

Eastmont 5-Year District Strategic Improvement Plan

Mission: The mission of the Eastmont School District is to graduate all students.

Motto: *An education system built on the values of Relationships, Rigor, Relevance, Results, & Resilience*

Beliefs:

1. Students learn in different ways and at different rates.
2. Students' physical, emotional, social, and academic development will always be considered.
3. Schools must adapt and adjust as students, parents, and employees change.
4. Students must be capable in both the hard skills as well as the soft skills needed in the workplace.
5. Test scores are helpful in planning instruction, but are not the only indicator of student success.
6. Mistakes are as valuable as successes in the process of learning and work.
7. Trust is built on the demonstration of fair, equal, and transparent decisions and operations.
8. Culture and improvement are the result of what is promoted, permitted, and measured.
9. Fiscal management, communication, planning, and transparency are essential to District operations.

Current Initiatives	Responsible Persons	Indicator
1. Increase the relevance of math and science through K-12 STEM, CTE, and project-based learning using hand, power, and computerized tools.	Matt, Spencer, Jim, and Principals	+1% from prior year
2. Expand K-12 "choice/ALE" opportunities to serve up to 5% of prior year's total student headcount.	Garn, Spencer, Matt, Katie, and Principals	+1% from prior year
3. Increase the percent of bilingual staff and students.	Vicki & Supervisors	+1% from prior year
4. Increase graduates who are bilingual in Spanish and other international business languages.	Matt and Principals	+1% from prior year
5. Reduce system and program disproportionality in the areas of income, gender, and ethnicity.	Garn, Supervisors, and All Employees	-1% from prior year

GOAL 1: BOARD OF DIRECTORS – Recruit, Train, and Retain Effective and Contributing Board of Directors

Rationale: *Effective board and district governance contributes to student and district success. The overall primary responsibility of an elected school district board of directors is to act as fiduciary agents responsible for public funds allocated to operate a public educational system. In most situations, administration manages the day-to-day operations, while the board focuses on district fiscal health, policy, planning, program review, and compliance. When needed, directors serve as a quasi-judicial board for student, employee, parent, and citizen grievances or appeals.*

Responsible: Board & Superintendent
RCWs, WACs, Policies, and Procedures in Eastmont 1000 Board of Directors Policy Section

Results: OSPI and State Data, District approved data sets, examples of completed work products (syllabus, competency exams, etc.) and annual parent, student, and employee surveys.

Indicators	2016-17	2017-18	2018-19	2019-20	2020-21
1) Average years Board members served on Eastmont Board	10.4	9.0	10.0	4.4	4.7
2) Board members serving more than one term	5/5	5/5	4/5	2/5	2/5
3) Rating on annual Board self-evaluation	4.77/5	4.43/5	4.76/5	4.73/5	NA
4) Directors attending annual state/national conference	5/5	3/5	2/5	5/5	3/5 Virtual
5) Directors attending annual roles/responsibility/liability training	5/5	5/5	5/5	5/5	5/5
6) Continuing or new litigation against District/Board of Directors	1	1	1	1	1
7) Moody Bond Rating	Aa3	Aa2	Aa2	Aa2	Aa2
8) Audit findings	2	0	0	0	NA
9) Grievances to Board after administrative process	1	4	0	0	NA
10) Current 5-year Strategic Improvement Plan	2016-21	2017-22	2018-23	2019-24	2019-24
11) Supervisory turnover other than retirement (% / total supervisors)	<5%/30	<5%/30	<5%/30	<5%/30	<5%/30
12) Superintendent tenure at Eastmont	10	11	12	13	14

Essential Strategies

- 1) Share opinions, ask clarifying questions, invite the conversation that changes opinion.
- 2) Work to understand both the majority and minority opinions on issues.
- 3) Actively encourage community members to get involved on the Board as well as school improvement teams/site councils.
- 4) Connect with other elected officials through community events in recognition elected official to elected official is often needed in policy and budget work.
- 5) Do not consider exceptions to policy or procedure that are self-serving and not defensible on a public level.
- 6) Recognize democracy operates on a continuum similar to a 1 – 10 scale with groups at the both ends of the spectrum and Boards must strive to be a 5 (Switzerland) to be effective over time and maintain connection with their represented communities.
- 7) Recognize education has many who advocate both personally and professionally for various reasons, yet it is the Board of Directors who must always advocate for the student and their future.
- 8) Stream board meetings to increase transparency, access, and participation.

GOAL 2: INSTRUCTION – Students meet or exceed average at each age/grade level, including graduation rates, when compared with students from districts having similar demographics.

Rationale: *Eastmont only exists as a result of parents, grandparents, and community members’ expectation the district will prepare each student to graduate and pursue future career and life goals.*

Responsible: Building/District administrators, employees, students, family members, and community. Policies and Procedures found in Eastmont 2000 Instruction Policy Section

Results: OSPI Data, District approved data sets, examples of completed work products (syllabus, competency exams, etc.) and annual parent, student, and employee surveys.

Primary Indicators = OSPI and other local, regional, and state agency data. (Eastmont/WA)	2015	2016	2017	2018	2019	2020
Eastmont School District “All” Graduation Rate (4 year)/WA	82/78	85/79	88/79	82/81	83/81	91/83
School Improvement Framework All Scores (WSIF 2-year trend*)			2015-17	2016-18	2017-19	2018-20
Cascade Elementary School*	NA	NA	8.6	8.7	8.0	NA
Clovis Point Elementary School*	NA	NA	4.7	4.1	4.0	NA
Eastmont High School*	NA	NA	4.5	5.8	5.8	NA
Eastmont Junior High School*	NA	NA	2.6	2.5	2.7	NA
Eastmont Virtual Academy School*	NA	NA	NA	NA	NA	NA
Grant Elementary School*	NA	NA	6.3	5.8	5.8	NA
Kenroy Elementary School*	NA	NA	6.1	6.3	6.5	NA
Lee Elementary School*	NA	NA	7.8	7.8	6.1	NA
Rock Island Elementary School*	NA	NA	5.1	5.7	4.0	NA
Sterling Junior High School*	NA	NA	8.0	7.5	6.3	NA

Essential Strategies

- 1) Using multiple student data elements to modify instruction and ensure high, yet appropriate expectations for student achievement:
 - a. Ensure K-12 students are at grade level in math, reading, writing, and science.
- 2) Demonstrating effective teaching practices:
 - a. Use the CEL 5D Instructional Model as the foundation of all instruction.
 - b. Teach test-taking as an essential academic and future career skill.
- 3) Recognizing individual student learning needs and developing strategies to address those needs:
 - a. Identify and support students who exhibit high risk attendance, behavioral, social, emotional, or academic needs with Multiple-Tiered System of Supports (MTSS) including a common systemwide data tracking system.
- 4) Providing a clear and intentional focus on subject matter content and curriculum:
 - a. Ensure students know the learning targets and success criteria for all courses and assignments.
 - b. Ensure similar grading practices at K-6, 7-9, and 10-12.
 - c. Students know when they have achieved mastery and what they need to work on.
- 5) Fostering and managing a safe, positive learning environment:
 - a. Ensure students exhibit 95% attendance.
- 6) Communicating and collaborating with parents and school community:
 - a. Build caring and supportive relationships with all students as indicated by knowing individual information on every student.
 - b. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
 - c. Utilize professional learning communities (PLC) to improve student learning and learn from and with each other to adjust instructional practice and improve results.

Supporting Strategies

- 1) Ensure common course/grade level syllabus and assessments are used by same grade/course teachers.
- 2) Use Guided Language Acquisition Design (GLAD) Strategies in daily K – 6 instruction.
- 3) Ensure grade 7 – 12 students participate annually in at least one club, performing arts, athletic, or co-curricular group.
- 4) Ensure educators and schools engage in frequent two-way communication with students and parents throughout the school year recognizing positive, productive, and safe behaviors as well as share concerns.
- 5) Teach citizenship/civic responsibility, soft skills (social and emotional learning), and resilience (grit) utilizing common expectations and Positive Behavior Interventions/Supports (PBIS).
- 6) Ensure horizontal and vertical curriculum alignment to avoid redundant activities and gaps in learning continuums.
- 7) Ensure secondary students explore multiple career paths including public service.
- 8) Ensure students and families know grade level and graduation requirements K – 12.
- 9) Welcome and orient students to expectations and supports as they transition to a new school or enroll as a new student.
- 10) Provide grade and subject instructional websites with essential and supporting resources for educators.
- 11) Annually refine school improvement plans to improve identified disproportionality.
- 12) Educator, department, and school selected instructional, curriculum, and assessment activities as approved by school principals, supervisors, responsible executive director, and identified in each school or department's annual improvement plan.

GOAL 3: STUDENTS – Safe and productive campuses with grade P – 12 safety and growth indicators average or better when compared with districts of +/- 10% similar demographics.

Rationale: Eastmont only exists if parents and the community trust the District to ensure students are safe, productive, graduate, and have future options similar to other students in the state and nation.

Responsible: Building & District Administrators, all employees, students, and family members. RCWs, WACs, Policies, and Procedures found in Eastmont 3000 Students Policy Section.

Results: OSPI Data, District approved data sets, examples of completed work products (syllabus, competency exams, etc.) and annual parent, student, and employee surveys.

Primary Indicators = OSPI and other local, regional, and state agency data. (Eastmont/WA)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten Readiness in 6 areas of development/learning %	28/40	39/44	36/47	43/47	33/46	42/52
Attendance with less than 2 absences per month	85/84	85/83	85/83	85/83	86/83	NA
Discipline Rate %	3.3/4.1	3.1/3.8	3.1/3.8	3.7/4.1	3.8/4.0	NA
Excluded 1 day or less %	18/25	17/25	22/25	29/26	19/28	NA
Excluded 2-3 days %	24/32	30/32	31/33	26/33	30/32	NA
Excluded 4-5 days %	17/15	12/15	14/16	21/16	17/15	NA
Excluded 6-10 days %	22/14	23/15	22/15	12/14	16/14	NA
Excluded 10+ days %	20/14	17/13	12/12	13/12	18/12	NA
English Language Arts Growth %	43/50	49/50	47/50	44/50	45/50	NA
Math Growth %	46/50	51/50	50/50	45/50	46/50	NA
Student % meeting grade level standards in English Language Arts	47/51	60/60	58/59	58/59	59/60	NA
Student % meeting grade level standards in Math	37/44	43/47	44/47	44/50	44/49	NA
Student % meeting grade level standards in Science	NA	NA	NA	NA	NA	NA
Ninth graders on track to graduate by passing all courses	78/71	74/72	74/73	81/74	77/73	NA
English Language Learners exiting		16/13	17/14	18/14	15/14	NA
Students with disabilities growth in ELA	41/16	44/20	38/18	40/20	34/21	
Students with disabilities growth in Math	41/14	40/16	43/14	40/16	38/16	
Students completing dual credit course %	61/56	67/57	65/57	67/59	65/60	NA
Disproportionality Gaps for AP/College Credit/and Gifted & Talented	>5%	<10%				
Disproportionality Gaps for Students Disciplined – Low Income	4.3/6.2	4.1/5.9	4.2/5.8	4.8/6.3	5.0/6.2	3.4/3.8
Disproportionality Gaps for Students Disciplined – Hispanic	3.4/4.7	2.6/4.4	3.3/4.5	4.0/4.8	4.0/4.8	2.5/2.9
Disproportionality Gaps for Classified Staff and Population Served						
Disproportionality Gaps for Leadership and Population Served						
Disproportionality Gaps for Students in Athletics						
Disproportionality Gaps for Students in Performing Arts						
Safety – Ensure students and staff feel safe at school	X	X	X	X	X	X
Safety – Use common emergency procedures on all campuses	X	X	X	X	X	X
Safety - Conduct unannounced safety drills and inspections	X	X	X	X	X	X
Safety – Ensure functional camera systems are on all campuses	X	X	X	X	X	X
Safety – Ensure an emergency notification system is in daily use				X	X	X

Essential Strategies

- 1) Build caring and supportive relationships with all students as indicated by at least one employee knowing individual information on every student.
- 2) Provide a safe environment for students and adults to learn and work through the implementation of consistent administration of rules and consequences that protect and support a positive learning environment.

- 3) Decrease out of school suspensions and expulsions while maintaining a safe and productive classroom.
- 4) Recognize appropriate behavior, improvement, and academic success.
- 5) Systematically examine disproportionality data for above categories as an ongoing process in areas of concern and ensure building improvement plan addresses gaps.
- 6) Use Guided Language Acquisition Design (**GLAD**).
- 7) Use Multiple-Tiered System of Supports (**MTSS**).
- 8) Use Positive Behavioral Interventions and Supports (**PBIS**).

Support Strategies

- 1) Educator, department, and school selected instructional, curriculum, and assessment activities as approved by school principals, supervisors, responsible executive director, and identified in each school or department's annual improvement plan.

Goal 4: COMMUNITY RELATIONS – Distinguish Eastmont as a progressive and trusted public education provider striving to meet the needs of the world our students are experiencing.

Rationale: *Eastmont graduates will seek employment in the most competitive global work environment ever experienced. Programs must be comparable with leading public, private, homeschool, and charter school systems. As a high trust organization responsible for the safety of children, relationships are the foundation of all actions and decisions.*

Responsible: Board, District, and Building Administrators, all employees, students, and family members.

Results: OSPI Data, participation records, annual survey responses, and other District approved data sets.

Primary Indicators = OSPI and other local, regional, and state agency data. (Eastmont/WA)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Students who enroll in college/university within 1 year of graduation						
Students who enlist with armed services within 1 year of graduation						
Students who enter apprenticeship/training program within 1 year...						
Students who read/write/speak English and Spanish						
Students who read/write/speak English and a Pacific Rim language						
Students who read/write/speak English and another language						
Students who participate in Elementary STEM Programs						
Students who participate in Secondary STEM/CTE Programs						
Students who participate in State STEM Competition						
Students who participate in State Math is Cool or Math Olympiad						
Students who participate in State Science Olympiad						
Students who participate in State CTE competitions						
Students who choice into District because of program quality						
Students who choice out of District because of program quality						
Students overall satisfaction as an Eastmont Student						
Parent overall satisfaction with Eastmont School District						
Employee overall satisfaction with Eastmont School District						

Essential Strategies

- 1) Practice exceptional customer service.
- 2) Ensure Board & District Leaders participate in “sunshine laws” training.
- 3) Use the District’s website as the primary communication avenue for parents, community, and employees with additional information provided through email and texting.
- 4) Readily provide District information upon request.
- 5) Work with regional media to share District news with community.
- 6) Provide District information in both printed and electronic formats.
- 7) Provide District website information in different languages.
- 8) Have common educational and operational expectations among similar grades and similar schools.

- 9) Ensure high school age students achieve a level of technology competency equal to the top high schools across the country.
- 10) Ensure all students have the opportunity to be bilingual in Spanish or another commonly used 2nd language.
- 11) Expose students to a variety of cultures, language, and team-based project learning.
- 12) Continue to refine alternative K-12 choice program options in an effort to better serve parents.
- 13) Ensure parent participation in program and building level activities.
- 14) Build trust with predictable, consistent, visible, and accountable leadership at all levels.
- 15) Provide interpreter opportunities at District meetings if requested.
- 16) Make decisions based on how they will affect students and the District as a whole.
- 17) Explain decisions, admit mistakes, and learn from experience.
- 18) Provide monthly employee newsletter during the school year.
- 19) Conduct annual employee, student, and parent surveys regarding customer service, program quality, building and District improvement efforts.
- 20) Annually share and review school and program performance information with the Board and community.
- 21) Ensure Superintendent and instructional executives attend school, district, and community events.
- 22) Ensure Superintendent and instructional executives regularly visit schools and departments.
- 23) Ensure school facilities are available to the public for student and community use.

Support Strategies

- 1) Educator, department, and school selected instructional, curriculum, and assessment activities as approved by school principals, supervisors, responsible executive director, and identified in each school or department's annual improvement plan.

Goal 5: PERSONNEL – Recruit, train, and retain quality District employees.

Rationale: *Trained and experienced employees are the foundation of P-12 school district success and represent the greatest annual and long-term investment of the organization*

Responsible: Executive Director of Human Resources, Superintendent, All Supervisors, Board of Directors, and all Employees

Results: OSPI Data, employee related survey results and annual trend data.

Primary Indicators = OSPI and other local, regional, and state agency data. (Eastmont/WA)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Classified employees who recommend Eastmont as an employer						
Certificated employees who recommend Eastmont as an employer						
Supervisory employees who recommend Eastmont as an employer						
Hispanic classified employees (%)						
Hispanic certificated teachers (%)				5.4/4.5	5.5/4.9	5.7/5.2
Hispanic administrative/supervisor employees				2/NA	2/NA	2/NA
Female/Male Supervisors						17/17
Bilingual employees						
Classified employee retention						
Certificated employee retention						
Administrative/Supervisory retention						
Classified employees completing teaching certification						
Administrative/Supervisors promoted internally						2
Administrative/Supervisors recruited externally						1
Years of experience for principals				5.8/6.7	6.4/6.8	7.5/7.1
Years of experience for other school leaders				6.8/5.3	6.5/5.4	7.1/5.0

Essential Strategies

- 1) Provide regionally competitive wages and benefits.
- 2) Provide a safe, supportive, and productive work environment.
- 3) Provide a work environment with clear expectations.
- 4) Improve efficiencies of current employees through task analysis and needs based training.
- 5) Provide self, department, school, and district focused training.
- 6) Provide training options for employees at different stages of their career.
- 7) Allocate a minimum of .3% of state, local, and federal revenue for staff training.
- 8) Continue to increase the percent of Hispanic/Latino staff.
- 9) Increase the percent of employees who are bilingual in Spanish.
- 10) Provide at least one bilingual support person in each school office.
- 11) Reduce employee absenteeism.
- 12) Promote leadership from within the District through structured internships.
- 13) Recruit both nationally and within the organization when appropriate.

Support Strategies

- 1) Department and school support strategies as approved by the District Executive Director of Human Resources.

Goal 6: MANAGEMENT SUPPORT – Operate an efficient, effective, equitable, and quality focused organization that demonstrates appropriate use of tax payer resources.

Rationale: School districts must be a high trust organization as they are responsible for a community’s most precious resources – their children and their tax dollars.

Responsible: Board, Superintendent, Supervisors, and Employees

Results: Employee related survey results and trend data.

Primary Indicators = OSPI and other local, regional, and state agency data. (Eastmont/WA)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Annual employee surveys indicate >80% have the tools and technology to meet current work demands						
Unrestricted cash reserves (minimum is 8%)						
Percent of schools modernized within last 30 years						
Years since remodel of secondary athletic facilities						
Number of portable classrooms in use on elementary campuses						
Number of portable classrooms in use on secondary campuses						
Acres of land available as future school sites	5	5	5	45	45	45
Acres of land available as future transportation site			10	10	10	10
Per-pupil non-personal expenditures Eastmont					\$1,374	
Per-pupil personal expenditures Eastmont					\$10,538	
Per-pupil non-personal expenditures WA Average					\$2,066	
Per-pupil personal expenditures WA Average					\$11,450	

Essential Strategies

- 1) Maintain a financially healthy district that demonstrates responsible use of public funds.
- 2) Maintain best practices in technology security and avoid “bleeding edge” solutions given they are often costly experiments.
- 3) Integrate technology with instruction with equitable distribution to increase operational efficiencies and accuracy.
- 4) Technology training shall be provided to staff to maintain current skills.
- 5) Purchases shall be made on long-term use and cost rather than short-term cost.
- 6) A minimum of 2% of the District’s annual budget will be divided and allocated to curriculum/instruction/assessment & training, technology infrastructure and upgrades, facilities and grounds, transportation, and safety/security improvements.
- 7) Up to 1% of the District’s annual budget, beyond the State flow-through, will be allocated to ensure competitive salary and benefits.
- 8) Facilities, equipment, and grounds will be repaired and maintained to ensure longevity, maximum use of public resources, and demonstrate responsible use of public funds.
- 9) The maximum amount of federal and state resources shall be obtained by administrators and supervisors with recognition of long-term district shared costs.
- 10) Federal and state programs shall be integrated and support regular programs.
- 11) Federal and state programs shall maintain compliance with all regulations.
- 12) Special programs shall operate within budget and within generated revenues when possible.

- 13) Special education expenditures shall not increase as a percent of the total District budget.
- 14) Transportation shall operate within budget.
- 15) Ensure all funds are spent with the goal of obtaining the maximum public benefit.
- 16) Annual expenditures shall not expend the cash reserve below 8%.
- 17) All programs shall have indirects deducted at the maximum allowed unless a Superintendent annual reduction or exception is approved.
- 18) Safety — a safe and orderly public school environment is essential for student learning, employee performance, and is required by law.
- 19) Provide adequate facilities that are well operated, maintained, and demonstrate excellent care of tax dollars as exhibited by cleanliness, appearance, and function of existing buildings.
- 20) Demonstrate care of existing public resources and facilities contributes to the trust a community has for a public agency as well as their willingness to support requests to renew levies and bonds.
- 21) Initiate repairs within 24 hours for safety issues, 30 days for minor non-safety issues, and 90 days for major.
- 22) Conduct regular unannounced safety and cleanliness inspections of all facilities and campuses.
- 23) Maintain accurate and current facility use plan to maximize use of public properties and buildings.

Support Strategies

- 1) Department and school support strategies as approved by the District Executive Director of Financial Services.