Board/Superintendent Retreat
July 26, 2013
Duvall Library Meeting Room

Agenda

2:30 – 3:45  Superintendent Goals and Entry Plan
  ▪ Brief Overview of Evaluation Pilot through WSSDA
  ▪ How Goals will be Measured (Strategic Plan)

3:45-4:00  Break – Ice Cream at CC’s (walk)

4:00-5:45  Board/Superintendent Mutual Protocols
  ▪ Communication
  ▪ Board Calendar Cycle
  ▪ Review Meeting agenda structure and adjust if necessary (Cheryl to attend)

6:00  Dinner at The Grange Café (walk)
Riverview School District New Superintendent Dr. Anthony Smith’s Plan of Entry:
“Building Bridges to Elevate Student Readiness for College, Career, and Life”
Last Updated: July 31, 2013

Plan of Entry

Introduction

The Riverview School Board has charged me with continuing to elevate our “super goal” of improving student achievement for every student while continuing to build upon priorities established in the district’s strategic plan.

The superintendent is responsible for fulfilling the mission of the Riverview School District, “Educate Children,” as well as facilitating plans to support the vision, “To Become a National Model of Educational Excellence.” This role provides essential leadership to educate every child, obtain and develop high quality staff, secure and manage funds and facilities, and encourage and maintain communication between the schools and the public. The purpose of this plan is to provide a clear structure for the next steps needed to ensure consistent district improvement into the future.

Because of working as the Riverview School District Assistant Superintendent for the past 10 years with 19 years experience in the district overall, I will be able to immediately build upon the district’s considerable success through long-standing, established relationships. I have enjoyed interacting with our students, staff, and community members and consider them my second family. This plan serves as an opportunity to view all district efforts with a new lens and provide transparency around planned directions for the coming school years through the district’s successful strategic plan. The actions in this plan are designed to accelerate a smooth transition by using student, staff, parent, and community data to guide next steps. Priorities will include establishing a strong school and community presence early-on and implementing collaborative plans that build on the excellent work that has already occurred throughout the district.

One priority of the plan is to reach out to a diversity of stakeholders to gain input that may have not been previously heard through traditional forms of communication. A number of these interactive sessions have already occurred. The groups mentioned in this plan are in no way a comprehensive list of all school and community organizations. If a district stakeholder group was inadvertently omitted, please contact the Superintendent’s office at 425.844.4504. A civil, inclusive, collaborative culture will continue to be promoted in Riverview.

The entry plan has three distinct phases that follow:

- **Phase I: Pre-Entry – Activities Designed to Prepare for Seamless Transition into Superintendent Role**
  o 2012-2013 School Year

- **Phase II: Entry – Priorities to Ensure Successful First Year of Superintendent Role**
  o July, 2013 through March, 2014
Phase III: Post Entry -- Development of Summary Report and Strategic Plan
Updates
- April through June, 2014

Transition Goals

1. Participate in all relevant superintendent’s job responsibilities, meetings, and activities.
2. Consider student health, safety, engagement, academic improvement, and future success as the ultimate priority of every conversation and effort.
3. Engage in weekly two-hour mentoring sessions with the current superintendent with written agendas specific to current and emerging district issues and initiatives.
4. Ensure a wide-variety of perspectives and voices are heard and continue to build strong relationships with all internal and external stakeholder groups.
5. Build on the already strong ties to schools, community, state agencies and government.
6. Set clear expectations for the superintendent and others.
7. Use existing data and feedback reviewed to update the district’s strategic plan.

Outcomes

The expected results of implementing an entry plan will include:

- A seamless superintendent transition into the role based on Phase I Pre-Entry plan activities.
- Gaining information and understanding of work priorities from every segment of the district’s population possible.
- A summary report of observations, key findings, and recommendations based on results of Phase I and Phase II of the entry plan.
- Updates completed to the district’s strategic plan for implementation during the 2014-2015 school year.

Structure

The superintendent will engage in a focused effort to build upon existing relationships, experience, and knowledge while advancing learning by involving a wider audience of stakeholders. The following actions will be primary components of the entry plan:

- Data analysis
- School visits and meetings with staff
- Meetings, interviews, and listening/dialogue sessions with external stakeholders, including students
- Building upon positive relationships with the four labor associations and their leaders
- Building upon positive relationships with all other district work groups, including classified exempt and central office leadership
- Cultivation of a positive and productive working relationship with the School Board of Directors
Data Analysis

The following data was analyzed to help determine next steps to ensure every Riverview student is successful:

- District, State, and National Test Scores
- National, State, and Regional Test Score Comparisons
- State, School, and District Surveys of Students, Staff, Parents, and Community
- School and District Recognition and Awards Based on Data
- Student Data: Attendance, Grades, Discipline, Diversity, Demographic, Dropout, Graduation Rates, and College Acceptance and Entry Rates
- Student Enrollment Data and Trends
- Audits and Program Reviews
- Program Benchmarking Data
- District World Café Feedback Events with Staff and Community
- US Census Data
- Anecdotal Data

Phase I: Pre-Entry – Activities Designed to Prepare for Seamless Transition into Superintendent Role (2012-2013 School Year)

Activities Included:

1. All job duties inherent in current assistant superintendent position including teaching, student learning, curriculum, assessment, professional development, communications, school and program support, community activities, PTSA and other local, regional, and state meetings
2. Consistently attended academic, the arts, athletic, and activity events
3. Shadowed the superintendent and participated in all job-related functions
4. Individual meetings with superintendents from other districts
5. Superintendent transition professional development through state association (WASA)
6. Engaged in weekly scheduled mentoring sessions with the superintendent
7. Informally audited all aspects of the academic program while advancing efforts in identified areas
8. Attended all key meetings, including School Board, Construction, Bond Sales, Superintendent Cabinet, District Ad-Team, District Ad-Council, School Meetings On-Site, Workgroup, District Committees (Adoption, Professional Development, Emergency Operations, Calendar, Literacy, Science, Social Studies, Teacher Evaluation, Technology), City Meetings, Emergency Operations Planning, Washington Network for Innovative Careers (WaNIC), Key Leaders Summit and Rise and Shine (Snoqualmie Valley Community Network), REA-Superintendent Meetings, Riverview Education Foundation, United Snoqualmie Valley Scholarship Foundation, National Honor Society, Senior Awards Night, Puget Sound Educational Service District Meetings, State Auditor Exit Interviews, Facility and Capital Project
9. Met with architects, attorneys, and other professionals representing the district
10. Completed classroom walk-throughs at all schools and programs
11. Continued to facilitate and manage the district’s highly accountable strategic plan
12. Attended numerous community events, including Centennial Celebration events in Carnation (2012) and Duvall (2013) and volunteer activities such as Run Duvall.
13. Engaged in various meetings with community services, including law enforcement, fire department, Snoqualmie Valley Community Network, Friends of Youth, and various other community organizations
14. Attended Legislative Conference with School Board to provide input to legislators
15. Participated in board work studies, executive sessions, and roundtable sessions including: Libraries, Riverview Education Foundation, Senior Projects and Community Partnerships.
16. Joined Rotary

Phase II: Entry – Priorities to Ensure Successful First Year of Superintendent Role (July 2013 through March, 2014)

A. Superintendent Focus Areas Based on Data Review

Based on a review of the data and feedback gathered thus far, the following areas emerged as priorities for the district as we move forward:

- **The Riverview Strategic Plan:** Our Nationally Recognized Strategic Plan has served as the guiding light for continuous improvement and will continue to do so. This highly accountable plan outlines district priorities and timelines to accomplish goals, all of which are aimed at providing a consistently improved learning experience for our students. Most of the priorities that follow are communicated with objectives and timelines in the Riverview Strategic Plan.

- **Technology and Maintenance and Operations Levies:** Informing staff and the community about the February, 2014 Levies will be critical to future district success.

- **Central Office Transformation/Restructuring:** We have an experienced and talented central office team of directors. Our work together will exist more with reviewing current student data and providing support at the “ground level,” in our schools where students reside. We will continue to provide historical support while adding scheduled weekly school visitations to increase personal relationships and support of staff and students. This work will be focused on assisting every principal with becoming a stronger instructional leader. To do so we need to have a “hands-on” approach in providing support for the complex role of school principal. The work will anchored in The Five Dimensions of Central Office Transformation, based on research out of the University of Washington. We will have “Maintenance and Operations Mondays,” when our Director of Business and Operations will be providing on-site support for food service, transportation, and custodial/maintenance; “Learning Walk Wednesdays,” when the rest of Central Office Administration, including Directors of Teaching and Learning, Special Services, Technology, Human Resources, and the Superintendent will be visiting schools to support student success. The focus of this work will be directed by the principal of each site, based on student needs and staff-identified priorities. The Superintendent will be participating in “Health and
Fitness Fridays” during Friday early-morning hours the first two months of the school year where outreach will occur at local schools, health and mental health providers, and fitness organizations. This outreach will be scheduled in advance.

- **21st Century Skills/Common Core State Standards**: An inclusive committee reviewed for profit, non-profit, higher education, and school district research on a national level and created the Riverview School District Outcomes and Indicators (see appendix). Indicators emanating from the Outcomes will become a focal point of evidence that we are successful as a system. The district is in the process of implementing the Common Core State Standards for aimed at higher levels of student achievement. This effort will be supported through the plan that the Common Core State Standards Committee published. (See the appendix for more detail)

- **STEM**: Continued emphasis of integration and improvement of Science, Technology, Engineering and Mathematics, district-wide.

- **Decrease the Achievement Gap with**: (1) **Students where English is the Secondary Language Spoken at Home and**, (2) **Special Needs Identified Students**: A review of the data indicates the need for comprehensive improvement of these areas. This has already begun with earlier identification of struggling learners and intervention programs designed to help students entering school behind their peers to catch-up. Decreasing this gap will require increased skills and resources aimed at acting upon assessed needs, real-time. In addition, communication challenges will be addressed so families can stay involved to help their students stay on-track.

- **Extended Learning**: American schools have less classroom contact time than any other industrialized nation. This gap can be minimized or eliminated by excellent teaching and teaching support; parent and community involvement; afterschool programs in academics, the arts, activities, and athletics; and summer remediation, enrichment, and acceleration programs/courses that are based on research, student interest, and post high school preparation.

- **Competent Implementation of New Evaluation Systems for Teachers, Principals, Central Office Administrators, and the Superintendent**: In Riverview and throughout the state, the new evaluations systems will be based on evidence of improvement of student learning. In Riverview, this initiative will be collaborative and based on a professional growth model, where we will expect all employees to learn, grow, and adapt to meet current student needs.

- **Emergency Operations Plan and Field Guide**: A work group made up of community members, local emergency services, and district staff began work on implementing an Emergency Operations Plan that will increase safety for students, staff, and community if a critical event such as a serious threat or disaster occurs. Steps this year include completing the plan, providing professional development and structure for staff, students, parents and community, and increasing partnerships with community entities and emergency services such as the police and fire departments.

- **Continuation of Implementation Plan based on Honors/Academically Talented External Program Review**: Riverview is getting national attention and recognition for excellence in honors/academically talented programming. This
has occurred, in part, through following recommendations set forth based on an external review of all programs. We are in year two of a five-year implementation plan for improvement. This enhancement plan will continue to be prioritized.

- **Business (Finance) and Operations:** Our responsible and accountable fiscal program has led to increased community support, high bond ratings, and a yearly citizen’s report to maintain accountability to the community. The superintendent will be analyzing fiscal efficiencies and effectiveness on a weekly basis. Our facilities are among the best in the state; continued attention will be given to making sure our students, staff, and community have world-class facilities and grounds.

- **Human Resources:** The current Human Resources Department received an A+ rating on its recent external audit/review. Our students learn to the highest levels when we hire and retain the best employees available.

- **Communication:** A recent online communications survey completed separately with staff and parents indicated that 80% of parents and over 90% of staff felt they were “well-informed about what is going on in the district.” In addition to all ongoing communication efforts, the superintendent will be adding a quarterly e-newsletter to inform the public of Central Office progress with supporting students, staff, and the community. In addition, a monthly e-newsletter of student and staff highlights and accomplishments was recently added. We are proud of all our student and staff successes.

### B. Meetings and Interviews

The Superintendent will continue to conduct a series of meetings and key informational interviews to hear from members of the community, policymakers, and other stakeholders. During these meetings or interviews, the Superintendent will listen for information from stakeholders about:

- What should he know about you and/or the group you belong to?
- What is working well and should be sustained?
- What needs attention and improvement?
- How can the district best serve your group’s educational interests?
- What can you or your group do to help advance the district?

Meetings or informational interviews will include, but are not limited to the following:

#### Educational Stakeholders

**Students**

- Student representatives to the School Board
- Informal interviews on-site at schools
- Student clubs and organizations as identified
Parents

- PTSA leaders
- Booster Club leaders
- Parent Advisory groups
- Informal interviews at district functions such as curriculum night
- Hmong, Hispanic, and Native Americans leaders in the community

Staff

- Local Bargaining Associations (REA, PSE, RPA)
- Central Office Staff
- Superintendent’s Cabinet
- Principals and Leadership Team
- School Classified and Certificated Staff
- Professional Development Activities
- New Teacher Orientation
- Staff Meetings and other On-site Functions

Educational Partners

- Washington Network for Innovative Careers
- Puget Sound Educational Service District
- The Center for Collaborative Support
- Local Community Colleges
- Local Youth Camps

Community Stakeholders

Local Government

- The Riverview School Board
- City and County Elected Officials
- Legislators
- Chiefs of Public Safety Organizations and Local Emergency Response Leaders

Business

- Rotary
- Local Chambers of Commerce
- Local and Regional Businesses including Farming and Agriculture
- Realtors
- Evergreen Hospital
- Local Health Professionals

Nonprofit and Local Partners

- Riverview Education Foundation
- Local Senior Center
- Snoqualmie Valley Community Network
- Religious Leaders
- Community Arts Foundations
- Bridge of Promise
- Encompass
- United Way
- Hopelink
- Friends of Youth
- Local Diversity Organizations
- Family and Youth Organizations

C. School Board Relations
The Superintendent will meet individually with each School Board Director to develop a strong working relationship. He will also meet with the School Board in a retreat format on July 26, 2013, for the purposes of Board professional development, superintendent goal setting, superintendent evaluation, and process/communication protocols.

D. Media Relations
The superintendent will contact local media to set up dialogue sessions to strengthen relationships between the district and media. Additional opportunities to strengthen internal and external communication will be discussed with stakeholders for implementation through strategic plan objectives.

Phase III: Post Entry -- Development of Summary Report and Strategic Plan Updates (April through June, 2014)

A. Summary Report: The entry plan culminates with the development and presentation of a summary report in 2014, outlining the superintendent’s findings, observations and next steps. The summary report will be published online for all stakeholders to view.

B. Strategic Plan Updates: The summary report and findings will serve as another resource to help inform the school board as strategic plan objectives and tasks are updated for the 2014-2015 school year.

Conclusion
This Plan of Entry will afford the superintendent the opportunity to listen, observe and learn from a variety of community members while furthering substantial understanding of the local context of the school system and community. The entry plan will serve as a communication vehicle and catalyst to formulate ideas and strategies to improve our school system so we can improve each student’s learning while simultaneously closing identified achievement gaps.

Cover Sheet, Graphics, Pictures
Forthcoming
References
Forthcoming
Appendix
Forthcoming
Superintendent Contract Language on Evaluation

8. Prior to June 15 of each succeeding school year, the parties will meet to establish goals and objectives for the next succeeding school year, in the same manner and with the same effect as heretofore described. Said goals and objectives shall be among the criteria by which the Superintendent is evaluated as hereafter provided.

9. The Board shall devote at least two (2) meetings annually to a discussion of the working relationship between the Superintendent and the Board. The discussion shall include an evaluation of the Superintendent’s performance as measured by the evaluative criteria and goals and objectives established by the Board and Superintendent. At least one of the discussions shall include a written evaluation that is provided to the Superintendent.

10. The contract of the Superintendent will be reviewed by the Board annually on or before January 31st, to consider whether a new three (3)-year contract shall be awarded in lieu of the remaining portion of this contract, or whether this contract, for expressed reasons, shall continue toward its maturity.
Framework for residency superintendent standards

Background

There are six broad standards that represent the most essential expectations for today’s superintendents. These standards, which appear in the shaded areas spanning the page, are based on the national ISLLC standards, as approved by the National Policy Board for Educational Administration in December 2007. Each standard also has several associated criteria which focus on key elements of the broader standards, and are designed to provide more specificity. These criteria are described in the first column.

The standards and criteria are designed to guide the preparation of new superintendents in Washington. All university superintendent preparation programs approved by the Professional Educator Standards Board (PESB) are expected to use these standards and criteria to design programs, conduct instruction, and assess candidates.

In addition, Washington’s program approval process requires that universities be able to provide evidence that candidates in their program are able to achieve the expectations contained in these standards. For that reason, this document also suggests some possible sources of evidence associated with the standards (contained in the second and third columns). Because the standards by their nature are rather broad, the indicators in these columns are designed to provide helpful clarification and elaboration; i.e., if we were to visit a district in which the superintendent had achieved these standards, these are some of the things we might expect to see. However, they are not an official component of the standards, and there is no expectation that programs or candidates be able to provide evidence for each item listed in these columns.

The possible evidence can be divided into two main categories: impact-based indicators and performance-based indicators. Performance-based evidence focuses on the behavior of the superintendent; i.e., we expect that someone who meets the standard will behave in certain ways. Impact-based evidence focuses on the results of the superintendent’s actions.
Standard I
A school administrator is an educational leader who promotes the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

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<thead>
<tr>
<th>Criteria</th>
<th>Impact-based evidence</th>
<th>Performance-based indicators</th>
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<tr>
<td>1. Advancing a district-wide shared vision for learning</td>
<td>District personnel are able to articulate the shared vision.</td>
<td>Working collaboratively with the board, uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for each student and educator.</td>
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<td>Each school’s vision is aligned with district’s vision.</td>
<td>Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets).</td>
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<td>Each School Improvement Plan and other change efforts acknowledge and support the district vision.</td>
<td>Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.</td>
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<td>2. Putting the vision for learning into operation</td>
<td>Day to day activities and decisions by district personnel support and advance the district vision</td>
<td>Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.</td>
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<td>District personnel identify superintendent as keeper of the vision.</td>
<td>Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.</td>
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<td>District personnel can identify improvements that are a result of the vision.</td>
<td>Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.</td>
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<td>District personnel treat the vision as a living document that is monitored, evaluated and revised as appropriate.</td>
<td>Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals.</td>
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<td>Stakeholder groups have been involved in the formulation and implementation of the vision.</td>
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## 3. Developing stewardship of the vision

Demonstrates understanding of the leader's role as keeper of the vision while establishing a means to involve stakeholders in keeping the vision. Evaluates how the vision serves the needs of students, staff and community. Demonstrates understanding of how to use the vision to facilitate effective communication, to nurture and maintain trust, to develop collaboration among stakeholders, and to celebrate efforts and achievement of the vision.

| Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals. |
| Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals. |
| Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes. |
| Communicates and acts from shared vision, mission and goals so educators and the community understand, support, and act on them consistently. |
| Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student. |
### Standard II

A school administrator is an educational leader who promotes the success of each student by leading through advocating, nurturing, and sustaining district/school cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

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<th>Criteria</th>
<th>Impact-based indicators</th>
<th>Performance-based indicators</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Advocating, nurturing, and sustaining an effective district-wide culture</strong></td>
<td>Each School Improvement Plan reflects the school and district vision, guides decision-making and actions, and is regularly monitored and updated.</td>
<td>Develops shared understanding, capacities, and commitment to high expectations for each student and closing achievement gaps.</td>
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<td>Student learning is frequently the focus of school and district level meetings and conversations</td>
<td>Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.</td>
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<td>Members of the school community feel respected, valued, and important.</td>
<td>Provides ongoing feedback using data, assessments, and evaluation methods that improve practice.</td>
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<td>Interpersonal and intergroup relationships within the school community are characterized by honesty and mutual respect.</td>
<td>Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs.</td>
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<td>The school culture and climate are assessed on a regular basis.</td>
<td>Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods.</td>
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<td>Barriers to student learning are identified, clarified, and addressed.</td>
<td>Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting</td>
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<td>Instruction within each school is characterized by use of rigorous curriculum and effective instructional practices.</td>
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<td>3. Advocating, nurturing, and sustaining coherent, intentional professional development</td>
<td>school/district learning goals, and student learning needs. Students experience a personalized learning environment that prepares them to meet learning targets. Professional development promotes a focus on student learning consistent with the school and district vision and goals. Supervision of staff is guided by school and district learning goals, evidence of student learning, and teachers' individual professional growth needs. District personnel see themselves as lifelong learners and are actively engaged in evaluating their professional growth needs and setting appropriate goals.</td>
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<td>learning. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student. Guides regular analyses and disaggregation of data about all students to improve instructional programs, and communicates progress to educators, the school community, and other stakeholders. Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student. Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision, and goals for teaching and learning, and evidence of student learning. Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning. Provides principals and other administrators with guidance and support on how to achieve district goals.</td>
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**Standard III**

A school administrator is an educational leader who promotes the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

<table>
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<tr>
<th>Criteria</th>
<th>Impact-based indicators</th>
<th>Performance-based indicators</th>
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<tbody>
<tr>
<td>1. Uses a continuous cycle of analysis to ensure efficient and effective systems</td>
<td>Management of school and district operations is treated as a means for improvement of student learning rather than as an end in itself. School and district structures and operations are regularly reviewed and analyzed to determine their effectiveness in helping achieve their visions. Organizational decisions are guided by analysis of data. Systems and procedures for maintaining school-wide discipline are designed to support students and improve opportunities for learning.</td>
<td>Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system. Develops and facilitates communication and data systems that assure the timely flow of information. Distributes and oversees responsibilities for leadership of operational systems. Evaluates and revises processes to continuously improve the operational system. Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student. Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior. Implements practices to recruit and retain highly qualified personnel. Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning. Assigns personnel to address diverse student needs, legal requirements, and equity goals. Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state</td>
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### 4. Ensuring management of the resources for a safe, efficient, and effective learning environment

Demonstrates understanding of procedures necessary for management and maintenance of a clean and orderly learning environment. Identifies the responsibilities related to financial, human, and material resources as required by state law, Board policy, and employee contracts. Engages in the creation and/or implementation of district-wide planning to ensure responsible leadership and equitable management of resources.

| School and district operations are regularly reviewed to assure their effectiveness, efficiency, and support of student learning. |
| Contractual agreements, record-keeping, and other operations are managed efficiently and with consideration of their impact on members of the school community. |
| School and district budgets are aligned with the school and district vision and School Improvement Plans. |
| The district facilities, equipment, and support systems operate safely, efficiently, and effectively. |
| Resource allocation is monitored and adjusted based on evidence of student learning. |
| Seek and secures additional resources needed to accomplish the vision and goals. |
| Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being. |
| Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning. |
| Allocates funds based on student needs within the framework of federal and state rules. |
| Aligns resources (such as time, people, space, and money) to achieve the vision and goals. |
Standard IV

A school administrator is an educational leader who promotes the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

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| 1. **Collaborating with families and community members**

Demonstrates understanding that family support affects student success in school. Demonstrates understanding that sustaining successful family partnerships is challenging, and knows the critical partnership issues that must be addressed, the barriers to success, and ways to overcome them. Works with board to identify and respond to family and community needs. Demonstrates collaboration skills with diverse students and families in support of student academic performance.

- Parents have an appropriate voice in school and district decision-making.
- Families and community members understand the contributions they can make to children’s learning.
- Communication with families and the community occurs regularly and uses a variety of communication channels.
- Decisions about school scheduling and events are informed by their impact on family life and community events.
- School community members feel they have a place and a voice within the school.
- Linguistic barriers to communication are minimized.
- Intergroup relationships in the school are characterized by openness, trust, and respect.
- Cultural diversity is recognized and used to enhance student learning.
- Issues affecting student learning are analyzed to identify and respond to their cultural dimensions.

Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.

- Involves families in decision making about their children’s education.
- Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).
- Applies communication and collaboration strategies to develop family and local community partnerships.
- Develops comprehensive strategies for positive community and media relations.
- Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.
- Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.
- Seeks out and collaborates with community programs serving students with special needs.
- Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.

| 2. **Collaborating with and responding to diverse communities**

Recognizes the diversity within the district.
Understands the complex characteristics of ethnic, racial, and cultural groups, and the challenges faced by immigrant communities.
Understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work. Demonstrates understanding of the importance of each student having opportunities to participate in co-curricular activities that are congruent with the academic and interpersonal goals of the school.

- Parents have an appropriate voice in school and district decision-making.
- Families and community members understand the contributions they can make to children’s learning.
- Communication with families and the community occurs regularly and uses a variety of communication channels.
- Decisions about school scheduling and events are informed by their impact on family life and community events.
- School community members feel they have a place and a voice within the school.
- Linguistic barriers to communication are minimized.
- Intergroup relationships in the school are characterized by openness, trust, and respect.
- Cultural diversity is recognized and used to enhance student learning.
- Issues affecting student learning are analyzed to identify and respond to their cultural dimensions.

Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.

- Involves families in decision making about their children’s education.
- Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).
- Applies communication and collaboration strategies to develop family and local community partnerships.
- Develops comprehensive strategies for positive community and media relations.
- Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.
- Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.
- Seeks out and collaborates with community programs serving students with special needs.
- Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.
| **3. Mobilizing community resources** | Curricular decisions are informed by the need to eliminate stereotyping, build positive intergroup relationships, and promote values shared by all cultures. Partnerships are established with area businesses, institutions of higher education, and religious, political, service agencies, and other community groups to strengthen programs and support school goals. Community youth/family services are integrated with school programs. Effective media relations are developed and maintained. | Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning. Links to and collaborates with community agencies for health, social, and other services to families and children. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on). Uses public resources and funds appropriately and effectively. Secures community support to sustain existing resources and add new resources that address emerging student needs. |
Standard V
A school administrator is an educational leader who promotes the success of each student by acting with integrity, fairness, and in an ethical manner.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Impact-based indicators</th>
<th>Performance-based indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using the continuous cycle of analysis for self-assessment of professional leadership</td>
<td>The superintendent’s professional growth is guided by a clear understanding of individual professional needs and a vision of improved learning. Teacher and administrator professional development is guided by research, professional standards, School Improvement Plans, and Professional Growth Plans. Professional development is connected with evidence of student learning. Members of the school community view the superintendent as modeling core values such as honesty, fairness, and integrity. Members of the school community view decisions as having a moral as well as practical dimension. Members of the school community are aware of the core values that drive the school’s vision. Members of the school community are held accountable for the core values that drive the school’s vision.</td>
<td>Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others. Protects the rights and appropriate confidentiality of students and staff. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good. Demonstrates respect for the inherent dignity and worth of each individual. Demonstrates respect for diversity by developing cultural competency skills and equitable practices.</td>
</tr>
<tr>
<td>2. Acting with integrity, fairness, and courage in upholding high ethical standards.</td>
<td>Understands the career expectation for leading within legal, ethical, and moral frameworks. Articulates and uses personal values and beliefs to guide actions. Treats people fairly, equitably, and with dignity.</td>
<td></td>
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</table>
### Standard VI

A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Impact-based indicators</th>
<th>Performance-based indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understanding the role of schools in a democracy</strong></td>
<td>Members of the school community are regularly engaged with decision makers outside the school community.</td>
<td>Facilitates constructive discussions with stakeholders and policymakers about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.</td>
</tr>
<tr>
<td></td>
<td>Members of the school community are actively engaged with representatives of diverse community groups.</td>
<td>Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.</td>
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<td></td>
<td>Members of the school community are aware of the needs of the larger community and how the school can contribute to meeting those needs.</td>
<td>Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.</td>
</tr>
<tr>
<td></td>
<td>Members of the larger community, including local decision-makers, are aware of the school’s needs.</td>
<td>Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.</td>
</tr>
<tr>
<td></td>
<td>Members of the school community are able to articulate the degree to which the school achieves equity of learning opportunities as well as equity in results.</td>
<td>Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.</td>
</tr>
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<td></td>
<td>Decisions are made in accord with laws and regulations.</td>
<td>Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.</td>
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<td></td>
<td>Decisions reflect deep knowledge of state and national academic requirements.</td>
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<tr>
<td>2. Works effectively with the school district's Board of Directors</td>
<td>particular policy decisions.</td>
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<tr>
<td>Distinguishes the respective legal roles of the superintendent and the Board of Directors. Works effectively with the board to develop shared understanding of board and superintendent roles. Leads and manages the district consistently with the board's policies and communicates effectively with board. Helps the Board understand the interactions between culture and learning, and guides the Board to develop policies that will close the achievement gap.</td>
<td>Board understands and demonstrates cultural competence.</td>
<td></td>
</tr>
<tr>
<td>Builds strong relationship, individually and as a team, with the school board to inform and influence policies in the service of children and families. Maintains full and transparent communications with the board, assuring that board has all necessary information to make effective decisions in a timely way. Develops board governance capacity. Understand the relationship and dynamic between board members and superintendent.</td>
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Washington State School Directors' Association
221 College Street NE, Olympia, Washington 98516
360.493.9231 • Toll Free: 800.562.8927 • Fax 360.493.9247
Email: mail@wssda.org
Web: wssda.org
1. Oversee Planning and Implementation of New Evaluation System District-Wide

   a. Teacher
   b. Principal
   c. Superintendent

Evidence of Success/Goal Measurement

- Evaluation Paperwork/Forms/Process Complete.
- Evaluation Timelines Met (90% of Evaluations Complete by June 1st with 100% of Evaluations Complete by July 1st).

2. Principal Support/Central Office Transformation

   a. Central Office Directors and Superintendent will have weekly scheduled visits at the schools for improvement of student learning. The visits will be focused according to mutually agreed upon school/program needs nested in the learning goals in the District Strategic Plan and Site-Specific School Improvement Plan with the consistent goal of improving student academic performance.

   b. This work will be completed using The Five Dimensions of Central Office Transformation published by the Center for the Study of Teaching and Policy at the University of Washington.

Evidence of Success/Goal Measurement

- Weekly visits aligned to district and school student learning goals are completed according to schedule.
- Various assessments including surveys, principal feedback, and school, district, and state assessments.
3. Strategic Plan Success

a. A particular focus of the Entry Plan will be community interface and the solicitation of feedback from diverse stakeholders which will include Students, Parents, Staff, Educational Partners, and Community Stakeholders. This will be done in a face-to-face manner. Groups and individuals not previously heard from consistently will be prioritized. Examples include the Hispanic, Hmong, Native American and Senior Citizen communities.

Evidence of Success/Goal Measurement

- The goals, objectives, and tasks in the strategic plan are met with a focus on the Superintendent’s Entry Plan.
- Various assessments including surveys, principal feedback, and school, district, and state assessments.

4. Technology and Maintenance and Operations Levies

a. An important part of community participation is informing the various internal and external publics. The public will be informed well in advance of the upcoming February, 2014 Technology and Maintenance Levies and implications for passage or failure.

Evidence of Success/Goal Measurement

- Schedule for presentations for levy information will be completed by November 1st.
- Election turnout will be high based on previous baseline data.
Riverview School District
Strategic Plan
2010-2015

Five-Year Plan

Prepared by:
Riverview School Board, District Staff
And
Community Members

In conjunction with:
Michael Vidos
and
Robin Nordquist

Plan implementation led by:
Dr. Anthony L. Smith

(Completion of Tasks Updated Monthly)
**STRATEGIC PLANNING WORKSHOP PARTICIPANTS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
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</thead>
<tbody>
<tr>
<td><strong>Participants in 2011:</strong></td>
<td></td>
</tr>
<tr>
<td>Conrad Robertson</td>
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</tr>
<tr>
<td>Dr. Anthony L. Smith</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>Dan Pflugrath</td>
<td>School Board Member</td>
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<td>Paul Censullo</td>
<td>Director of Technology</td>
</tr>
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<td>Roni Rumsey</td>
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<td>Janet Gavigan</td>
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<td>Robin Nordquist</td>
<td>Administrative Secretary, Teaching &amp; Learning</td>
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1.0 EXECUTIVE SUMMARY

1.1 School District Overview

The Riverview School District, nestled in the lower Snoqualmie Valley, encompasses the cities of Carnation, Duvall, and surrounding areas, all of which are valued as part of the Riverview educational community. Over 375 employees serve a Pre-K-12 enrollment of approximately 3,200 students. Cedarcrest High School provides educational programs for students in grades 9-12; Tolt Middle School serves students in grades 6-8; and Stillwater, Carnation, and Cherry Valley Elementary Schools provide a comprehensive educational program for students in grades K-5. The Early Childhood Education and Assistance Program (ECEAP) meets the needs of pre-school students. In addition, Riverview has four alternative programs that include Parents and Riverview Actively Delivering Education (PARADE), a K-12 parent partnership program where parents are the primary deliverers of education; Eagle Rock Multi-Age (ERMA), a K-5 multi-age program with required parent volunteer hours; Contracted Learning for Individual Pacing (CLIP), a 10-12 program; and Choosing Heightened Options for Individually Centered Education (CHOICE), a 9-10 program.

The Riverview School District offers specialized and extracurricular programs designed to meet diverse student needs including special education, reading acceleration, academically talented and honors, fine and performing arts, vocational education, ECEAP, English Language Learners (ELL), All-Day Kindergarten, outdoor education, athletics, activities, clubs, and others.

Riverview's employees and community members are highly involved in the goal setting and strategic planning for the district. To maintain and enrich our obligation to the students, staff, parents, and community, we commit to a five-year strategic planning process.
1.2 Process

The Riverview School Board participated in a process in developing this plan between February and July 2011. It is a continuation of a very successful second strategic planning process for the period of 2005-2010. This iteration reflects both successes from the second plan as well as new ideas, programs, and processes solicited from the School Board, Superintendent, students, staff and community members.

During May and June 2013, the School Board and administration reviewed the plan with the primary focus on the objectives. Changes were made which reflect new and updated tasks to be accomplished in 2013-2014.

Riverview’s School Board continues to be an active participant in monitoring and providing input into the strategic planning process. This includes holding inclusive round table dialogue sessions for each building and program on an annual basis for valuable input. In addition, monthly plan status reporting and annual reviews are conducted.

The entire strategic plan is available for public viewing on the district website at www.riverview.wednet.edu. The online plan is updated monthly through public board reports for public accountability. Goal managers are required to demonstrate measurable improvement of programs over time.

A new superintendent was hired in June of 2012 and is committed to the following:

- fulfilling the mission of the Riverview School District, “Educate Children,”
- facilitating plans to support the vision, “To Become a National Model of Educational Excellence.”
- providing essential leadership to obtain and develop quality staff, secure and manage funds and facilities, and encourage and maintain communication between the schools and the public. The purpose of this plan is to provide a clear structure for the next steps needed to ensure consistent district improvement into the future.

The Riverview School District has experienced continuous improvement over the past 12 years under the leadership of Superintendent Conrad Robertson. Dr. Anthony Smith, his replacement, has led implementation of the strategic plan over the past 12 years.
1.3 The Next Steps

The Strategic Plan will be disseminated to appropriate personnel on a yearly basis. Identified objectives and tasks have been developed in a business plan format to support the plan. Pertinent information has been included in this document. This effort will be reviewed to keep the plan current and active. Additional milestones include:

- **Conduct Management Reviews** | Monthly
- **Status Report to the Board** | Monthly
- **Publish Interim Changes** | As Required
- **Plan Review/Revision Process** | May & June/Annually
1.4 2012-2013 Significant Accomplishments

Goal 1: Teaching and Learning

- All elementary schools participated in frequent incremental assessments through AIMSweb and developed research-based interventions to improve student learning. Progress monitoring in place for students being served by Title I, LAP or Special Education.
- Each elementary student assistance team has a uniquely different process in analyzing the AIMSweb screening data.
- Data for students reporting a language other than English in the home have been reviewed by all principals. A generalization has been highlighted to identify additional supports and interventions related to ELD (English Language Development) standards for English language learners.
- All teachers and administrators received multiple trainings on the Danielson Model Teacher Evaluation System, and completed calibration of system.
- Created three-year plan for implementing the new Teacher Evaluation System.
- Made significant progress on implementing external review recommendations for external evaluation of Honors/Academically Talented Program. This included adding courses, redesigning the elementary building-based PAT, writing a district philosophy statement, and formatting the entire K-12 sequence online to benefit parents, students, and staff.
- Completed Student Outcomes and Indicators poster for distribution.
- Developed plan and completed year one of Common Core State Standards implementation, K-12.
- District science scores continued to demonstrate significant improvement.
- Over 80% of students passed the State End-of-Course Assessments in Algebra I and over 90% in Geometry on the first try.
- On statewide PILOT survey Riverview teachers’ “tech proficiency” level rose from 68.57% to 70.73% on the highest indicator.
- 174 teachers/specialists have been working on their own separate Tech Integration Goals/Plan during the school year with final Administrator approval due May 15th.
- Tech Trainers have conducted 17 after-school classes for our staff with 95 participants. Classes have included ActivBoard Training, EduBlogs, Discovery Education, and using iPads.
- ActivBoard installation was completed in all classrooms (175) and a high percentage of teachers participated in training.

Goal 2: Business and Operations

- Completed district’s Superintendent hiring and succession process.
- Undesignated year-end fund balance was $2,015,648 or 6.96%. Goal was at least 5%.
- A monthly financial report with an analysis narrative has been submitted monthly.
<table>
<thead>
<tr>
<th>1.4 2012-2013 Significant Accomplishments (continued)</th>
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<tbody>
<tr>
<td><strong>Goal 2: Business and Operations (continued)</strong></td>
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<tr>
<td>- Comprehensive layman’s (Citizens Budget) edition the district’s 2012-2013 budgets were created and published on the district’s website in November 2012.</td>
</tr>
<tr>
<td>- An estimate of contemplated impacts to the 2013-14 General Operating Fund budget presented to the School Board on March 12, 2013. The budget challenges focused on needed program enhancements rather than eliminating or reducing programs.</td>
</tr>
<tr>
<td>- Almost all (10 of 14) of the identified list of capital improvement projects that utilize the remaining balance of the 2007 voter-approved bonds proceeds have been successfully completed.</td>
</tr>
<tr>
<td>- The “Comprehensive Safety Plans” have been maintained as required.</td>
</tr>
<tr>
<td>- The emergency sealand containers at each site have been successfully remodeled, organized, and completely supplied with unexpired inventory.</td>
</tr>
<tr>
<td>- The district took advantage of financial markets to refund a portion of current bonded indebtedness in December 2012. The re-issuance of the debt will save the district taxpayers in excess of $900,000.</td>
</tr>
<tr>
<td><strong>Goal 3: Human Resources (HR)/Communications</strong></td>
</tr>
<tr>
<td>- Built and branded the Riverview School District in social media via the district’s Facebook page.</td>
</tr>
<tr>
<td>- Developed internal and external surveys to assess the district’s communications program.</td>
</tr>
<tr>
<td>- Created balanced schedule of district employee highlight articles, two per month, ensuring all school and district employees are highlighted in a fair and balanced rotation.</td>
</tr>
<tr>
<td>- Created a process to ensure that a balance of academic, activities, arts, and athletic events are represented in district news and articles.</td>
</tr>
<tr>
<td>- Developed plan to publish monthly and quarterly E-newsletter by end of 2013.</td>
</tr>
<tr>
<td>- Had continued low employee turnover rates. Certificated teacher turnover rate for the 2011-2012 school year was 7.82% (which includes retirements). The national average is 16.8%.</td>
</tr>
<tr>
<td>- Completed Year Five of five-year plan and accomplished majority of the tasks.</td>
</tr>
<tr>
<td>- Completed third external evaluation process that was originally started in December 2003. Received an A+ for our efforts.</td>
</tr>
<tr>
<td>- Completed a Risk Assessment Survey on Employment Liability and Wrongful Termination. The district will receive a reduction in the insurance fees for the 2013-2014 school year.</td>
</tr>
<tr>
<td>- The district has worked with the Riverview Education Association to create a three-year plan for implementing the legislatively mandated (E2SSB) teacher and principal evaluation systems. This plan will begin with the 2013-2014 school year.</td>
</tr>
<tr>
<td>- Implemented the volunteer application for all volunteers across the district. So far the district has 833 active volunteers!</td>
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</table>
2.0 PLAN DEFINITIONS

2.1 Planning Model

The strategic planning model is based upon very simple concepts. Every strategic plan has essentially the same components: mission, vision, values, critical success factors plus an examination of the organization's strengths, weaknesses, opportunities, and threats. Goals are also established to provide focus and direction for all levels of the organization. As a follow-up measure, a business plan has been developed that will provide the Objectives with action steps to support the strategic plan. This effort is also included in this document.
2.2 Plan Components

The following terms are defined as key components of the planning model:

Vision: The commitment to create a reality that currently does not exist. An organizational “To-Be” three to five years out.

Mission: A statement describing what the organization does. What are the services provided?

Values: Principles and core beliefs that guide the organization.

Critical Success Factors: Describes those factors that are critical to the success of the organization.

Environment (SWOT): Environment within which the strategic plan was developed and is to be implemented. It includes strengths to be maximized, weaknesses to overcome, opportunities to take advantage of, and threats to be met.

Strategic Goal: Organizational outcomes that define what an organization is trying to accomplish both programmatically and organizationally.

Objective: Defines how we will operationalize the Goals. They are realistic measurable targets that include specific performance levels, tasks, dates, methods of measurements and assignment of responsibility.

Business Plan: Action plan that provides the action methodology for the strategic plan. It consists of objectives, action steps, schedules, methods to measure and assigned responsibility.

Costs: Costs are expenditures in addition to existing staffing to accomplish goals/objectives/tasks.
3.0 THE STRATEGIC PLAN

3.1 Vision

Definition: A vision is a commitment to create a reality that currently does not exist — an organizational “To-Be” three to five years out.

To become a national model of educational excellence

Expectations to meet are as follows:

- All students will be successful based on their identified educational needs.
- Provide a variety of programs built on data relevant principles.
- Improve MSP and HSPE students meeting standard by 2% per year on average at each grade level until results reach 95%.
- 95% on-time graduation rates.
- Dropout rates of 3.5% or less.
- Acceptance in postsecondary two-year and four-year programs at a rate of 80% of graduating class.
- Consistently utilize district and classroom-based assessments to improve each student’s learning with a focus on formative assessments.
- Utilize parent, student, community, and staff surveys to measure improvement of student learning, communication, perceptions, and climate.
- Continue to improve metrics as compared to standards.
- Research and utilize “Best Practices” to improve standards as needed.
- Students possess 21st century skills as identified on district’s Outcomes and Indicators document.

NOTE: All goals are aimed at accomplishing the vision defined above.
3.2 Mission

**Definition:** The mission is a statement describing what the organization does. What are the services provided?

Educate Children
3.3 Values

Definition: Values describe the principles and core beliefs that guide the organization. Values should be viewed in their total context. This list reflects input from students, staff, parents and community.

We value the following:

- Student centered
- Dedication to excellence
- Fostering positive relationships
- Honesty
- Inclusiveness
- Integrity
- Engaging educational environment
- Teamwork
- Effective communications
- Transparent governance
3.4 Critical Success Factors

**Definition:** The factors which are critical for the success of the organization. These factors are listed alphabetically and should be viewed in the total context.

**THE CRITICAL SUCCESS FACTORS:**

- Adequate financial resources
- Appropriate facilities
- Community support
- Cultural competency
- Effective School Board
- Effective programs
- Focus on student learning
- K-12 aligned curriculum
- Long range planning and implementation
- Motivated and highly qualified staff
- Ongoing quality professional development
- Parental engagement
- Visionary leadership
3.5 Environment

Definition: The environment describes the Riverview School District strengths, weaknesses, opportunities and threats. It provides the forum in which to maximize the strengths, eliminate weaknesses, and take advantage of emerging opportunities and to recognize and minimize threats to the organization.
3.5.1 Current Organizational Strengths

In light of the stated Mission, the following are the identifiable STRENGTHS of the organization:

- High expectations for students
- Highly qualified staff and management team
- Size of district enhances responsiveness to change
- Student and parent commitment
- Location
- Community and parent partnership with school programs
- Diversity and quality of schools and programs
- Commitment to improve educational system
- Focus on student learning
- Proactive School Board
- Management of long-range planning process
- Fiscal integrity
- Stakeholder involvement
- Community outreach for identified needs
- Voter support for levies and bonds
- Excellent facilities
- Fully operational Riverview Learning Center for varied alternative programs
- Social media
- Increased our culture of respect, leadership, and professionalism
- Increased engagement of the community with our schools
3.5.2 Current Organizational Weaknesses

Perceived WEAKNESSES of the organization are:

- Narrowing identified achievement gaps
- Percent of students meeting math standards
- Effective intervention programs to address achievement gaps
3.5.3 Environmental Opportunities

The current environment offers the following OPPORTUNITIES:

- Increase student performance in all areas
- Increase donations and in-kind contributions, grants, and corporate partnerships
- Improve the alignment of classroom-based formative assessments
- Increase learning opportunities for struggling students
- Increase K-12 continuity in honors and accelerated programs
- Increase extended learning opportunities
- Share resources with local agencies and non-profits
- Capitalize on technology integration to increase student learning
- Exchange "Best Practices" with other districts
- Increase use of student assessments to improve student learning
- Expand district social media presence
- Increase relationships and opportunities with new Educational Service Center
3.5.4 Environmental Threats

Environmental THREATS to the organization are:

- State failure to fund basic education requirements as required by the constitution and court decisions
- State and federal failure to provide stable consistent funding
- State and federal funding not keeping pace with mandates
- Legal liabilities
- Social media
- State Alternative Learning Education (ALE) requirements
3.6 Goals & Objectives

Goals are organizational outcomes that define what an organization is aiming to accomplish both programmatically and organizationally. Objectives define how the organization operationalizes the goals. Goals are measurable targets that include tasks, timelines, method of measurements, and assignment of responsibilities.

The following list identifies the goals and objectives. The remaining pages in this section describe in detail the goals, objectives and tasks.

Goal 1  Increase the academic achievement of all students.

1A  Develop a plan to implement the Washington State Common Core Standards.
1B  Improve K-12 district-wide assessment score averages in reading, writing, math, and science by spring of 2014.
1C  Refine current interventions for all students to support student learning.
1D  Implement K-12 Academically Talented/Honors program review recommendations.
1E  Develop and implement a three-to-five year Technology Plan.

Goal 2  Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

2A  Provide a financial process that strengthens student learning despite state funding uncertainties.
2B  Finalize the capital projects based on the established priority of the School Board.
2C  Monitor the Comprehensive Safety Plan and adopt the Emergency Operations Plan.
2D  Continue to conduct reviews of district policies.

Goal 3  Provide Human Resources and Communication practices to improve student learning.

3A  Implement the new 2013-2018 Human Resources (HR) plan.
3B  Continue to implement the district’s Communications Plan.
3C  Develop and implement a parent and community relations program.

Goal 4  Complete and facilitate a successful Superintendent entry plan.

4A  Publish and operationalize the entry plan.
4B  Conduct outreach activities to discern expectations and opportunities.
4C  Evaluate the Superintendent using the WSSDA (Washington State School Directors’ Association) standards-based evaluation pilot tool.
GOAL 1

TITLE: Increase the academic achievement of all students.

DESCRIPTION: Improvement of student learning is at the core of everything we do in education. To accomplish this goal we will provide an aligned, articulated, relevant, and rigorous curriculum that is frequently assessed and clearly communicated to all stakeholder groups. Adequate resources and professional development will be provided to address identified needs. Development of Professional Learning Communities (PLCs) will be at the forefront of our efforts. Progress will be measured by local, state and national assessment scores classroom-based assessments (CBAs), and other metrics, such as surveys, dropout rates, and college acceptance percentages. An emerging priority will be the identification and practice by students to achieve 21st century skills.

SUPPORTING OBJECTIVES:

1A Develop a plan to implement the Washington State Common Core Standards.
1B Improve K-12 district-wide assessment score averages in reading, writing, math, and science by spring of 2014.
1C Refine current interventions for all students to support student learning.
1D Implement K-12 Academically Talented/Honors program review recommendations.
1E Develop and implement a three-to-five year Technology Plan.

GOAL MANAGER:

Roni Rumsey, Director of Teaching & Learning
Goal 1: Increase the academic achievement of all students.

OBJECTIVE 1A

TITLE: Develop a plan to implement the Washington State Common Core Standards.

PROGRESS MEASUREMENT:
• Tasks completed.

TASKS: 
1. Introduce the district’s:
   a. Outcomes and Indicators
   b. Thinking Skills model
2. Implement Year Two of Common Core State Standards Plan.

TIMELINE: 
April 15, 2014

June 15, 2014

RESOURCES:
<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>$5,000</td>
<td>Align standards for student learning outcomes that prepare students to be college ready.</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:
<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roni Rumsey, Director of Teaching &amp; Learning</td>
<td>Dr. Anthony L. Smith, Superintendent</td>
</tr>
</tbody>
</table>
Goal 1: Increase the academic achievement of all students.

OBJECTIVE 1B

TITLE: Improve K-12 district-wide assessment score averages in reading, writing, math, and science by spring of 2014.

DESCRIPTION:
This objective will be measured by district, classroom, and state assessment results with a focus on trend data over time.

PROGRESS MEASUREMENT:
• 2% improvement of students meeting state standard in reading in 2014 compared to 2013 baseline.
• 2% improvement of students meeting state standard in writing in 2014 compared to 2013 baseline.
• 2% improvement of students meeting state standard in math in 2014 compared to 2013 baseline.
• 2% improvement of students meeting state standard in science in 2014 compared to 2013 baseline.

TASKS:
1. Implement new student online data repository (storage system).
2. Share statistics on state test results from previous year.
3. Evaluate realistic percentage of improvements for specificity.
4. Publish and communicate 2012-2013 assessment results and school improvement plans to address areas identified for improvement and celebrate successes.
5. Identify the lowest performing groups of students and create written plans for academic improvements.
6. Complete a professional development plan for utilizing assessment data.
8. Create a yearly student Assessment Schedule of district-wide common assessments, starting with the 2014-2015 school year.

TIMELINE:
October 15, 2013
November 15, 2013
January 15, 2014
February 15, 2014
February 15, 2014
April 15, 2014
May 15, 2014
May 15, 2014
Goal 1: Increase the academic achievement of all students.

Objective 1B (continued)

Resources:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
</table>
| Students, staff, parents, community members, outside agencies, and school districts | $85,000 per year | - Improved student performance  
- Improved student opportunities  
- Improved student options |

Responsibilities:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roni Rumsey, Director of Teaching &amp; Learning</td>
<td>Secondary K-12 Professional Development Committee</td>
</tr>
</tbody>
</table>

Note: Evaluate resource requirements to support Task 5.
Goal 1: Increase the academic achievement of all students.

OBJECTIVE 1C

TITLE: Refine current interventions for all students to support student learning.

PROGRESS MEASUREMENT:
- Each elementary site will include at least three student assistance team meetings reviewing screening data from the AIMSweb testing.
- All schools will include at least two student assistance team meetings reviewing disaggregated data for students with a non-English home language.
- The number of trained elementary GLAD (Guided Language Acquisition Design) teachers will continue to increase.
- At each secondary site at least one teacher will be identified to become an in-school resource related to ELL interventions and supports.
- All general education teachers will become familiar with UDI (Universal Design for Instruction).

TASKS:
1. Conduct site Learning Walks twice a month.
2. Student assistance teams will be strengthened at all sites with principals providing a description of each respective site’s progress.
3. Include staff representing Title I, LAP, ELL, and special education in the elementary literacy adoption process.
4. Principals will identify building staff who will gain ELL expertise and will collaborate with the district-wide ELL Specialist.
5. A partnership of Teaching & Learning, Special Services and building principals will develop a draft outline of secondary and tertiary interventions supporting the core literacy program.
6. Develop a five-year plan for Teaching & Learning to include Technology and Special Services.

TIMELINE:
- Twice monthly
- October 15, 2013
- October 15, 2013
- October 15, 2013
- November 15, 2013
- May 15, 2014

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff and consultants</td>
<td>$20,000 per year</td>
<td>Improved student outcomes</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ken Heikkila, Director of Special Services</td>
<td>Roni Rumsey, Director of Teaching &amp; Learning; Superintendent's Cabinet</td>
</tr>
</tbody>
</table>

NOTE: Roni Rumsey will take the lead on Task 6.

Revised 7/23/13

Page 26
Goal 1: Increase the academic achievement of all students.

OBJECTIVE 1D

TITLE: Implement K-12 Academically Talented/Honors program review recommendations.

PROGRESS MEASUREMENT:
- Scheduled plan implementation.
- Tasks complete.

TASKS:  
1. Complete Year Two of the three-year implementation schedule.
2. Evaluate progress of program.
3. Continue to look at venues to increase student participation in these higher programs.

TIMELINE:  
October 15, 2013
April 15, 2014
April 15, 2014

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff, external consultants</td>
<td>$5,000 per year</td>
<td>Improved schools and programs</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roni Rumsey, Director of Teaching &amp; Learning</td>
<td>Dr. Randy Stocker, Principals and Program Managers</td>
</tr>
</tbody>
</table>
Goal 1: Increase the academic achievement of all students.

OBJECTIVE 1E

TITLE: Develop and implement a three-to-five-year Technology Plan.

PROGRESS MEASUREMENT:
- Tasks complete.

TASKS:
1. Conduct site Learning Walks twice a month.
2. Define technology needs.
3. Present needs and resource requests to the School Board for approval.
4. Present resource requests to district voters for approval.
5. Explore technology protocols to support Human Resources, Facilities, and Teaching & Learning requests.
6. Educate students about appropriate online behavior.
7. Implement voter-approved technology levy.

TIMELINE:
- Twice monthly
  - October 15, 2013
  - November 15, 2013
- February 1, 2014
  - March 15, 2014
  - June 1, 2014
  - September 1, 2014

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Integration</td>
<td>To Be Determined (Tech Levy)</td>
<td>• Higher student engagement</td>
</tr>
<tr>
<td>Specialists, Network</td>
<td></td>
<td>• Better classroom-based projects</td>
</tr>
<tr>
<td>Administrator, Computer</td>
<td></td>
<td>• More relevant learning experiences</td>
</tr>
<tr>
<td>Technicians, classroom teachers, Library Media Specialists, Technology Steering Committee</td>
<td></td>
<td>• Student preparation for the real world</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Censullo, Director of Technology</td>
<td>Dr. Anthony L. Smith, Superintendent</td>
</tr>
</tbody>
</table>
GOAL 2

TITLE: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

DESCRIPTION: The district’s financial resources must be effectively managed to assure that the educational program goals are met. The district’s ability to increase its reliance on local property taxes to finance basic education has increased because of recent legislative action. A yearly minimum 5% uncommitted general operating fund balance should be maintained. Periodic capital improvements to district facilities must be made to ensure that educational program needs are met, and the space(s) are safe, compliant, comfortable, and have structural integrity. Emphasis will also be directed at Comprehensive Safety Plan compliance.

SUPPORTING OBJECTIVES:

2A Provide a financial process that strengthens student learning despite state funding uncertainties.
2B Finalize the capital projects based on the established priority of the School Board.
2C Monitor the Comprehensive Safety Plan and adopt the Emergency Operations Plan.
2D Continue to conduct reviews of district policies.

GOAL MANAGER:

Bill Adamo, Director of Business & Operations
Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

OBJECTIVE 2A

TITLE: Provide a financial process that strengthens student learning despite state funding uncertainties.

PROGRESS MEASUREMENT:
- Maintain a minimum of a 5% uncommitted general operating fund balance with a periodic School Board review of that standard.
- Successful levy elections.

TASKS:
1. Effectively manage the budget process to maintain a 5% uncommitted general operating fund balance.
2. Provide monthly financial reports to the School Board.
3. Provide annual audited financial statement to the School Board.
4. Analyze and project four consecutive years of annual levy limitations for the general fund and prepared annual property tax impacts for both the Maintenance & Operation Levy and the Technology levies.
5. Adopt resolutions to set proposed levy amounts (General Operating Fund and capital Projects fund Technology levies).
6. Update on an annual basis the web-published “citizens” budget which includes an analysis that demonstrates the district’s commitment to student learning.
7. Provide levy information for the public.
8. Insure valid levy elections.
9. If significant operating expenses need to be eliminated in the 2014-2015 budget, define community involvement in that process.
10. Complete Public School Employee (PSE) bargaining unit contract negotiations.

TIMELINE:
- Ongoing
- Monthly
- After audit completion
- November 1, 2013
- December 1, 2013
- December 15, 2013
- January 15, 2014
- February 1, 2014
- March 15, 2014
- August 31, 2014
Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

OBJECTIVE 2A (continued)

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Office staff and state auditor</td>
<td>$20,000</td>
<td>• Comply with state and federal statutes</td>
</tr>
<tr>
<td>Election</td>
<td>$30,000</td>
<td>• Maintain financial integrity of district's assets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Establish positive financial standings</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Anthony L. Smith, Superintendent; Bill Adamo, Director of Business &amp; Operations</td>
<td>Principals; Paul Censullo, Director of Technology; School Board</td>
</tr>
</tbody>
</table>
Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

OBJECTIVE 2B

TITLE: Finalize the capital projects based on the established priority of the School Board.

PROGRESS MEASUREMENT:
- Tasks complete.

TASKS:
1. Refinance existing bond issues if market conditions are favorable.
2. Manage any remaining unfinished projects to insure successful completion within the finite resources.

TIMELINE:
- Any time during the fiscal year
- August 15, 2014

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Adamo, Direction of Business &amp; Operations; Heery International, Erickson &amp; McGovern; Maintenance Supervisor; bond underwriters; bond counsel; School Board; and district staff</td>
<td>$75,000 for each bond issue</td>
<td>Reduced interests, expenses, save district taxpayers</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Adamo, Director of Business &amp; Operations</td>
<td>Dr. Anthony L. Smith, Superintendent; School Board</td>
</tr>
</tbody>
</table>
Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

OBJECTIVE 2C


PROGRESS MEASUREMENT:
- Disaster container supplies and property maintained.
- Adoption of new Emergency Operations Plan policies and procedures.

TASKS:
1. Each school will provide a draft schedule of identified Emergency Operations drills.
   TIMELINE: September 15, 2013
2. Supervise and partner with the contracted Emergency Operations Plan Manager to develop the draft Emergency Operations Plan. This development includes the vetting of the plans with staff, particularly principals. The development includes the plan(s) appendices.
   October 1, 2013
   November 1, 2013
4. Develop building level Emergency Response Teams
   May 1, 2014
5. Develop staff professional development model consistent with the Emergency Operations Plan.
   May 1, 2014
6. Project costs and schedule(s) for implementation of the draft Emergency Operations Plan.
   May 1, 2014
7. Supervise and partner with the contracted Emergency Operations Plan Manager to develop the draft Emergency Operations Field Guide. This development includes the vetting of the plans with staff particularly principals.
   May 1, 2014
8. Evaluate and revise the Comprehensive Safety Plan.
   May 1, 2014
9. Ensure that each school’s emergency disaster container’s inventory is current.
   May 1, 2014
    June 1, 2014
11. Inventory individual staff emergency preparedness certifications and skills sets for each site.
    August 1, 2014
12. Adopt implementation costs in ensuing year budget.
    August 1, 2014
Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

OBJECTIVE 2C (continued)

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
</table>
| Bill Adamo, Director of Business & Operations; Emergency Operations Plan Manager (contractor) | $37,800 per year | • High level of accountability  
• Improved student, staff and community safety |

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Adamo, Director of Business and Operations</td>
<td>Principals; Human Resources Department will manage Task 11; contracted Maria Mahowald (Emergency Operations Plan Manager) will manage tasks 3, 4, 10</td>
</tr>
</tbody>
</table>

NOTE: Inventory maintenance will be centrally directed and implemented at each site.
Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

OBJECTIVE 2D

TITLE: Continue to conduct reviews of district policies.

PROGRESS MEASUREMENT:
- Tasks complete.

TASKS:
1. Conduct review using new district policy protocol to prepare for 5000 (Personnel) series policy revision.
2. Develop list of policies in the 5000 series to be revised and/or eliminated and present to School Board.
3. Eliminate/revise policies as appropriate.

TIMELINE:
- November 15, 2013
- January 15, 2014
- June 15, 2014

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Council</td>
<td>N/A</td>
<td>Effective policies</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl Layman, Executive Assistant to Superintendent</td>
<td>Dr. Anthony L. Smith, Superintendent</td>
</tr>
</tbody>
</table>
GOAL 3

TITLE: Provide Human Resources and Communication practices to improve student learning.

DESCRIPTION: The Human Resources Department is committed to operating in a manner that provides for supportive, effective, and caring relationships with employees, students, and the community. The Department maintains the highest ethical standards in providing a system that ensures equal opportunities for employment and excellence in staff recruitment, hiring, retention, and recognition.

The Communications Department is committed to supporting and enhancing effective two-way communication among all district stakeholders. The department is focused on following the four-step communication process: research, planning, communication, and evaluation, and expects consistent improvement of the program as outlined in the district’s Communication plan. Additionally, an emphasis will be placed on researching effective community relations models to best meet our publics’ needs.

SUPPORTING OBJECTIVES:

3A Implement the new 2013-2018 Human Resources (HR) plan.
3B Continue to implement the district’s Communications Plan.
3C Develop and implement a parent and community relations program.

GOAL MANAGER:

Mike Ward, Communications Coordinator
Goal 3: Provide Human Resources and Communication practices to improve student learning.

OBJECTIVE 3A

TITLE: Implement the new 2013-2018 Human Resources (HR) plan.

PROGRESS MEASUREMENT:
- Tasks complete.
- Published evidence based on research and data findings.

TASKS:
1. Research appropriate national and state staff turnover data to determine employee retention success.
2. Provide end-of-academic-year Human Resources data report (turnover, recruitment, hiring and retention).
3. Develop a process for tracking all of the different evaluation systems in the district.
4. Review classified evaluation system and make recommendations based on PSE feedback.
5. Report on the recently implemented legislatively mandated (E2SSB) teacher and principal evaluation systems.
6. Develop new five-year HR plan.

TIMELINE:
- November 15, 2013
- March 15, 2014
- April 15, 2014
- May 15, 2014

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
</table>
| Human Resources Department | N/A  | • Low staff turnover  
|                     |      | • High staff morale  
|                     |      | • Improved service for staff |

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Gavigan, Director of Human Resources</td>
<td>Sandy Bechtel, HR Coordinator</td>
</tr>
</tbody>
</table>

Revised 7/23/13
Goal 3: Provide Human Resources and Communication practices to improve student learning.

OBJECTIVE 3B

TITLE: Continue to implement the district’s Communications Plan.

PROGRESS MEASUREMENT:
• Tasks complete.

TASKS:
1. Review social media practices for ongoing future use and possible expansion.
2. Update Communications Plan to include the next three academic years, through the 2015-2016 school year.
3. Provide Communications Plan update on fourth-year progress.
4. Present end-of-year report, including metrics, on communication program results.

TIMELINE:
Ongoing
October 15, 2013
June 15, 2014
June 15, 2014

RESOURCES:
<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Ward, Communications Coordinator</td>
<td>$34,000 per year</td>
<td>• Improve Communications Plan effectiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:
| Primary                | Secondary                                      |
| Mike Ward, Communications Coordinator | Dr. Anthony L. Smith, Superintendent; Principals and Program Managers, Danny Edwards, and district-wide staff |
Goal 3: Provide Human Resources and Communication practices to improve student learning.

OBJECTIVE 3C

TITLE: Develop and implement a parent and community relations program.

PROGRESS MEASUREMENT:
- Training delivered.
- New district website completed.
- District external newsletter distributed quarterly.
- Analyze survey results.

TASKS:
1. Develop and implement a schedule that provides a balanced overview of the district’s activities and events.

2. Revise one school (Cherry Valley or Carnation) website to reflect “new look and feel” by the end of the 2012-2013 school year (Phase II of website plan).

3. Schedule phase-in revision process for remaining five school websites (including RLC and ERMA) to reflect “new look and feel” by end of 2013-2014 (Phase II of website plan).

4. Distribute E-newsletter monthly to internal and external constituents.

TIMELINE:
- August 15, 2013
- December 15, 2013

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications and Human Resources departments, district-wide staff</td>
<td>To Be Determined</td>
<td>Increased parent and community support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continued support for levies and bonds</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Ward, Communications Coordinator</td>
<td>Dr. Anthony L. Smith, Superintendent; District Administrators and Staff; Sandy Bechtel, HR Coordinator; Paul Censullo, Director of Technology</td>
</tr>
</tbody>
</table>
GOAL 4

TITLE: Complete and facilitate a successful Superintendent entry plan.

DESCRIPTION: Every organization reflects its leadership. As such, it is important to plan for leadership transition acceleration, both to honor the great work that has occurred and to maximize success now and into the future. The new superintendent was hired in June of 2012 through an application process and successful interview with the School Board. Completing the hiring process a year in advance allowed the current assistant superintendent and incoming superintendent, Dr. Anthony Smith the opportunity to mentor with the outgoing superintendent, Conrad Robertson. This experience, coupled with involvement in all aspects of the superintendent position allowed for a high-quality pre-entry experience. This experience accounted for the first of three distinct Entry Plan phases. Phase two will occur between July and December of 2013 and will involve the core elements of the Entry Plan which appear below. Phase three will occur from January through June 2014 and include the development of a summary report and recommendations for strategic plan updates.

SUPPORTING OBJECTIVES:

4A Publish and operationalize the entry plan.
4B Conduct outreach activities to discern expectations and opportunities.
4C Evaluate the Superintendent using the WSSDA (Washington State School Directors’ Association) standards-based evaluation pilot tool.

GOAL MANAGER:

Dr. Anthony L. Smith, Superintendent
Goal 4: Complete and facilitate a successful Superintendent entry plan.

OBJECTIVE 4A

TITLE: Publish and operationalize the entry plan.

PROGRESS MEASUREMENT:
- Plan is completed and published on district website to update.

TASKS:  
1. Complete entry plan.  
2. Vet entry plan with the School Board and Ad-Team.  
3. Revise entry plan based on feedback.  
4. Publish entry plan for public viewing on the district website.  
5. Develop summary report of accomplishments and recommendations for strategic plan goals, objectives and tasks.

TIMELINE:
- June 15, 2013
- July 15, 2013
- May 15, 2014

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, staff, parents, community members, agencies</td>
<td>None</td>
<td>Relationship building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved student performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved prioritization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased opportunities for all</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Anthony L. Smith, Superintendent</td>
<td>School Board, students, staff, parents, community members</td>
</tr>
</tbody>
</table>
Goal 4: Complete and facilitate a successful Superintendent entry plan.

OBJECTIVE 4B

TITLE: Conduct outreach activities to discern expectations and opportunities.

PROGRESS MEASUREMENT:
- Outreach individuals and groups identified.
- Outreach meetings and contacts made with 90% of identified individuals and groups.

TASKS:  
1. Identify key groups to dialogue with, under the backdrop of already meeting with many of the groups over the past 10 years as Assistant Superintendent.
2. Schedule meetings and dialogue sessions.
3. Use feedback to update the needs, objectives and work priorities of the school district.

TIMELINE:
- July 15, 2013
- October 15, 2013
- January 15, 2014

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, staff, parents, community members, agencies</td>
<td>None</td>
<td>- Relationship building&lt;br&gt;- Improved student performance&lt;br&gt;- Improved prioritization&lt;br&gt;- Improved partnerships&lt;br&gt;- Increased opportunities for all</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Anthony L. Smith, Superintendent</td>
<td>School Board, students, staff, parents, community members</td>
</tr>
</tbody>
</table>
Goal 4: Complete and facilitate a successful Superintendent entry plan.

OBJECTIVE 4C


PROGRESS MEASUREMENT:
• Evaluation complete using new WSSDA tool.

TASKS:  
1. The Superintendent and School Board will complete a training on the new evaluation tool.
2. The School Board will evaluate the Superintendent using the new evaluation tool. Two meetings will be dedicated to discuss evaluation progress. A written evaluation will be provided to the Superintendent at one of the two meetings.
3. The School Board and Superintendent will work with each other and make recommendations for improving the evaluation tool to WSSDA.

TIMELINE:
• September 15, 2013
• May 15, 2014
• June 15, 2014

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
</table>
| Students, staff, parents, community members, agencies | None | • Relationship building  
|                   |      | • Improved student performance  
|                   |      | • Improved prioritization  
|                   |      | • Improved partnerships  
|                   |      | • Increased opportunities for all |

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Board</td>
<td>Dr. Anthony L. Smith, Superintendent</td>
</tr>
</tbody>
</table>
4.1 References

All relevant materials, organizations and individuals capable of providing further insights or detail for the requirements referenced in this document are either listed or included here.

If the referenced materials are included rather than simply identified, retain only those parts that apply. Such items might be best in a sub-section.

1. Annual School Improvement Plans
2. School Profiles
3. Curriculum Review/Adoption Cycle
4. Annual District Budget Report
5. Annual Communications Plan
6. Human Resources Handbook
7. Annual Capital Facilities/Maintenance Plan
8. District Policies and Procedures
### 4.2 Glossary

Define acronyms and unusual terms. Identify what the acronyms represent and what the terms mean.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Skills:</td>
<td>The skills and habits of mind that allow students to succeed in a global dynamically-changing society that relies heavily on information technology.</td>
</tr>
<tr>
<td>AIMSweb:</td>
<td>Benchmark and progress monitoring system based on direct, frequent, and continuous student assessment</td>
</tr>
<tr>
<td>ALE:</td>
<td>Alternative Learning Experience</td>
</tr>
<tr>
<td>AP:</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>AYP:</td>
<td>Adequate Yearly Progress</td>
</tr>
<tr>
<td>CHOICE:</td>
<td>Choosing Heightened Options for Individually Centered Education</td>
</tr>
<tr>
<td>CLIP:</td>
<td>Contracted Learning for Individual Pacing</td>
</tr>
<tr>
<td>CPT:</td>
<td>Collaborative Planning Time</td>
</tr>
<tr>
<td>ECEAP:</td>
<td>Early Childhood Education and Assistance Program</td>
</tr>
<tr>
<td>EEOC:</td>
<td>Equal Employment Opportunity Commission</td>
</tr>
<tr>
<td>EFB:</td>
<td>Ending Fund Balance</td>
</tr>
<tr>
<td>ELL:</td>
<td>English Language Learners</td>
</tr>
<tr>
<td>ESC:</td>
<td>Educational Service Center</td>
</tr>
<tr>
<td>HSPE:</td>
<td>High School Proficiency Exam</td>
</tr>
<tr>
<td>LAP:</td>
<td>Learning Assistance Program</td>
</tr>
</tbody>
</table>
Learning Walks: Activity where teachers or administrators visit classrooms to gather, reflect and provide feedback on teaching practices

MAP: Measures of Academic Progress

MSP: Measurement of Student Progress

MULTI-AGE: An instructional grouping model and philosophy that groups students from two or more age or grade levels (e.g. K-1, 2-3, 4-5, 6-8, etc.)

NSPRA: National School Public Relations Association

NWRDC: Northwest Regional Data Center

OSPI: Office of the Superintendent of Public Instruction

PARADE: Parents and Riverview Actively Delivering Education (Parent Partnership Program with Parents as the primary deliverers of education)

PAT: Program for the Academically Talented

PLUS: Programmed Learning for Understanding and Success

Post-Secondary Plan:

Written student plan for attending two and four-year colleges, technical schools, etc.

Provisional Tasks for Objectives: A placeholder for tasks to be accomplished at a later date when resources and time permit.

PSE: Public School Employees

PSESD: Puget Sound Educational Service District

REA: Riverview Education Association

REACA: Riverview Extracurricular Activities and Coaches Association

RLC: Riverview Learning Center

ROI: Return on Investment

SIP: School Improvement Plan
SSB 5097: State Senate Bill that mandates OSPI to establish timelines for school Districts to develop individual Comprehensive Safe Schools Plans

SOAR: Student Online Assessment Resource

Stakeholders: Interested parties, internal and external, impacting the school district

WaNIC: Washington Network for Innovative Careers

WESPA C: Washington Enhanced Skyward Point and Click

WSSDA: Washington State School Directors' Association
<table>
<thead>
<tr>
<th>Description of Revision</th>
<th>Pages Affected</th>
<th>Approved By</th>
<th>Accomplished By</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Plan Finalized</td>
<td>All</td>
<td>Anthony Smith</td>
<td>Anthony Smith</td>
<td>6/25/13</td>
</tr>
<tr>
<td>Update Tasks Completed</td>
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</tbody>
</table>
### 4.3 Plan Timeline Summary

<table>
<thead>
<tr>
<th>Q/O/T</th>
<th>TASKS</th>
<th>TIMELINE</th>
<th>COMPLETED</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/A/1</td>
<td>Effectively manage the budget process to maintain a 5% uncommitted general operating fund balance.</td>
<td>Ongoing</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
<tr>
<td>3/B/2</td>
<td>Review social media practices for ongoing future use and possible expansion.</td>
<td>Ongoing</td>
<td>Mike</td>
<td></td>
</tr>
<tr>
<td>1/C/5</td>
<td>Conduct bi-monthly site walkabouts.</td>
<td>Twice monthly</td>
<td>Ken</td>
<td></td>
</tr>
<tr>
<td>3/E/2</td>
<td>Conduct bi-monthly site walkabouts.</td>
<td>Twice monthly</td>
<td>Paul</td>
<td></td>
</tr>
<tr>
<td>2/A/2</td>
<td>Provide monthly financial reports to the School Board.</td>
<td>Monthly</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
<tr>
<td>2/B/2</td>
<td>Refinance existing bond issues if market conditions are favorable.</td>
<td>Any time during the fiscal year</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/A/3</td>
<td>Provide annual audited financial statement to the School Board.</td>
<td>After audit completion</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
<tr>
<td>4/A/1</td>
<td>Complete entry plan.</td>
<td>June 15, 2013</td>
<td>Anthony</td>
<td></td>
</tr>
<tr>
<td>4/A/2</td>
<td>Vet entry plan with the School Board and Ad-Team.</td>
<td>June 15, 2013</td>
<td>Anthony</td>
<td></td>
</tr>
<tr>
<td>4/A/3</td>
<td>Revise entry plan based on feedback.</td>
<td>July 15, 2013</td>
<td>Anthony</td>
<td></td>
</tr>
<tr>
<td>4/A/6</td>
<td>Publish entry plan for public viewing on the district website.</td>
<td>July 15, 2013</td>
<td>Anthony</td>
<td></td>
</tr>
<tr>
<td>4/B/1</td>
<td>Identify key groups to dialogue with, under the backdrop of already meeting with many of the groups over the past 10 years as Assistant Superintendent.</td>
<td>July 15, 2013</td>
<td>Anthony</td>
<td></td>
</tr>
<tr>
<td>3/C/1</td>
<td>Develop and implement a schedule that provides a balanced overview of the district’s activities and events.</td>
<td>August 15, 2013</td>
<td>Mike</td>
<td></td>
</tr>
<tr>
<td>2/C/1</td>
<td>Each school will provide a draft schedule of identified Emergency Operations drills.</td>
<td>September 15, 2013</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/C/2</td>
<td>Supervise and partner with the contracted Emergency Operations Plan Manager to develop the draft Emergency Operations Plan. This development includes the vetting of the plans with staff, particularly principals. The development includes the plan(s) appendices.</td>
<td>October 1, 2013</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>1/A/1</td>
<td>Implement new student online data repository (storage system).</td>
<td>October 15, 2013</td>
<td>Runi</td>
<td></td>
</tr>
<tr>
<td>1/C/1</td>
<td>Student assistance teams will be strengthened at all sites with principals providing a description of each respective site’s progress.</td>
<td>October 15, 2013</td>
<td>Ken</td>
<td></td>
</tr>
<tr>
<td>1/C/2</td>
<td>Include staff representing Title I, LAP, ELI, and special education in the elementary literacy adoption process.</td>
<td>October 15, 2013</td>
<td>Ken</td>
<td></td>
</tr>
<tr>
<td>1/C/3</td>
<td>Principals will identify building staff who will gain ELI expertise and will collaborate with the district-wide ELI Specialist.</td>
<td>October 15, 2013</td>
<td>Ken</td>
<td></td>
</tr>
<tr>
<td>1/D/1</td>
<td>Complete Year Two of the three-year implementation schedule.</td>
<td>October 15, 2013</td>
<td>Runi</td>
<td></td>
</tr>
<tr>
<td>1/E/1</td>
<td>Define technology needs.</td>
<td>October 15, 2013</td>
<td>Paul</td>
<td></td>
</tr>
<tr>
<td>3/B/1</td>
<td>Update Communications Plan to include the next three academic years, through the 2015-2016 school year.</td>
<td>October 15, 2013</td>
<td>Mike</td>
<td></td>
</tr>
<tr>
<td>6/B/2</td>
<td>Schedule meetings and dialogue sessions.</td>
<td>October 15, 2013</td>
<td>Anthony</td>
<td></td>
</tr>
<tr>
<td>2/A/4</td>
<td>Analyze and project four consecutive years of annual levy limitations for the general fund and prepared annual property tax impacts for both the Maintenance &amp; Operation Levy and the Technology levies.</td>
<td>November 1, 2013</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
</tbody>
</table>
### 4.3 Plan Timeline Summary (continued)

<table>
<thead>
<tr>
<th>GMT</th>
<th>TASKS</th>
<th>TIMELINE</th>
<th>COMPLETED</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/B/2</td>
<td>Share statistics on state test results from previous year.</td>
<td>November 15, 2013</td>
<td>Rani</td>
<td></td>
</tr>
<tr>
<td>1/C/1</td>
<td>A partnership of Teaching &amp; Learning, Special Services and building principals will develop a draft outline of secondary and tertiary interventions supporting the core literacy program.</td>
<td>November 15, 2013</td>
<td>Ken</td>
<td></td>
</tr>
<tr>
<td>1/F/2</td>
<td>Present needs and resource requests to the School Board for approval.</td>
<td>November 15, 2013</td>
<td>Paul</td>
<td></td>
</tr>
<tr>
<td>2/D/1</td>
<td>Conduct review using new district policy protocol to prepare for 5000 (Personnel) series policy revision.</td>
<td>November 15, 2013</td>
<td>Cheryl</td>
<td></td>
</tr>
<tr>
<td>3/A/1</td>
<td>Research appropriate national and state staff turnover data to determine employee retention success.</td>
<td>November 15, 2013</td>
<td>Janet</td>
<td></td>
</tr>
<tr>
<td>3/A/2</td>
<td>Provide end-of-academic-year Human Resources data report (turnover, recruitment, hiring and retention).</td>
<td>November 15, 2013</td>
<td>Janet</td>
<td></td>
</tr>
<tr>
<td>2/A/3</td>
<td>Adopt resolutions to set proposed levy amounts (General Operating Fund and capital Projects Fund Technology levy).</td>
<td>December 1, 2013</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
<tr>
<td>2/A/6</td>
<td>Update on an annual basis the web-published &quot;citizens&quot; budget which includes an analysis that demonstrates the district’s commitment to student learning.</td>
<td>December 15, 2013</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
<tr>
<td>3/C/2</td>
<td>Revise one school (Cherry Valley or Carnation) website to reflect “new look and feel” by the end of the 2012-2013 school year (Phase II of website plan).</td>
<td>December 15, 2013</td>
<td>Mike</td>
<td></td>
</tr>
<tr>
<td>3/C/3</td>
<td>Schedule phase-in revision process for remaining five school websites (including KLC and ERMA) to reflect “new look and feel” by end of 2013-2014 (Phase II of website plan).</td>
<td>December 15, 2013</td>
<td>Mike</td>
<td></td>
</tr>
<tr>
<td>1/B/3</td>
<td>Evaluate realistic percentage of improvements for specificity.</td>
<td>January 15, 2014</td>
<td>Ross</td>
<td></td>
</tr>
<tr>
<td>2/A/7</td>
<td>Provide levy information for the public.</td>
<td>January 15, 2014</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
<tr>
<td>2/D/2</td>
<td>Develop list of policies in the 5000 series to be revised and/or eliminated and present to School Board.</td>
<td>January 15, 2014</td>
<td>Cheryl</td>
<td></td>
</tr>
<tr>
<td>3/C/4</td>
<td>Distribute E-newsletter monthly to internal and external constituents.</td>
<td>January 15, 2014</td>
<td>Mike</td>
<td></td>
</tr>
<tr>
<td>4/B/3</td>
<td>Use feedback to update the needs, objectives and work priorities of the school district.</td>
<td>January 15, 2014</td>
<td>Anthony</td>
<td></td>
</tr>
<tr>
<td>1/C/3</td>
<td>Present resource requests to district voters for approval.</td>
<td>February 1, 2014</td>
<td>Paul</td>
<td></td>
</tr>
<tr>
<td>2/A/8</td>
<td>Ensure valid levy elections.</td>
<td>February 1, 2014</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
<tr>
<td>1/P/4</td>
<td>Publish and communicate 2012-2013 assessment results and school improvement plans to address areas identified for improvement and celebrate successes.</td>
<td>February 15, 2014</td>
<td>Rani</td>
<td></td>
</tr>
<tr>
<td>1/B/5</td>
<td>Identify the lowest performing groups of students and create written plans for academic improvements.</td>
<td>February 15, 2014</td>
<td>Rani</td>
<td></td>
</tr>
<tr>
<td>2/A/9</td>
<td>If significant operating expenses need to be eliminated in the 2014-2015 budget, define community involvement in that process.</td>
<td>March 15, 2014</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
<tr>
<td>3/A/3</td>
<td>Develop a process for tracking all of the different evaluation systems in the district.</td>
<td>March 15, 2014</td>
<td>Janet</td>
<td></td>
</tr>
<tr>
<td>1/A/1</td>
<td>Introduce the district’s at Outcomes and Indicators, and 8 Thinking Skills model.</td>
<td>April 15, 2014</td>
<td>Rani</td>
<td></td>
</tr>
<tr>
<td>1/B/6</td>
<td>Complete a professional development plan for utilizing assessment data.</td>
<td>April 15, 2014</td>
<td>Rani</td>
<td></td>
</tr>
<tr>
<td>1/D/2</td>
<td>Evaluate progress of program.</td>
<td>April 15, 2014</td>
<td>Rani</td>
<td></td>
</tr>
</tbody>
</table>
### 4.3 Plan Timeline Summary (continued)

<table>
<thead>
<tr>
<th>Q/D/T</th>
<th>TASKS</th>
<th>TIMELINE</th>
<th>COMPLETED</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/D/3</td>
<td>Continue to look at venues to increase student participation in these higher programs.</td>
<td>April 15, 2014</td>
<td>Roni</td>
<td></td>
</tr>
<tr>
<td>3/A/4</td>
<td>Review classified evaluation system and make recommendations based on FSE feedback.</td>
<td>April 15, 2014</td>
<td>Janet</td>
<td></td>
</tr>
<tr>
<td>2/C/4</td>
<td>Develop building level Emergency Response Teams</td>
<td>May 1, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/C/5</td>
<td>Develop staff professional development model consistent with the Emergency Operations Plan.</td>
<td>May 1, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/C/6</td>
<td>Project costs and schedule(s) for implementation of the draft Emergency Operations Plan.</td>
<td>May 1, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/C/7</td>
<td>Supervise and partner with the contracted Emergency Operations Plan Manager to develop the draft Emergency Operations Field Guide. This development includes the vetting of the plans with staff particularly principals.</td>
<td>May 1, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/C/8</td>
<td>Evaluate and revise the Comprehensive Safety Plan.</td>
<td>May 1, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/C/9</td>
<td>Ensure that each school’s emergency disaster container’s inventory is current.</td>
<td>May 1, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>1/B/7</td>
<td>Continue K-12 Measurement of Academic Progress (MAP) and evaluate adding a K-1 district-wide mathematics assessment and K-5 AIMweb.</td>
<td>May 15, 2014</td>
<td>Roni</td>
<td></td>
</tr>
<tr>
<td>1/B/8</td>
<td>Create a yearly Benchmark Assessment Calendar, starting with the 2014-2015 school year.</td>
<td>May 15, 2014</td>
<td>Roni</td>
<td></td>
</tr>
<tr>
<td>1/C/6</td>
<td>Develop a five-year plan for Teaching &amp; Learning to include Technology and Special Services.</td>
<td>May 15, 2014</td>
<td>Roni</td>
<td></td>
</tr>
<tr>
<td>3/A/5</td>
<td>Report on the recently implemented legislatively mandated (EB383) teacher and principal evaluation system.</td>
<td>May 15, 2014</td>
<td>Janet</td>
<td></td>
</tr>
<tr>
<td>3/A/6</td>
<td>Develop new five-year HR plan.</td>
<td>May 15, 2014</td>
<td>Janet</td>
<td></td>
</tr>
<tr>
<td>4/A/5</td>
<td>Develop summary report of accomplishments and recommendations for strategic plan goals, objectives, and tasks.</td>
<td>May 15, 2014</td>
<td>Anthony</td>
<td></td>
</tr>
<tr>
<td>1/E/5</td>
<td>Educate students about appropriate online behavior.</td>
<td>June 1, 2014</td>
<td>Paul</td>
<td></td>
</tr>
<tr>
<td>2/C/10</td>
<td>Draft Emergency Operations Field Guide adopted by Board of Director.</td>
<td>June 1, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>1/A/2</td>
<td>Implement Year Two of Common Core State Standards Plan.</td>
<td>June 15, 2014</td>
<td>Roni</td>
<td></td>
</tr>
<tr>
<td>2/D/3</td>
<td>Eliminate/revise policies as appropriate.</td>
<td>June 15, 2014</td>
<td>Cheryl</td>
<td></td>
</tr>
<tr>
<td>3/B/3</td>
<td>Provide Communications Plan update on fourth-year progress.</td>
<td>June 15, 2014</td>
<td>Mike</td>
<td></td>
</tr>
<tr>
<td>3/B/4</td>
<td>Present end of year report, including metrics, on communication program results.</td>
<td>June 15, 2014</td>
<td>Mike</td>
<td></td>
</tr>
<tr>
<td>2/C/11</td>
<td>Inventory individual staff emergency preparedness certifications and skills sets for each site.</td>
<td>August 1, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/C/12</td>
<td>Adopt implementation costs in ensuing year budget.</td>
<td>August 1, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/B/1</td>
<td>Manage any remaining unfinished projects to ensure successful completion within the fiscal resources.</td>
<td>August 15, 2014</td>
<td>Bill</td>
<td></td>
</tr>
<tr>
<td>2/A/10</td>
<td>Complete Public School Employee (PSE) bargaining and contract negotiations.</td>
<td>August 31, 2014</td>
<td>Anthony/Bill</td>
<td></td>
</tr>
<tr>
<td>1/E/6</td>
<td>Implement voter-approved technology levy.</td>
<td>September 1, 2014</td>
<td>Paul</td>
<td></td>
</tr>
</tbody>
</table>