

# Strategic Plan 2014-19

## Results Policies and Interpretations

**R-1: (District Mission) Students will graduate with the knowledge, skills, and behaviors to be college and career ready.**

“College readiness” is necessary for all types of post-secondary education and further studies, regardless of an individual’s plans upon graduation. The entry level academics required for vocational programs, community college, four-year university study, work place and military training are now similar.

Upon entry into USD 308, students begin to develop the knowledge, skills, and behaviors explained below so they will be college and career ready upon graduation.

<b>COLLEGE AND CAREER READY</b>	
<b>Knowledge</b>	<b>Skills and Behaviors</b>
<p><b>R-2 Students annually gain a minimum of one year’s growth in the following core academics:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> </ul>	<p><b>R-3: Students analyze, synthesize, generate, and evaluate ideas by demonstrating</b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Problem-solving</li> <li>• Critical thinking</li> </ul>
	<p><b>R-4: Students communicate and collaborate by demonstrating</b></p> <ul style="list-style-type: none"> <li>• Writing, speaking, listening, visual, and non-verbal skills</li> <li>• Social and cross-cultural skills</li> <li>• Teamwork</li> </ul>
	<p><b>R-5: Students lead a productive life and contribute to society by demonstrating</b></p> <ul style="list-style-type: none"> <li>• Financial competency</li> <li>• Technological competency</li> <li>• Responsibility</li> <li>• Work ethic</li> </ul>
	<p><b>R-6: Students plan for their futures by demonstrating</b></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Career planning</li> <li>• Flexibility and adaptability</li> </ul>

*USD 308 does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.*

**R-2: Students annually gain a minimum of one year's growth in the following core academics:**

- Literacy
- Math
- Science
- Social Studies

**Literacy**

**Interpretation:** *Students must comprehend and construct meaning from grade level fiction and non-fiction text. Upon graduation, students must comprehend text similar to what they will encounter in their careers, further studies, and personal life. Students must write to express their ideas for a variety of purposes and audiences, using writing as a tool, not only to demonstrate understanding, but to assist in their processing of information in all subject areas.*

**Math**

**Interpretation:** *Students must develop number sense in the primary grades to serve as a foundation for future mathematical learning. Additionally, all students must attain fluency and understand and explain their mathematical thinking. To be college and career ready, students must apply math skills to solve a variety of real-world problems across all fields of study.*

**Science**

**Interpretation:** *Across all grade levels, students must develop an understanding of the nature of scientific knowledge. Students will learn through opportunities which integrate reading, writing, and mathematics into real world scientific situations.*

**Social Studies**

**Interpretation:** *Students will be informed, thoughtful, and engaged citizens with the skills necessary to understand political, economic, and social issues. Students will apply higher order thinking skills to make connections between the past, present and future. Students will learn through opportunities which infuse reading, writing, and mathematics into the study of society and the world.*

### **R-3: Students analyze, synthesize, generate, and evaluate ideas by demonstrating**

- Creativity
- Problem-solving
- Critical thinking

**Interpretation:** *Students must engage in learning experiences to increase these higher order cognitive skills through core knowledge and electives.*

#### **Definitions**

##### Creativity

- Use a wide range of idea-generating techniques
- Introduce new and useful ideas
- Refine, analyze, and evaluate efforts
- Demonstrate originality and inventiveness in work products, processes, artistic products, or performance

##### Problem-Solving

- Solve non-familiar problems in both conventional and innovative ways
- Ask relevant questions to clarify and obtain information leading to better solutions

##### Critical Thinking

- Make connections and draw appropriate conclusions
- Analyze and evaluate information, evidence, arguments, and claims
- Reflect on experiences and processes

#### **R-4: Students communicate and collaborate by demonstrating**

- Writing, speaking, listening, visual, and non-verbal skills
- Social and cross-cultural skills
- Teamwork

**Interpretation:** *Communication and collaboration skills must be applied in all disciplines and cultivated in students throughout their educational careers.*

#### **Definitions**

Writing, speaking, listening, visual, and non-verbal skills

- Communicate for a variety of purposes (inform, instruct, persuade, motivate)
- Select appropriate media to communicate the intended message

Social and cross cultural skills

- Work effectively and respectfully with all team members
- Understand and respect contributions and perspectives
- Present oneself professionally and with appropriate etiquette

Teamwork

- Negotiate and compromise to accomplish a goal
- Assume shared responsibility for collaborative work
- Communicate ideas appropriately

## **R-5: Students lead a productive life and contribute to society by demonstrating**

- Financial competency
- Technological competency
- Responsibility
- Work ethic

**Interpretation:** *Students must develop responsibility through financial competency, technological competency, responsibility, and work ethic for use in school and in their adult lives. Work ethic is developed through completion of short and long-term learning tasks, engagement in student helper and leadership roles, preparation for performances, and participation in extra-curricular activities.*

### **Definitions**

#### **Financial Competency**

- Understand the role of money in society
- Make appropriate economic choices
- Apply concepts of insurance, indebtedness, retirement savings
- Apply concepts of budgeting

#### **Technological Competency**

- Access information efficiently and effectively
- Apply understanding of ethical/legal issues surrounding technology
- Utilize appropriate technologies to research, organize, evaluate, and communicate information

#### **Responsibility**

- Be reliable and punctual
- Apply self-regulation to make good choices
- Display stewardship of resources

#### **Work ethic**

- Actively participate
- Demonstrate initiative to advance skill level
- Monitor, define, prioritize, and complete tasks without direct oversight
- Utilize time efficiently

## **R-6: Students will be able to plan for their futures by demonstrating**

- Career planning
- Goal setting
- Flexibility and adaptability

**Interpretation:** *Planning for life after graduation begins as students enter USD 308. While students should not be channeled toward a specific career, they must develop awareness of their strengths and interests. The ability to set long-term goals is essential to reaching a chosen career and other desired outcomes, and students can begin development of effective goal setting habits at a young age.*

### **Definitions**

#### Career Planning

- Exploration of interests and aptitudes
- Exploration of career-related skills
- Awareness of career options
- Experiences and courses related to potential career areas

#### Goal Setting

- Set goals with tangible and intangible success criteria
- Balance short and long-term goals
- Manage time and workload effectively

#### Flexibility and adaptability

- Adapt to varied roles, jobs, and schedules
- View failure as an opportunity to learn
- Deal with praise, setbacks, and criticism appropriately

# Strategic Actions

- Teach literacy across the curriculum
- Teach, model, and reinforce positive behavior.

## **Definition of Terms**

**Higher Order Thinking Skills:** Critical, logical, reflective, metacognitive, and creative thinking. These skills are used when individuals encounter unfamiliar problems, uncertainties, complex questions, or dilemmas.

**Cross-Cultural Skills:** Understanding and appreciation of personal and cultural differences.

**Tangible Success:** Meeting a deadline or completing a specific task.

**Intangible Success:** Feeling one's work is meaningful.

**Career:** Work that earns a living wage (more than 130 percent above the federal poverty line) and/or brings a sense of personal accomplishment and satisfaction.