

PIONEER SCHOOL
DISTRICT
Strategic Plan 2023- 2027

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Mission:

To educate each student to the highest level of achievement and prepare students to success in life

Vision:

High levels of learning . . . Every child, every day.

Pioneer School District
112 E. Spencer Lake Road
Shelton, Washington 98584



PIONEER SCHOOL DISTRICT NO. 402

Strategic Plan 2023 – 2027

The Pioneer School District has determined that in order to move forward with the vision and mission of the district, a Strategic Plan was necessary to guide the work of the district over the next five years.

The District Leadership Team (DLT) was formed during the 2022-2023 school year with the task of developing a Strategic Plan. For six months, the DLT was focused on creating “pillars” that would be the foundation of the goals and indicators of the plan.

STRATEGIC PLAN PILLARS				
Whole Child	Fiscal Transparency	Academic Success	Climate & Culture	Communication

Within each of these pillars, the DLT created goals and measurements that will lead to implementation with fidelity of the Strategic Plan. The plan also identifies staff who are responsible for implementation, data collection and progress-monitoring of each pillar.

The District would like to thank the following District Leadership Team members who contributed to the creation of the Strategic Plan

DISTRICT LEADERSHIP TEAM MEMBERS		
Jewel Amundson	Ronna Graham	Dr. Stephanie Schlitz
Katie Deacon	Mark Gudger	Matt Urban
Jeff Davis	Hollie Johnson	Tricia VanMarter
Kalie Enlow	Kris Jonker	Lori Watkins
Dan Farr	Melissa Marth	Katie Whitehead

ACTION PLAN

WHOLE CHILD			
GOAL	HOW	WHO	OUTCOME
1. Students will improve their ability to recognize and self-regulate their emotions.	<ul style="list-style-type: none"> • Character Strong (Tier 1 and Tier 2). • Restorative circles. • Second Step Bullying Prevention (Tier 1 and Tier 2). 	<ul style="list-style-type: none"> • Staff and students. 	<ul style="list-style-type: none"> • Fewer office referrals. • More safe learning environments • More students earning SOARtificates or Eagle Cards
2. Social management/ Interpersonal Communications.	<ul style="list-style-type: none"> • Character Strong (Tier 1 and Tier 2). • Restorative circles. • Second Step Bullying Prevention (Tier 1 and Tier 2). 	<ul style="list-style-type: none"> • Counselors • All Staff 	<ul style="list-style-type: none"> • Students will improve their ability to identify and resolve interpersonal conflicts.
3. Students will have increased opportunities to explore academics, athletics, activities, and the arts.	<ul style="list-style-type: none"> • After-school/co-curricular • activities and athletics. 	<ul style="list-style-type: none"> • Students to attend staff and family members to run/facilitate. 	<ul style="list-style-type: none"> • More opportunities for experiences to build background knowledge and develop socially, artistically, athletically, and academically.
4. All students will have access to the School/Community Garden to enhance both academic and social emotional skills.	<ul style="list-style-type: none"> • Students will participate in all aspects of the garden, including but not limited to, how to map out crops, measure growth patterns, work together during planting, maintaining, harvesting the garden, and gain an understanding about how food goes from garden to table. 	<ul style="list-style-type: none"> • STEM Teachers, Classroom Teachers, Community Partners 	<ul style="list-style-type: none"> • Students will be able to transfer classroom learning in math, science, art, and writing to their experiences in the garden as it develops from seed to harvest.

ACTION PLAN

FISCAL TRANSPARENCY			
GOAL	HOW	WHO	OUTCOME
1. By 1 st week of August, the Board approved budget will be posted on the District website	<ul style="list-style-type: none"> Website updated early to reflect new year budget. 	<ul style="list-style-type: none"> District Technology Director to upload documents. 	<ul style="list-style-type: none"> Allows all stakeholders a chance to see the revenues and expenditures for each budget cycle.
2. Increase control by Pioneer School District on transportation issues.	<ul style="list-style-type: none"> Negotiate with Mason School Transportation Cooperative to allow Pioneer to make decisions. 	<ul style="list-style-type: none"> Superintendent will create a committee to appoint a transportation liaison. 	<ul style="list-style-type: none"> Higher involvement over transportation decisions, policy, and communications.
3. Buildings and Staff will have input when budgets are being developed.	<ul style="list-style-type: none"> Each school will appoint a budget committee with certified and classified representation to provide input. Survey budgeting priorities. 	<ul style="list-style-type: none"> Building leadership teams. 	<ul style="list-style-type: none"> Greater understanding of the budgeting process and transparency with stakeholders. Increase student access to transportation to improve overall attendance. Develop a yearly budget.
4. The Board will communicate with stakeholders regarding the availability for public comment and discussion a minimum of six weeks prior to the approval/adoption of the budget.	<ul style="list-style-type: none"> The website will include the Board agenda and be advertised on the District reader board. 	<ul style="list-style-type: none"> District Administrative Assistant and Superintendent prepare the agenda for Board meetings. Technology Director posts information on the reader board. 	<ul style="list-style-type: none"> Opportunity for stakeholder input on the budget.
5. Align the budget with the pillars of the Strategic Plan.	<ul style="list-style-type: none"> Include input from leadership teams to reflect building and district goals. 	<ul style="list-style-type: none"> Building Leadership Teams, District Leadership Team. 	<ul style="list-style-type: none"> Our District resources are directly supporting the Strategic Plan.

ACTION PLAN

ACADEMIC SUCCESS

GOAL	HOW	WHO	OUTCOME
<p>1. Adoption of high-quality evidence-based curriculum for PreK-8 and a commitment to implement/teach with fidelity.</p>	<ul style="list-style-type: none"> • Develop committee process/procedure for curriculum review. • Four-five-year cycle for curriculum review. ELA, Math, Science, Social Science, Specials. • District-wide plan and promise of continuous professional development post initial adoption and implementation. • Focused PLC times dedicated to curriculum planning, pacing, and review. 	<ul style="list-style-type: none"> • Superintendent • Building Administrators • Building Leadership Teams • District Leadership Team • All Stakeholders 	<ul style="list-style-type: none"> • Development of a five-year curriculum review committee comprised of certified, classified and administration. • Quality education for all students. Improved test scores. Alignment to state standards within grade/content bands. • PLC teams will dedicate time to review new curriculum and develop lesson plans with fidelity.
<p>2. Fully developed MTSS system that meets students where they are and takes them where they need to be, both academically and socially.</p>	<ul style="list-style-type: none"> • Create and use a district-wide assessment schedule with fidelity. This will include benchmark and progress-monitoring. • Systematic removal of barriers to ensure all students are able to access high-quality instructional materials at their level. • Continuous commitment to creating and refining tiered supports in all areas, including academics, PBIS, and SEL. • Identify equity gaps. 	<ul style="list-style-type: none"> • Building Administration • Counselors • MTSS Coordinator • PLC Teams • Achievement Specialists • All Stakeholders • Community Members 	<ul style="list-style-type: none"> • Adopt a progress-monitoring tool to measure academic and social-emotional growth in our students. • Use bi-yearly survey data to drive tiered supports. • All students receive quality and equitable education at individual levels that support their educational, social, and emotional needs.

<p>3. Commitment to use evidence-based best instructional practices.</p>	<ul style="list-style-type: none"> • Commit to providing quality ongoing professional development. • Provide time within PLC teams to review practices and data. Make adjustments as needed. 	<ul style="list-style-type: none"> • Teachers and Administrators 	<ul style="list-style-type: none"> • All Students will receive a quality education.
<p>4. Develop a plan to create a preschool program that will reach out to all 3-4-year-old children in the community.</p>	<ul style="list-style-type: none"> • Create a preschool committee to research facilities, curriculum, recruiting of students, and schedules for an all-inclusive preschool program. 	<ul style="list-style-type: none"> • Preschool Teacher • Elementary Administrators 	<ul style="list-style-type: none"> • Pioneer will have an all-inclusive preschool program that will serve 3 and 4-year-old children in the community.
<p>5. Improve student attendance and reduce chronic absenteeism.</p>	<ul style="list-style-type: none"> • Immediate contact with parents/guardians after three absences. • Wellness checks after five absences. • Increase frequency of Truancy Board meetings when the need arises. • Reward students with two or less absences per trimester. 	<ul style="list-style-type: none"> • Teachers – attendance accuracy. • Secretaries – Family contact. • Building Admin – Phone calls/letters home after three absences • Campus SRO – Wellness checks after five absences with building admin. 	<ul style="list-style-type: none"> • Increased student attendance. • Decrease in Truancy Board Hearings. • Improved academic success. • Creating a culture of the importance of being at school.

ACTION PLAN

CLIMATE & CULTURE

GOAL	HOW	WHO	OUTCOME
<p>1. Within the next five years, student representation from the building to the district.</p>	<ul style="list-style-type: none"> • Building level student councils. • Principal’s Board/Committee • Representation at School Board meetings. • Student Surveys • Student input when revising student handbook. • Student voice in electives offered. 	<ul style="list-style-type: none"> • ASB • Principal and Counselor • Student Representative/ Principal/District Adm. Assistant • Counselors/Classroom Teachers 	<ul style="list-style-type: none"> • Increased student voice in decision-making.
<p>2. Within the next five years, Pioneer will work to develop community trust and increased involvement.</p>	<ul style="list-style-type: none"> • Shared resources such as community nights, Christmas Giving, community closet, and year-round food security. • Community Voice such as cafes, surveys, and Help/Ask Me button on website. • Events including assemblies and volunteer opportunities. • Transparency including regular communication, live board meetings, newsletters, and social media. • Connecting with community clubs and organizations. 	<ul style="list-style-type: none"> • Counselors • Principals • District Office • Teacher Leaders • Kitchen Staff • Front Desk • Bus Drivers • Tech. Director • Superintendent • PTA • Parents • Staff • School Board 	<ul style="list-style-type: none"> • Increase attendance with community and family events. • Increased volunteerism. • Increased response to community voice. • Increased communication with the ELL community.

ACTION PLAN

COMMUNICATION			
GOAL	HOW	WHO	OUTCOME
1. Provide community listening sessions by the Board.	<ul style="list-style-type: none"> • School Board will schedule a time twice a year to listen to community comments. 	<ul style="list-style-type: none"> • School Board and Superintendent 	<ul style="list-style-type: none"> • Apprise community members of the goals and objectives of the school district and inform community members of rules and regulations that govern schools.
2. Improve the district website by providing information and forms in English and Spanish.	<ul style="list-style-type: none"> • Work with a translation company and/or utilize the ESD for assistance working with the Technology Director. 	<ul style="list-style-type: none"> • Technology Director • Superintendent 	<ul style="list-style-type: none"> • Improved communication for our Spanish-speaking families in our District.
3. Maintain open communication between district and all staff.	<ul style="list-style-type: none"> • Inclusive committee such as District Leadership Team (DLT) and Building Leadership Teams (BLT), staff meetings, newsletters, daily bulletins, District/Building calendars, and staff surveys. 	<ul style="list-style-type: none"> • Staff, Administration and Superintendent 	<ul style="list-style-type: none"> • Staff retention, increased buy-in, shared leadership, positive growth within staff survey from Fall to Spring.