

Statement of Philosophy

Guthrie CSD aspires to the holistic and optimum development of each student.

Processes and programs will be deployed with the intention of developing citizens which effectively manifest the community-chosen outcomes articulated in the Guthrie Graduate Profile (GGP):

- Learners/Problem Solvers/Critical Thinkers
- Effective Communicators
- Persons of Strong Character
- Productive and Valuable Team Members
- Compassionate and Responsible Citizens

These areas of development will be addressed through academic, co-curricular, extracurricular, and vocational programming.

Comprehensive Needs Assessment (CNA)

During the planning process several data sets were reviewed to inform the committee's thinking and planning. These data include: TPRi results, Terra-Nova results, TAKS results, attendance data, the district AEIS Report, student/staff surveys, retention rates, failure reports, discipline records, transfer reports, and enrollment/demographic trend data.

Analysis of Comprehensive Needs Assessment (CNA)

Upon review of the CNA, the SBDM Committee concluded the following:

Strengths of GCSD Programming	Areas in Need of Improvement in GCSD Programming
<ul style="list-style-type: none"> • All student groups have been performing well academically • Faculty/staff membership remains stable and strong • A positive and vibrant school culture is evident • Integration of technology into instruction has made a steady and strong advance • GCSD students have performed well in all competitive arenas • A strong professional learning community committed to student improvement has evolved among faculty • GCSD has developed a reputation among the broader educational community as a leader in learning environment deployment aimed at creating future-ready students 	<ul style="list-style-type: none"> • Effort to forge stronger parental partnership is needed • Fiscal stewardship will continue to be a priority • Digital citizenship skills need emphasis • Increase use of learning tasks designed to address all dimensions of the Guthrie Graduate Profile (GGP)

<p>Goal 1: Optimize Learning</p> <p>All Guthrie CSD students and staff will grow to their optimum potential within each dimension of the Guthrie Graduate Profile (GGP).</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> ■ Meet needs of diverse learners ■ Monitor performance results ■ Student engagement <p>Performance Measures:</p> <ul style="list-style-type: none"> ■ Graduation rates ■ TELPAS ■ Report cards ■ District benchmarks and diagnostics ■ STAAR/EOC ■ ACT/PLAN/EXPLORE/SAT/PSAT ■ Portfolios/Demonstrations <p>Strategies:</p> <ul style="list-style-type: none"> ■ Raise the level of academic rigor in all disciplines ■ Increase ELL services in inclusive setting ■ Implement effective interventions for struggling students (NCLB) 	<p>Goal 2: Safe & Nurturing Learning Environment</p> <p>GCSGD will provide a learning environment that is physically and emotionally safe and that supports students with caring, nurturing professionals.</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> ■ Improve communications between school and home <p>Performance Measures:</p> <ul style="list-style-type: none"> ■ Staff and community surveys ■ Comprehensive Needs Assessment <p>Strategies:</p> <ul style="list-style-type: none"> ■ Intensify use of technology in school-home communications ■ txConnect 	<p>Goal 3: Exemplary Stewardship</p> <p>GCSGD will exercise operational practices that are efficient and effective, making best use of the resources provided by stakeholders.</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> ■ Deploy continuous improvement processes ■ Build leadership capacity in both staff and students <p>Performance Measures:</p> <ul style="list-style-type: none"> ■ Internal and external customer satisfaction surveys and feedback portals <p>Strategies:</p> <ul style="list-style-type: none"> ■ Model practices/strategies to build a communities of learning
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Goal 1: Optimize Learning				
	Process Management – Specific Action Steps and Time Lines for Each Change Strategy	Start - Finish Dates	Responsibility	Resources Costs/Services
1	Enhance writing instruction to elementary students by designating dedicated time to that process four days weekly.	August, 2013 – May, 2014	Faculty	Time
2	Continue implementation of 1-to-1 availability of technology devices to all students in grades Pre-K through 12.	May-August, 2013	Administration; Technology Director	Grant monies; Budget monies
3	Administer Benchmarks to ensure appropriate scope, sequence, and cognitive levels of instruction and assessment in each 3-11 grade classroom.	December, 2013	Principals; Leadership Team; Faculty	Time; Staff development
4	Engage in observations of instructional practices ("learning walks") in neighboring districts by instructional staff.	October, 2013 – February, 2014	Faculty; Administrators	Time; Substitutes
5	Develop and administer staff development focused on engaged and rigorous learning models, and the GGP	June, 2013 – May, 2014	Principals, Teacher Support Team	Time; Collective intelligence; Staff development
6	Deploy an Embedded Staff Development model by which teachers observe, dialogue, and collaborate with other teachers toward raising the level of instructional best practices.	August, 2013 – May, 2014	Administrators; Faculty	Time; Staff development
7	Provide and support advanced courses for high school students via online delivery.	August, 2013 – May, 2014	Counselor; Administrators	Time; Facilities
8	Enhance higher order thinking in students through deployment of multi-media projects and project-based lessons that are integrated with core subject area and aligned to GGP dimensions	August, 2013 – May, 2014	Faculty	Hardware; Software
9	Provide inclusion-type support to English Language Learner (ELL) students for increased individualized assistance in English acquisition and learning acceleration in core areas.	August, 2013	Principal; ELL Faculty & Instructional Staff	Time; Staff development
10	Use Accelerated Reader as an enhancement to the regular instructional program.	August, 2013 – May, 2014	Elementary Faculty	Time
11	Enrollment in PSAT for all 10 th and 11 th graders to provide college readiness assessment.	October, 2013	Counselor	Budget monies
12	Provide targeted counseling and intensive academic support for At-Risk students. Specifically, additional tutoring during the instructional day will be provided.	August, 2013 – May, 2014	Counselor	State compensatory education funds
	Deploy transition services to aid high school students in preparation for	August, 2013 – May, 2014	Counselor	Time

13	higher education.	2014	Dyslexia Faculty	Staff development
14	Continue and enhance the dyslexia program, to identify and best serve dyslexic students at appropriate age levels.	August, 2013 – May, 2014	Dyslexia Faculty	Staff development
15	Provide professional development for differentiation and for meeting needs of special learners such as those in special education, ELL, dyslexic, At-Risk, G/T, and 504 programs.	August, 2013 – May, 2014	Administrators; Faculty	Time; ARRA funds; Staff development
16	Continue deployment of a long-term plan for technology integration.	August, 2013 – May, 2014	Faculty; Administrators	Time
17	Provide professional development directed at seamlessly enhancing the integration of technology into the regular instructional format.	August, 2013 – May, 2014	Administrators; Technology Director	Staff development
18	Support students who are parents with reimbursement for some costs of daycare to ensure progress toward graduation.	August, 2013 – May, 2014	Board	State compensatory education funds
19	Deploy high-yield instructional strategies at all grade levels to ensure 100% passage of STAAR and EOC exams by ALL students.	August, 2013 – May, 2014	Faculty	Time; Instructional materials; Staff development
20	Deploy high-yield instructional strategies at all grade levels to attain 50% threshold of Commended Performance on STAAR and EOC exams.	August, 2013 – May, 2014	Faculty	Time
21	Continue to "grow" the Guthrie Virtual School (GVS).	June, 2013-May, 2014	Administration, Board	Budget monies
22	Administer Terra-Nova to students in grades K-2 as achievement tests for diagnostics.	Fall 2013	Counselor	Purchase costs
23	Administer the EXPLORE (8 th graders) and PLAN (10 th graders) exams to students for predictive and diagnostic use.	Fall 2013	Counselor	Purchase costs (shared by state)
24	Provide an array of vocational and technical education options for students to enhance employability.	August, 2013 – May, 2014	Board, Administration	Funds for staffing and for materials
25	Encourage students to take courses in the Texas Virtual School Network (TxVSN)	May, 2013 – September, 2014	Principal, Counselor	Staffing for facilitation
26	Apply for available grants to further create and deploy project-based learning models which are aligned to GGP.	June, 2013 - May, 2014	Administration, Teachers	Time
27	Conduct inter-district professional development in order to trade and disseminate best instructional practices, especially with regard to technology integration.	June, 2013 – December, 2013	Administration, Teacher Leaders	Time
28	Continue substantive and enthusiast participation in the Texas High Performing Schools Consortium.	June, 2013-May, 2014	Administration, Teachers, Parents, Community	Time; Budgeted funds; Grant funds
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Goal 2: Safe & Nurturing Learning Environments

	Process Management – Specific Action Steps and Time Lines for Each Change Strategy	Start - Finish Dates	Responsibility	Resources Costs/Services	
1	Improve communications with parents by promoting the parental view portal (txConnect) to allow for monitoring of grades and attendance.	August, 2013 – May, 2014	Administrators; Faculty	Technology support	
2	Continue improvement and use of the district web site for enhanced school-to-home communications.	August, 2013	Administrators; Faculty	Time; Web space	
3	Aid 7 th graders in making good decisions, building self-esteem, peer pressures, etc., through participation in All-Stars through Mänge Care Center for Addictions and Other Disorders.	September, 2013 – March, 2014	Counselor; Faculty	Time	
4	Meet as administrators and counselors regularly to review student performance data and plan for intervention for struggling students.	August, 2013 – May, 2014	Principal; Counselor	Time	
5	Engage secondary students in on-site experiences at college campuses to ease the transition from high school to higher education.	January, 2013 – May, 2014	Counselor; Principal	Time; Transportation	
6	Provide students with instruction/information addressing student health needs i.e. HIV/AIDS, teen pregnancy, drugs, alcohol, violence prevention, Internet safety, and safe dating strategies.	August, 2013 – May, 2014	Nurse	Time	
7	Engage students in meaningful Internet safety training, embedded in the regular instructional formatting.	September, 2013 – May, 2014	Technology Director	Time; Staff development	
8	Review and revise discipline management plan, as embedded in the Code of Conduct and communicated through the Student Handbook.	April, 2013 – June, 2014	Principal; Site-Based Decision Making Committee	Time	
9	Provide free breakfast and lunch to all students on instructional days.	August, 2013 – May, 2014	Board	Budget monies; Federal school lunch monies	
10	Engage in parental education sessions to promote parent understanding and collaboration in the appropriate use of instructional technology.	October, 2013 -November, 2014	Administration, Technology Director	Time	
11	Conduct an Open House to strengthen the partnership between parents and the school.	October or November, 2013	Administrators	Time	

12	Continue to invite professionals from other schools to GCSD to observe instruction and provide feedback.	September 2013-March 2014	Administrators	Time
13	Continue to seek out external opportunities for GCSD students to demonstrate/share their learning with those outside Guthrie.	June 2013-May 2014	Administrators	Time
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Goal 3: Good Stewardship				
	Process Management – Specific Action Steps and Time Lines for Each Change Strategy	Start - Finish Dates	Responsibility	Resources Costs/Services
1	Conduct Comprehensive Needs Assessment to discern levels of operational efficiency and opportunities for improvement.	March-April, 2014	Site-Based Decision Making Committee; Faculty; Community	Time
2	Engage in frequent classroom walkthroughs and feedback from instructional leaders.	August, 2013 – May, 2014	Administrators	Time
3	Engage in monthly budget monitoring as a business team to provide tighter process controls. Funds to be monitored are budgeted local funds, student activity accounts, and state and federally awarded grants.	August, 2013 – May, 2014	Superintendent; Business Manager	Time; Technology support
4	Ensure that all faculty are highly qualified for the field(s) in which they are teaching.	June, 2013 – August, 2014	Administration	Time; Professional development funds
5	Continue as a provider district in the Texas Virtual School Network (TxVSN) to provide quality instruction to neighboring schools in Spanish I/II/III, Advanced Qualitative Reasoning, English IV, and Digital & Interactive Media (with other courses to be offered at later dates).	June, 2013 – May, 2014	Administration; Online teaching faculty	Time; Extra duty stipends
6	Continue development of a quality Administrative Procedures Manual (APM) for fiscal management, to ensure fiscal integrity and stewardship.	June, 2013	Administration	Time
7	Engage in purposeful and frequent processes of continuous improvement in order to optimize efficiency and effectiveness.	August, 2013 – May, 2014	Board; Administration; Faculty; Staff	Time