between the School and the Community***
 - *We value our small, rural community and what it has to offer.*
 - *Our school is the hub of the community.*
 - *We believe students are our most valuable commodity.*
 - *Community interest and ownership are vital to our success.*
 - *We value open, positive relationships between parents and teachers.*
 - *We value community involvement, input and support.*
 - *We are all stewards of all of our resources.*
- ***High expectations for ALL***
 - *We are committed to excellence.*
 - *We expect quality.*
 - *We value high academic standards*
 - *Creative thinking*
 - *Experiential learning environment*
 - *We value high quality and diverse extra-curricular activities/opportunities.*
 - *We value high quality staff.*
- ***Respect, integrity, and work ethic***
 - *We value respect.*
 - *We work hard.*
 - *We respect ourselves and others.*
 - *We value sportsmanship.*

15-20 Year Planning Horizon

Envisioned Future of the Gardiner Public School:

Big Audacious Goal:

The Gardiner Public School is recognized at the state and national level as a leader in education involving a united partnership of school staff, school board, students, parents, and community, where learning happens constantly on all levels regardless of time or place.

The Following is a Vivid Description of Our Desired Future:

- **Setting the Standard**
 - We set the gold standard that other schools and staff wish to model.
 - 100% of our students graduate and will be college or career ready.
 - We have parent and community buy-in who are actively involved with the school.
 - Our school atmosphere is safe and provides an encouraging learning environment.
- **Well-educated and well-prepared Staff**
 - We recruit and retain the best staff.
 - We challenge and stimulate our staff through our committed, high quality professional development program.
 - We reward our teachers for high performance.
- **Quality Education and Programming for the Benefit of our Students**
 - We provide state of the art educational materials for our students.
 - We provide the best available technology to each student.
 - We provide an opportunity for students to learn world languages through early immersion and/or early introduction.
 - We have established programs that allow students to graduate with a high school diploma while obtaining a two-year college degree.
 - We provide a personalized learning plan for each student.
 - We have created a rich variety of experiences beyond the classroom.
 - We have the most current mobile devices available to allow student access to various resources they need to learn the best.
 - We have expanded our classrooms outside of the building and into the surrounding Greater Yellowstone Ecosystem and communities.
 - We have developed a curriculum which allows students and teachers to teach within and outside of the bricks and mortars and by way of virtual classroom settings.

- We have developed on-going relationships with our regional colleges and Yellowstone National Park.
- **Involvement of our Parents and Community**
 - We have created an environment where students, staff, and our community want to come and where everyone takes great pride.
 - Our parents and community have buy-in and involvement in our school and school activities.
 - Every person in the community takes responsibility for the success or failure of every student.
- **Facilities**
 - We have improved our facilities to allow for more individualized and/or group instruction.
 - We have state-of-the-art facilities that meet the future needs of our students.

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Gardiner Public School

In order to make progress towards the long term Envisioned Future of the District, the Gardiner Public School must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help Gardiner Public School constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning Process, the Gardiner Board of Trustees, staff, and community members made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of the Gardiner Public School Strategic Plan.

Assumptions about the future

Demographics

- We anticipate that real estate prices will continue to rise making it difficult for new staff to secure housing thereby making it difficult for the district to recruit high-quality school staff. Along those same lines, we anticipate that housing will continue to be scarce due to the conversion to vacation rentals.

- We anticipate more community members working in Gardiner and the Park that are forced to live out of town.
- Local demographics will continue to fluctuate due to Federal government budgets and hiring, the nature of tourism, and seasonal labor.
- We will continue to collaborate with the State of Wyoming and Yellowstone Park families.

Business/Economic Climate

- Housing and our location limits business opportunities. However, our location is what drives our tourism and recreational opportunities. We anticipate that this paradox will continue to be a challenge for our community.
- We anticipate that geographic and housing limitations will continue to drive housing costs up thereby limiting new staff's ability to secure housing and our ability to attract quality staff.
- We anticipate the lack of affordable housing, may need to bring about the creative exploration of housing options.
- We anticipate that the economy will likely remain stable, if not improve.
- The Gardiner Resort Tax will create opportunities for the school.

Legislation/Regulation

- We anticipate fewer federal funds in the future which could be a permanent trend.
- We anticipate a continuous influence on local control and increased state control.
- We anticipate changes to Elementary and Secondary Education Act (ESEA), we just do not know what to expect.
- We anticipate continuous attacks on the Common Core and other national initiatives.
- We anticipate alternatives to public schools in the near future (i.e. charter, homeschool, distance learning).

Technology /Science

- We anticipate increased development and cost of needed technology in rural areas that will benefit our community.
- We anticipate access to personal wireless electronic devices for all students.
- We anticipate that our budget will need to be aligned to ensure that technology is a high priority and that our budget meets our technology needs.

- We anticipate that we will need to devote resources to high quality, continuous professional development for teaching best technology and science practices.
- We anticipate that an Annual Technology Plan will be necessary in order to stay ahead of the curve.
- We anticipate that Next Generation Science Standards could be adopted in Montana.
- We anticipate that in order to provide the best opportunities for our students, we will need to enhance our cooperation, communication and collaboration with the National Park Service, regional professionals, businesses, and colleges.
- We anticipate that in order to meet the needs of our students and staff, we will need to have access to well-verses IT personnel.
- We anticipate increased opportunities in career fields for Science, Technology, Engineering, and Mathematics (STEM).

Politics and Social Values

- We anticipate that polarization in this area will ebb and flow.
- We are not sure how our local demographics will have an effect on the political future.
- We anticipate that any change in our local government will change the local political climate.
- We anticipate that national politics will continue to change, thereby having the same impact on our local politics.
- We anticipate continued family involvement and responsibility.
- We anticipate an increased emphasis on outdoor activities.

5-10 Year Planning Horizon

Mega Issues facing the Gardiner Public School

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing “menu” of strategic issues that, using a knowledge-based approach in gathering insights relative to the Gardiner Public School strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Note: The mega-issue questions are not necessarily arranged in priority order.

Mega-Issue Questions for consideration by the District:

- What can we do to attract and retain high quality staff in order to ensure that our students get a world-class education?
- How can we address the issue of geographic isolation to ensure that our students are not negatively impacted by our location but benefit from it?
- How do we maximize the resources that we have right here in Gardiner to enhance opportunities for students and staff and to strengthen our partnerships with the community and collaboration with others?

Knowledge-Based Decision Making Questions

The Board should prioritize the above-referenced mega issues and decide which of these issues require immediate attention on the part of the Board. Once the identified mega-issues are prioritized, the Board will set aside time at scheduled meetings to analyze a particular mega issue. At such meetings, the Board's primary focus will be on the mega-issue at hand. All other business (routine or otherwise) will be conducted at the end of the meeting once the dialogue and deliberation on the mega-issue has been concluded for that meeting. When analyzing mega issues, the Board will utilize a knowledge-based decision making process. This will keep the focus of the Board on relevant factors to consider as it develops strategies to overcome particular impediments/barriers that may impact the Board's strategic direction. The Board will analyze mega-issues by answering the following questions:

1. What do we know about the wants, needs and preferences of our constituents that are relevant to this decision?
2. What do we know about the current realities and evolving dynamics facing our constituents/community that is relevant to this decision?
3. What do we know about the capacity/strategic position of our school district that is relevant to this decision?
4. What are the ethical implications of our choices?

Five Year Planning Horizon

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next five years. They are areas in which the Gardiner Public School will explicitly state the conditions or attributes it wants to achieve. These

outcome statements will define, “what will constitute future success.” The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives will be reviewed annually by the Gardiner Board of Trustees, staff and interested community members.

Goals of the Gardiner Public School:

Goal Area 1: Enhanced Instructional Programs

Statement of Intended Outcome, Five years: We have provided every opportunity available to our students to have access to a world-class education right here in Gardiner.

Strategic Objectives – Two Year Plan:

- We will develop an academic program review to audit our academic programs to ensure that current course offerings are meeting the needs of our students.
- We will improve our curriculum through an alignment and scaffolding structure to ensure the maximum impact on our students.
- We will incorporate K-12 language instruction for our students.
- We will increase the availability of college/dual credit courses.
- We will increase cultural enrichment opportunities for our students.
- We will involve students in setting their own educational goals and aspirations.
- We will utilize the resources we have right here (i.e., our community/the park/environment etc.), to provide enhanced educational opportunities for our students).
- We will incorporate experiential learning in our curriculum with an emphasis on place-based learning.
- We will incorporate technology and engineering courses into our curriculum, including but not limited to, computer programming courses, etc.

Goal Area 2: Technology

Statement of Intended Outcome, Five Years: Gardiner Public School has made technology a priority for our students, staff, and community and has realigned our budget to ensure that we have the financial and human resources to meet our technology needs.

Strategic Objectives – Two Year Plan:

- We will develop a Technology Committee that will be responsible for continuously researching and exploring innovative ways to enhance the programs and services we provide to students, developing a plan that prioritizes our technology needs, reviews our strategic objectives on an ongoing basis and makes knowledge-based recommendations to the Board that addresses the following areas:

- Possible experts/consultants in our community that could assist us with our technology needs;
- Ensuring that our technology program meets the needs of individual learners;
- Staff input on technology;
- Identifying possible grants;
- In coordination with our Facilities Committee, researching how we effectively get high capacity, high quality internet to the Gardiner community and our school;
- Coordinating periodic technology audits that examine all aspects of our technology from infrastructure, hardware, software, electrical, etc.
- Development of a proposed budgeting and purchasing/replacement plan for the Board's consideration;
- Development of an effective, innovative K-12 technology instructional plan that incorporates:
 - Staff/Teacher training/professional development;
 - Student use and effectively enhancing student learning, including a program for digital learning opportunities, dual credit, etc.;
 - Community Opportunities

Goal Area 3: Recruitment and Retention of High Quality Staff

Statement of Intended Outcome, Five Years: Gardiner Public School has a progressive recruitment program and retention incentives that attracts and retains high quality staff members that enhance our educational programming for our students and promote a positive, professional atmosphere.

Strategic Objectives – Two Year Plan:

- To ensure that our staff remain motivated and enthusiastic about their positions within the District and committed to contributing to a positive environment, we will highlight the efforts and successes of our staff and students through staff and student recognition and school-wide incentives.
- We will improve communication and support for staff from the administration and from parents.
- We will improve our evaluation process and tools to provide constructive input to our staff with a focus on improving instruction, support and programs that benefits our students.
- We will support and maintain a high quality professional development program that supports a culture of having well-educated and well-prepared staff.
- We will explore ways to incorporate and fund competitive wages and benefit program for our staff.
- We will continuously enhance our school environment to create a culture where staff and administration work collaboratively and where we continuously promote teamwork, respect, professionalism and gratitude.

Goal Area 4: School/Community Relations

Statement of Intended Outcome, Five Years: Gardiner Public School has developed a true partnership with the community where the community fully understands our needs and supports our programs and services and where the school likewise fully supports community efforts and initiatives.

Strategic Objectives – Two Year Plan:

- We will develop a Communications Plan that will identify strategies to carry out our initiatives identified throughout this Strategic Plan.
- We will develop a systematic approach to educating our staff and community members about the District's budget and business practices, including but not limited to, developing and distributing a 1 page monthly synopsis of the District's budget.
- We will identify community resources (arts, science, cultural, etc.) that may be willing and able to enhance our programs and services for our staff and students.
- We will use multiple forms of media to ensure that our communications, internally and externally, are effective, transparent, and user-friendly.

Goal Area 5: Facilities

Statement of Intended Outcome, Five Years: Gardiner Public School has developed and implemented a facilities plan with the necessary human and financial resources that meets the needs of our students, staff and community on an ongoing basis.

Strategic Objectives – Two-Year Plan:

- We will develop a Facilities Committee that will be responsible for considering the needs, wants and preferences of our school and our community, developing a plan that prioritizes our facility needs, reviewing the following strategic objectives on an ongoing basis and making knowledge-based recommendations to the Board:
 - Increased staff/volunteers to accommodate increased community use of facilities;
 - Updated HVAC system that works efficiently throughout the building;
 - Environmentally friendly enhancements to our existing facility and any future improvements to our school facilities;
 - When making changes to our existing facility we will do so in a manner that enhances student achievement, including but not limited to:
 - Creating collaborative learning environments
 - Creating a variety of spaces for a variety of instruction
 - Make a decision on what direction the school wants to go on the housing issue;
 - In coordination with our Technology Committee, researching how we effectively integrate high capacity, high quality internet to the Gardiner community and our school;

- Conducting a security/safety audit and taking advantages of the recent changes in law (e.g., SB 348) to enhance the safety and security of our facilities and infrastructure.
- Conduct a facilities and maintenance analysis to set priorities for building and maintenance needs.