Riverview School District
Strategic Plan
2015-2020

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

“A destination, not a stopping place...”
### STRATEGIC PLANNING

**WORKSHOP PARTICIPANTS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
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<tbody>
<tr>
<td><strong>Participants in 2015:</strong></td>
<td></td>
</tr>
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<td>Dr. Anthony L. Smith</td>
<td>Superintendent of Schools</td>
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<td>School Board President</td>
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<tr>
<td>Dr. Ken Heikkila</td>
<td>Director of Special Services</td>
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<tr>
<td>Bill Adamo</td>
<td>Director of Business &amp; Operations</td>
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<tr>
<td>Paul Censullo</td>
<td>Director of Technology</td>
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<tr>
<td>Roni Rumsey</td>
<td>Director of Teaching &amp; Learning</td>
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<td>Janet Gavigan</td>
<td>Director of Human Resources</td>
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<tr>
<td>Donna Reier</td>
<td>Human Resources Coordinator</td>
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<tr>
<td>Sandy Bechtel</td>
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<td>Robin Nordquist</td>
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1.0 EXECUTIVE SUMMARY

1.1 School District’s Major Focus

- Focus on 21st Century Outcomes and Indicators
- Produce Complex Thinkers
- Personalize Student Learning
1.2 School District Background

The Riverview School District, nestled in the lower Snoqualmie Valley, encompasses the cities of Carnation, Duvall, and surrounding areas of eastern King County, all of which are valued contributors to the Riverview educational community. Over 375 employees serve a Pre-K-12 enrollment of approximately 3,200 students. Currently, the district is focusing work on meeting identified “Classroom of the Future” outcomes and indicators. This effort is aimed at personalizing education to prepare students for college, career, and life. The results of this effort will be based on research, best practice, and applicability to our setting.

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. Eagle Rock Multi-Age (ERMA), is a K-5 multi-age program with required parent volunteer hours. The Early Childhood Education and Assistance Program (ECEAP) meets the needs of pre-school students. In addition, the Riverview Learning Center houses four alternative learning programs that include Parents and Riverview Actively Delivering Education (PARADE), a K-12 parent partnership program where parents are the primary deliverers of education; Contracted Learning for Individual Pacing (CLIP), a 11-12 grade alternative way to earn a high school diploma; Choosing Heightened Options for Individually Centered Education (CHOICE), a 9-10 grade program oriented toward applied learning; and Cyber Learning Education Alternative at Riverview (CLEAR), an online program available to 9-12 grade students.

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

Riverview embraces a meaningful partnership between the community and school district. The community has consistently shown support of the district through volunteer activities, meaningful partnerships, and successful levy and bond measures. Community events, service organizations, youth sports, adult education, fine arts, and many other public and private events take place in district facilities on a daily basis.

An inclusive group of patrons participate in the goal setting and strategic planning for the district every five years through a community-wide planning forum. To maintain and enrich our commitment to the students, staff, parents, and the community, we are dedicated to the five-year strategic planning process.
1.3 Process

The Riverview School Board participated in a process to develop this five-year plan between February and June 2015. It is a continuation of a very successful third strategic planning process for the period of 2010-2015. This iteration reflects both successes from the third plan as well as new ideas for programmatic change solicited from the School Board, Superintendent, students, staff and community members.

This document reflects the outcome of the fourth five-year planning process for the period of 2015-2020. A community forum was hosted in April 2015 to finalize this process. Results of this forum are included in section 1.6 of this document. Some actions have been included in this year’s plan and the remaining actions will be included in the yearly plan updates (2016-2020) where appropriate. There are few organizations that can attest to the implementation of a fourth five-year plan.

Riverview’s School Board continues to be an active participant in leading and providing input into the strategic planning process. This includes holding inclusive round table discussions with various district buildings and programs on an annual basis for valuable input. As stewards of the district, the School Board strives to stay abreast of current knowledge and trends to support student learning as well as being committed to pursuing their own professional development opportunities to further this end.

The entire strategic plan is statused monthly and is available for public viewing on the district website at www.riverview.wednet.edu. The online plan is updated monthly through School Board reports for public accountability. Goal managers are required to demonstrate measurable improvement of programs over time.
1.4 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. The following milestones will assure accountability of the plan:

- Conduct Management Reviews Monthly
- Status Report to the School Board Monthly
- Publish Interim Changes As Required
- Plan Review/Revision Process May & June/Annually
1.5 2014-2015 Significant Accomplishments

Goal 1: Teaching and Learning

- Professional Development focused on CCSS Math, ELA and Next Generation Science Standards (NGSS) attended by teacher K-12.
- Science committee continued process of learning the Next Generation Standards.
- Science teachers 6-12 participated in on-going professional learning with William Lippett of Institute for Systems Biology.
- Science teachers 6-12 attended training at Institute for Systems Biology.
- Science Focus Group K-5 began redesign of science kits to align with NGSS.
- Homeroom System continued to be used as data system with staff beginning to pull data regarding classroom assessments.
- Homeroom System was implemented for the Teacher Evaluation system:
  - Training provided for all staff.
  - Training provided for “go-to” staff in buildings.
  - Staff began uploading teacher designed assessment results for data looks.
- Teaching & Learning and Technology proactively met to ensure schools were prepared for upcoming assessments.
- Data continues to be used to monitor student growth.
- Assessment schedule updated to include Smarter Balanced testing for Cedarcrest High School.
- Continued to refine performance tasks for all grade levels
- Danielson Framework/Teacher Evaluation training provided for Non-Provisional teachers.
- Teaching and Learning, Student Services and Technology met on regular basis to begin collaborative teaming.
- Learning Assistance Program (LAP) changes as mandated by the legislature were implemented one year early to focus reading interventions for students (grade K-4) not meeting standard in reading.
- Title I services were reconfigured at the elementary level as a result of the Learning Assistance Program (LAP) changes.
- The ELL specialist provided supports to individual GLAD trained teachers to mentor them in refining classroom skills and to support their efforts to collaborate with teachers at their school site.
- Additional staff were trained in GLAD during the school year and staff are identified for training in the summer of 2015.
- Principals have continued to be creative in problem solving interventions that can support struggling learners.
1.5 **2014-2015 Significant Accomplishments (continued)**

**Goal 1: Teaching and Learning (continued)**

- A phone interpreter service has been implemented district-wide to allow for any staff member to have a conversation with a parent who is not fluent in English. Parents, too, have been provided with instructions on how to request a phone call with an interpreter.
- Staff conversations are beginning to develop the concept of “universal design for learning.” The implementation of the Smarter Balance assessment has been helpful in this conversation as it models well universal designs.
- Deployed 310 new laptops to all buildings and programs for student use in testing and classroom instruction (727 total now ready for testing).
- Worked extensively with principals and the Director of Teaching & Learning with MAP test preparation, scheduling and deployment along with focused planning for spring Smarter Balanced testing.
- Deployed new teacher desktops to all Cedarcrest High School and Tolt Middle School staff (110 computers).
- Increased wireless infrastructure with the addition of 44 second generation wi-fi access points and new wireless management tools.
- Revised Computer Tech 1 job description and created a new Computer Tech 2 support position.
- Completed new Cedarcrest High School website. Last website updated to new district standard.
- Created new district webpage mobile app.
- Continued partnering with Teaching and Learning and Student Services in integrating department perspectives to focus on student outcomes.
- The Elementary Tech Integration Specialist continues to work with elementary teachers to help provide students with a series of Benchmark Tech Projects in order to meet both the Washington State Technology Standards and the Common Core State Standards.
- Added two new copiers at Carnation Elementary and the ESC, as well as a large format color printer for maps for the Transportation Department.
1.5 2014-2015 Significant Accomplishments (continued)

Goal 2: Business and Operations

- The unassigned fund balance at year end was $2,421,387 or 7.49% which is above the board goal of at least 5%.
- A monthly financial report with an analysis narrative has been submitted monthly.
- A comprehensive layman’s (Citizens Budget) edition the district’s 2014-2015 Budgets were created and published on the district’s web page in November 2014. The report demonstrates the district’s commitment to the classroom and its support and was key component of a presentation in the district’s “Ambassador” program. It successfully communicated a complex subject matter to a layman’s group of individuals.
- Capital improvement projects that utilize available fund in the Capital Projects fund were prioritized by the School Board and are being implemented this fiscal year. An amended prioritized list, to consider property acquisition, is currently under consideration with the School Board.
- Significant updates to the “Comprehensive Safety Plans” were made and published in January 2015. The plan truly became comprehensive with the inclusion, as appendixes, the Emergency Operations Plan, the Emergency Operations Field Guide, the revised Emergency Procedure flip chart and finally the Chemical Hygiene Plan. In addition, significant improvements and updates to each site were made to the Rapid Response web page. This web page can be a very effective tool for utilization by first responders (police and fire departments) in an event that requires a response.
- The emergency seal and containers at each site have been successfully maintained with unexpired inventory.
- Emergency Response Teams have been established in each school and training is ongoing this year.
Goal 3: Human Resources (HR)/Communications

- We have continued low turnover rates for our employees. Our certificated teacher turnover rate for 2013-2014 was 10.75% which is slightly up from 6.08% in 2012-2013 (which includes retirements). Turnover rates for classified staff went down to 6.33% in 2013-2014 from 7.50% in 2012-2013 (which includes retirements) certificated administrators (one resignation), classified exempt (0) and classified administrators (one retirement) kept rates fairly consistent.
- Reorganized the tasks of our five-year plan for consistency of implementation.
- HR templates and internal documents are being updated with more district branding and links to provide additional district information on the district website.
- We have revised the online Volunteer Application process to make it more user friendly, appealing, electronically accessible, and streamlined the process for efficiency.
- We are documenting and adding to our recruitment sites and venues by creating a specific list of all advertising which includes websites, social media, print options, and actual career fairs.
- We continue to revise job descriptions for all types of positions and employee groups within the district. As a result, 26 descriptions have either been written or revised in the past two years.
- Sample evaluations for classified positions are currently being gathered from surrounding districts. We are currently in the research phase of this task.
- The HR department team has been participating in a series of training through Sherrie Evans, HR Consultant. Trainings have included on-site hands-on/side-by-side training and webinars on specific topics. In addition the HR team attended the annual personnel conference and other specialized trainings through the region and/or NWRDC.
- Year two of the Teacher/Principal Evaluation Project (TPEP) has brought additional training to certified staff through Teaching and Learning. Each building has a trained Homeroom contact for using the Homeroom system. Principals receive ongoing training through administrative meetings and one-on-one consultation. Monitoring of compliance continues through HR.
1.5 2014-2015 Significant Accomplishments (continued)

Goal 3: Human Resources (HR)/Communications (continued)

- Distributed an e-Newsletter via Constant Contact and through social media and the district website on a monthly basis.
- Distributed a District Office-driven quarterly newsletter through those same communication channels.
- Underwent a Communications Program audit from Northshore School District Communications Director, Leanna Albrecht, in November 2014 (months ahead of the May 2015 timeline) to begin a more rapid implementation of any recommendations and observations on our program.
- Launched the district’s Twitter account. Account went live on September 2, 2014 to coincide with the first day of school, six weeks ahead of schedule.
- Twitter and Facebook accounts were linked for simultaneous posting on September 2.
- Instagram was added as a social media vessel in mid-January 2015.
- Amassed 162 Twitter followers thus far since launch.
- Increased Facebook followers from 574 on September 2, 2015 to 1,030 on March 12, 2015.
- Amassed 60 Instagram followers, which will increase significantly by year’s end.
- Initiated a district YouTube page and have looked into SchoolTube as another means of transmitting video of student work and promotional materials.
- Initiated work with the principals on updating this year’s school profiles.
- Worked with the Superintendent’s Office to develop a potential list of ambassadors.
- Worked with the Superintendent and School Board to develop and implement the Ambassador Program.
- Will hold comprehensive review of the inaugural Ambassador Program with the Superintendent and the School Board for feedback and evaluation.
- Revamped our district’s Emergency Information fact sheet with the Director of Technology and Superintendent’s Office, bringing it up to date and disseminating it out to our community.
- Invitations from staff and administration have gone way up for requesting the attendance of the Communications Coordinator to cover events. There has also been an increase in people offering to work with the Communications program to provide articles and pictures if the Communications Coordinator is not able to attend an event.
1.6 Community Forum Input

During the course of the Community Forum, participants offered many new and innovative ideas and concepts. The School Board and staff will analyze this data for inclusion in the 2015-2016 plan or 2016-2020 plans where appropriate.

Teaching and Learning

2015-2016 Actions

- Refine assessment system
- Analyze Smarter Balanced assessment results
- Define student growth and how is it measured
- Plan for implementation of All-Day Kindergarten

2016-2020 Actions

- Research possibilities to accredit outside activities - math competition, Community theatre, etc.
- Evaluate new and innovative teaching protocols/methods to include:
  - Increased opportunities for global connections in curricula, teaching and classes
  - Increased technology and advanced classes at the middle school
  - Additional support for advanced learners
- Explore feasibility of developing vocational apprenticeships with local businesses
1.6 Community Forum Input (continued)

Student Services

2015-2016 Actions

- Evaluate Special Education services to ensure consistency between Elementary, Middle and High Schools

2016-2020 Actions

- Increase supports and strategies to reach out to and collaborate with non-English speaking parents
- Explore and broaden a dialog focused on early learning by identifying supports the district can directly or indirectly support prior to students enrolling in kindergarten
- Expand awareness/vigilance for identifying drug concerns and increase resources and/or interventions for students with identified concerns
- Identify and implement social and emotional curriculum to proactively teach skills for students at all grade levels
1.6 Community Forum Input (continued)

Technology

2015-2016 Actions

- Identify and plan for the Classroom of the Future
- Coordinate with Teaching and Learning to offer professional development in technology to address classroom and staff needs
- Develop a plan to have teacher web pages/blogs be consistent across the district

2016-2020 Actions

- Expand on methods to help students use technology to communicate with subject experts and other classrooms around our area and the world
- Enhance our partnerships with technology resources in our community
- Work with Teaching and Learning to develop a plan to add more “coding” opportunities
- Develop alternate ways to train teachers in technology skills via online sites
- Develop a process to have more teachers post lessons online
- Develop a plan to have all teachers use technology fully and consistently across the district
- Develop ways/methods to assist teachers in keeping up to date in technology
- Determine how student devices (cell phones) can assist in student learning
- Determine feasibility of adding sound fields in classrooms (especially for the hearing impaired)
- Evaluate the need for additional Technology Integration Specialists
### 1.6 Community Forum Input (continued)

#### Finance, Business, Facilities

**2015-2016 Actions**

- Help insure that classified substitutes are provided with building level specific safety and emergency preparedness information
- Identify students that have received skills that could assist in the event of an emergency (action complete)

**2016-2020 Actions**

- No actions were submitted
1.6 Community Forum Input (continued)

Human Resources

2015-2016 Actions

- Explore more professional development and/or training tools for substitutes; include technology

2016-2020 Actions

- Explore recruiting targeted subs for more efficiencies in classes
- Research male and female elementary pool and work to recruit more males into elementary positions
- Invest in better orientation and mentoring of new hires in the first five years in the profession
- Ensure transparency on teacher evaluation system and explain how ineffective teachers receive professional development, support, or are replaced
1.6 Community Forum Input (continued)

Communications

2015-2016 Actions

- Establish connections with local real estate professionals and Homeowner’s Associations to ensure they have access to our school profiles, brochures, and any additional information they might need
- Broaden student involvement with the use of Instagram
- Begin to spotlight alumni with alumni recognition and feature articles

2016-2020 Actions

- Increase faculty and administration familiarity with social media to better promote academic achievement
- Student assistance with communications
- Integrate stories and communication regarding birth-to-three preparations and other early learning efforts being implemented by the Riverview School District
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:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Vision:</td>
<td>The commitment to create a reality that currently does not exist. An organizational “To-Be” three to five years out.</td>
</tr>
<tr>
<td>Mission:</td>
<td>A statement describing what the organization does. What are the services provided?</td>
</tr>
<tr>
<td>Values:</td>
<td>Principles and core beliefs that guide the organization.</td>
</tr>
<tr>
<td>Critical Success Factors:</td>
<td>Describes those factors that are critical to the success of the organization.</td>
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<tr>
<td>Environment (SWOT):</td>
<td>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.</td>
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<tr>
<td>Strategic Goal:</td>
<td>Organizational outcomes that define what an organization is trying to accomplish both programmatically and organizationally.</td>
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<td>Objective:</td>
<td>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.</td>
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<tr>
<td>Business Plan:</td>
<td>The plan that provides the action methodology for the strategic plan. It consists of objectives, action steps, schedules, methods to measure and assigned responsibility.</td>
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<td>Costs:</td>
<td>Costs are expenditures in addition to existing staffing to accomplish goals/objectives/tasks.</td>
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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:**

- Students possess 21st century skills as identified on district’s Outcomes and Indicators document.
- All students will be successful based on their identified educational needs.
- Provide a variety of programs built on data relevant principles.
- Consistently improve Smarter Balanced assessment results at all grades in English Language Arts and Mathematics by 2% per year on average, based on 2015 baseline, until results reach 95% of students meeting standard.
- On-time graduation rate of 95% and extended graduation rate of 98%.
- Acceptance in postsecondary two-year and four-year programs at a rate of 80% of graduating class.

**NOTE:** All goals and objectives 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
- Foster partnerships with business and community
- Individualizing education
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:**
- Focus on student learning
- A School Board and Administration that leads by example
- Adequate financial resources
- Appropriate facilities
- Community support
- Cultural competency
- Effective School Board
- Effective programs
- K-12 aligned curriculum
- Long-range planning and implementation
- Motivated and highly qualified staff
- Ongoing quality professional development
- Parental engagement
3.5 Environment (SWOT)

**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:

- Focus on student learning
- 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
- 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 that accommodate student growth
- Fully operational Riverview Learning Center for varied alternative programs
- Open and transparent communication
- Increased our culture of respect, leadership, and professionalism
- Increased engagement of the community with our schools
- Commitment to student safety
3.5.2 Current Organizational Weaknesses

Perceived **WEAKNESSES** of the organization are:

- The opportunity gap doesn’t meet the needs of all students
- Current intervention programs don’t meet current opportunity gaps
- Anticipated staff and administrative turnover
3.5.3 Environmental Opportunities

The current environment offers the following OPPORTUNITIES:

- Increase student performance in all areas
- Implement the Theory of Action plan
- All-day Kindergarten program
- Increase donations and in-kind contributions, grants, and corporate/community partnerships
- Improve the alignment of classroom-based formative assessments
- Increase learning for students not meeting standards
- 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
- Increase opportunities for college credits while in high school
- Planning for increased enrollment and facility needs
- Conduct a Technology Program Evaluation (Technology Audit)
- Develop an Information Technology Program (Kent School District)
- Define the classroom of the future, e.g. what does the classroom look like, furniture, technology, etc.
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
- Natural disasters and other threats to staff and student safety
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 collaborative process integrating department perspectives to focus on student outcomes.
   1B Improve student growth for all students in all areas.
   1C Improve student growth for at-risk students in all areas.
   1D Use technology to promote student growth.
   1E Identify and plan for the Classroom of the Future.

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 and leverages financial markets to the benefit of the district taxpayers.
   2B Establish and implement a prioritized list of property acquisition and projects consistent with capital projects levy financing with the consent of the School Board.
   2C Manage all aspects of the district’s Safety and Emergency Operations Plans.
   2D Continue to conduct reviews of the School Board’s policies.

Goal 3 Provide Human Resources and Communication practices to improve student learning.
   3A Continue to implement the 2013-2018 Human Resources (HR) Plan.
   3B Develop and implement the district’s 2016-2019 Communications Plan process.
   3C Cultivate increased community outreach.
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 provide an aligned, articulated, relevant, and rigorous curriculum that is frequently assessed and clearly communicated to all stakeholder groups. Teaching and Learning in concert with Student Services and Technology provide adequate resources and professional development to address identified needs. Additionally, we are committed to:

- Consistently utilizing district and classroom-based assessments to improve each student’s learning with a focus on formative assessments.
- Utilizing parent, student, community, and staff surveys to measure improvement of student learning, communication, perceptions, and climate.
- Continuing to improve metrics as compared to standards.
- Researching and utilizing “Best Practices” to improve standards as needed.

SUPPORTING OBJECTIVES:

1A Develop a collaborative process integrating department perspectives to focus on student outcomes.
1B Improve student growth for all students in all areas.
1C Improve student growth for at-risk students in all areas.
1D Use technology to promote student growth.
1E Identify and plan for the Classroom of the Future.

GOAL MANAGER:

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

OBJECTIVE 1A

TITLE: Develop a collaborative process integrating department perspectives to focus on student outcomes.

PROGRESS MEASUREMENT:
- Meeting schedule created.
- Three-year plan written.
- Staff hired.
- Technology Instructional specialists meet with Professional Learning Leaders ( PLLs).

TASKS:
1. Hire 4.0 staff: PLLs to facilitate collaborative work in the buildings.
2. Incorporate Technology Specialist into work with PLLs.
3. Develop collaboration meeting schedule for the year.
4. Define student growth and how it is measured.
5. Develop three-year plan for collaborative work among departments.

TIMELINE:
- August 1, 2015
- August 1, 2015
- September 1, 2015
- November 15, 2015
- January 15, 2016

RESOURCES:
<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
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<tbody>
<tr>
<td>4.0 FTE</td>
<td>$280,000</td>
<td>Departments will be aligned with focus of student learning</td>
</tr>
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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. Ken Heikkila, Director of Student Services; Paul Censullo, Director of Technology</td>
</tr>
</tbody>
</table>
Goal 1: Increase the academic achievement of all students.

OBJECTIVE 1B

TITLE: Improve student growth for all students in all areas.

PROGRESS MEASUREMENT:
- Assessment System completed.
- PLLs participate in and facilitate district training.
- Smarter Balanced assessment data analyzed.

TASKS:
1. Analyze Smarter Balanced assessment results. **October 1, 2015**
2. Determine what data to report out on “Dashboard” that shows student growth. **December 1, 2015**
3. Provide professional development to PLLs. **February 1, 2016**
4. Refine assessment system. **March 1, 2016**
5. Plan for implementation of all-day Kindergarten. **April 1, 2016**
6. Carry out district plan for implementation of PLLs. **May 1, 2016**

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLLs</td>
<td>$20,000</td>
<td>Students will show growth in all areas</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>N/A</td>
</tr>
</tbody>
</table>
Goal 1: Increase the academic achievement of all students.

OBJECTIVE 1C

TITLE: Improve student growth for at-risk students in all areas.

PROGRESS MEASUREMENT:
- K-12 implementation of a coordinated life skills curriculum for students with intellectual disabilities.
- Recommendations for enhancements from a math intervention review.
- Documented training session at each school related to differentiated instruction.
- 100% of schools have “Student Intervention Teams” meeting on a regular basis.

TASKS:
1. Implement a coordinated and articulated life skills curriculum K-12 for identified students with intellectual disabilities. November 15, 2015
2. Implement training for staff in the identification of “troubled youth” and the “Student Intervention Team” process. November 15, 2015
3. Evaluate services for students with individualized education plans to develop strategies ensuring consistency of services as individual students transition from elementary to middle and middle to high school. February 15, 2016
4. Review tier two and tier three math supports for at-risk learners at the elementary level. February 15, 2016
5. Provide staff training at all levels focused on differentiated instruction with an emphasis on at-risk learners, English language learners and students with identified disabilities. February 15, 2016

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

RESPONSIBILITIES:

Primary
Dr. Ken Heikkila, Director of Student Services

Secondary
Roni Rumsey, Director of Teaching & Learning; Superintendent’s Cabinet
Goal 1: Increase the academic achievement of all students.

OBJECTIVE 1D

TITLE: Use technology to promote student growth.

PROGRESS MEASUREMENT:
- Tasks complete.

TASKS:  
1. Conduct an external program review of district technology services including Educational Technology and Information Technology (IT).  
   TIMELINE: November 15, 2015
2. Coordinate with Teaching and Learning to offer professional development in technology to address classroom and staffing needs.  
   TIMELINE: December 15, 2015
3. Implement a targeted 1-to-1 laptop pilot program.  
   TIMELINE: February 15, 2016
4. Deploy additional student mobile devices to all schools and programs including elementary grade-level carts.  
   TIMELINE: March 15, 2016
5. Increase wireless access coverage and signal strength throughout the district by adding wireless access points in each classroom.  
   TIMELINE: March 15, 2016
6. Develop a plan to have teacher webpages/blogs be consistent across the district.  
   TIMELINE: March 15, 2016

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
</table>
| Technology Integration Specialists, Network Operations Manager, Computer Technicians, classroom teachers, Technology Steering Committee | $150,000 (Funds from Technology Levy) | • Adopting best practices in school technology  
• More access for students to mobile devices with stronger wi-fi connections  
• Increased staff training and resources |

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Censullo, Director of Technology</td>
<td>Roni Rumsey, Director of Teaching &amp; Learning</td>
</tr>
</tbody>
</table>
Goal 1: Increase the academic achievement of all students.

OBJECTIVE 1E

TITLE: Identify and plan for the Classroom of the Future.

PROGRESS MEASUREMENT:
- Tasks complete.
- Publish plan.

TASKS:
1. Define the Classroom of the Future.
2. Research national and local models.
3. Conduct visits to surrounding districts.
4. Identify infrastructure needs.
5. Identify pedagogical shifts and professional development needs.
6. Develop long-range plan.

TIMELINE:
- November 15, 2015
- December 15, 2015
- February 15, 2016
- April 15, 2016
- June 15, 2016

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Integration Specialists, Network Operations Manager, Computer Technicians, classroom teachers, Library Media Specialists</td>
<td>To Be Determined</td>
<td>Provides long range plan using best practices for future classroom designs and needed teacher resources</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; Roni Rumsey, Director of Teaching &amp; Learning; Dr. Ken Heikkila, Director of Student Services</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. 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. Future school/site planning must be flexible enough to take advantage of acquisition opportunities.

SUPPORTING OBJECTIVES:

2A Provide a financial process that strengthens student learning and leverages financial markets to the benefit of the district taxpayers.
2B Establish and implement a prioritized list of property acquisition and projects consistent with capital projects levy financing with the consent of the School Board.
2C Manage all aspects of the district’s Safety and Emergency operations plans.
2D Continue to conduct reviews of the School Board’s 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 and leverages financial markets to the benefit of the district taxpayers.

PROGRESS MEASUREMENT:
- Maintain a minimum of a 5% unassigned general operating fund balance with a periodic School Board’s review of that standard.

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. Update on an annual basis the web-published “citizens” budget which includes an analysis that demonstrates the district’s commitment to student learning.
4. Provide annual audited financial statement to the School Board.
5. Complete REA bargaining unit contract negotiations.
6. Refinance existing bond issues if market conditions are favorable.

TIMELINE:
- Ongoing
- Monthly
- December 1, 2015
- After audit completion
- August 31, 2016
- Any time during the fiscal year

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
</table>
| District Office staff, State auditor | $20,000; $75,000 for each bond issue | • Comply with state and federal statutes  
• Maintain financial integrity of district’s operations and assets  
• Maintain positive financial standings  
• Reduced interests expenses save district taxpayers |

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Adamo, Director of Business &amp; Operations; District negotiations team</td>
<td>Bond underwriters, bond counsel, School Board</td>
</tr>
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</table>
Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

OBJECTIVE 2B

TITLE: Establish and implement a prioritized list of property acquisition and projects consistent with capital projects levy financing with the consent of the School Board.

PROGRESS MEASUREMENT:
- Produce a prioritized list.
- Implement the highest priority items.

TASKS:
1. Implement current year prioritized project(s) and establish new priorities annually completed. September 15, 2015
2. Review best practice district experience; develop and review final process. September 15, 2015
4. Schedule and conduct school/community meeting to explain the process. November 15, 2015
5. Submit boundary recommendations to the School Board. December 15, 2015
7. Refine final course of action based on public input. February 15, 2016
8. School Board approval of final course of action. February 15, 2016

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heery International; Erickson &amp; McGovern; John Mark, Maintenance Supervisor; DA Davidson</td>
<td>@ $250,000 annually issue and, if property acquisitions opportunities avail themselves, substantial funds would be needed to be expended with perhaps financing.</td>
<td>Enhanced facilities that accommodate educational goals of the district. Site acquisition(s) would dramatically reduce district planning needs for new educational facilities.</td>
</tr>
</tbody>
</table>
Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

OBJECTIVE 2B (continued)

RESPONSIBILITIES:

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</thead>
<tbody>
<tr>
<td>Dr. Anthony L. Smith, Superintendent</td>
<td>Bill Adamo, Director of Business &amp; Operations; 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

TITLE: Manage all aspects of the district’s Safety and Emergency Operations Plans.

PROGRESS MEASUREMENT:
- Disaster container supplies and property maintained.

TASKS:
1. In compliance with state law, Cedarcrest High School’s required 9th grade health curricula requires instruction in cardiopulmonary resuscitation which includes training in the utilization of automated external defibrillators. October 15, 2015
3. Help insure that classified substitutes are provided with building-level specific safety and emergency preparedness information. October 15, 2015
5. Revise each school’s emergency disaster container’s inventory and ensure that it is current. June 15, 2016
6. Insure that training occurs for the following key Emergency Response Team roles: Incident Commander, Communications Officer, Operations Chief, and Logistics Chief. June 15, 2016
8. Annual Implementation of the Emergency Operations Field Guide:
   a. Fill key positions in “Organizational Chart”.
   b. Identify “Buddy Class” pairings.
   c. Inventory individual staff emergency preparedness certifications and skills sets for each site. June 15, 2016
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>
<tbody>
<tr>
<td>Emergency Operations Plan</td>
<td>$37,000 per</td>
<td>High level of accountability</td>
</tr>
<tr>
<td>Manager (contractor)</td>
<td>year</td>
<td>Improved student and staff safety</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
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</thead>
<tbody>
<tr>
<td>Bill Adamo, Director of</td>
<td>Emergency</td>
</tr>
<tr>
<td>Business &amp; Operations</td>
<td>Operations Plan Manager</td>
</tr>
<tr>
<td></td>
<td>(contracted)</td>
</tr>
<tr>
<td></td>
<td>will manage</td>
</tr>
<tr>
<td></td>
<td>Tasks</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 the School Board’s policies.

PROGRESS MEASUREMENT:
• Tasks complete.

TASKS:  
1. Develop the “third cycle” policies review process.  
3. Eliminate, add or revise policies as appropriate.

TIMELINE:  
January 15, 2016  
March 15, 2016  
May 15, 2016

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>Ensure policies are current</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:  
<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy Bechtel, Executive Assistant to the 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, respectful, 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, selection, retention, and recognition. We are proud to support our district with the vision of high quality instruction and learning to “educate children.”

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 Continue to implement the 2013-2018 Human Resources (HR) Plan.
3B Develop and implement the district’s 2016-2019 Communications Plan process.
3C Cultivate increased community outreach.

GOAL MANAGER:

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

OBJECTIVE 3A

TITLE: Continue to implement the 2013-2018 Human Resources (HR) Plan.

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

TASKS:
1. Recruit, select and retain highly qualified staff to increase student learning and report turnover/retention data. Timeline: November 15, 2015
2. Explore more professional development and/or training tools for substitutes; include technology. Timeline: February 15, 2016
3. Increase efficiency with records management through an internal, clearly defined process and establish an ongoing system that is manageable. Timeline: March 15, 2016
4. Implement additional features within the application software (screening, reference checking, interview questions, etc.) and train administrators how to access and use. Timeline: April 15, 2016
6. Research and create additional promotional links, brochures, resources, and seek additional recruitment venues. Timeline: May 15, 2016

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
</table>
| Human Resources Department, temporary staffing | To Be Determined | • Staff turnover under national averages  
• 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>Donna Reier, HR Coordinator; Sherrie Evans, HRMPlus/Consultant</td>
</tr>
</tbody>
</table>
Goal 3: Provide Human Resources and Communication practices to improve student learning.

OBJECTIVE 3B

TITLE: Develop and implement the district’s 2016 Communications Plan process.

PROGRESS MEASUREMENT:
- Tasks complete.
- Integration of recommendations from 2015 Communications Audit.
- Approval of new 2016 Communications Plan.

TASKS FOR 2015 COMMUNICATIONS AUDIT

1. Review audit of communications program, as conducted by Leanna Albrecht.
   TIMELINE: Ongoing
2. Develop strategy and schedule with Superintendent for implementation of short-term, mid-term, and long-term recommendations.
   TIMELINE: September 15, 2015
   TIMELINE: October 15, 2015
4. Provide mid-year update on how implementation is being conducted.
   TIMELINE: February 15, 2016
5. Present end-of-year report summarizing how the recommendations from the audit will be, and will have been, incorporated into the Communications Plan.
   TIMELINE: June 15, 2016

TASKS FOR 2016 COMMUNICATIONS PLAN

6. Distribute monthly e-Newsletter to internal and external constituents.
   TIMELINE: Monthly
7. Distribute quarterly District Office-centered e-Newsletter to internal and external constituents.
   TIMELINE: Quarterly
   TIMELINE: January 15, 2016
9. Use audit recommendations as appropriate in the new 2016 plan.
   TIMELINE: March 15, 2016
    TIMELINE: March 15, 2016
    TIMELINE: April 15, 2016
12. Provide end-of-year report, including metrics, on Communications Plan progress and results.
    TIMELINE: June 15, 2016
OBJECTIVE 3B (continued)

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>$70,000</td>
<td>• Effective utilization of the Communications Plan</td>
</tr>
<tr>
<td></td>
<td>(estimated)</td>
<td>• Solidify Communications as a viable entity within the district</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue to increase and maintain positive perception of the district within our communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Accountability increases for Communications Program growth and maturation</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; Sandy Bechtel, Executive Assistant to the Superintendent; Paul Censullo, Director of Technology</td>
</tr>
</tbody>
</table>
Goal 3: Provide Human Resources and Communication practices to improve student learning.

Objective 3C

Title: Cultivate increased community outreach.

Progress Measurement:
- Increase social media users/followers by 25% across all platforms.
- Tasks complete.

Tasks:
1. Continue publicizing school district accomplishments, including students and staff from all schools. Ongoing
2. Continue promotion of our social media presence on Facebook, Twitter, Instagram, and YouTube. Ongoing
3. Monitor social media daily and weekly, track analytics and how information is being disseminated to constituents. Ongoing
4. Increase frequency of meetings with local Public Information Officers for Duvall and Carnation from semi-regularly to bi-monthly. October 15, 2015
5. Begin networking with student leadership at the high school and middle school, and begin outreach to the first-year Riverview Ambassadors for better event awareness. October 15, 2015
6. Establish connections with local real estate professionals and Homeowner’s Associations to ensure they have access to our school profiles, brochures, and any additional information they might need. October 15, 2015
9. Investigate ways to utilize Ambassadors to support the district. February 15, 2016
10. Increase translation of important district communication into Spanish (the district’s second-largest population). Provide metrics on amount of communications translated to the School Board. February 15, 2016
Goal 3: Provide Human Resources and Communication practices to improve student learning.

OBJECTIVE  3C (continued)

RESOURCES:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Cost</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Alumni</td>
<td>To Be Determined</td>
<td>- Social media success sets our Communications department apart from other, larger districts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- District is able to deliver information in a modernized way.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Increases district’s visibility beyond just the district level.</td>
</tr>
</tbody>
</table>

RESPONSIBILITIES:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
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</thead>
<tbody>
<tr>
<td>Mike Ward, Communications Coordinator</td>
<td>Dr. Anthony L. Smith, Superintendent; Sandy Bechtel, Executive Assistant to the Superintendent; Paul Censullo, Director of Technology</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
8. Annual Capital Facilities/Maintenance Plan
9. 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>BYOD:</td>
<td>Bring Your Own Device</td>
</tr>
<tr>
<td>CCSS:</td>
<td>Common Core State Standards</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>Differentiated Instruction:</td>
<td>Adaptive instruction to meet individual student needs</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>ELA:</td>
<td>English Language Arts</td>
</tr>
</tbody>
</table>
ELL: English Language Learners

ESC: Educational Service Center

HSPE: High School Proficiency Exam

Key Student Indicators: Dashboard

LAP: Learning Assistance Program

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.)

NGSS: Next Generation Science Standards

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

PD: Professional Development

Pedagogical Shifts: The study of education that improves the practice of education

PLL: Professional Learning Leader

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

SB: Smarter Balanced

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

TPEP: Teacher/Principal Evaluation Project

UDL: Universal Design for Learning

WaNIC: Washington Network for Innovative Careers

WESPAC: Washington Enhanced Skyward Point and Click

WSSDA: Washington State School Directors’ Association
## 4.3 Revisions Record

<table>
<thead>
<tr>
<th>Description of Revision</th>
<th>Pages Affected</th>
<th>Approved By</th>
<th>Accomplished By</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Finalized</td>
<td>All</td>
<td>Anthony Smith</td>
<td>Anthony Smith</td>
<td>6/9/2015</td>
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<td>Update Tasks Completed</td>
<td>All</td>
<td>Anthony Smith</td>
<td>Anthony Smith</td>
<td>9/8/15</td>
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<td>Anthony Smith</td>
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<td>All</td>
<td>Anthony Smith</td>
<td>Anthony Smith</td>
<td>11/24/15</td>
</tr>
<tr>
<td>Update Tasks Completed</td>
<td>All</td>
<td>Anthony Smith</td>
<td>Anthony Smith</td>
<td>1/26/16</td>
</tr>
<tr>
<td>Update Tasks Completed</td>
<td>All</td>
<td>Anthony Smith</td>
<td>Anthony Smith</td>
<td>2/23/16</td>
</tr>
<tr>
<td>Update Tasks Completed</td>
<td>All</td>
<td>Anthony Smith</td>
<td>Anthony Smith</td>
<td>3/22/16</td>
</tr>
<tr>
<td>Update Tasks Completed</td>
<td>All</td>
<td>Anthony Smith</td>
<td>Anthony Smith</td>
<td>4/26/16</td>
</tr>
<tr>
<td>Update Tasks Completed</td>
<td>All</td>
<td>Anthony Smith</td>
<td>Anthony Smith</td>
<td>5/24/16</td>
</tr>
</tbody>
</table>
## 4.3 Plan Timeline Summary

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<tr>
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<tbody>
<tr>
<td>2/C/1</td>
<td>In compliance with state law, Cedarcrest High School’s required 9th grade health curricula requires instruction in cardiopulmonary resuscitation which includes training in the utilization of automated external defibrillators.</td>
<td>Completed</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>2/A/4</td>
<td>Provide annual audited financial statement to the School Board.</td>
<td>After audit completion</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>2/A/6</td>
<td>Refinance existing bond issues if market conditions are favorable</td>
<td>Any time during the fiscal year</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>2/A/2</td>
<td>Provide monthly financial reports to the School Board.</td>
<td>Monthly</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>3/B/6</td>
<td>Distribute monthly e-Newsletter to internal and external constituents.</td>
<td>Monthly</td>
<td>X</td>
<td>Mike</td>
</tr>
<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>X</td>
<td>Bill</td>
</tr>
<tr>
<td>3/B/1</td>
<td>Review audit of communications program, as conducted by Leanna Albrecht.</td>
<td>Ongoing</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/1</td>
<td>Continue publicizing school district accomplishments, including students and staff from all schools.</td>
<td>Ongoing</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/2</td>
<td>Continue promotion of our social media presence on Facebook, Twitter, Instagram, and YouTube.</td>
<td>Ongoing</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/3</td>
<td>Monitor social media daily and weekly, track analytics and how information is being disseminated to constituents.</td>
<td>Ongoing</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/B/7</td>
<td>Distribute quarterly District Office-centered e-Newsletter to internal and external constituents.</td>
<td>Quarterly</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>1/A/1</td>
<td>Hire 4.0 staff: Professional Learning Leaders (PLLs) to facilitate collaborative work in the buildings.</td>
<td>August 1, 2015</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>1/A/2</td>
<td>Incorporate Technology Specialist into work with PLLs.</td>
<td>August 1, 2015</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>1/A/3</td>
<td>Develop collaboration meeting schedule for the year.</td>
<td>September 1, 2015</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>2/B/1</td>
<td>Implement current year prioritized project(s) and establish new priorities annually completed.</td>
<td>September 15, 2015</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>2/B/2</td>
<td>Review best practice district experience; develop and review final process.</td>
<td>September 15, 2015</td>
<td>X</td>
<td>Anthony</td>
</tr>
<tr>
<td>3/B/2</td>
<td>Develop strategy and schedule with Superintendent for implementation of short-term, mid-term, and long-term recommendations.</td>
<td>September 15, 2015</td>
<td>Move to October</td>
<td>Mike</td>
</tr>
<tr>
<td>1/B/1</td>
<td>Analyze Smarter Balanced assessment results.</td>
<td>October 1, 2015</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>2/B/3</td>
<td>Convene Stillwater-Cherry Valley Elementary Boundary Review Committee.</td>
<td>October 15, 2015</td>
<td>X</td>
<td>Anthony</td>
</tr>
<tr>
<td>2/C/1</td>
<td>Ensure maintenance of building-level Emergency Response Teams.</td>
<td>October 15, 2015</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>2/C/2</td>
<td>Help ensure that classified substitutes are provided with building-level specific safety and emergency preparedness information.</td>
<td>October 15, 2015</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>3/B/3</td>
<td>Begin implementation of short-term recommendations.</td>
<td>October 15, 2015</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/4</td>
<td>Increase frequency of meetings with local Public Information Officers for Duvall and Carnation from semi-regularly to bi-monthly.</td>
<td>October 15, 2015</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/5</td>
<td>Begin networking with student leadership at the high school and middle school, and begin outreach to the first-year Riverview Ambassadors for better event awareness.</td>
<td>October 15, 2015</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/6</td>
<td>Establish connections with local real estate professionals and Homeowner’s Associations to ensure they have access to our school profiles, brochures, and any additional information they might need.</td>
<td>October 15, 2015</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>1/A/4</td>
<td>Define student growth and how it is measured.</td>
<td>November 15, 2015</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>1/C/1</td>
<td>Implement a coordinated and articulated life skills curriculum K-12 for identified students with intellectual disabilities.</td>
<td>November 15, 2015</td>
<td>X</td>
<td>Ken</td>
</tr>
<tr>
<td>1/C/2</td>
<td>Implement training for staff in the identification of “troubled youth” and the “Student Intervention Team” process.</td>
<td>November 15, 2015</td>
<td>X</td>
<td>Ken</td>
</tr>
<tr>
<td>1/D/3</td>
<td>Conduct an external program review of district technology services including Educational Technology and Information Technology (IT).</td>
<td>November 15, 2015</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>1/E/1</td>
<td>Define the Classroom of the Future.</td>
<td>November 15, 2015</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>2/B/4</td>
<td>Schedule and conduct school/community meeting to explain the process.</td>
<td>November 15, 2015</td>
<td>X</td>
<td>Anthony</td>
</tr>
<tr>
<td>3/A/1</td>
<td>Recruit, select and retain highly qualified staff to increase student learning and report turnover/retention data.</td>
<td>November 15, 2015</td>
<td>X</td>
<td>Janet</td>
</tr>
<tr>
<td>3/C/7</td>
<td>Begin to spotlight alumni with alumni recognition and feature articles.</td>
<td>November 15, 2015</td>
<td>X</td>
<td>Mike</td>
</tr>
</tbody>
</table>
### Plan Timeline Summary (continued)

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<tbody>
<tr>
<td>1/B/2</td>
<td>Determine what data to report out on “Dashboard” that shows student growth.</td>
<td>December 1, 2015</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>2/A/3</td>
<td>Update on an annual basis the web-published “citizens” budget which includes an analysis that demonstrates the district’s commitment to student learning.</td>
<td>December 1, 2015</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>1/D/2</td>
<td>Coordinate with Teaching and Learning to offer professional development in technology to address classroom and staffing needs.</td>
<td>December 15, 2015</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>1/E/2</td>
<td>Research national and local models.</td>
<td>December 15, 2015</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>2/B/5</td>
<td>Submit boundary recommendations to the School Board.</td>
<td>December 15, 2015</td>
<td>Postponed</td>
<td>Anthony</td>
</tr>
<tr>
<td>1/A/5</td>
<td>Develop three-year plan for collaborative work among departments.</td>
<td>January 15, 2016</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>2/B/6</td>
<td>Conduct public hearing for presentation and public comments.</td>
<td>January 15, 2016</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>2/D/1</td>
<td>Develop the “third cycle” policies review process.</td>
<td>January 15, 2016</td>
<td>X</td>
<td>Sandy</td>
</tr>
<tr>
<td>3/C/8</td>
<td>Broaden student involvement with use of Instagram.</td>
<td>January 15, 2016</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>1/B/3</td>
<td>Provide professional development to PLLs.</td>
<td>February 1, 2016</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>1/C/3</td>
<td>Evaluate services for students with individualized education plans to develop strategies ensuring consistency of services as individual students transition from elementary to middle and middle to high school.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Ken</td>
</tr>
<tr>
<td>1/C/4</td>
<td>Review tier two and tier three math supports for at-risk learners at the elementary level.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Ken</td>
</tr>
<tr>
<td>1/C/5</td>
<td>Provide staff training at all levels focused on differentiated instruction with an emphasis on at-risk learners, English language learners and students with identified disabilities.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Ken</td>
</tr>
<tr>
<td>1/D/3</td>
<td>Implement a targeted 1-to-1 laptop pilot program.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>1/E/3</td>
<td>Conduct visits to surrounding districts.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>2/B/7</td>
<td>Refine final course of action based on public input.</td>
<td>February 15, 2016</td>
<td>Postponed</td>
<td>Anthony</td>
</tr>
<tr>
<td>2/B/8</td>
<td>School Board approval of final course of action.</td>
<td>February 15, 2016</td>
<td>Postponed</td>
<td>Anthony</td>
</tr>
<tr>
<td>3/A/2</td>
<td>Explore more professional development and/or training tools for substitutes; include technology.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Janet</td>
</tr>
<tr>
<td>3/B/4</td>
<td>Provide mid-year update on how implementation is being conducted.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/9</td>
<td>Investigate ways to utilize Ambassadors to support the district.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/10</td>
<td>Increase translation of important district communication into Spanish (the district’s second-largest population). Provide metrics on amount of communications translated to the School Board.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/11</td>
<td>Explore opportunities for community partnerships.</td>
<td>February 15, 2016</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>1/B/4</td>
<td>Refine assessment system.</td>
<td>March 1, 2016</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>1/D/4</td>
<td>Deploy additional student mobile devices to all schools and programs including elementary grade-level carts.</td>
<td>March 15, 2016</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>1/D/5</td>
<td>Increase wireless access coverage and signal strength throughout the district by adding wireless access points in each classroom.</td>
<td>March 15, 2016</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>1/D/6</td>
<td>Develop a plan to have teacher webpages/blogs be consistent across the district.</td>
<td>March 15, 2016</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>2/D/2</td>
<td>Commence review of the 2000 series policies.</td>
<td>March 15, 2016</td>
<td>X</td>
<td>Sandy</td>
</tr>
<tr>
<td>3/A/3</td>
<td>Increase efficiency with records management through an internal, clearly defined process and establish an ongoing system that is manageable.</td>
<td>March 15, 2016</td>
<td>X</td>
<td>Janet</td>
</tr>
<tr>
<td>3/B/9</td>
<td>Use audit recommendations as appropriate in the new 2016 plan.</td>
<td>March 15, 2016</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>3/B/10</td>
<td>Develop new 2016 Communications Plan.</td>
<td>March 15, 2016</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>1/B/5</td>
<td>Plan for implementation of all-day Kindergarten.</td>
<td>April 1, 2016</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>1/E/4</td>
<td>Identify infrastructure needs.</td>
<td>April 15, 2016</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>3/A/4</td>
<td>Implement additional features within the application software (screening, reference checking, interview questions, etc.) and train administrators how to access and use.</td>
<td>April 15, 2016</td>
<td>X</td>
<td>Janet</td>
</tr>
<tr>
<td>3/B/11</td>
<td>Complete new 2016 Communications Plan.</td>
<td>April 15, 2016</td>
<td>X</td>
<td>Mike</td>
</tr>
<tr>
<td>1/B/6</td>
<td>Carry out district plan for implementation of PLLs.</td>
<td>May 1, 2016</td>
<td>X</td>
<td>Roni</td>
</tr>
<tr>
<td>2/D/3</td>
<td>Eliminate, add or revise policies as appropriate.</td>
<td>May 15, 2016</td>
<td>X</td>
<td>Sandy</td>
</tr>
<tr>
<td>3/A/5</td>
<td>Finalize and incorporate documents for the HR handbook. Train administrators/supervisors.</td>
<td>May 15, 2016</td>
<td>X</td>
<td>Janet</td>
</tr>
<tr>
<td>3/A/6</td>
<td>Research and create additional promotional links, brochures, resources, and seek additional recruitment venues.</td>
<td>May 15, 2016</td>
<td>X</td>
<td>Janet</td>
</tr>
</tbody>
</table>
# 4.3 Plan Timeline Summary (continued)

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<tr>
<td>1/E/5</td>
<td>Identify pedagogical shifts and professional development needs.</td>
<td>June 15, 2016</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>1/E/6</td>
<td>Develop long-range plan.</td>
<td>June 15, 2016</td>
<td>X</td>
<td>Paul</td>
</tr>
<tr>
<td>2/C/4</td>
<td>Evaluate and revise the Comprehensive Safety Plans.</td>
<td>June 15, 2016</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>2/C/5</td>
<td>Revise each school’s emergency disaster container’s inventory and ensure that it is current.</td>
<td>June 15, 2016</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>2/C/6</td>
<td>Ensure that training occurs for the following key Emergency Response Team roles: Incident Commander, Communications Officer, Operations Chief, and Logistics Chief.</td>
<td>June 15, 2016</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>2/C/7</td>
<td>Effectively utilized the district’s presence of the Rapid Responder website for preparedness drills.</td>
<td>June 15, 2016</td>
<td>X</td>
<td>Bill</td>
</tr>
<tr>
<td>3/B/5</td>
<td>Present end-of-year report summarizing how the recommendations from the audit will be, and will have been, incorporated into the Communications Plan.</td>
<td>June 15, 2016</td>
<td></td>
<td>Mike</td>
</tr>
<tr>
<td>3/B/12</td>
<td>Provide end-of-year report, including metrics, on Communications Plan progress and results.</td>
<td>June 15, 2016</td>
<td></td>
<td>Mike</td>
</tr>
<tr>
<td>3/C/12</td>
<td>Present end-of-year report, with metrics, on assessing success of the district’s social media and community outreach.</td>
<td>June 15, 2016</td>
<td></td>
<td>Mike</td>
</tr>
</tbody>
</table>
| 2/C/8 | Annual Implementation the Emergency Operations Field Guide:  
  - Fill key positions in “Organizational Chart”  
  - Identify “Buddy Class” pairings  
  - Inventory individual staff emergency preparedness certifications and skills sets for each site. | June 15, 2016 | | Bill |
| 2/A/5 | Complete REA bargaining unit contract negotiations. | August 31, 2016 | | Bill |