

STRATEGIC PLAN

Nestucca Valley School District



Board of Directors

Annis Leslie
Emily Hurliman
Diane Boisa
Bill Hagerty-Vice Chair
Evan Carver- Chair

Superintendent

Misty Wharton

STRATEGIC PLAN OVERVIEW

The **Nestucca Valley School District** Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The plan was originally developed in collaboration with stakeholder groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes. First, the plan engages stakeholders and provides the Board's *political* direction and *accountability* in addressing the District's vision, mission, ranked objectives, expected annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document, which provides for *compliance* with the requirements established by the State and Federal governments. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and *inspiration* to the Superintendent and staff in addressing the priorities of the Board and community.

Fiscal Integrity of the District

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities established by the **Nestucca Valley School District**, with the fiscal integrity of the District as the **cornerstone** foundational requirement of the Strategic Plan.

The components of the Strategic Plan are defined below:

- **VISION**
What the District is striving to do.
- **MISSION**
What the District will accomplish by the end of the five-year Plan.
- **DISTRICT RANKED OBJECTIVES**
The ongoing designing, development, implementation, and evaluation of the objectives are to ensure a continuous improvement process in place. The objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.
- **EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES**
The described and specific expected measurable outcomes.
- **ESSENTIAL METRICS**
The tools or standards of measurement used to evaluate the District Ranked Objectives.
- **ACTIONS/SERVICES**
Events to be performed to meet the District Ranked Objectives.

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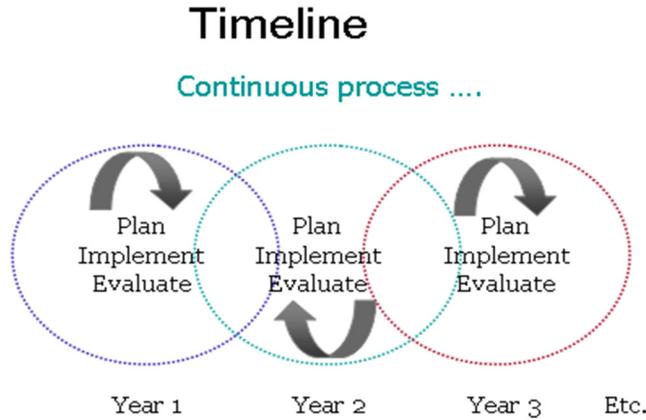
ACRONYMS & TERMS

AP:	Advanced Placement
ASVAB:	Armed Services Vocational Aptitude Battery
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
ELs:	English Learners
FIT:	Fitness Inspection Tool
IEP:	Individual Education Plan
Lexile Score:	The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials.
NGSS:	Next Generation Science Standards
PFT:	Physical Fitness Test
VAPA:	Visual and Performing Arts
ACE:	Adverse Childhood Experience

School District Strategic Plan Process and Timeline

Strategic Planning Process:

The implementation of the Strategic Plan follows a yearly updated cycle to ensure that the Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.



Annually, the Board will approve the Strategic Plan in June for the subsequent year.

Strategic Plan Timeline 2017-2018

Target Dates	Strategic Plan (SP)
November 13-15, 2017	2018-2019 Strategic Plan Developed by Stakeholders and the Board
December 2017	Approval of the 2018-2019 Strategic Plan Vision and Mission Statements and Ranking of Objectives
December 2017 – January 2018	2018-2019 Strategic Plan Stakeholder Input Meetings on Outcomes and Metrics
February 2018	Final Board Approval of 2018-2019 Strategic Plan, with Outcomes and Metrics
April 2018	First Meeting on 2018-2019 Budget, reflecting the priorities within the 2018-2019 Strategic Plan
May 2018	Second Meeting on Budget (If necessary)
June 2018	Approval of Annual Budget, reflecting the priorities within the 2018-2019 Strategic Plan

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Strategic Plan Evaluation Timeline 2018 - 2019

Target Dates	Strategic Plan (SP)
July 1, 2018 – June 30, 2019	Implement Approved 2018-2019 Strategic Plan
September-December 2018	Reflect and Review 2018 -2019 Approved Strategic Plan to determine if there needs to be minor changes to be included with the 2019-2020 Strategic Plan
December 2018	Discuss and include any minor Outcome and Metric changes that would improve the Plan for implementation in the 2019-2020 School Year. (Note: Since the District has not fully implemented the initial 2018-2019 Strategic Plan and presented the data on the Plan, which will be done in December of 2019, the 2018-2019 Strategic Plan will be continued into 2019-2020, with minor change.)
February 2020	Final Approval of 2019-2020 Strategic Plan Outcomes and Metrics
April 2020	First Meeting on 2019-2020 Budget, reflecting the priorities within the 2019-2020 Strategic Plan
May 2020	Second Meeting on Budget (If necessary)
June 2020	Approval of Annual Budget, reflecting the priorities within the 2019-2020 Strategic Plan

Strategic Plan Evaluation Timeline 2019 - 2020

Target Dates	Strategic Plan (SP)
July 1, 2019 – June 30, 2020	Implement Approved 2019-2020 Strategic Plan
September-October 2019	Collect and Organize data on Outcomes and Metrics, in preparation for the 2018-2019 Annual Strategic Plan Report
December 2019	Special Board Meeting to Provide Annual 2018-2019 Strategic Plan Report to the Board Addressing Outcomes and Metrics – Request Acceptance of 2018-2019 Strategic Plan Report by the Board
December 2019/January 2020	Provide 2018-2019 Strategic Plan to Stakeholder Meetings and seek Additional Input on the 2020-2021 Strategic Plan Outcomes and Metrics.
February 2020	Final Approval of 2020-2021 Strategic Plan , with updated Outcomes and Metrics
April 2020	First Meeting on 2020-2021 Budget, reflecting the priorities within the 2019-2020 Strategic Plan
May 2020	Second Meeting on Budget (If necessary)
June 2020	Approval of Annual Budget, reflecting the priorities within the 2020-2021 Strategic Plan

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Fiscal Integrity of the District

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Nestucca Valley School District Strategic Plan

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Vision Statement:

Inspiring individual excellence, diligence, self-awareness, and lifelong learning.

Mission Statement:

Nestucca Valley School District, in collaboration with families and community, is committed to:

- Providing a safe, healthy and supportive environment that promotes social and emotional health
- Attracting, supporting and retaining dynamic teachers and staff
- Individual academic excellence and achievement for all students
- Developing hard working, responsible, self-directed, confident, and collaborative problem solvers who are both ethical citizens and college and career ready
- Implementing challenging and innovative learning opportunities by incorporating best educational practices
- Encouraging critical thinking and creative expression
- Developing cultural competence, while embracing diversity and our small community as strengths.

Fiscal Integrity of the District:

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities established by the Nestucca Valley School Board, with the fiscal integrity of the District as the **corner stone** foundational requirement of the Strategic Plan.

Nestucca Valley School District's determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come to the District, both short-term and long-term. Accordingly, the Board commits to establish reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the Board commits to save for potential future expected and unexpected expenditure and for eventual economic downturns.

The Board is dedicated to ensuring the fiscal integrity of the District through providing the necessary funding to maintain a prudent **minimum** Committed Economic Uncertainty General Fund Reserve, **by July 1, 2020**, of not less than **12%**, representing approximately two month's payroll.

In addition, recognizing the volatility of funding by being a District outside the State funding model that is driven by timber revenue and property taxes, the Board is dedicated to ensuring the fiscal integrity of the District by maintaining the following prudent committed reserves:

Capitol Project, Equipment, Technology, and Bus Replacement – Fund 290	\$350,000
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The Board also recognizes that the District's fiscal integrity is dependent on maintaining responsible class sizes, as reflected below:

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Targeted Overall Average Class Size Enrollment on the First Monday in February

Kindergarten – Sixth Grade	25 to 1
Seventh – Twelfth Grade <u>Core</u> Classes	28 to 1

A report by the Superintendent, on the Targeted Overall Class Size averages, will be provided to the Board at its February Board meeting.

#1 RANKED OBJECTIVE: ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT

Definition: Knowledge of, and appreciation for literature and the language; skills of speaking, reading, listening, spelling, handwriting, and composition.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Meet or exceed State established growth targeted proficiency levels (once established) for all subgroups.	
2	95% of the students in grades K-8 will demonstrate growth of 5% in reading.	
3	95% of the students in grade 9-12 shall demonstrate growth in reading.	
4	75% of students in Grades 3-12 shall demonstrate proficiency in writing.	
5	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).	
6	Increase the number of AP and/or Dual-enrollment classes offered to students.	

ESSENTIAL METRICS

1.1	Assessment of Student Performance Progress Results (State Established - TIDE and/or Dash Board).
2.1	K-8 - As measured by EasyCBM.
3.1	9-12 - All students will achieve a Lexile score of 1300 or higher or increase by 75 points annually.

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4.1	As measured by score of “Meets” on all traits outlined in ODE Official Writing Scoring Guide.
5.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps, course syllabi and administrative observations.
6.1	The number of students in Grades 10 - 12 taking AP and/or Dual-enrollment classes shall increase by 25%.

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#2 RANKED OBJECTIVE: MATH

Definition: Concepts, operational skills, and problem solving.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students will meet or exceed State established growth targeted proficiency levels for all subgroups.	
2	95% of the students in grades K-8 will demonstrate growth of at least 5% in mathematical proficiency.	
3	40% of students in Grades 3-12 shall demonstrate proficiency on math performance tasks.	
4	The number of students in Grades 11 - 12 taking AP and/or Dual-enrollment classes shall increase by 25%.	
5	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).	

ESSENTIAL METRICS

1.1	Assessment of Student Performance Progress Results (State Established - TIDE and/or Dash Board).
2.1	K-8 - As measured by EasyCBM (not high risk) and progress in DreamBox (20% increase in standards at proficiency)
3.1	As measured by a score of “Meets” on all traits outlined in ODE Official Math Problem Solving Scoring Guide.

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4.1	The master schedule will reflect at least 1 AP/ Dual Enrolled math class on the schedule
4.2	Student enrollment in the class and number of students taking the test
5.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps, course syllabi and administrative observations

#3 RANKED OBJECTIVE: HISTORY-SOCIAL SCIENCE PROGRAM

Definition: Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the students. Foundation for understanding the history, resources, development, and government of the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students will be presented with grade level content aligned to adopted state Social Science standards.	
2	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital).	
3	Increase the number students enrolled in AP and/or Dual-enrollment classes.	
4	At least two cohorts will participate in destination or place-based learning opportunities (field trips).	

ESSENTIAL METRICS

1.1	Curriculum maps, class syllabi, and administrative observations.
2.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps and course syllabi.
3.1	20% of students in Grades 10 - 12 will be enrolled in AP and/or Dual-enrollment classes.
4.1	At least two cohorts participated in a destination learning activity.

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#4 RANKED OBJECTIVE: SCIENCE

Definition: What the future holds in store for individuals, the nation, and the world depends largely on the wisdom with which humans use science and technology. And that, in turn, depends on the character and effectiveness of the education that people receive. (per ODE)

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	95% of students in grade 5, 8, or High School, will meet or exceed proficiency targets based on Next Generation Science Standards (based on the Oregon Assessment of Knowledge & Skills Science Test, which will be given in grades 5 & 8, and once in high school ~ grade 10, 11 or 12) for all subgroups.	
2.	Students will have access to standard-aligned instructional materials for Science, according to NVSD adoption cycle (text and/or digital).	
3.	95% of students in grades 3 through 8 and High School will demonstrate proficiency in Scientific Inquiry by completing scored Work Samples on an annual basis.	
4.	95% of students in grades 4 through 8 and High School will demonstrate proficiency in Engineering Design by completing scored Work Samples on an annual basis.	

ESSENTIAL METRICS

1.1	OAKS Science Assessment – Reported by sub-groups and increased by 5 % on an annual basis.
2.1	Science curriculum materials will be purchased and provided to teachers, as prioritized by NVSD adoption cycle.
3.1	Grade 3 - High School students will demonstrate proficiency by completing a performance assessment task in Scientific Inquiry as scored using criteria of the State Scoring Guide for Scientific Inquiry.
4.1	Grade 4 - High School students will demonstrate proficiency by completing a performance assessment task in Engineering Design as scored using criteria of the State Scoring Guide for Scientific Inquiry.

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#5 RANKED OBJECTIVE: CAREER AND TECHNICAL EDUCATION PROGRAMS

Definition: The program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1.	Expand CTE Offerings	
2.	Create Community Partnerships to provide practical work experience.	
3.	Develop and implement a scope and sequence of College and Career readiness K-14.	
4.	Develop career pathways at the High School.	

ESSENTIAL METRICS

1.1	Expand the CTE offering by one.
2.1	Three additional willing Community Partners will be identified
3.1	A scope and sequence document will be completed and presented to the Board.
3.2	The scope and sequence will identify phases in which it will be implemented.
3.3	Implement phase one of the Scope and Sequence.
4.1	A report presented to the board which identifies three pathways, which will be proposed to implement at the High School along with the resources required to implement the pathways.

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#6 RANKED OBJECTIVE: PHYSICAL EDUCATION PROGRAM

Definition: Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students will have access to standards-based instruction and aligned instructional materials according to state adoption cycle (text and/or digital) for physical education	
2.	90% of K-4 students demonstrate competency in a variety of motor skills, movement patterns, and manipulative skills	
3.	90% of K-8 Students exhibit responsible personal and social behavior that respects self and others	
4.	80% enrolled in Fitness Classes (Grades 7-12) shall meet fitness proficiency targets based on PFT.	

ESSENTIAL METRICS

1.1	Students have access to standards-aligned instruction and instructional materials as evidenced by curriculum maps, course syllabi and administrative observations
2.1	Measured by district created rubrics.
3.1	Measured by individual and group progress charts and files and report card grades.
4.1	As measured by PFT test results

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#7 RANKED OBJECTIVE: VISUAL AND PERFORMING ARTS PROGRAMS

Definition: Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation, and the skills of creative expressions.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Increase the number of students 7-12 participating in visual arts classes by 10%	
2	Increase student participation, grades 9-12, in the fall play and spring musical by 10%.	
3	Maintain current offerings in visual and performing arts.	
4	Establish a community funding source for student participation in performing arts	
5	Celebrate the arts by increasing student assemblies to include band, choir and drama	

ESSENTIAL METRICS

1.1	As measured by class enrollment data
2.1	As measured by previous participation numbers
3.1	District will offer the following courses: K-4 General Music, 5th Grade Beginning Band, 6th Grade Intermediate Band, 7-8 Band, 7-8 Choir, 9-12 Band, 9-12 Choir; 7-8 Digital Art, 7-8 Visual Art, 9-12 Digital Art, and 9-12 Visual Art.
4.1	Provide a report to the Board which included the results of investigating establishing an Arts Foundation

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5.1	As measured by the Jr./Sr. calendar
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#8 RANKED OBJECTIVE: MODERN AND WORLD LANGUAGES

Definition: Modern and world languages are any [human languages](#) that are currently in use, and [classical languages](#) such as [Latin](#), [Sanskrit](#), and [Classical Chinese](#), which are studied for their cultural or linguistic value.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Offer 3 years of Spanish instruction in high school	
2	Increase the number of students, passing 2 or more years languages with at least a B and showing proficiency in their non-home language by 25%.	
3	Complete a site review by stakeholders of modern and world language offerings to determine feasibility of additional languages.	

ESSENTIAL METRICS

1.1	High school course schedule and enrollment
2.1	Student report card grades
3.1	Calendar and minutes of meeting and its outcome will be shared with the school board

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#9 RANKED OBJECTIVE: CLEAN, SAFE, FUNCTIONAL AND ATTRACTIVE CLASSROOMS, FACILITIES, AND GROUNDS

Definition: Facilities maintained in good repair that are clean, safe, functional, and attractive.

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Provide for functional, safe, clean, classrooms, facilities, and grounds.	
2	Provide safety related professional development and training to maintenance staff.	

ESSENTIAL METRICS

1.1	Report to the Board, October of each year, on the progress made to address this outcome
1.2	On a survey, with a minimum of 60+% return, staff will rate: safe, clean, and attractive classrooms, facilities, and grounds two times per year (December and May)
1.3	Emergency plan for the district will be maintained and up to date as regulated by law.
1.4	Maintain current maintenance contracts annually.
1.5	Maintain routine maintenance schedule on district equipment.
1.6/ 2.1	Provide monthly minutes of safety committee, which include professional development provided, to be posted on the District Website and communicated to the staff and Board.
1.7	Perform monthly safety and maintenance walk throughs at each site, and provide report to the Board.

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#10 RANKED OBJECTIVE: HUMAN RESOURCES: RECRUITMENT / CREDENTIALING / PROFESSIONAL DEVELOPMENT / EVALUATION / STANDARDS AND PROCEDURES

Definition: Teachers are recruited, appropriately assigned, and fully credentialed in the subject areas for which they are teaching.

Responsible Division(s): Human Resources

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Recruit and retain qualified competent staff to meet the needs of the students, staff and community.	
2	Professional development activities provided shall address the identified needs of all staff.	
3	Provide competitive salaries and benefits for all employees compared with districts with similar demographics.	
4	Create an environment that supports the physical and mental wellness for all staff.	
5.	All staff will be evaluated on time.	

ESSENTIAL METRICS

1.1	Teaching positions will be filled with TSPC licensed and endorsed teachers.
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1.2	Mentorship will be provided to all staff as needed, to support staff members to meet the district expectations and requirements for their position. 95% of staff will receive a meet or above on their evaluations. A report to the Professional Development Committee on the activities will be provided annually.
1.3	Board will be provided with an annual report of current number of substitutes, the hours of training provided, and a review of current sub handbooks.
1.4	Evaluation scores for all staff shall have an average or higher score of 3. Those falling below will be provided support and specific measurable goals to move evaluation scores by the next evaluation. The board will be provided annually with a report of score averages and areas the admin is working to improve.
2.1	District shall ensure a sign-in form is completed by staff to show the attendance at District provided staff development.
1.5 2.2	The administration will provide a survey opportunity for staff to evaluate their training, support and environment in order to meet the goals of the individual staff, administration and board. A summary of this report will be provided to the board before the first board budgeting workshop.
2.3	No later than October of each year, the board will be provided with an outline and schedule of all professional development activities to be provided during the school year to the Certified Staff, Classified Staff, Administrative Staff and the Board.
3.1	Analyze salary and benefit data from the established comparable districts. Use data during union bargaining and contract negotiations. This will be provided to the board prior to negotiations.
4.1	The District will create a Wellness Plan for district staff.

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4.2	The District will provide space and opportunities for staff to be supported during non contract time. The board will be provided a list of wellness programs currently available to all district staff.
5.1	Annual report to the Board in September highlighting the number of on-time evaluations completed in the previous year.

#11 RANKED OBJECTIVE: STUDENT EXTRACURRICULAR ACTIVITIES

Definition: Extracurricular activities are designed to “connect” students to their school and to provide motivation for the student to succeed in school. Extracurricular activities fall outside the realm of the normal curriculum of school, and are performed by students. Examples of such activities include clubs, athletic teams, and leadership involvement.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Extra-curricular activities will “connect” students to their school and provide motivation for the student to attend and succeed in school.	
2	Increase student participation in extra-curricular activities.	
3	Increase the number of activities offered to students.	

ESSENTIAL METRICS

1.1	Measured through a school climate survey administered to students and staff in form of a Likert scale.
1.2	Attendance rates will improve by 2% for students involved in activities until rates reach 95%.
2.1	The number of students participating in extra-curricular activities at the 7-12 level will increase by 3% until 90% of students participating.
3.1	Report to the board on current activity offerings and plans for future offerings.

#12 RANKED OBJECTIVE: NEW AND MODERNIZED FACILITIES

Definition: Maximizing state and local resources to provide new and modernized facilities to accommodate growth, and improve the appearance and conditions of the present facilities.

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	The District shall provide quality and modern facilities to serve the students and staff, with a focus on CTE needs.	
2	The District shall review and/or implement long range facility plan, which minimally addresses the retrofit of High school gym, High School cafeteria and the building of a new elementary school.	

ESSENTIAL METRICS

1.1	Provide a report the Board that ensures all timelines and budget for the completion of new construction and modernization projects are met.
1.2/ 2.1/	Provide a report to the Board on funding sources and address this outcome, including the passing of a local school construction bond.

#13 RANKED OBJECTIVE: NEW AND MODERNIZED TECHNOLOGY AND EQUIPMENT

Definition: Maximizing federal, state and local resources to provide new and modernized technology and equipment to address the needs of the students and staff, in the most efficient and effective manner possible. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, etc. *(The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives. Additionally, stand-alone technology courses shall be implemented within the Career and Technology Objective.)*

Responsible Division(s): Business Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Ensure the annual contribution for Technology to the Equipment, Technology, and Bus Replacement – Fund 290 will support the Technology Replacement Plan.	
2	Ensure the annual contribution for Bus Replacement to the Equipment, Technology, and Bus Replacement – Fund 290 will support the Bus Replacement Plan.	
3	Ensure the annual contribution for Equipment to the Equipment, Technology, and Bus Replacement – Fund 290 will support the Equipment Replacement Plan.	
4	Maintain an up-to-date Master Technology replacement plan.	
5	Develop and Maintain an up-to-date Master Equipment replacement plan.	
6	Develop Maintain an up-to-date Master Bus replacement plan.	
7	Ensure copy machine (leases) are functional and modern.	

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ESSENTIAL METRICS

1.1	Annually contribute \$120,000 to the Technology budget.
2.1	Annually contribute \$75,000 to the Bus Replacement Reserve.
3.1	Annually contribute \$15,000 to the Equipment Reserve.
4.1	Annual Board Approval of the Revised Master Technology Replacement Plan
5.1	Annual Board Approval of the Revised Equipment Replacement Plan
6.1	Annual Board Approval of the Revised Master Bus Replacement Plan
7.1	Assess the uptime copy machine satisfaction, as evidenced to receiving an average score of 3 or better from the staff within the annual technology survey.

#14 RANKED OBJECTIVE: STUDENT DECISION MAKING AND BEHAVIOR

Definition: Proper student decision making and behavior is the process of making proper choices by setting goals, gathering information, and assessing and selecting alternative choices, which result in logical and socially acceptable actions. Student decision making is demonstrated through the analysis of student attendance, dropout, suspension and expulsion rates, and by the surveying of the attitudes demonstrated by each student.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Within the climate and culture of each school, students shall feel connected, positive and safe.	
2	District wide PBiS will be put in place for students K-12.	
3.	Students will behave in a manner which promotes their and other students' learning and social development.	
4.	Students will attend school regularly	
5.	All staff will receive professional development in behavior management, social skill development, trauma informed care and wellness.	

ESSENTIAL METRICS

1.1	Provide an Annual Report to the Board on the results of Healthy Kids Survey and the improvements made in the submission of surveys.
1.2	Provide students and staff with bully awareness training and education through TSD #9 and ODE.
2.1 3.1	As shown by SWIS data.

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2.2	Each teacher will have a continuum of responses for appropriate and inappropriate behaviors. (behavior management plan in place)
2.3	Reduce district-wide referrals by 5%, as reflected by SWIS data.
2.4	Provide training for K-12 staff on PBIS and its application to the appropriate levels and areas.
4.1	Students currently missing more than 5 school days will decrease by 3% annually until 90% of students are missing no more than 5 school days per year
4.2	3% of students will miss no more than 5 school days per year for whatever reason.
5.1	As shown by sign in sheets for professional development training.

#15 RANKED OBJECTIVE: FAMILY ENGAGEMENT

Definition: Promotion of families in participation, input, and involvement in the activities and decision making taking place at the district, and school-site levels.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Ensure parents feel valued and connected to their school and District.	
2.	Inclusion of families in the education of their children	
3.	Making education a priority to the families	

ESSENTIAL METRICS

1.1	Report to the Board, on or before May 1st of each school year, on the activities implemented which demonstrate families are being engaged in the academic lives of their children.
1.2	Increase 5%+ the number of parents and family members who volunteer at their children's school.
1.3	Invite parents to attend monthly school assemblies and activities celebrating growth and success of students (K-6) and provide a report to the Board on the activities presented and the number of parents attending.
1.3	Celebrate academic achievements and endeavors on school facebook page, providing a report to the Board and the implementation of the facebook page.
2.1 3.1	Maintain 95% attendance at K-6 parent/teacher conferences. Maintain 75% attendance at 7-8 parent/teacher conferences Add structured 9-12 parent/teacher conference for spring and fall
2.2	Provide examples of students' work to parents via Friday Folders (K-6) Provide policy and education information/updates on the school website and Facebook. Distribute monthly newsletters including upcoming educational opportunities, current events, and current course updates.

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2.3	Communicate in English and Spanish to appropriate parents through Automated Phone System, All Messaging, Translation at Parent Conferences, Newsletter.
3.2	Facilitate K-12 open house each September with an increase to 50% at the 7-12 level, and an increase to 60% attendance at the K-6 level.
2.3 3.3	Distribute quarterly report cards to ensure parent understanding of student's academic progress.
3.4	Use best practices to maintain an instructional attendance of 95%

#16 RANKED OBJECTIVE: PHYSICAL, MENTAL, SOCIO-EMOTIONAL WELLNESS AND HEALTH

Definition: Physical, mental, and socio-emotional wellness is the full realization of one's mental, social-emotional and physical potential, which is attuned to wellness attitudes and practices. Focus will be on the principles and practices of individual, family, and community mental and socio-emotional health, as well as nutritional health. Nutrition education curriculum content will focus on students' eating behaviors, be based on theories and methods proven effective by published research; healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling, and storage.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES/LCAP OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Build the physical, emotional, and mental health of each student.	
2	Create partnerships with agencies that provide social and mental health services	
3	Provide Professional Development for staff in addressing issues related adverse childhood experiences	
4	Expand academic counseling services to address the needs of the students	

ESSENTIAL METRICS

1.1	Provide a report to the Board showing results from the Oregon School Climate and Socio-emotional Well Being survey.
1.2	Provide a report to the Board on compliance with Student Wellness program <ul style="list-style-type: none"> ➤ Number of students participating in the Child Nutrition program. ➤ Descriptions of district's nutrition education, physical education, and health education curricula. ➤ Healthy alternatives provided to students through the District's food services program.

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1.3	Improve by 5%, total students' scores from the School Climate and Socio-emotional Well Being.
1.4	Increase the number of counselor classroom presentations teaching emotional regulation, healthy relationships, and self-motivation and advocacy.
1.5/ 2.1	Through the partnership with the Tillamook Education Consortium, implement a drug and alcohol counseling program.
2.2	Provide a report that expand the collaborative relationships with external and community based agencies that serve the student population in the areas of physical, emotional and mental wellness.
3.1	100% of the staff shall be trained in the 2018-2019 school year in strategies in working with students impacted by Adverse Childhood Experiences (ACE).
4.1	All 7-12 grade students will have an academic college and career portfolio to align their interests with high school offerings which will lead to a successful post high school outcome.

#17 RANKED OBJECTIVE: COMMUNITY OUTREACH AND PARTNERSHIPS

Definition: Community involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	The community will be viewed as valued and a partner in the education of each child.	
2	Partner with local businesses to provide extra learning opportunities	
3	Partner with individuals/organizations to provide extra learning opportunities	

ESSENTIAL METRICS

1.1	Partner with members of the community to share their knowledge with students of NVSD to offer 10 guest speakers/performers.
2.1 3.1	Increase by 10% the number of local businesses participating in local job shadowing, especially in the area of Youth Transition Program.
3.2	Offer facilities to clubs for the purpose of enrichment in the areas of 4-H, Natural resources, FFA, Home Economics and make a report to the board on the participation in these areas.
1.2 2.2 3.3	Report to Board on community stakeholder meetings held by the Superintendent.

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#18 RANKED OBJECTIVE: STUDENT TRANSITIONS

Definition: Movement, passage, or change from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Kindergarten, Kindergarten to First Grade, Third Grade to Fourth Grade, Elementary School to Middle/Junior High School, Middle/Junior High School to High School, and High School to College or Career.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Students transitioning into Kindergarten will take the Statewide Kindergarten Assessment and be screened for Dyslexia.	
2	85% of Students transitioning into the 7th grade will be prepared by attending classes, completing and submitting assignments and demonstrating good work habits.	
3	85% of Students transitioning into the 9th grade will demonstrate subject knowledge and proficiency in core subject areas.	
4	Students transitioning out of high school will be career or college ready (40, 40, 20).	
5	Students will have access to On-Track academic counseling 7-12.	

ESSENTIAL METRICS

1.1	100% of Kindergarten students will complete the Statewide Kindergarten Assessment
1.2	100% of Kindergarten students will complete the Dyslexia screener by the 1st grade.
2.1	As measured by teacher report, Easy CBM scores, report cards and attendance reports

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3.1	As measured by Easy CBM, SBAC and works samples.
4.1	95% of student will graduate with an appropriate diploma. .
5.1	Develop and action plan to involve students and staff in creating Career and College transition plans

#19 RANKED OBJECTIVE: ALTERNATIVE AND OPTIONAL EDUCATIONAL PROGRAMS

Definition: Programs, beyond the core comprehensive program (K-12), including continuation high school), which are designed to provide alternatives and options for students and families. Examples include charter schools, preschool, adult education, afterschool, day-care, and youth employment programs.

Responsible Division(s): Educational Services

EXPECTED ANNUAL MEASURABLE ESSENTIAL OUTCOMES OBJECTIVES

Outcome Number	Outcome	Met / Not Met
1	Provide an after school tutoring program for grades 7-12	
2	Expand current summer school program for students in 7-12 in order to support students that are credit deficient	
3	Maintain and improve credit recovery program for students 9-12	
4	Maintain and improve Youth Transition Program for SPED identified students	
5	Maintain and improve intervention programs/classrooms for students K-6 that are not yet meeting grade level standards	
6	Maintain and improve summer school program for students K-6	

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7	Maintain and improve intervention programs to students 7-12 that are not meeting grade level standards	
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ESSENTIAL METRICS

1.1	95% of students participating in the after school program will increase their rate of completed work as measured by staff report and data collection.
2.1	85% of students that are asked to participate in the summer school program will earn the required credits in which they had previously been deficient as measured by staff report and transcript review.
3.1	85% of students that participate in our online credit recovery program (ACELLUS) will earn the required credits in which they had previously been deficient as measured by teacher report and program data system.
4.1	90% of students participating in the Youth Transition Program will be in school (college-2-4 years, trade school etc.) or employed upon completion of graduation.
5.1	Students in grade K-6 that are a part of our K-6 intervention classroom will increase their Easy CBM score to the 40th percentile as measured by teacher report and data provided by Easy CBM program.

6.1	95% of students invited to attend K-6 summer school will attend as measured by attendance records and staff report.
6.2	85% of students invited to attend the K-6 summer school will increase their Easy CBM score to “low risk.”
7.1	Students in the grade 7-12 that are accessing our intervention programs (READ 180, DreamBox) will increase reading Lexile scores by 75 points as measured by staff report and data collection.