





DISTRICT STRATEGIC PLAN 2026-27

Gervais School District
ESTABLISHED 1834

Gervais School District #1 | August 2026

The 2026–2027 school year represents an important next step in the Gervais School District's commitment to improving outcomes for every student. Over the past several years, we have worked intentionally to build stronger systems, establish consistent practices, expand opportunities for students, and create greater alignment across our schools. This year, we are sharpening that work by asking an important question: Are our practices producing the academic results we expect for our students?

Our Strategic Plan is intended to be a framework for continuous improvement. Each year, we examine our progress, learn from our results, and determine where greater focus is needed. For 2026–2027, that reflection has led us to a sharpened focus on academic rigor and achievement, effective use of data to adjust instruction, and consistent student attendance.

We have made significant progress in developing systems to collect and examine student achievement data. Our next step is to become even more intentional about what we do with that information. Data is most valuable when it leads to action. Teachers and administrators will continue working collaboratively to identify what students have mastered, determine where gaps remain, and adjust instruction accordingly.

We are also renewing our emphasis on academic rigor and high expectations for every student. Academic growth is important, but growth alone cannot be our destination. Students must also demonstrate proficiency with grade-level standards and have opportunities to think critically, solve complex problems, communicate their understanding, and apply their learning. Rigor does not mean simply making work more difficult; it means challenging students to think deeply while providing the instruction and support necessary for them to succeed.

Student attendance remains essential to achieving these goals. Last year, attendance emerged as a districtwide priority as our teams examined its relationship to student achievement. That focus will continue because even the strongest curriculum and most effective instructional practices cannot fully benefit students who are not consistently present. We will continue partnering with families while refining how we use attendance data to identify patterns, intervene earlier, and provide support. Our goal is not simply to improve an attendance percentage; it is to ensure students have access to the instructional time necessary to achieve at high levels.

This work is taking place during an exciting period of transformation for our schools. The investment our community made through the passage of the district's bond is creating significant improvements across the district, including the new middle school addition and repairs and renovations at our elementary and high school facilities. These improvements represent more than new and renovated buildings—they represent our community's belief in our students and commitment to their future.

As our facilities change, we must be equally committed to strengthening what happens inside our classrooms. Ultimately, the quality of instruction, the expectations we establish for students, the relationships we build, and our willingness to continually improve our practices will determine our success.



We have much to celebrate, and we recognize there is important work ahead. Thank you to our staff, families, School Board, and community for your continued partnership and commitment to the students of Gervais.

Sincerely,

Dandy Stevens
Superintendent, Gervais School District

Gervais School District
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PRESENTED GERVAIS SCHOOL DISTRICT STAFF | Year Four, Five, and Six Work Groups

Angelica Albee | Middle School Instructional Assistant
Fenya Aman | Middle School Behavior Specialist
Bonny Atwood | TOSA-Teaching and Learning
Melissa Ayala | High School Secretary
Sylvia Barocio | Gervais High School Instructional Assistant
Eliana Belle | Elementary School Teacher
Meaghan Bond | Middle School Teacher
Sarah Bradley | Elementary School Assistant Principal
Amanda Braswell | Middle School Teacher
Andre Brown | High School Instructional Assistant
Kristin Camat | Middle School Teacher
Amber Enfield | High School Teacher
Will Fenner | Middle School Teacher
Elizabeth Flores | Preschool Coordinator/Head Teacher
Grant Funderburg | High School Teacher
Holly Hamlin | High School Teacher
Stacey Helm | Elementary School Teacher
Creighton Helms | Director of Special Education & Federal Programs
Lucas Hill | Middle School Teacher
Toni Johnson | Middle School Teacher & Principal
Brandon Jones | Middle School Teacher
Krysteena Leimbach | Elementary School Instructional Assistant
Doug Loiler | High School Assistant Principal/Athletic Director
Guadalupe Lopez | Student Advocate & Behavior Management Specialist
Lisa Ludwikoski | Elementary School Teacher
Ben Poff | High School Teacher
Dusty Price | High School Principal
Stephanie Schloesser | Elementary School Teacher & TOSA-Science/Math
Julie Schnell | Elementary School Counselor
Cindy Smith | Elementary School Teacher & TOSA-Reading
Andrea Stein | Elementary School Teacher
Dandy Stevens | Superintendent
Kim Vela | Middle School Science Teacher
Helen Warberg | Middle School Teacher
Jill Woodard | School Psychologist
Aloha Yoshinaga | Middle School Counselor
Jesse Zabala | Middle School Teacher
Laura Zurita | Middle & High School Counselor

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www.gervais.k12.or.us



The district serves approximately 1,300 pre-school through 12th grade students in Frontier Charter Academy, Gervais Preschool, Gervais Elementary School, Gervais Middle School and Gervais High School.

Gervais Community and District Background

In 1834 - the first school in Oregon was opened on Joseph Gervais' farm. Gervais was a prominent French-Canadian settler in the Willamette Valley and he helped organize a provisional government in Oregon. The land the school was on was located near but not in the town of Gervais, however the town was named in his honor and the school district, established in 1871, was named after the town. In 1902, a fire destroyed all but two buildings in the city's business district. In 1922 Gervais Union High School District #1 was established and included Pioneer, St. Louis, Gervais, and Parkersville School Districts.

In 1928 Fairfield and Eldriedge School Districts were added. These districts continued to exist independently but each of them sent their students on to Gervais Union High School. A ballot measure passed in 1992 that allowed the merger of the high school district with nearby elementary school districts. Gervais School District #1 was officially created in 1993 with Pioneer, Brooks, North Howell, Eldriedge, Gervais and Parkersville Elementary School Districts joining in. Gervais is located four miles south of Woodburn and 15 miles north of Salem in Marion County, Oregon. It is at 184 feet of elevation and its last population count listed 2,620 individuals. The city proper is situated on only .39 square miles of land.

The district serves approximately 1,300 pre-school through 12th grade students in Frontier Charter Academy, Gervais Preschool, Gervais Elementary School, Gervais Middle School, and Gervais High School. Seven different languages are spoken by students and Hispanic/Latino students account for 54% of the student population. The district has focused on 3rd grade students reading at grade level, 8th grade students meeting or exceeding state standards in mathematics, and a 100% high school graduation rate. Student engagement and rigorous daily instruction are priorities. Small class sizes helped to earn high state marks for improved individual student progress in grades 3-8.

Sources: State Department of Education, Oregon Historical Society, Brooks Historical Society, Michelle Zelenka, District Long-Range Facilities Plan 2020-21, The Oregon Blue Book, and Wikipedia

Process used for Strategic Plan Development

The strategic planning work started in December 2020. It originated from a commitment by Superintendent Dandy Stevens and the Gervais School District Board members to undertake a comprehensive ten-month process to review the district's strengths and opportunities for improvement. A multi-year, strategic plan was developed and became operational in September 2021. GSD contracted with Jerome Colonna to facilitate the process. The first step was to put a diverse and representative District Strategic Planning Team in place. This 16-member team held six, three-hour meetings starting on December 16, 2020, and finished on June 1, 2021. The initial task was to identify trends from the Gervais School District #1 Strategic Plan Background Data Report. The six survey questions asked respondents about what areas need improvement, what the district is doing well, what core values should be the foundation for the plan, how the district can better serve all students, how the district can better connect with community members, and a final open question asked for any other comments.

Based on the survey data, the team started developing the first four individual components of the report:

- **District Core Values**
- **District Mission Statement**
- **District Vision Statement**
- **District Strategic Goals**

The team completed their work after the strategic goals were developed and Superintendent Stevens then appointed the District Implementation Work Group to refine the goals, identify performance indicators for each goal, select measurements for each performance indicator, agree on accountability/monitoring guidelines, and finally, designate tasks to be completed in the first school year (2021-2022) of the multi-year plan. This group had two, four-hour meetings and finished their work on August 10, 2021.

In mid-August Superintendent Stevens, and Jerome Colonna, consultant, collaboratively wrote two drafts of the plan. The second draft was presented to the GSD School Board members and modifications were made based on board recommendations. The plan was then turned over to Quon Design and Communication Inc. for final design, formatting, and professional printing. The completed document was placed on the front page of the district website. Presentations were scheduled for each district school and various representative groups throughout the greater Gervais School District community.



District Core Values

Gervais School District's fundamental beliefs and core values represent the ethics and ideals that form the foundation of its everyday culture. Agreed upon core values are the basis from which work should be performed and how employees and volunteers are expected to conduct themselves. The team and survey respondents identified several core values and beliefs. However, the five listed below were determined to be so important that they will be systematized district-wide over the three-year period this strategic plan is carried out.

Even in Oregon's ever-changing political, economic, wildfire/climate change, health crisis landscapes, these five beliefs and values should stay constant and influence all aspects of the district's business. They represent the compass from which the district wants to navigate its mission, follow its vision, achieve strategic goals, measure progress, utilize resources, hire staff, and make major decisions.

After lengthy discussions in portions of three meetings the District Strategic Planning Team members selected the core values listed below. The Gervais School District #1 Strategic Plan Background Data Report, completed in February 2021, was a helpful reference the team used at each of its six meetings.

A.C.C.E.S.S
All Children and Community can Engage Successfully in School
Through inclusive practices, we create opportunities for all and promote belonging.

INTEGRITY
Is based on trust we must earn, accountability for our actions, and transparency that is undeniable.

EXCELLENCE
Students achieve from high expectations and staff modeling grit, perseverance, and a love of learning.

RELATIONSHIPS
Are centered on respect and nurtured through kindness and communication.

COMMUNITY
We gain unity through our shared generational values.







District Mission Statement

A mission statement identifies the purpose of an organization. The statement below clearly communicates what has heart and meaning in the Gervais School District. It captures the district's culture in a few, well chosen words so that it is remembered. The GSD mission statement was built from the Strategic Plan Background Data Report and new district core values. The mission statement reads:

Within our growing, diverse community, we sow the seeds of opportunities to raise prepared, resilient students.

District Vision Statement

Gervais School District's vision statement is a concise description of what it wants to achieve in the coming years. Its purpose is to inspire, energize, motivate, and stimulate all facets of the organization. It is intended to serve as a guide for selected current and future actions GSD is recommended to take. The statement focuses on the district's most hopeful, successful, and ideal future. It is not about what is already in place or what might easily be implemented. The words challenge the status quo and influence significant system changes. Like the district mission statement, it is designed to say a lot in just a few words. While the sentence does not indicate how GSD will achieve its strategic goals, it does set a definite direction for the overall continuous improvement process.

The planning team selected conceptual ideas for the vision statement from the Strategic Plan Background Data Report, district core beliefs and mission statement. The vision statement reads:

Graduating resilient, responsible students whose learning extends to the global community beyond Gervais.

District Logo

The new district logo (right) was created during the strategic planning process. It is intended to be the face of the district and send a message forward of hope for the very best for each GSD student's future. The logo is meant to be relevant, memorable, positive, and communicate district core values in a very rapid way. Research indicates the most effective logos get their message across within two seconds. The graduation cap aligns with the first phrase in the district vision statement: graduating resilient, responsible, students. Notice each of the three students are of a different height but that they are supported to be at the same overall height. These differing needs are represented in the last phrase of the district core value equity wording: we leverage our diversity to establish opportunities for all. Green is the most attractive color to the human eye and is used to signify the agricultural base of Gervais. The three hills make a level playing field for each student. In 1834 the first school in Oregon was opened on Joseph Gervais' farm and this little-known fact is duly noted below the logo graphic.



The logo will be put on the district website, letterheads, end of digital messages, signs, invoices and forms, banners on school entrances, social media profiles, vehicles, name tags, apparel, and anywhere else appropriate

Gervais School District Strategic Goals, Performance Indicators, and Measures

Strategic Goals

If an organization wants to be successful it needs to set challenging goals and achieve them on time. Without strategic goals most organizations experience a lack of focus and direction. Goals provide benchmarks so accomplishments can be measured. Goal setting was the most important part of Gervais School District's overall strategic plan development. Two different groups spent a great deal of time on the development and prioritization of the individual, multi-year, strategic goals that follow. The two groups limited the number of goals to four (4) so what was selected will have a tight focus and resources will be aligned with actions to drive the district vision. An emphasis was placed on clarity and achievability. The goals were formed from and connected to the district survey data, values, and mission and vision statements. The key function of the four strategic goals is to guide achievement of the GSD vision. Being strategic is about making difficult choices regarding what to do and what not to do.

Performance Indicators

The Gervais School District Strategic Goals have a total of 13 performance indicators. Performance indicators break goal efforts into manageable units and represent steps in the achievement action plan. They are the key tasks selected to accomplish the goals. Identifying key performance indicators is a proven way to measure and assist what progress is being made toward achieving a specific strategic goal. Without a series of measurable performance indicators, the strategic plan would fail, and the district would not have precise data to know at what level it is achieving its goals. Performance indicators are the most important component of the plan to report to GSD constituents and especially school board members.

Measures

To help gain success, this strategic plan must be specifically monitored so that periodically performance indicators can be easily assessed. The measures are quantitative and qualitative factors used to gauge progress being made. They not only show progress or lack thereof, they also provide a tool to determine if adjustments to the goals, indicators, or measures should be considered. The team and work group were careful to select the most appropriate measure for each performance indicator.



2026-2027, Performance Indicators and Metrics for Gervais School District's Strategic Plan

Goal 1:

The district will promote social and emotional growth, support the mental well-being of all, and create an environment of empathy and respect. People responsible are Fenya Aman, Kristin Camat, Laura Zurita, Aloha Yoshinaga, Julie Schnell, Doug Loiler and Creighton Helms.

Performance Indicator 1a: Empower all stakeholders in the implementation of the essential Social Emotional Learning (SEL) competencies.

Implementation Measure 1a: Maintain districtwide professional learning and implementation support related to trauma-informed practices to ensure staff continue to apply effective strategies that support student well-being and engagement. Simultaneously, embed the district's essential Social Emotional Learning (SEL) competencies across all schools through staff development, schoolwide recognition systems, monthly SEL focus areas, and the integration of SEL practices within the adopted curriculum and core instructional content. Progress will be reported to the board in November 2026 and June 2027.

Performance Indicator 1b: Evaluate perceptions of belonging among students and staff and use the results to develop and implement initiatives that strengthen belonging across individual, school, and district systems.

Implementation Measure 1b: The district will increase student and staff perception of belonging from the 2025-2026 data and reduce chronic absenteeism through the implementation of initiatives to specifically address the results at the individual, school, and district level. Progress will be reported to the board in January 2027 and June 2027.

Performance Indicator 1c: Strengthen family-school partnerships that support student well-being.

Implementation Measure 1c: Develop and implement a districtwide family engagement strategy that aligns school-based events and outreach efforts with student well-being, belonging, and Social Emotional Learning (SEL) goals. Schools will intentionally communicate how community engagement opportunities support these outcomes. Progress will be reported to the board in January 2027 and June 2027.

Goal 2:

Cultivate ACCESS (All Children and the Community can Engage Successfully in School) by honoring diversity, using inclusive practices, and supporting students to achieve their unique potential. People responsible are Dusty Price, Sandra Segura, Fenya Aman, Meaghan Bond, Angelica Albee, and Dandy Stevens.

Performance Indicator 2a: Engage stakeholders to provide input about a shared vision and identity for our school community that supports the mission and vision of the district.

Implementation Measure 2a: Use a process developed by the Inflexion team to facilitate seeking input from the following groups about shared vision and identity: 1) district staff during inservice, 2) K-12 students during homeroom or advisory, and 3) families and community partners through surveys and focus groups with counselors. This will happen September-December. Updates will be reported to the board in January 2027.

2026-2027, Performance Indicators and Metrics for Gervais School District's Strategic Plan - continued

Goal 2: continued

Performance Indicator 2b: Create a shared vision for student readiness and a statement about school identity using the stakeholder input.

Implementation Measure 2b: Create a shared vision for readiness that centers on an explicit statement about school identity. Publish and post these throughout each school building and into the community. This will happen January-March 2027. Updates will be reported to the board in May 2027.

Performance Indicator 2c: Share and implement these two anchors (shared vision and school identity) throughout each school building and into the community.

Implementation Measure 2c: Introduce these two anchors in a kick-off assembly in April 2027 in each school and guided conversations in each homeroom or advisory classroom. Define and illustrate how these anchors should be reflected in each school space with student input. Provide opportunities for staff and students to review and self-reflect how current practices align with these anchors. This will happen April-June. Updates will be reported to the board in June 2027.

Goal 3:

Link the district's preschool through grade 12 curriculum to state standards. Select and apply the best instructional strategies, and use assessments to measure student progress and adjust instruction. People responsible are Cindy Smith, Stephanie Schloesser (Barb Buchholz), Toni Johnson, Sarah Bradley, Helen Warberg, Bonny Atwood, Holly Hamlin, Andrea Stein, Lisa Ludwikoski, Eliana Belle, Jeshua Zabala, Amanda Braswell, Amber Enfield, Julie Powers, and Dandy Stevens.

Performance Indicator 3a: Using the OSAS test blueprints, PLC teams will identify academic vocabulary for priority focus in all core content areas during the 2026-27 school year.

Implementation Measure 3a: Establish and publish teacher-created grade-level or content area academic vocabulary lists by September 30, 2026 and share with all staff via Google Docs on Teaching and Learning tab.

People responsible: Sarah Bradley, Toni Johnson and Bonny Atwood.

Performance Indicator 3b: Using OSAS data for the last three years (2025-26; 2024-25; 2023-24) review target level performances, identify areas of student performance strengths and proficiencies, and select three targets to focus on as a content area for the year.

Implementation Measure 3b: PLCs will publish targets for focus by October 2026. Student progress will be monitored and reported by PLCs throughout the year using data from iReady, ALEKS, or interim assessments.

People responsible: Principals report to the board in January and June 2027.

Performance Indicator 3c: Continue implementation of grade-aligned writing instructional strategies to help all students use content specific and academic vocabulary when speaking and writing so students may achieve grade-level standards.

2026-2027, Performance Indicators and Metrics for Gervais School District's Strategic Plan - continued

Goal 3: continued

- Elementary: RACES
- Middle: RACES or Content-Appropriate Alternative – elevate to comparing texts
- High: RACES or Content-Appropriate Alternative – elevate to comparing texts

Implementation Measure 3c: Continue to publish exemplars and rubrics in October, February and April. Principals or designee provide updates to the school board in their board reports October, February and April.

People responsible: Lisa Ludwikoski, Cindy Smith, Stacey Helm, Eliana Belle, Jeshua Zebala, Amanda Braswell, Amber Enfield, Sarah Bradley, and Toni Johnson.

Performance Indicator 3d: Implement higher-level Depth of Knowledge (DOK) instruction (levels 3 and 4) across all content areas to increase instructional rigor and academic achievement.

Implementation Measure 3d: Introduce and analyze DOK framework during inservice. Principals will highlight how DOK levels connect to Danielson Framework's Domain 3 Student Engagement.

Provide time for discussion and collaboration during PLC meetings during inservice week to identify instructional strategies for use in the classroom. Principals will monitor and report PLC discussions, instructional practices, tier-specific planning and evidence of DOK implementation through building PLC documentation and classroom observations by May 2027. Updates will be reported to the board in January 2027 and June 2027.

People responsible: Stephanie Schlosser (Barb Buchholz), Toni Johnson, Holly Hamlin, Helen Warberg, Bonny Attwood, Sarah Bradley, Andrea Stein, Dusty Price, Doug Loiler

Performance Indicator 3e: Utilize the adopted K-12 diagnostic programs and assessments to analyze instruction, inform instructional adjustments, and develop appropriate interventions.

Implementation Measure 3e: Grade-level or content meetings will be held following i-Ready/ALEKS Diagnostic testing to determine and analyze areas of weakness, adjust core instruction, and inform Tier 2 interventions. Teams will compare diagnostic data with areas of need identified through analysis of 2026 OSAS results to identify consistent patterns and use those findings to inform instruction and intervention.

The high school will use metrics established by content teams through the PLC process. Updates will be reported to the board in January 2027 and June 2027.

All teams will report to principals every PLC cycle on student achievement progress.

People responsible: Lisa Ludwikoski, Cindy Smith, Stacey Helm, Eliana Belle, Jeshua Zabala, Amanda Braswell, Amber Enfield, Sarah Bradley

Performance Indicator 3f: All staff will continue to focus on student engagement to improve student attendance. By using the Danielson Framework for Teaching and Learning Domain 3 (specifically Student Engagement) staff will develop instructional strategies which result in performance ratings of proficient and distinguished in the framework. Staff will engage in professional development and case studies regarding student engagement and attendance for implementation in the classroom. These practices will be overlaid with the DOK framework.

Continued on next page.

2026-2027, Performance Indicators and Metrics for Gervais School District's Strategic Plan - continued

Goal 3: continued

Implementation Measure 3f: Continue to provide professional development and training for staff and administrators on the rubric elements of student engagement found in the framework. Identify best practices and approaches for use in the classroom that are proven to enhance student engagement and weave the approaches into attendance. Updates to the board in January 2027 and June 2027.

People responsible: Dusty Price, Doug Loiler, Toni Johnson, Sarah Bradley

Goal 4:

With the passage of the $28.13 million general obligation bond and the $6 million OSCIM grant, the district will complete all projects by August 2027. People responsible are Dandy Stevens and board members.

Performance Indicator 4a: The district will continue working with project managers and contractors on projects not completed during the Summer of 2026.

Implementation Measure 4a: By October 2026 punch lists will be completed for the Summer 2026 projects at elementary, middle, and high school. By December 2026, the district will take ownership of the new middle school building. New middle school building will be ready for occupancy in January 2027. Cafeteria renovations and refresh work will be done in Summer 2027. The new roof at the high school cafeteria will be done in Summer of 2027.

Performance Indicator 4b: The Bond Advisory Committee will continue to meet providing oversight to bond spending.

Implementation Measure 4b: The Bond Advisory Committee will continue to meet quarterly during the 2026-27 school year providing oversight to bond spending. The school board will receive updates at the next regular board meeting after each BAC meeting.

Performance Indicator 4c: The district will continue to build upon the positive and frequent communication to various stakeholders established during the pre-bond and pre-election process.

Implementation Measure 4c: There will be quarterly newsletters, monthly "good news" blasts, extensive use of social media and websites as well as in-person community engagement activities. These will be coordinated by the Superintendent and the WESD communications staff. The board will receive monthly updates on these specific strategies. There will be open houses and tours of the renovated and new facilities throughout the year.

Implementation and Accountability

As mentioned to the GSD Board and planning team at the start of this process, most strategic plans do not achieve their stated goals. According to research in the field, only about 20% of all public and private sector plans are fully implemented on time, if at all. Accountability measures must be put in place to ensure implementation steadily progresses. During the implementation process it is essential to monitor the success and challenges of the goals, performance indicators, and measures. Periodically it may be necessary to retool the plan and its assumptions if any element is not progressing satisfactorily. It is important to remember, creating a plan is the easy part in comparison to the difficulty of achieving its strategic goals through implementation of the performance indicators.

The Gervais School District Strategic Plan was created to be successful. The following list is a combination of suggestions from the literature, the District Implementation Team, and the consultant that will assist the district to meet its strategic goals.

- The plan involves new responsibilities and a significant amount of additional resources. District leadership must determine what it is currently doing now that it will stop doing once the strategic plan implementation starts.
- The board should hold the superintendent accountable for showing measurable progress on the overall plan and the superintendent should hold the individuals in charge the goals and performance indicators accountable for gaining measurable progress.
- The plan needs to be carefully reviewed and modified as necessary by June of each school year. A Strategic Plan Oversite Committee could be formed to take on this responsibility and should have the superintendent, at least one board member, and multiple members of those involved in the development of the plan as participants.
- The rollout of the plan should include influential teachers, classified staff, team and work group members during early communication efforts.



- The GSD General Fund Budget must be aligned with the plan's resource needs for each new year of the plan.
- Time could be periodically used during professional learning community meetings to discuss strategic plan progress. The findings could then be reported out to the individual school faculty, then to the Oversight Committee, and on to the board.
- The district needs to carryout actions based on specific strategies detailed in this plan and be responsible for collecting and analyzing data to measure progress. Gervais School District Board members should receive periodic (every four months is recommended) progress report presentations that ideally include the following information for each performance indicator:

1. Amount of progress made since the last report based on measures specific to each indicator.
2. Challenges with facilities, technology, funding, professional development, etc.
3. Recommendations for possible modifications of performance indicators, measures, and/or strategic goals.
4. An outline of planned activities from the date of the most current report up to when the next report will be presented.

In February 2021 the district published a companion document, Gervais School District #1 Strategic Plan Background Data Report, that was used extensively throughout the development of this report. It and this report can be viewed on the district website at www.gervais.k12.or.us

Appreciation, Thank you, and Conclusions

A special thank you is sent to the more than fifty staff members, students, parents and community members who have contributed to this work over the last six years. Several other staff members were involved in making the many Zoom and in-person meetings possible. None of this strategic work would have been accomplished without strong commitment from Gervais School District Board of Directors and the visionary focus Superintendent Dandy Stevens has for systemic, multi-year improvement.

This report provides a North Star for prioritized, large-scale improvements the district has comprehensively identified. It communicates clarity for the new direction of the district by aligning the GSD Board of Directors with the superintendent and both the board and Superintendent Stevens with certified and classified staff. This alignment will strengthen over time through widespread agreement on district core values and the four strategic goals. Implemented with fidelity, the strategic plan will result in additional use of long-term perspectives, greater productivity, clearer communication, improved decision-making, more efficient use of resources, and it will attract students, potential employees, and outside funding to the district.

This strategic plan provides a focused direction for what GSD wants to become and how it can get there over the next three years.



Graduating resilient, responsible students whose learning extends to the global community beyond Gervais.













Gervais School District

ESTABLISHED 1834

2026-2027 District Strategic Plan

Gervais School District #1 | August 2026