



**STRATEGIC PLAN  
2018-2023**

*"Pursue Your Path"*



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# Superintendent's Message

The development of this document is the result of a great deal of work gathering input from a wide range of community groups including parents, staff, board members, and students, over the course of many months. A dedicated planning team has welcomed the many opinions given and has developed this strategic plan to help guide the work we do with our students in Harney County.

The community has stressed its desire to provide a high quality education and has given us a strong direction in order to provide the best education possible for our students. The District has a strong history of providing a top-notch education, and creating a plan will help us to continue the tradition of excellence that has long been a part of our community and its schools.

This strategic plan outlines our beliefs and values while setting high, yet achievable, goals that promise to help our students both in the short and long term, benefiting both our community and its students. I am very excited to present this document as a living, working plan that will continue to help us provide the highest quality education possible for our students for many years to come.

Steve Quick



Superintendent



# Process Used for Strategic Plan Development

The strategic planning work started in December 2017 with a commitment from the Harney County School District #3 Board and Superintendent to undertake an eight month process to review where the District currently is and then create a multi-year, strategic plan that starts in September 2018 and is projected to stay in place through the end of the 2022-23 school year. The District contracted with strategic planning consultant Jerome Colonna to facilitate the process.

## Team members (listed alphabetically):

Burns, Son	Hines Middle School Math Teacher
Colonna, Jerry	Consultant
Graham, Brenda	HCSO#3 Executive Assistant
Gunderson, Doug	HCSO#3 Board Vice Chair
Hobgood, Sid	Slater Principal
Holtby, Rhonda	Paiute Tribe Rep
King, Lisa	HCSO#3 Board Chair
Maupin, Erin	Parent/Rancher
Quick, Steve	HCSO#3 Superintendent
Robbins, Maranda	Parent/Business Owner
Sell, Heather	Burns High School Special Ed Teacher
Smith, Jessica	Parent
Toelle, Erin	Slater 5th Grade Teacher
Toney, Paula	Athletic Director/Coach
Wester, Maddy	Slater Kinder/1st Grade Teacher

The team, in collaboration with district administration, met once a month (except July) from December 2017 to August 2018 to create this Strategic Plan. The team's initial task was to organize a community-wide series of focus groups to collect baseline information for the creation of the overall plan. On January 29 and 30, 2018, there were 208 participants from 11 different focus groups who met to give their input.

After the focus group report was completed in February 2018, the team started developing the six individual components of the District report: Beliefs and Values; Mission Statement; Vision Statement; Goals, Performance Indicators and Measures; Implementation and Accountability Strategies; and the First Year (2018-19) Implementation Plan.



# District Beliefs and Values\*

Core beliefs and values support the ethics and ideals an organization holds that form the foundation of its culture. They are the basis from which work is performed and how employees are expected to conduct themselves. Harney County School District #3 has a number of beliefs and values. The five listed below were determined to be critical that they would be systematized, District-wide, over the five-year period of this strategic plan. Even in the ever-changing landscape of public education in Oregon these five core values must stay constant and impact all aspects of the District's business. They represent the compass from which HCSD #3 will fulfill its mission, follow its vision, achieve its goals, measure its progress, utilize its resources, and make major decisions. The HCSD #3 School Board approved the District Beliefs and Values on May 8, 2018.

## *Harney County School District #3 Beliefs and Values:*

- **A Connected Community**
- **Character**
- **Effective Communication**
- **A Safe Environment**
- **Prepared Students**

Only with the active participation of all employees will ensure a truly District-wide, value-based, shared culture.

\*After many hours of deliberation the District Strategic Planning Team created these beliefs and values from the *Focus Group Report* completed in February 2018 that is available at <https://www.burnsschools.k12.or.us>.

# District Mission Statement

The District's mission statement identifies its purpose. It is intended to clearly communicate what has heart and meaning in as few words as possible. It was carefully designed to capture the District's culture in ten, well chosen words so that it is remembered. It is more about what the District wants to be known for rather than how to carry out its mission.

Our mission statement was developed from the *Focus Group Report*, the District Beliefs and Values, and a thorough review of other public and private sector organizations' mission statements.

***Prepare contributing members of society while embracing our community's culture.***



# District Vision Statement

The District's Vision Statement is a concise description of what it wants to achieve over the next five school years (2018-2023). Its purpose is to inspire, energize, motivate, and stimulate creativity. It is intended to serve as a guide for selected current and future actions the District should take. The Vision Statement below focuses on the District's hopeful future. As with the Mission Statement, it was designed to be concise. The vision statement outlines a clear direction for the overall District improvement process.

*Harney County School District #3 is Committed to:*

**Inspire students by providing quality employees, programs, facilities, and promoting community involvement.**





# **District Strategic Goals, Performance Indicators, and Measures**

## **Strategic Goals**

The Planning Team realized that if this strategic plan was to be successful the members had to set challenging but reachable goals and the goals needed to be achieved on time. At the very start of the goal formation process, the District consultant emphasized six key factors as to why the majority of goals are not achieved. They are when: there are too many goals, goals are not clear, goals are not updated, goal achievements are not acknowledged, goals are not realistic, and when goals are not shared. The Team kept these six points in mind as they worked on developing the District's goals.

Goal setting was a lengthy process for the Team because it was treated as the most important part of the overall strategic planning process. The Team limited the number of goals to just two so they would have a high priority and could be aligned with adequate and sustainable resources. An emphasis was placed on clarity, brevity, and achievability. The goals were formed from and connected to the District Beliefs and Values, Mission Statement, and the Vision Statement. The main purpose for Harney County School District #3's strategic goals is to be the roadmap for achievement of the District Vision over the next five years. Being strategic is centered on the District making hard choices about what to do and making adjustments where necessary.

## **Performance Indicators**

Each goal has three performance indicators. These indicators break the effort into manageable units and represent steps in an action plan. They represent the main activities the District needs to use to accomplish our goals. Strategic

plans are one thing, but making a plan actually happen is quite another. Identifying key performance indicators is a way to measure and assist with progress made toward achieving strategic goals. Without measurable performance indicators the plan would more than likely fail, since the District would not have precise data to gauge progress. Performance indicators are the most important component of the plan to periodically report to District constituents and specifically the School Board.

## **Measures**

To help monitor success the plan must be regularly reported on a minimum of every three months, so the appropriate performance indicators can be easily reviewed over time. The measures are quantitative factors used to determine the progress being made with the indicators. They not only indicate progress or lack thereof, they also provide a tool to determine if adjustments to the goals, indicators or measures themselves must be made. The Team selected three key measurements for each performance indicator.

**Goal 1: By June 2023, all students (K-12) will be on track to graduate and be prepared with a plan beyond high school.** (person accountable is Steven Jones)

**Indicator 1a:** *Establish and maintain an aligned K-12 curriculum including career planning and preparation.* (individuals accountable are Sid Hobgood, Brittany Waggoner, and Robert Medley)

**Method of Measurement:** *Identify the current and most effective curriculum and materials that fit the District for each subject matter area selected and the corresponding grade levels by June 2019.*

**Indicator 2a:** *Individual student plans will be in place for each student at each grade level. (individuals accountable are Sid Hobgood, Brittany Waggoner, and Robert Medley)*

**Method of Measurement:** *Every student will maintain a personalized portfolio with relevant data and specific goals in grades 9-12 by the end of the 2018-19 school year, grades 6-12 by the end of the 2019-20 school year, grades 3-12 by the end of the 2020-21 school year, and K-12 by the end of the 2021-22 school year.*

**Indicator 3a:** *All funding/resources feasible (including necessary technology) will be identified and then allocated by the District School Board and/or Budget Committee to support Goal 1 during the annual District budget building process from 2019-2023. (person accountable is: Kim Gilsdorf)*

**Method of Measurement:** *In each of the five years of the plan a minimum of the following annual amounts will be designated for funding the three indicators above: Professional Development = \$125,000 and Curriculum Materials and Technology = \$150,000.*

**Goal 2: Optimize and build District facilities for students and expanding programs.** (person accountable is Steve Quick)

**Indicator 1b:** *Contract out for a comprehensive, professional assessment of all District facilities. (person responsible is Wade Peasley)*

**Method of Measurement:** *Receive a completed District facilities assessment report that includes prioritized recommendations from the contractor by February 2019.*

**Indicator 2b:** *Form a representative District committee to carefully review, prioritize and make recommendations based on the contracted facilities assessment report to the Superintendent and School Board. (person accountable is Lisa King)*

**Method of Measurement:** *Complete committee work by June 2019 with an action plan for potential funding options and new performance indicators for 2019-2023.*

**Indicator 3b:** *Identify current and anticipate future (5 years out) program/course offerings and enrollment. (person responsible is Steven Jones)*

**Method of Measurement:** *Complete program/course forecasting for the 2019-20 school year and the five-year predictions by March 2019.*



# Implementation and Accountability Strategies

## I. Background

Unfortunately, the majority of strategic plans do not achieve their stated goals. In fact, according to a recent business school study, only about 20% of all public and private sector plans are fully implemented on time, if at all. They fail because they tend not to be living/evolving documents; they usually have little impact on daily operations; there is constant turnover at all levels of leadership; there are too many goals; and a large number of public school district goals are not realistic, measurable, sustainable, time-bound, or adequately funded.

Accountability measures must be put in place to ensure the implementation steadily progresses. During the implementation process it is essential to monitor the success and challenges of the goals, performance indicators, and measurements. From time to time it will be necessary to retool this plan and its assumptions if any plan elements are not progressing satisfactorily. It is important to acknowledge that creating the plan will, in retrospect, be considered easy in comparison to the difficulty in implementing all the performance indicators on time.

## II. Strategies

The Harney County School District #3 plan was created to be successful. The following list is a combination of suggestions from the literature, Strategic Planning Team, and consultant that can be used to help the District meet its Strategic Goals by the end of the 2022-23 school year:

- All individual members whose names are under the goals and performance indicators should formally present progress reports to the School Board at least three times a year (November, March, and June). Summaries of the progress reports should be sent to the local

newspaper, posted on the District website, and included in parent communications and District social media.

- A great sense of urgency is needed from the School Board membership, Superintendent and internal leadership team.
- District Strategic Plan progress should be discussed each month at all three school's faculty meetings.
- Board members need to play a large role in implementation, funding, and accountability of the plan.
- A portion of all District administrators' annual evaluation should include information about their effort regarding implementation of the Strategic Plan.
- Attention-getting Strategic Plan banners, posters, videos, business cards, letterhead etc., should be used at all District worksites and in official communications.
- The day following the date Harney County #3 School Board officially approves the District Strategic Plan, the plan should be posted on the homepage of the District website, kept up-to-date, and remain easy to access throughout its five year life.
- The rollout of the plan should include influential teachers and classified staff members, especially during early communication efforts.
- Take time to celebrate at key intervals when indicators are met.
- The original Strategic Planning Team should stay together to provide regulatory supervision for the plan. At least one Board member should remain on the Team. In addition the Team should meet about one week prior to the periodic progress reports given to the Board in order to discuss and refine each performance indicator to be presented.
- The District General Fund Budget must be aligned with the plan's resource needs. This is a major responsibility for the Board and the District Budget Committee.
- The plan needs regular and consistent monitoring. A good tool to use for this purpose is a balanced scorecard format.
- The plan should be used to assist with key, District-wide decision-making.
- The plan should be carefully reviewed and modified as necessary by June of each school year. At this time a new, one-year implementation plan should be developed (see pages 14 and 15).
- The Board must hold the Superintendent accountable for achieving measurable progress on the overall plan and the Superintendent must

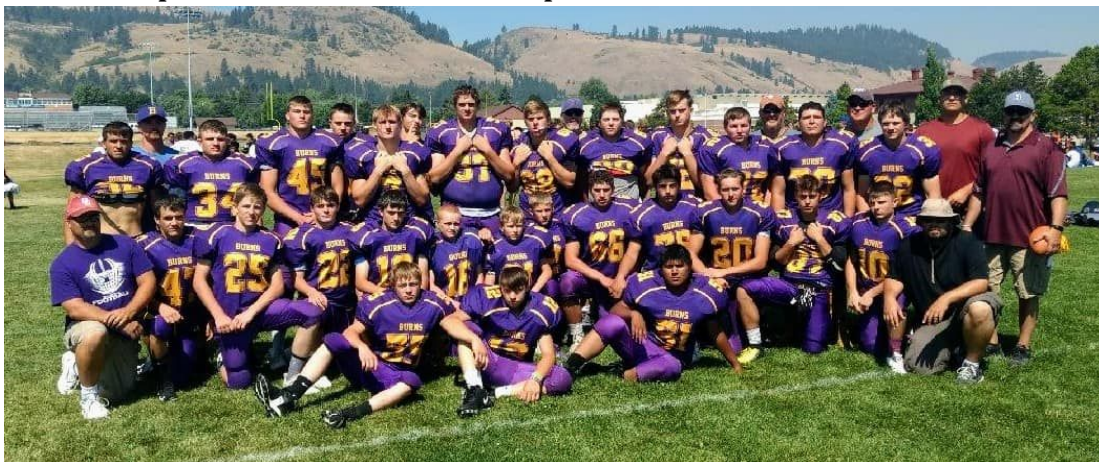
hold individuals in charge of the goals and performance indicators accountable for gaining expected, measurable progress.

- Since the plan involves new responsibilities and additional resources, the District leadership must determine what the District is currently doing now that it can stop doing once plan implementation starts.
- A letter jointly signed by Association Presidents, School Board Chair, and Superintendent should be sent to every staff member at the start of each school year. It should outline key components of the plan to be accomplished and any modifications made for that particular school year.

### III. Accountability

The staff should implement actions based on strategies detailed in this plan and should be responsible for collecting and analyzing data to measure progress. The Board should receive periodic, formal, progress reports that include the following information for **each** of the six performance indicators:

1. Amount of progress made since the last report based on measures specific to each indicator.
2. Challenges in staffing, technology, funding, professional development, etc.
3. Possible modifications of the goals, performance indicators, or measurements.
4. An outline of planned activities from the date of the most current report to when the next report will be delivered.







# First Year (2018-19) Implementation Plan

*It is important to know that only 2018-19 performance indicators and measures are listed below.*

**Goal I: By June 2023, all students (K-12) will be on track to graduate and be prepared with a plan beyond high school.** (monitored by Steven Jones)

**Performance Indicator 1a:** Establish and maintain an aligned K-12 curriculum including career planning and preparation. (monitored by Steve Jones)

<b>Measure</b>	<b>Start</b>	<b>Finish</b>
Identify curriculum and materials for each subject matter area selected and the corresponding grade levels.	Sept. 2018	June 2019

**Performance Indicator 2a:** Individual student plans will be in place for each student at each grade level. (monitored by: Sid Hobgood, Brittany Waggoner, and Robert Medley)

<b>Measure</b>	<b>Start</b>	<b>Finish</b>
Every student, grades 9-12, will maintain a personalized portfolio with goals and other relevant data	Sept. 2018	June 2019

**Performance Indicator 3a:** All funding/resources feasible will be designated and then allocated by the School Board and/or Budget Committee to support Goal I each year through 2023. (monitored by Kim Gilsdorf)

<b>Measure</b>	<b>Start</b>	<b>Finish</b>
At a minimum, the following amounts will be designated for funding for Indicators 1a and 2a above: Professional Development = \$125,000 and Curriculum Materials and Technology = \$150,000	Sept. 2018	Oct. 2018

**Goal II: Optimize and build District facilities for students and expanding programs.** (monitored by Steve Quick)

**Performance Indicator 1b:** Contract out for a professional assessment of all District facilities. (monitored by Wade Peasley)

<b>Measure</b>	<b>Start</b>	<b>Finish</b>
Receive assessment report that includes prioritized recommendations	Sept. 2018	Feb. 2019

**Performance Indicator 2b:** Form a District Committee that will review, re-prioritize, and make recommendations about the facilities report to the Superintendent and School Board. (monitored by Lisa King)

<b>Measure</b>	<b>Start</b>	<b>Finish</b>
Committee meets as needed to complete a report that includes an action plan with funding options and new performance indicators for the next four years	Feb. 2018	June 2019

**Performance Indicator 3b:** Identify current and anticipate future (5 years out) program/course offerings and enrollment. (monitored by Sid Hobgood, Brittany Waggoner, and Robert Medley)

<b>Measures</b>	<b>Start</b>	<b>Finish</b>
Complete program/course forecasting for the 2019-20 school year and for 5 year predictions	Sept. 2018	March 2019

