Strategic Plan III, 2002 - 2007

Celebrating the Past, Realizing the Dream:
A World Class School District
This document is the product of thorough analysis and creative thinking of hundreds of persons who are interested in the future of the Olympia School District.

The authors of this plan were part of the strategic planning committee, the Futures Team, appointed by the Board and facilitated by me. The work of these 20 people was only part of a much larger process that invited community members and parents, students, teachers and staff to express their interest and concerns about education in Olympia for the next five years.

This plan continues and builds upon plans completed in 1992 and 1997. Most of the objectives in those plans have been achieved. What was strategic for the District five to ten years ago is now part of every day practice. The challenge to this Futures Team was to identify the issues most critical to the Olympia School District for the next five years.

The team met for nearly 50 hours. They interviewed hundreds of people. Ultimately they went to each building Site Council and Employee Council to help them define action plans to meet the important strategic initiatives they recommended. Those groups identified 444 specific actions they could undertake, most of them immediately or in the near term.

As the process proceeded councils had the opportunity to identify what others were doing in the District, providing opportunities to collaborate and leverage resources between buildings.

The real work, obviously, is yet to be done. This plan presents challenges to everyone in the District, most notably the Board and the Site Councils. The Site Councils need to follow through and implement the near term actions they identified. More importantly and of strategic significance, the Councils need to incorporate their long term actions into the Data Driven plans... anticipating implementation three, four years from now. The Board’s challenge is to identify where high priority actions are commonly needed and to support those efforts. The Board must also do its own action planning to address the four special initiatives the Futures Team addressed to them.

I want to thank everyone in the District for their cooperation and hard work in putting together this plan. Most particularly, I want to thank Michelle Parvinen, Board Director, Bill Lahmann, Superintendent and Shelley Carr, Director of Communications, for their continued support and leadership.

Yours sincerely,

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The 2002 Olympia School District Futures Team

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Olympia School District

MISSION STATEMENT
Developed by Futures Team 2002

The teachers, staff, administrators, and directors of the Olympia School District, in partnership with students, their families and the community, will use the resources of the District to support teaching and learning so that each student will achieve success in a changing and diverse world.

VISION STATEMENT

“To become a world-class school district.”

We envision a supportive environment which promotes student growth and achievement of the highest standards. We build our capacity for success through leading edge programs and operations based on continuous improvement. We have 100 percent commitment to quality and excellence in all things.
The Olympia School District’s Strategic Initiatives

for the attention of the District

High Standards and Expectations for All Students
All students are engaged and challenged in their education and prepared to meet or exceed mandated standards. Educational opportunities are equitable, address diverse learning styles, developmental levels, interests, and prepare students to live, learn, and work in the 21st century.

Supportive Learning Environment
A safe, positive, and intellectually stimulating learning environment supports an atmosphere of mutual respect.

Employees as Partners
Teaching and learning are supported by all employees working together in a true partnership marked by mutual respect, collaboration, accountability, and high morale.

Collaboration and Shared Decision-making
Timely, accessible, and complete information fosters collaboration, and allows for informed decision-making by staff, students, families, and our community.

Well-managed Resources
Facilities, equipment, technology and fiscal resources are well managed, valued, and sustained through appropriate planning, training, and maintenance.
The Olympia School District’s
Strategic Initiatives

for the attention of the Board

Communication
Appropriate media and methods will be provided for timely, comprehensive and useful communication to inform, educate and support collaboration between schools and the community.

Recruiting, Retention and Retraining of Personnel
The core curriculum must be appropriately supported by a diverse staff, encouraged to pursue their specializations at sites where they are provided opportunities for professional development. Retraining should be provided through staff development. Where significant gaps between expectations and performance continue, there will be a process for redirection and out placement.

Fairness and Equitable Treatment
Equity is assured for all students and employees. For students, the impact of obstacles to achieving success will be eliminated or minimized. Employees can expect equity will be a major consideration when allocating resources for the design, implementation, and maintenance of programs and services.

Commitment to the Strategic Plan
The Board of Directors will honor the strategic plan by prioritizing its policies and budget in terms of the initiatives identified in the plan. The plan will be annually monitored, reviewed and updated. Accomplishments will be regularly reported to the public.
The Futures Team reviewed the action plans submitted from all of the Site Councils and Employee Planning Groups. They were looking for common themes to highlight general activities often pursued by buildings.

**High Standards and Expectations for All Students**

**Support for the Core Curriculum**

- Reading, Writing, Math, Science
- Training/Collaboration
- Program implementation
- Focused fiscal resources
- Attention on other Essential Academic Learning Requirements (EALR’s): Social Studies, Health and Fitness, Arts

**Provide Multiple Pathways to Standards**

- Extended learning opportunities (before and after school)
- School improvement plans
- Tutoring/Literacy immersion
- High School graduation requirements
- Increase High School course offerings to meet individual strengths
- Technology

**Employ an Array of Achievement Measures**

- WASL, ITBS, ITED
- OlyALT
- School/Program
- Culminating projects
- Technology

**Measurable Outcomes to include (but are not limited to):**

- Test scores such as: WASL, ITBS, ITED, OlyALT, PSAT/SAT
- Graduation rate
- Participation level in alternative curricular programs
- Participation level in extracurricular activities
- Participation in focused professional development related to student achievement
Supportive Learning Environment

Support programs that acknowledge good decision-making and appropriate behavior and programs that address conflict resolution skills.

- Expand their knowledge beyond classrooms to all staff, volunteers and families
- Peacebuilders, Step Up to Respect, CARE, etc.

Support programs and curricula that keep students enthusiastic about attending school. Examples are enrichment and Genwww.Y.

Focus on areas where social problems and interpersonal conflict most commonly occur.

- Crowded classrooms or buildings,
- Playgrounds,
- Transport vehicles,
- Cafeteria
- During transitions between classes.

Improve the comfort and ease for students transferring or transitioning between schools.

- Shift from elementary school to middle school,
- Middle school to high school
- Transition needs for mobile populations transferring between schools.

Continue emphasis on safety planning and crisis preparation.

Measurable Outcomes to include (but are not limited to):

- Suspension and expulsion rates
- Bullying incidents
- Harassment/Sexual harassment incidents
- Training opportunities
- Program implementation for transition programs
- Healthy lifestyles survey
- Class size
Employees as Partners

Support teaching and learning by:

- Improving communication between every member or employee of the District.
- Involving all staff in all aspects of school operations that affect their work.
- Assuring staff achievements are recognized and celebrated.

Build a learning community that is characterized by:

- A shared vision and purpose for overall school success.
- Widespread contribution to planning, implementation and evaluation through the use of temporary committees and disappearing task forces.
- Appreciation of each person’s role and those of others who are recognized as part of a team passionately committed to a common endeavor.

Provide training, information on best practices and encouragement for:

- Team building and collaboration.
- Leadership.
- Social activities

Measurable Outcomes to include (but are not limited to):

- Climate survey of employee sense of team/satisfaction
- Survey of collaboration within schools, between schools, schools and departments
- Harassment/Sexual harassment incidents
Collaboration and Shared Decision-making

At the building level

✓ Create a forum for professional conversation.
✓ Make time for collaboration.
✓ Develop a system of a more open manner of scheduling.

At the District level

✓ Provide time for schools and their staff to interact with each other.
✓ Develop a structure to discuss issues of district-wide concern.

At the community level

✓ Encourage involvement by ALL groups.

Measurable Outcomes to include (but are not limited to):

- Climate survey of staff
- Community survey
- Advisory group participation/satisfaction evaluation
- Curriculum adoption committee exit slips
- Site council participation/satisfaction evaluation
- Student survey
- Data driven plans
Well-managed Resources

✓ Provide adequate and appropriate preventative maintenance of existing facilities and systems.
✓ Develop programs to conserve natural resources.
✓ Establish replacement schedules for existing technologies and equipment.
✓ Provide and support technology resources for student learning.

Measurable Outcomes to include (but are not limited to):

- Work order tracking
- Implementation of preventative maintenance schedule
- Performance contracting to construct and implement energy improvements
- Implement and monitor water conservation measures during irrigation season
- Centrally monitor the energy management control systems in each building
- Track equipment replacement schedule
- Monitor and report on deferred maintenance schedule
The Olympia School District
Performance Measures

Graduation rate
Post-graduation success
Reading proficiency at the 3rd grade level
Success by testing
“Attitude” throughout the district and at each building
Community support (surveys, elections and volunteering)
Tolerance and equity as practiced throughout the district
Safety (emotional and physical)
Extracurricular activities successfully integrated, participation
On-going professional development; capacity building
Physical fitness and wellness of students and staff
Students involved in the community
Curriculum authentic and aligned, relevant and meaningful
Physical plant
Fiscal condition
Student leadership in schools
Up-to-date technology
Educational opportunities and alternatives available for all students
Parent, family and community involvement
Staff diversity
Data Driven Plans for Schools:
Each plan will include a section for addressing individual site action plans for each of the five initiatives.

Measurable outcomes will be built into each action plan. Each site will evaluate their achievements and present ongoing actions or changes as appropriate.

Each plan will be presented to a District level team during the months of January, February, or March.

Summaries of each site’s actions and achievements will be compiled.

Data Driven Plans for Departments:
Information on designing measurable actions will be presented to support departments—transportation, district office, food service, and support services. A format for reporting past, present, and future actions and assessment of achievements will be created in concert with these departments.

Department plans and annual reports will be submitted each year by the end of March.

Summaries of each department’s actions and achievements will be compiled.

Annual Review
Each year, an annual progress report will be presented to the Futures Team and the Board. Data, showing measurable performance on school and department actions addressing each initiative, will be presented.