

Riverview School District Strategic Plan

2015-2020

*Year Five of the Five-Year Plan
2019-2020*

Prepared by:

Riverview School Board, District Staff
And
Community Members

Plan implementation led by:

Janet Gavigan

(Completion of Tasks Updated Monthly)

This plan is dedicated to the late Lt. Colonel Mike Vidos, who was the guiding light as the architect and facilitator of our highly successful Strategic Planning process. During his tenure, the Riverview School District has transformed from a stopping place to a destination district.

STRATEGIC PLANNING WORKSHOP PARTICIPANTS

Name	Representing
Participants in 2019:	
Dr. Anthony L. Smith	Superintendent of Schools
Carol Van Noy	School Board President
Jodi Fletcher	School Board Member
Lori Oviatt	School Board Member
Sabrina Parnell	School Board Member
Danny L. Edwards	School Board Member
Molly Lutz	Director of Student Services
Ruby Perez	Former Director of Business & Operations
Meisha Robertson	Director of Business & Operations
Christopher Collins	Director of Information Technology
Dr. Randy Stocker	Assistant Superintendent, Teaching & Learning & Strategic Plan Leader
Janet Gavigan	Former Strategic Plan Leader & Former Assistant Superintendent, Human Resources
Robert Gallagher	Director of Human Resources
Donna Reier	Human Resources Coordinator
Sandy Bechtel	Executive Assistant to the Superintendent
Michael Ward	Communications Coordinator
Mike Vidos	Former Strategic Plan Advisor

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1.0 EXECUTIVE SUMMARY

1.1 School District Background

The Riverview School District, nestled in 250 acres of 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 400 employees serve a Pre-K-12 enrollment of approximately 3,300 students. Currently, the district is focusing work on meeting identified “Classroom of the Future” outcomes and indicators by “personalizing student learning with an equity lens.” Personalizing learning will best prepare students for college, career, and life. We will rely on research, best practice, and applicability to our setting, as we continue this effort.

Cedarcrest High School serves students in grades 9th-12th; Tolt Middle School serves students in grades 6th-8th; and Stillwater, Carnation, and Cherry Valley Elementary Schools serves students in grades K-5th. Eagle Rock Multi-Age (ERMA), is a K-5th 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-12th parent partnership program where parents are the primary deliverers of education; Contracted Learning for Individual Pacing (CLIP), a 11th-12th grade alternative path to earn a high school diploma; Choosing Heightened Options for Individually Centered Education (CHOICE), a 9th-10th grade program oriented toward applied learning; and Cyber Learning Education Alternative at Riverview (CLEAR), an online curriculum program available to 9th 12th grade students.

The Riverview School District offers specialized and extracurricular programs designed to meet diverse student needs including special education, English Learners (EL), academically talented, honors, and Advanced Placement (AP), fine and performing arts, career and technical education, 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, partnerships, and successful passage of levy and bond measures. Community events, service organization presentations, 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 stakeholders 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 a five-year strategic planning process.

1.2 Process

Members of the Riverview School Board and professional staff conducted a three-phase process in developing this plan between February and May 2019. This process has been utilized for nineteen years with success. In the first phase, key administration representatives developed the action plan. In the second phase, the action plan was presented to the Board and key constituencies for comment/approval. In phase three, the plan was formally adopted.

The entire strategic plan is updated monthly and is available for public viewing on the district website at www.rsd407.org. 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.

1.3 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. 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	February through June/ Annually

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 (SWOT). Goals are also established to provide focus, direction and where the organization wants to spend its time and resources. In addition, an action 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. Where does the organization want to focus its energies, resources, and time?
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 (Action) Plan:	The 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

3.2 Mission

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

Educate Children

3.2a Expectations

Definition: A commitment and focus of resources and direction that will net gains in the following areas.

- Provide a variety of programs and partnerships built on data relevant principles.
- Increase on-time graduation rate.
- Demonstrate progress toward college and career readiness through postsecondary Certification program.

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 agree to **foster relationships** in ways that are **student centered and team oriented**, representing our shared values of:

- Honesty
- Inclusiveness
- Integrity
- Engagement

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:

- A School Board and Administration that leads by example
- Ample financial resources
- High quality facilities
- Community support
- Effective programs and partnerships
- Aligned curriculum throughout the system
- Long-range planning and implementation process
- Motivated and highly qualified staff
- Ongoing quality professional learning
- Parent and community engagement
- Equity and access for all students
- Build leadership capacity throughout the organization

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 with an equity lens
- High expectations for students
- Highly qualified staff and management team
- Size of district enhances responsiveness to change
- Student, parent, and community involvement
- District partnerships
- Quality and variety of schools and programs
- Commitment to continuous improvement
- Proactive School Board
- Commitment to strategic planning
- Voter support for levies and bonds
- Open and transparent communication
- Commitment to student safety and security

3.5.2 Current Organizational Weaknesses

Perceived **WEAKNESSES** of the organization are:

- The opportunity gap does not meet the needs of all students
- Current intervention programs do not meet current opportunity gaps
- Anticipated staff and administrative turnover
- Ongoing facility needs

3.5.3 Environmental Opportunities

The current environment offers the following **OPPORTUNITIES**:

- Increase student performance in all areas
- Increase partnership with early learning providers
- Improve curriculum alignment, articulation and formative assessments
- Increase extended learning opportunities
- Increase opportunities for college credits while in high school

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 and provides 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 Further develop curriculum and supports for student learning.
- 1B Integrate priorities of Information Technology, Student Services, and Teaching and Learning where appropriate and feasible.

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

- 2A Provide a financial and operational process that strengthens student learning and leverages financial markets to benefit the district taxpayers.
- 2B Establish and implement a prioritized list of 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.

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

- 3A Implement the 2018-2023 Human Resources (HR) Plan.
- 3B Management of the Riverview School District's Communications Program.

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 Further develop curriculum and supports for student learning.
- 1B Integrate priorities of Information Technology, Student Services, and Teaching and Learning where appropriate and feasible.

GOAL MANAGERS:

Dr. Randy Stocker, Assistant Superintendent, Teaching & Learning
Christopher Collins, Director of Information Technology
Molly Lutz, Director of Student Services

Goal 1: Increase the Academic Achievement of All Students

OBJECTIVE 1A

TITLE: Further develop curriculum and supports for student learning.

PROGRESS MEASUREMENT:

- Task complete
- Formative Assessment on program process

TASKS:	TIMELINE:
1. Implement Student Led Technology Support Model. (IT)	October 15, 2019
2. Implement qualifying criteria and services for students served by EL, Title and LAP programs. (TL)	October 15, 2019
3. Research Early Learning Programs to begin to connect school and community resources to support preschool aged students and their families in their transition into RSD. (TL)	January 15, 2020
4. Review elements of Learning Management System (LMS) to be implemented. (IT, TL, SS)	January 15, 2020
5. Continue training administrators on Special Education policy, processes, and procedures. (SS)	January 15, 2020
6. Research and pilot Special Education curriculum in ELA, Math and Social Emotional for PreK-21. (SS, TL)	March 15, 2020
7. Research additional high school technology pathways for CTE. (IT, TL)	March 15, 2020
8. Research and develop new Special Education service model. (SS)	April 15, 2020
9. Review Secondary ELA and Elementary Math curriculum for potential adoption. (TL)	April 15, 2020
10. Review of Student Data Privacy policies for potential Board Policy recommendations. (IT, SS)	April 15, 2020

RESOURCES:

<u>Staffing</u>	<u>Cost</u>	<u>ROI</u>
Site Technology Representatives (STR), Learning Coaches, Support Staff from IT, SS, and T&L	\$60,000 (IT) \$100,000 (SS) \$20,000 (T&L)	<ul style="list-style-type: none"> • Increased technology support, efficiency • Curriculum supports for students with needs • Increased understanding of district programs and by new staff

OBJECTIVE 1A (Continued)

RESPONSIBILITIES:

Christopher Collins, Director of Information Technology Molly Lutz, Director of Student Services Dr. Randy Stocker, Assistant Superintendent, Teaching and Learning

Goal 1: Increase the Academic Achievement of All Students

OBJECTIVE 1B

TITLE: Integrate priorities of Information Technology, Student Services, and Teaching and Learning where appropriate and feasible.

PROGRESS MEASUREMENT:

- Results from the Tiered Fidelity Inventory regarding MTSS and PBIS. (SS)
- Task Complete

TASKS:	TIMELINE:
1. Revise district and school websites to reflect federal changes regarding ADA compliance. (IT, SS)	October 15, 2019
2. Refine and implement onboarding and support programs for new staff. (TL, SS, IT, HR)	January 15, 2020
3. Identify and refine intersections and overlaps of priorities of the three departments. (TL, IT, SS)	Ongoing
4. Continue training on Multi-Tiered Systems of Support for Superintendent's Cabinet. (SS)	February 15, 2020
5. Continue training and implementation PBIS Tier 2 for Elementary and PBIS Tier 1 for the High School, RLC, and Middle School. (SS)	Ongoing
6. Research and define intervention curriculum that aligns with Elementary core curriculum. (TL, SS)	March 15, 2020

RESOURCES:

<u>Staffing</u>	<u>Cost</u>	<u>ROI</u>
Learning Coaches, Ad Council, T&L, IT and SS, Communication Coordinator, Site Webmasters	\$40,000 (T&L) \$100,000 (SS) \$500,000 (IT)	<ul style="list-style-type: none"> • Increased Student Learning • Increase Positive Behavior Supports • Intentional Staff Learning • Increased Alignment Across Departments • Increased Equity and Access for All Students • Federal Compliance

RESPONSIBILITIES:

Dr. Randy Stocker, Assistant Superintendent, Teaching and Learning Molly Lutz, Director of Student Services Christopher Collins, Director of Information Technology

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 successfully support *The Riverview Way's "Culture of Collaboration"*. A yearly minimum 9% 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. Continuous reviews of financial and operational procedures will be performed to ensure progress towards providing personalized student learning with an equity lens. 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 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.

GOAL MANAGER:

Meisha Robertson, Director of Business & Operations

SUPPORTING OBJECTIVE MANAGERS:

Dr. Anthony L. Smith, Superintendent
Molly Lutz, Director of Student Services

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

OBJECTIVE 2A

TITLE: Provide a financial and operational process that strengthens student learning and leverages financial markets to benefit the district taxpayers.

PROGRESS MEASUREMENT:

- Maintain a minimum of a 9% uncommitted general operating fund balance with a periodic School Board’s review of that standard.
- Tasks complete.

TASKS:	TIMELINE:
1. Effectively manage the budget process to maintain a 9% uncommitted general operating fund balance.	Ongoing
2. Update on an annual basis the web-published “citizens” budget which includes an analysis that demonstrates the district’s commitment to student learning.	December 31, 2019
3. Provide annual audited financial statement to the School Board.	After audit completion
4. Effectively onboard new staff into vital positions by providing leadership development and instilling specific occupation proficiencies essential for financial and operational success.	August 31, 2020

RESOURCES:

<u>Staffing</u>	<u>Cost</u>	<u>ROI</u>
Office of the Washington State Auditor, Leadership Professional Development	\$30,000; \$10,000	<ul style="list-style-type: none"> • Comply with state and federal statutes • Maintain financial integrity of district’s operations and assets • Maintain positive financial standings

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Meisha Robertson, Director of Business and Operations	School Board, Superintendent

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 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.

<u>TASKS:</u>	<u>TIMELINE:</u>
1. Implement current year prioritized capital project(s) and establish new priorities annually.	September 30, 2019
2. Review district best practices; develop and review final process.	June 15, 2020
3. Continue to evaluate current district facility needs and present to voters a new Capital Bond in February of 2020.	June 15, 2020

RESOURCES:

<u>Staffing</u>	<u>Cost</u>	<u>ROI</u>
Project Management Firm	\$100,000	Assist in pre-bond planning for the 2020 Capital Bond.
Architects	\$100,000	Assist in conceptualizing the Bond projects for the 2020 Capital Bond

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Meisha Robertson, Director of Business and Operations	Dr. Anthony L. Smith, Superintendent; School Board

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:

- Complete 100% disaster container supply itemization.
- Complete 100% of the Emergency Operations Plan and Emergency Operations Field Guide training and procedures.

TASKS:	TIMELINE:
1. Continue annual implementation of building-level Emergency Response Teams and associated tasks to include: a. Assign roles/responsibilities to team members in their Incident Command System Organization Chart. b. Plan a minimum of one meeting each year to discuss the respond plans and maintain a high level of readiness. c. Each Emergency Response Team will drill one scenario a year related to a building emergency.	October 15, 2019
2. Tasks from the 5-year Emergency Management Committee Plan will be updated and implemented. The district will focus on Run, Hide, Fight training and application for the 2019-20 school year.	Ongoing
3. Conduct one Ad Team emergency drill or training.	June 15, 2020
4. Evaluate and revise the Comprehensive Safety Plans.	June 15, 2020
5. Complete an annual inventory of each school’s disaster container and assess inventory needs.	June 15, 2020
6. Collaborate with Parent Teacher Student Association’s to educate parents about Riverview School District Emergency Plans and Procedures.	June 15, 2020
7. Research and implement best practices related to Emergency Management.	Ongoing
8. Implement a safety threat assessment process in secondary and elementary.	June 15, 2020

RESOURCES:

<u>Staffing</u>	<u>Cost</u>	<u>ROI</u>
Emergency Operations Plan Manager	\$40,000 per year	<ul style="list-style-type: none"> • High level of accountability • Improved student and staff safety

OBJECTIVE 2C (Continued)

RESOURCES: (Continued)

<u>Reference Materials</u> Disaster and Emergency Preparedness 5-year Plan		<u>ROI</u> <ul style="list-style-type: none">• 2019-20 focus on Run, Hide, Fight training and implementation
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RESPONSIBILITIES:

<u>Primary</u> Meisha Robertson, Director of Business and Operations	<u>Secondary</u> Emergency Operations Plan Manger will manage Tasks Molly Lutz will address the Safety and Threat Assessment Process
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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 Implement the 2018-2023 Human Resources (HR) Plan.
- 3B Management of the Riverview School District’s Communications Program.

GOAL MANAGERS:

Robert Gallagher, Director of Human Resources
Mike Ward, Communications Coordinator

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

OBJECTIVE 3A

TITLE: Implement the 2018-2023 Human Resources (HR) Plan.

PROGRESS MEASUREMENT:

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

TASKS:	TIMELINE:
1. Recruit, select and retain highly qualified staff to increase student learning and report turnover/retention data.	November 15, 2019
2. Evaluate the implementation of the restructured employee orientation/onboarding and mentoring program including professional learning opportunities for continuing employees in their first two years in collaboration with the Teaching & Learning Department.	January 15, 2020
3. Research and generate ideas for building professional learning/training opportunities for classified staff for future implementation in cooperation with other district departments.	March 15, 2020
4. Continue general training of HR topics for both administrators and building staff in the areas of teacher quality, customer service, endorsements, paraeducator requirements, and other legal requirements.	April 15, 2020
5. Assess, plan, track, and continue to implement requirements as mandated through legislation regarding the Paraeducator certificate requirements and the Professional Educator Standards Board.	May 15, 2020

RESOURCES:

<u>Staffing</u>	<u>Cost</u>	<u>ROI</u>
Human Resources Department	\$1,650 Test \$ 2,690 Subs (Paras)	<ul style="list-style-type: none"> • Staff turnover under national averages • High staff morale • Improved customer service

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Robert Gallagher, Director of Human Resources	Donna Reier, Human Resources Coordinator Stacy Cook, HR Specialist Sherrie Evans, HRMPlus/Consultant

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

OBJECTIVE 3B

TITLE: Management of the Riverview School District’s Communications Program.

PROGRESS MEASUREMENT:

- Distribution of *The Riverview Way 2019-2020*.
- Successful February 2020 Bond.
- Tasks complete.

TASKS:	TIMELINE:
1. Collaborate with Superintendent and Goal Managers on updates to <i>The Riverview Way</i> onboarding document.	Ongoing
2. Continue growth with professional learning opportunities regionally and nationally.	Ongoing
3. Continue implementation and management of alumni site for the district.	Ongoing
4. Create and manage a Bond 2020 marketing campaign.	February 15, 2020
5. Explore SchoolMessenger expansion for student participation.	March 15, 2020
6. Conduct and arrange for audit of Riverview School District Communications Program.	May 15, 2020
7. Provide annual end-of-year report, including metrics, on Communications program accomplishments throughout the year.	June 15, 2020

RESOURCES:

<u>Staffing</u>	<u>Cost</u>	<u>ROI</u>
Communications Coordinator	TBD	<ul style="list-style-type: none"> • Updated <i>Riverview Way 2019-2020</i> for all staff. • Successful Bond in 2020. • Students more aware of school delays/closures. • Short-, mid-, and long-term recommendations from program audit.

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Michael Ward	Dr. Anthony L. Smith, Goal Managers

3.7 2018-2019 Significant Accomplishments

Goal 1: Teaching and Learning, Student Services, Information Technology

Objective 1A: Further develop curriculum and supports for student learning.

- Provided disaggregated data for building leaders to use in supporting students, data analysis and school improvement efforts. (TL)
- Aligned academic intervention qualifying criteria with core classroom and benchmarking assessment tools at the elementary level. (TL)
- Increased involvement of RSD Teaching Staff in leadership work within and outside of the Riverview School District. (TL)
- Deployment of almost 1000 Student-Issued Devices to:
 - Almost 900 to Cedarcrest High School
 - Additional 36 to the CLIP Program
- Deployment of almost 200 additional laptops to Classified Employees. (IT)
- Continued development with Skooler to design North American LMS. (IT)
- Implementation of the Student Led Help Desk starting at Tolt and extended to CHS. (IT)
 - Working with CTE to develop ongoing student work paths including the Microsoft Imagine Academy.
- Analyze program review recommendation to develop a 3-5-year plan based on a special education program review. (SS)
- Assess supports/needs for those served by Student Services Department, meet with principals and school teams quarterly. (SS)

Objective 1B: Align initiatives of Information Technology (IT), Student Services (SS), and Teaching and Learning (TL).

- Provided grade and department specific professional learning based on staff feedback and district level priorities. (TL)
- Embedded Microsoft Teams into staff professional learning. (TL)
- In conjunction with the Superintendent's office, provided Equity and Access training to school and department staffs. (TL)
- Preliminary design work for new district websites for ADA compliance. (IT)
- Implement PBIS Tier 2 training for Elementary and Tier 1 PBIS training for the High School and Middle School. (SS)
- Training on Multi-Tiered Systems of Support for administrators and counseling staff. Changed on 6/29/18 to the following: Training on Multi-Tiered Systems of Support for Cabinet. (SS)

3.7 2018-2019 Significant Accomplishments (Continued)
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Goal 2: Business and Operations

Objective 2A: Provide a financial and operational process that strengthens student learning and leverages financial markets to the benefit of the district taxpayers.

- Reviewed district internal controls for Federal Grants and implemented new guidelines to insure Federal Compliance.
- Assessed and identified training needs for Transportation, Food Services, and Maintenance and Operations personnel.

Objective 2B: Establish and implement a prioritized list of projects consistent with capital projects levy financing with the consent of the School Board.

- Assembled and completed recommendations for pre-bond planning.

Objective 2C: Manage all aspects of the District's Safety and Emergency Operations Plans.

- Tasks from the Five-Year Emergency Management Committee Plan are updated and implemented. The district focused on ALICE (Run, Hide, Fight) training and application for the 2018-19 school year.

Objective 2D: Continue to conduct reviews of the School Board policies.

- Commencement of the 5000 series (Personnel) and 6000 series (Community Relations) reviews are near completion.

3.7 2018-2019 Significant Accomplishments (Continued)

Goal 3: Human Resources and Communications

Objective 3A: Implement the 2018-2023 Human Resources (HR) Plan.

- Successfully filled 117 open positions which included 33 new certificated staff and 38 new classified staff. As a result, certificated teacher turnover rate for 2016-17 was 11.17% which is slightly down from 12.70% in 2015-16 (which includes retirements). Turnover rates for classified staff went slightly down from 8.00% in 16-17 to 8.28% in 15-16 (which includes retirements). Certificated administrators and Classified Administrators saw a decrease and declined to 12.00% and 16.67% respectively. Classified exempt had no turnover.
- Systems have been put in place for substitutes to have training through a variety of venues. In addition to the general orientation, routines for training in classroom management, special education and technology have been established along with the ability for substitutes to participate in training offered for regular employees as appropriate through the Professional Development module.
- Ongoing efforts in collaboration between Human Resources and Teaching Learning regarding employee orientation and onboarding continue to elevate. Orientation was enhanced to include both classified and certificated employees along with some restructuring of the time. Prioritizing new employees, expanding the mentoring program by working closely with the professional learning coaches to build capacity, and engineering a multiple-year support program will continue for next year.
- HR continues to expand its role in direct training of both administrators and staff on time-relevant, legal, and/or legislative requirements both through meetings and other forms of communication. Additionally, implementing specific plans as outlined in the 2018-2023 program review is an ongoing priority.

Object 3B: Strengthen communications program infrastructure.

- Collaborate with Superintendent and Goal Managers in Teaching and Learning, Information Technology, and Student Services to create *The Riverview Way* onboarding document.
- Continue working with student and alumni participation in communications projects, including graphic design, publications, and video messaging.
- Connected with local, regional, and national colleagues to bring new ideas and concepts to the Riverview Communications Program.
- Completed a successful third iteration of the Riverview Ambassadors Program, resulting in 19 new community Ambassadors.
- Surveyed and spoke with PTSA leadership within Riverview to gain feedback and information to enhance communications strategies moving forward.

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.

1. Annual School Improvement Plans
2. School Profiles
3. Curriculum Review/ Adoption Cycle
4. Annual District Budget Report
5. 2016-2020 Communications Plan
6. Human Resources Handbook
7. Human Resources Plan (2018-2023)
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.

Term	Definition
<i>21st Century Skills:</i>	<i>The skills and habits of mind that allow students to succeed in a global dynamically-changing society that relies heavily on information technology</i>
<i>ALE:</i>	<i>Alternative Learning Experience</i>
<i>AP:</i>	<i>Advanced Placement</i>
<i>CCSS:</i>	<i>Common Core State Standards</i>
<i>CT:</i>	<i>Collaborative Time</i>
<i>CTE:</i>	<i>Career and Technical Education</i>
<i>ECEAP:</i>	<i>Early Childhood Education and Assistance Program</i>
<i>ELA:</i>	<i>English Language Arts</i>
<i>EL:</i>	<i>English Learners</i>
<i>Equity</i>	<i>In Riverview, the term “equity” refers to the principle of fairness. While it is often used interchangeably with the related principle of equality, equity encompasses a wide variety of educational models, programs and strategies that may be considered fair, but not necessarily equal. It has been said that “equity is the process; equality is the outcome,” given that equity – what is fair and just – may not, in the process of educating students, reflect strict equality – what is applied, allocated, or distributed equally.</i>
<i>GLAD:</i>	<i>Guided Language Acquisition Design</i>
<i>IT:</i>	<i>Information Technology</i>
<i>Homeroom:</i>	<i>Student data repository and teacher evaluation system</i>
<i>LAP:</i>	<i>Learning Assistance Program</i>

Term	Definition
LMS:	<i>Learning Management Systems – a software application that connects district services and resources including curriculum, classes, standards, grading, and reporting for staff, students, and families.</i>
MAP:	<i>Measures of Academic Progress</i>
MTSS:	<i>Multi-Tiered System of Supports (Continuum of Support)</i>
Multi-Age:	<i>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.)</i>
NGSS:	<i>Next Generation Science Standards</i>
OSPI:	<i>Office of the Superintendent of Public Instruction</i>
PBIS:	<i>Positive Behavioral Intervention and Supports</i>
PAT:	<i>Program for the Academically Talented</i>
Personalized Student Learning	<i>Personalized learning seeks to accelerate student learning by tailoring the instructional environment – what, when, how, and where students learn – to address the individual needs skills and interests of each student. Students can take ownership of their own learning while also developing deep, personal connections with each other, their teachers, and other adults.</i>
PLL	<i>Professional Learning Leader</i>
Post-Secondary Plan:	<i>Written student plan for attending two and four-year colleges, technical schools, etc.</i>
Provisional Tasks for Objectives:	<i>A placeholder for tasks to be accomplished at a later date when resources and time permit</i>
PSE:	<i>Public School Employees</i>
PSESD:	<i>Puget Sound Educational Service District</i>
REA:	<i>Riverview Education Association</i>
REACA:	<i>Riverview Extracurricular Activities and Coaches Association</i>
ROI:	<i>Return on Investment</i>

Term	Definition
<i>SB:</i>	<i>Smarter Balanced</i>
<i>Superintendent's Cabinet:</i>	<i>Superintendent, Assistant Superintendent/HR, Director of Business and Operations, Director of Teaching and Learning, Director of Student Services, Director of Information Technology, and Communications Coordinator</i>
<i>SIOP:</i>	<i>Sheltered Instruction Observation Protocol</i>
<i>SIP:</i>	<i>School Improvement Plan</i>
<i>SS:</i>	<i>Student Services</i>
<i>TL:</i>	<i>Teaching and Learning</i>
<i>UDL:</i>	<i>Universal Design for Learning</i>
<i>WaNIC:</i>	<i>Washington Network for Innovative Careers</i>
<i>WSSDA:</i>	<i>Washington State School Directors' Association</i>

4.4 Plan Timeline Summary

G/O/T	TASKS	TIMELINE:	Comp.	Primary
1/B/3	Identify and refine intersections and overlaps of priorities of the three departments. (TL, IT, SS)	Ongoing		Randy Stocker, Chris Collins, Molly Lutz
1/B/5	Continue training and implementation PBIS Tier 2 for Elementary and PBIS Tier 1 for the High School, RLC, and Middle School. (SS)	Ongoing		Molly Lutz
2/A/1	Effectively manage the budget process to maintain a 9% uncommitted general operating fund balance.	Ongoing		Meisha Robertson
2/C/2	Tasks from the 5-year Emergency Management Committee Plan will be updated and implemented. The district will focus on Run, Hide, Fight training and application for the 2019-20 school year.	Ongoing		Meisha Robertson
2/C/7	Research and implement best practices related to Emergency Management.	Ongoing		Meisha Robertson
3/B/1	Collaborate with Superintendent and Goal Managers on updates to The Riverview Way onboarding document.	Ongoing		Mike Ward
3/B/2	Continue growth with professional learning opportunities regionally and nationally.	Ongoing		Mike Ward
3/B/3	Continue implementation and management of alumni site for the district.	Ongoing		Mike Ward
2/B/1	Implement current year prioritized capital project(s) and establish new priorities annually.	September 30, 2019	X	Meisha Robertson
1/A/2	Implement qualifying criteria and services for students served by EL, Title and LAP program. (TL)	October 15, 2019	X	Randy Stocker
2/C/1	Continue annual implementation of building-level Emergency Response Teams and associated tasks to include: a. Assign roles/responsibilities to team members in their Incident Command System Organization Chart. b. Plan a minimum of one meeting each year to discuss the respond plans and maintain a high level of readiness. Each Emergency Response Team will drill one scenario a year related to a building emergency.	October 15, 2019	X	Meisha Robertson
3/A/1	Recruit, select and retain highly qualified staff to increase student learning and report turnover/retention data.	November 15, 2019	X	Robert Gallagher
2/A/2	Update on an annual basis the web-published "citizens" budget which includes an analysis that demonstrates the district's commitment to student learning.	December 31, 2019	X	Meisha Robertson
1/A/3	Research Early Learning Programs to begin to connect school and community resources to support preschool aged students and their families in their transition into RSD. (TL)	January 15, 2020	X	Randy Stocker
1/A/5	Continue training administrators on Special Education policy, processes, and procedures. (SS)	January 15, 2020	X	Molly Lutz

G/O/T	TASKS	TIMELINE:	Comp.	Primary
1/B/2	Refine and implement onboarding and support programs for new staff. (TL, SS, IT, HR)	January 15, 2020	X	Randy Stocker, Molly Lutz, Chris Collins, Robert Gallagher
3/A/2	Evaluate the implementation of the restructured employee orientation/onboarding and mentoring program including professional learning opportunities for continuing employees in their first two years in collaboration with the Teaching & Learning Department.	January 15, 2020	X	Robert Gallagher
1/A/4	Review elements of Learning Management System (LMS) to be implemented. (IT, TL, SS)	February 2020 <i>(moved from January 2020)</i>	X	Chris Collins, Randy Stocker, Molly Lutz
1/B/4	Continue training on Multi-Tiered Systems of Support for Superintendent's Cabinet. (SS)	February 15, 2020		Molly Lutz
3/B/4	Create and manage a Bond 2020 marketing campaign.	February 15, 2020		Mike Ward
1/A/1	Implement Student Led Technology Support Model. (IT)	March 2020 <i>(moved from October 2019)</i>		Chris Collins
1/B/1	Revise district and school websites to reflect federal changes regarding ADA compliance. (IT, SS)	March 2020 <i>(moved from October 2019)</i>		Chris Collins, Molly Lutz
1/A/6	Research and pilot Special Education curriculum in ELA, Math, and Social Emotional in PreK-21. (SS, TL)	March 15, 2020		Molly Lutz, Randy Stocker
1/A/7	Research additional high school technology pathways for CTE. (IT, TL)	March 15, 2020		Chris Collins, Randy Stocker
1/B/6	Research and define intervention curriculum that aligns with Elementary core curriculum. (TL, SS)	March 15, 2020		Randy Stocker, Molly Lutz
3/A/3	Research and generate ideas for building professional learning/training opportunities for classified staff for future implementation in cooperation with other district departments.	March 15, 2020		Robert Gallagher
3/B/5	Explore SchoolMessenger expansion for student participation.	March 15, 2020		Mike Ward
1/A/8	Research and develop new Special Education service model. (SS)	April 15, 2020		Molly Lutz
1/A/9	Review Secondary ELA and Elementary Math curriculum for potential adoption. (TL)	April 15, 2020		Randy Stocker
1/A/10	Review of Student Data Privacy policies for potential Board Policy recommendations. (IT, SS)	April 15, 2020		Chris Collins, Molly Lutz
3/A/4	Continue general training of HR topics for both administrators and building staff in the areas of teacher quality, customer service, endorsements, paraeducator requirements, and other legal requirements.	April 15, 2020		Robert Gallagher
3/A/5	Assess, plan, track, and continue to implement requirements as mandated through legislation regarding the Paraeducator certificate requirements and the Professional Educator Standards Board.	May 15, 2020		Robert Gallagher

G/O/T	TASKS	TIMELINE:	Comp.	Primary
3/B/6	Conduct and arrange for audit of Riverview School District Communications Program.	May 15, 2020		Mike Ward
2/A/3	Provide annual audited financial statement to the School Board.	After audit completion		Meisha Robertson
2/B/2	Review district best practices; develop and review final process.	June 15, 2020		Meisha Robertson
2/5/3	Continue to evaluate current district facility needs and present to voters a new Capital Bond in February of 2020.	June 15, 2020		Meisha Robertson
2/C/3	Conduct one Ad Team emergency drill or training.	June 15, 2020		Meisha Robertson
2/C/4	Evaluate and revise the Comprehensive Safety Plans.	June 15, 2020		Meisha Robertson
2/C/5	Complete an annual inventory of each school's disaster container and assess inventory needs.	June 15, 2020		Meisha Robertson
2/C/6	Collaborate with Parent Teacher Student Association's to educate parents about Riverview School District Emergency Plans and Procedures.	June 15, 2020		Meisha Robertson
2/C/8	Implement a safety threat assessment process in secondary and elementary.	June 15, 2020		Meisha Robertson
3/B/7	Provide annual end-of-year report, including metrics, on Communications program accomplishments throughout the year.	June 15, 2020		Mike Ward
2/A/4	Effectively onboard new staff into vital positions by providing leadership development and instilling specific occupation proficiencies essential for financial and operational success.	August 31, 2020		Meisha Robertson