



PALOUSE PRAIRIE
CHARTER SCHOOL

nurturing minds | inspiring leaders

Strategic Plan

Our Story

Palouse Prairie Charter School (PPCS) began with the desire of a small group of parents and educators to create a unique education opportunity in Moscow. After much careful thought they decided that the Expeditionary Learning model was the right choice to create the kind of education they envisioned. After several years of hard work and preparation, Palouse Prairie School opened its doors at its current location in the fall of 2009. We began with classrooms for Kindergarten through Fifth grade, and ~70 students. Since then we've added a thriving middle school program, increased the student population significantly, and become one of the best performing charter schools in Idaho. Our students have proven time and again how effective the EL model is, whether it is through performance on standardized tests or from the comments of local experts and educators who work with them. Their educational success, self motivation, courtesy and determination are apparent to anyone who has the opportunity to collaborate with them. We are also recognized for our success in enacting the EL model in our school. We have had teachers attend the National EL convention not only to give presentations on their experiences, but also to lead master classes in teaching with the EL model. Our students gain knowledge and experience through adventure and fieldwork while honing their CREW traits in a close-knit, character-building environment. Best of all, PPCS families, faculty and staff have created the nurturing, inspiring educational environment every parent envisions for their children.

Our Guiding Principles

We at PPCS strive to hold ourselves to a high standard in the education we provide and in our treatment of each other. Our guiding principles are rooted in the elements of the EL learning model. Among these are the belief the teaching and learning should be active, engaging and set in a curriculum organized around meaningful 'learning expeditions'. We also value development of culture and character in all members of our school community. Courtesy, respect and compassion are essential elements of our interactions. We encourage both adults and students to show leadership where they have the opportunity and to strive for improvement always. Finally, our educational program has an integrated, child-centered curriculum that emphasises experiential and cooperative learning.

Vision

Palouse Prairie Charter School will provide an inclusive, respectful and supportive learning environment that nurtures the individual as a thoughtful participant in our local and global community.

Mission

The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

Shared Values

Our actions and decisions, as students, educators, and administrators, are guided by the following values:

- Civic engagement through local community-based projects teaches the joy that comes from participation and contribution.
- A physically safe and emotionally caring environment for students helps build mutual trust and respect.
- Discovery and reflection facilitate understanding and learning.
- Autonomy and the ability to collaborate in groups are an essential element of education.
- A connection with the natural world inspires learning.

- Responsibility to one another and to the world around us needs to be actively fostered.
- Diversity and multiple perspectives will be solicited and welcomed.
- Ethical and sustainable practices are essential to long-term success.
- On-going improvement through self-reflection and school-wide assessment leads to progress

Our Plan

The following plan was developed from input received from stakeholder communities. These included parents, teachers, staff and the members of the PPCS School Board. Their concerns and ideas were organized into four priority areas with goals and objectives outlined for each. Activities to achieve the listed objectives were determined, given a timeline, had a definition of success created, and then assigned as a responsibility of the appropriate school personnel.

This plan represents an important resource for identifying work plan priorities and leading to continuous improvement for our school.

Thanks

The Board would like to thank Jessica Bearman for leading important outreach efforts to stakeholders and helping organize the responses obtained. We also thank Board Chair Amy Ball for leading the effort to complete this document. Without her persistence the effort would not have borne fruit.



Strategic Plan

Priority 1: EL Culture and Principles: Nurture the school's emphasis on CREW culture, EL principles, and the distinctive EL pedagogy.

GOAL 1a: Active community engagement as CREW.

Objective(s)	Activities	Timeline	Resources needed	Success Measures	Who/RASCI*
Increase awareness of EL education in our larger community.	Invite community notables to school-wide events	Annually	Director and staff time: ~4 hrs	Number of community members from outside school who attend events	R: Director S: BoardS
	Engage with experts outside school community through expeditions	Annually	Planning time: ~ 10 hrs.	What % of expeditions use experts outside of school families	R: Teachers S: DirectorS
	Maintain presence on Facebook and other online resources	Annually	Director and staff time: ~16 hrs	Frequency of updates/posts to facebook and webpage	R: Director S: Staff as assigned
	Engage/Invite community involvement in passage presentations	Annually	Director and staff time: ~4 hrs	Have a procedure for notifying inviting Moscow community to passage presentations.	R: Director
Families demonstrate an understanding of EL culture and practices through increased participation.	Set and communicate Parent involvement expectations	Aug 2017	Collaboration with board and director to determine expectations	Percentage of parent involvement	R: Board S: Director
	Create a parent CREW meeting schedule	Annually By Aug 1	Planning time with co-chairs	Annual meeting schedule on website	R: Director S: Parent Crew Co-chairs
	Identify school wide events and put on a calendar	Annually By Aug 31	Schedule of previous events, annual calendar	Annual calendar on website	R: Board S: Teaching Staff
	Offer EL 101 & 201	Annually			

	Assess success of parent/community involvement efforts	Annually By Jun 30	Recruitment strategies, planning time with school designer: ~ 10 hrs	Numbers of parents in attendance Percentage of families in attendance of SLC's, Passages, community events	R: Director S: Board R: Director S: Teaching Staff
Build and maintain positive school wide culture with traditions and routines to celebrate success for both students and teachers, build trust, support relationships, and foster open communication between all stakeholders in the school community.	<p>Model the spirit of EL in PD with staff, community meetings with students, EL 101 and 201 parent meetings.</p> <p>New Board members will attend EL 101 and 201 classes</p> <p>Collaborate with staff, students, and Parent Crew to create and sustain school wide rituals and traditions.</p> <p>Initiate 2 new annual outdoor adventure opportunities; one for staff and one for families</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Aug 2018</p>	<p>Collaboration time for director and school designer. Annual leadership conference for director</p> <p>Board commitment</p> <p>Planning time with staff, parent crew</p> <p>Sub-committee, funds</p>	<p>Staff and parent surveys</p> <p>Attendance of board members</p> <p>Implementation of weekly community circles, school-wide BBQ's and other school events.</p> <p>Implementation of annual adventures</p>	<p>R: Executive Director</p> <p>A: Board</p> <p>S: Board</p> <p>C: EL School Designer</p> <p>I: Board</p>

● * R = Responsible , A = Accountable, S = Source of Support, C= Consult with, I = Inform

GOAL 1b: Continual growth in EL implementation aligned with EL work plan.

Objective(s)	Activities	Timeline	Resources needed	Success Measures	Who/RASCI
PPCS students demonstrate proficiency or progress toward proficiency in habits of scholarship (collaboration, responsibility, craftsmanship).	<p>Teachers will track and communicate HOS to families.</p> <p>There will be professional development focused on implementing HOS in the classrooms.</p> <p>Identify HOS and teach them within lessons in the classrooms</p>	<p>Jun 2017</p> <p>Annually By Sep 30</p> <p>Annually By Sep 30</p>	<p>Planning and development time with director, school designer and staff. Models of how other EL Schools assess, document and report HOS.</p>	<p>Documentation of professional development, habits of scholarship data and lessons.</p>	<p>R: Executive Director</p> <p>A: Teachers</p> <p>S: Teachers, ED</p> <p>C: EL School Designer</p> <p>I: school community, stakeholders, EL Education</p>
PPCS students in grades 3rd, 5th and 8th will present in passage presentations.	<p>Leadership team will make decisions regarding passages.</p> <p>PD will be conducted to all staff on scaffolding students toward successful student led conferences and passage presentations.</p>	<p>Jan 31 2017</p> <p>Annually By Dec 1</p>	<p>Planning and development time with director, school designer and staff. Models of how other EL Schools are implementing passages.</p>	<p>Rubrics and feedback from community members who attended passages.</p>	<p>R: Executive Director</p> <p>A: Teachers</p> <p>S: Teachers, ED</p> <p>C: EL School Designer</p> <p>I: school community, stakeholders</p>
PPCS student achievement meets or exceeds the average of MSD schools and the state of Idaho as measured by SBAC scores.		<p>Annually</p>	<p>Structures, funding, time devoted to increase student achievement</p>	<p>ISAT 2.0 (SBAC) proficiency levels</p>	<p>R: Executive Director</p> <p>A: Teachers</p> <p>S: Teachers, ED</p> <p>C: EL School Designer</p> <p>I: school community, stakeholders, EL Education</p>
PPCS meets all benchmarks to become an EL credentialed school.	<p>Meet annual work plan goals and maintain an IR score > or = 98</p>	<p>Annually</p>	<p>Funds to support EL Contract and leadership team.</p>	<p>Annual EL Implementation Review</p>	<p>R: Executive Director</p> <p>A: Teachers</p>

			Time devoted to identify areas of improvement.		S: Teachers, ED C: EL School Designer I: school community, stakeholders, EL Education
All PPCS students will produce two pieces of work annually that are high quality in complexity, craftsmanship, and authenticity.	Develop and follow High Quality Work protocol	Annually	Release time for staff who need support for implementation	High Quality Work Summary Data documented on PPCS Portfolio website	R: Executive Director A: Teachers S: Teachers, ED C: EL School Designer I: school community, stakeholders, EL Education
PPCS students will be prepared for High School, College and career	Track student performance at MHS; report results focused on students with 3+ years exposure to EL pedagogy	Annually	Collaboration with Moscow High School Principal. Time to analyze and report data.	100% of PPCS students are meeting or exceeding a GPA of 3.0 or higher	R: Executive Director A: Teachers S: Teachers, ED C: Moscow High School Principal I: school community, stakeholders, EL Education

Priority 2: Systems: Cement and codify critical systems, including volunteer management, family involvement, fundraising and operations.

GOAL 2a: Improve systems that are of direct benefit to instruction.

Objective(s)	Activities	Timeline	Resources needed	Success Measures	Who/RASCI
Identify and utilize assessment tools to effectively monitor student achievement in both Math and ELA.	<p>Create prioritized list of assessment needs including costs to purchase or develop and any associated technology or material needs for inclusion in 2017/18 budget.</p> <p>Implement new assessment tools and train teachers in their use.</p>	Annually due to be completed each May in time for adoption into annual budget.	Funding	Consistent and reliable data that measures student achievement in both Math and ELA	<p>R: Executive Director</p> <p>A: Teachers</p> <p>S: Treasurer, Business Manager</p> <p>C: Board</p> <p>I: Stakeholders</p>
Continue to develop systems that serve exceptional learners to assure that these systems both meet the needs of the students served, and comply with IDEA and Idaho State requirements.	<p>Document current systems in place that serve exceptional learners.</p> <p>Present annually the plan to serve exceptional learners.</p>	Present plan for serving exceptional learners annually each July		<p>Maintain IDEA and Idaho State compliance.</p> <p>All exceptional learners needs are met.</p>	<p>R: Executive Director</p> <p>A: ED and Teachers</p> <p>S: External partners</p> <p>C: Board</p> <p>I: Stakeholders</p>

GOAL 2b: Maintain good school governance and business practices.

Objective(s)	Activities	Timeline	Resources needed	Success Measures	Who/RASCI
Continuously improve Board Governance practices through regular education and evaluation.	<ul style="list-style-type: none"> - Annual Board Retreat - Annual Board Assessment - Identify and select annually ISBA approved trainings 	April - Conduct Board Assessment to determine strengths and	Board PD funding	<ul style="list-style-type: none"> - All Board members attend one training annually - New Board Members attend Summer Leadership Institute ISBA training 	<p>R: Board Chair</p> <p>A: Board</p> <p>S: Business Manager</p> <p>C: ED</p>

	<ul style="list-style-type: none"> - Attend and participate in ISBA approved trainings 	<p>needs prior to upcoming elections</p> <p>June - register for Summer Leadership Institute</p> <p>July - Select annual Board trainings</p> <p>July/August - Conduct Board Retreat</p>		-	I: Stakeholders
-Implement procedures for identifying Board needs and recruiting new Board member to fill those need.	<ul style="list-style-type: none"> - Develop process to follow annually - Use annual assessment to identify Board strength gaps 	<p>April/May - advertise for specific board needs prior to annual election</p>		<ul style="list-style-type: none"> - Process exists - All Board seats filled annually - All Board strength gaps are filled 	Elections Committee
Ensure that PPCS has adequate , functional, and up to date policies that facilitate school operations	<ul style="list-style-type: none"> - Complete set of policies - ISBA review and adopt updates quarterly - Develop a procedure for review of policy 	<p>June 2017 - compile final set of approved policies to share on website</p> <p>September 2017 and quarterly thereafter - review and adopt policy updates.</p>	Access to ISBA policy updates	Current and accurate policies are available to all Stakeholders.	<p>R: Board Chair</p> <p>A: Board</p> <p>S: ED, Business Manager</p> <p>C: Stakeholders</p> <p>I: Stakeholders</p>
Increase enrollment by ensuring that classes are at capacity.	<ul style="list-style-type: none"> - Identify strategies, best practices, and events to utilize for recruitment and retention of students - Develop social media strategy - Review results annually - Incorporate recruitment and retention plan into annual marketing plan 	<p>Monthly - Schedule and advertise school tours</p> <p>July/August - approve annual marketing plan</p>	Social Media	Growth in annual enrollment All classes at capacity	<p>R: ED</p> <p>A: ED</p> <p>S: Business Manager, Board</p> <p>C: Stakeholders</p> <p>I: Stakeholders</p>

Develop and utilize donor tracking tools	<ul style="list-style-type: none"> - Review and select a tool to use - Implement tracking tool - Clean up existing data as it is incorporated into selected tool 	July/August - select (or approved continued use of) donor tracking tool. Develop process/protocol for entering and using data	Funding for tracking tool/database.	<p>Increase in donor retention and giving.</p> <p>Ability to track total family annual participation.</p>	<p>R: Development Committee</p> <p>A: Board, ED</p> <p>S: Business Manager, Staff</p> <p>C:</p> <p>I: Stakeholders</p>
--	---	---	-------------------------------------	---	--

GOAL 2c: Develop family engagement capabilities.

Objective(s)	Activities	Timeline	Resources needed	Success Measures	Who/RASCI
All PPCS families make monetary donations to the school.	Utilize donor data to target all families who have yet to donate to communicate the impact of any amount of donation.	Twice annually - April and October	<p>Social Media</p> <p>Newsletters</p> <p>Accurate donor database</p>	Improvement in % of PPCS families donating with an overall goal of 100% participation.	<p>Development Committee</p> <p>Finance Committee</p> <p>ED</p>
Continue to develop the Parent CREW	<p>Collaborate with parent CREW chair(s) to develop a annual schedule of meetings and events.</p> <p>Develop a recruiting process to maintain Parent CREW structure.</p>	Annually- August	<p>Developed structure and time</p> <p>Model from previous year and other schools</p>	<p>Published calendar on website</p> <p>Parent CREW member list</p> <p>Parent CREW meetings attendance</p> <p>Implementation of Parent CREW led events and % of parent attendance</p>	<p>R: ED</p> <p>A: Parent CREW</p> <p>S: Board</p> <p>C: Stakeholders</p> <p>I: Stakeholders</p>
Improve systems for communication between the school and families	Conduct survey to gather input on the current forms of communication.	April/May: survey stakeholders	<p>Social Media</p> <p>Newsletters</p> <p>Email</p>	<p>Informed stakeholders</p> <p>Increased participation</p>	<p>R: ED</p> <p>A: Staff</p> <p>S: Board</p> <p>C: Stakeholders</p> <p>I: Stakeholders</p>

Priority 3: Highest quality teachers and staff: Focus on teacher and staff well-being, including compensation, support, professional development, and work environment

GOAL 3a: Develop and retain high quality teachers and staff.

Objective(s)	Activities	Timeline	Resources needed	Success Measures	Who/RASCI
Teachers are following and achieving PPCS goals and objectives.	<p>Provide orientation and training on core practices</p> <p>Provide training on updates and revisions to core practices prior to start of school year</p> <p>Ensure teachers are following core practices during regular evaluations</p> <p>Develop teacher evaluation process and timeline for completing evaluation process</p> <p>Conduct teacher evaluations</p>	<p>Annually - Aug. 17</p> <p>Annually - Aug. 17</p> <p>Annually - Aug. 17</p> <p>Twice a year during teacher evaluations</p> <p>Twice a year</p>	Time	<p>Positive teacher evaluations</p> <p>Positive director evaluations</p> <p>Teacher satisfaction and retention</p>	<p>R: Executive Director</p> <p>A: ED, Teachers, Board</p> <p>S: Teachers, Board</p> <p>C: School designer</p> <p>I: Stakeholders</p>
Teachers are compensated as competitively as possible	<p>Create workgroup of teachers & leadership to develop scale.</p> <p>Regularly review compensation scale to make it as competitive as possible</p> <p>Regularly review benefits to ensure benefits are as competitive as possible</p>	<p>Done</p> <p>Bi-annually - first review July 2017</p> <p>Bi-annually - first review July 2017</p>	Time and volunteers	<p>Compensation scale comparable to pay scale for Moscow Public School elementary teachers and Moscow Charter School teachers</p> <p>Benefits comparable to benefits available to Moscow Public School elementary teachers and Moscow Charter School teachers</p> <p>Teacher satisfaction and retention</p>	<p>R: Executive Director, Board, Business Manager</p> <p>A: ED, Teachers, Board</p> <p>S: Business Mgr.</p> <p>C: Teachers, Business Manager</p>

	Develop additional compensation scale for teachers that assume expanded roles, including non-financial support	July 2018			I: Teachers and Stakeholders
Staff are compensated as competitively as possible	<p>Create workgroup of staff & leadership to develop scale</p> <p>Regularly review compensation scale to make it as competitive as possible</p> <p>Regularly review benefits to ensure benefits are as competitive as possible</p> <p>Develop additional compensation scale for staff that assume expanded roles, including non-financial support</p>	<p>July 2017</p> <p>Bi-annually - first review July 2019</p> <p>Bi-annually - first review July 2019</p> <p>July 2018</p>	Time and volunteers	<p>Compensation scale comparable to pay scale for Moscow Public School elementary staff and Moscow Charter School staff</p> <p>Benefits comparable to benefits available to Moscow Public School elementary staff and Moscow Charter School staff</p> <p>Staff satisfaction and retention</p>	<p>R: Executive Director, Business Manager and Board</p> <p>A: ED, Staff, Business Manager and Board</p> <p>S: Business Manager</p> <p>C: Staff, Business Manager</p> <p>I: Staff and Stakeholders</p>
Teachers achieve Professional Development goals	<p>Build time into schedule to allow for development and refinement of Professional Development plans</p> <p>Develop model format for Professional Development plan and deadline for completion</p> <p>Create and review individual Professional Development plans</p>	<p>Ongoing throughout school year</p> <p>May 2017</p> <p>Annually - Aug. 2017</p>	Time	<p>100% completion rate for Professional Development plans</p> <p>Teacher satisfaction and retention</p>	<p>R: Executive Director</p> <p>A: Board, Teachers</p> <p>S: Teacher Leadership Team</p> <p>C: Teachers, School designer</p> <p>I: Teachers and stakeholders</p>
New teachers are supported in their growth and development	Develop orientation program that includes training in core practices	May 2017	Time and Funding	<p>Teacher evaluations</p> <p>Teacher satisfaction and retention</p>	R: Executive Director and Teacher Leadership Team

	<p>Offer orientation for new teachers</p> <p>Offer regular trainings</p> <p>Establish mentorship program for new teachers</p>	<p>Annually in August if new teacher is starting</p> <p>Quarterly - Sept. 2017</p> <p>Sept. 2017</p>			<p>A: Teachers, Board</p> <p>S: Returning teachers</p> <p>C: Other EL Schools, School Designer</p> <p>I: Teachers and stakeholders</p>
Teachers and staff work in safe, positive environment	<p>Regular inspection of facility and work conditions</p> <p>Create opportunities for teacher and staff interaction outside of the classroom to build and foster relationships</p> <p>Develop and ensure there is a process for handling teacher and staff grievances</p>	<p>Bi-annually</p> <p>Twice during the school year - first April 2017</p> <p>October 2017</p>	Time and funding	<p>Pass inspections</p> <p>Teacher satisfaction and retention</p> <p>Staff satisfaction and retention</p>	<p>R: Executive Director and Operations Staff</p> <p>A: Teachers, Staff, Board</p> <p>S: Teachers, Staff</p> <p>C: EL School Designer</p> <p>I: school community, stakeholders</p>
Implement supports that allow Executive Director to focus time on the highest impact activities	<ul style="list-style-type: none"> - ED to identify support needs at annual evaluation - Align resources during budgeting process 	Annually	Time and funding	<p>Director evaluation</p> <p>Director satisfaction and retention</p> <p>Teacher satisfaction and retention</p> <p>Staff satisfaction and retention</p> <p>School community satisfaction and retention</p>	<p>R: Executive Director</p> <p>A: Teachers, Staff, Board</p> <p>S: Teachers, Staff, Board</p> <p>C: EL School Designer</p> <p>I: school community, stakeholders</p>
Develop long term salary schedule for Executive Director	<ul style="list-style-type: none"> - Develop and adopt salary schedule 	Annually	Time and funding	Salary comparable to salary of Director at a Moscow Public School and/or Moscow Charter School	<p>R: Board</p> <p>A: Board</p>

					S: Executive Director C: Charter School/EL Resources I: Executive Director, stakeholders
--	--	--	--	--	---

Priority 4: Facilities: Build a green, safe school facility with adequate grounds for play and gardens.

GOAL 4a: Purchase land for a new school building

Objective(s)	Activities	Timeline	Resources	Success Measures	Who/RASCI
Purchase land for a building site.	Identify land to purchase.	Nov 2016		Signed purchase agreement	R: Board A: Board S: Director C: Director, Stakeholder I: Stakeholders
	Obtain a Conditional Use Permit	Feb 2017		CUP Granted by City	R: Board A: Board S: Director C: Director, Stakeholder I: Stakeholders
	Have an approved LID Formation Ordinance	March 2017		Board agreement that LID terms are acceptable	R: Board A: Board S: Director C: Director I: Stakeholders
	Execute sale agreement for land	May 2017		Land is purchased by school	R: Board

			Required funds for purchase		A: Board S: Director C: Director, Business Manager I: Stakeholders
Conduct a successful Capital Campaign	Identify lender and terms of financing				
	Set a Capital Campaign goal				
	Create materials for Capital Campaign				
	Create and Execute Comprehensive Fundraising Plan				
Build School Facility					