

**ESTACADA SCHOOL DISTRICT STRATEGIC PLAN FOR CURRICULUM,
ASSESSMENT, AND STUDENT/ADULT LEARNING, K - 12**

JUNE 30, 2004

EXECUTIVE SUMMARY

BACKGROUND & PURPOSE

Since the advent of the 21st century, the Board of Directors and Administrators of the Estacada School District have been involved in a number of brainstorming and planning sessions regarding strategies and structural changes that will result in increased student achievement.

This document summarizes and organizes these conversations into a framework that includes the District Master Plan, Task Force Plans, and the various Subject-Area Plans. We believe that this umbrella-like K-12 Strategic Plan will facilitate increased student achievement and enhanced teacher effectiveness.

In keeping with the expectations and sanctions of the federal “No Child Left Behind Act” (NCLB-A), Oregon’s and the Estacada School District’s standards for students and staff must be accelerated. Recognizing that continuing to do what we have always done will produce the same results. Recognizing that the same results will not allow the District’s buildings, educators, and students to meet these new and rigorous standards, this Strategic Plan provides some new directions for implementation and ongoing refinement of our teaching and learning processes.

TOOLS AND METHODS FOR IMPROVEMENT IN STUDENT ACHIEVEMENT

In a society featuring increasing complexity, enhanced technologically-driven knowledge, and the resulting need for new and varied skills, our students must be given the opportunity to learn practical, meaningful, relevant, and applicable knowledge, skills, processes, and applications. Problem solving, communication skills, group dynamic skills, and contextual learning are requisites for today’s graduates.

Yet, at the heart of these modern-day skills, each student must still master and apply the traditional “three r’s”: reading, writing, and “arithmatic.” The challenge of blending these foundations of the past and the new applications of the present and future lies at the heart of this strategic plan.

Central to this plan is the Continuous Improvement Model (a.k.a. the Baldrige Framework). This approach to learning features students setting, pursuing, measuring, and recording their own learning goals and progress toward those Board-adopted and teacher-directed goals. With students eagerly challenging themselves to achieve new learning goals, the teacher truly becomes “the guide on the side” rather than “the sage on the stage.”

However, this does not minimize the teachers' nor principals' importance in the learning process. It just changes their roles, and places all stakeholders (students, parents, teachers, and administrators) in a constant state of data-driven "action research." With the addition of PowerSchool and a web-based K-12 curriculum, the Estacada School District truly is moving into the 21st century.

The district is now able to collaborate with families and staff to ensure that each student develops the capability to succeed in a global society by engaging all learners in varied experiences and challenging, innovative, and personalized learning experiences. By differentiating learning opportunities, we will move away from the "one way for all" approach to "the right way for each." This is a "must" if we are to assist our Special Education and English Language Learners to achieve the new levels of achievement required by NCLB-A. We must now ensure that every student achieves his or her fullest potential!

In order to assist all students in achieving their full potential, we must meet or exceed the Goals, Objectives, Predispositions, Parameters, Strategies, and Beliefs identified in this strategic plan.

RELATED/GENERAL BOARD AND DISTRICT POLICIES AND GOALS

1. All students will set and achieve challenging academic and behavioral goals adapted to their individual aspirations, talents, and abilities.
2. All students will meet or exceed federal/state standards or the goals identified in their Special Services Personal Plans.
3. The percentage of Estacada High School seniors who both graduate and go onto some form of post-secondary education will increase by 50% by October of 2007.
4. All students and staff will consistently demonstrate character traits and behaviors necessary to make our schools maximally student and people-friendly. In achieving this goal, we will always expect caring, effective professional performance from all staff, and we will not tolerate student or adult behavior which demeans the dignity or self-worth of any individuals or groups.

RELATED/GENERAL BOARD & DISTRICT BELIEFS & PREDISPOSITIONS

1. Every person is valuable.
2. Every person has unique talents that can be nurtured for the benefit of self and others.
3. Each person can be a successful learner.
4. Success requires commitment, considerable effort, and perseverance.
5. Individuals are responsible for their own actions.
6. Learning occurs best in a safe and people-friendly environment with clearly-defined expectations and consequences yet with a continuous emphasis on positives and achievements rather than punishments and failures.
7. Supportive family-school relationships are essential to maximizing student achievement.

- 8 High academic expectations, stimulated intellectual curiosity, diverse challenges, and collaborative skills development combine to promote life-long learning and personal and professional success.
- 9 Quality education provides a solid foundation for our students' success in an ever-changing and increasingly sophisticated job market.
- 10 Change is inevitable and requires creativity, risk-taking, innovation, and learning throughout life.
- 11 Schools and society benefit when individuals make positive contributions to others.
- 12 A diverse school district and community is strengthened by mutual respect.
- 13 Honesty and integrity are essential to success.
- 14 The use of data for instructional decision making and accountability is highly valued in the Estacada School District.
- 15 Mutual respect between teachers and students is essential to effective learning.

A GRAPHIC ORGANIZER/SUMMARY OF THE CATEGORIES EMBEDDED IN THIS STRATEGIC PLAN

A) GENERAL STRATEGIES TO FOSTER MAXIMUM STUDENT ACHIEVEMENT

1. **RESTRUCTURE-** We will restructure our learning opportunities in order to offer students the possibility of mastering practical, meaningful, relevant, and interesting knowledge, skills, processes, and contextual applications. (Strategy I)
2. **IMPROVE CURRENT STRUCTURE-** We will improve the quality of learning opportunities, K-12, in order to engage students more meaningfully in their own learning and to help the District accomplish its student achievement goals. (Strategy II)
3. **REVIEW-** We will review the status quo against our goals and strategies to assess progress, revise strategies, evaluate resources, and assign accountabilities. (Inherent in all Strategies)

B) A NETWORK OF PARTNERSHIPS DESIGNED TO FOSTER MOTIVATED, PERFORMANCE-DRIVEN STUDENT ACHIEVEMENT

1. **IN COLLABORATION WITH FAMILIES, STUDENTS, & STAFF-** We will develop stronger partnerships with the families of all students, including those who qualify as English Language Learners, TAG, Special Education, and/or 504 students in order to increase parent and student involvement, to develop increased trust, and to reduce isolation. (Strategy III)
2. **IN COLLABORATION WITH FAMILIES, STUDENTS AND STAFF-** We will develop a system for all students to set and achieve

challenging goals tailored to their individual aspirations, talents, and abilities. (Strategy IV)

3. **IN COLLABORATION WITH OTHER SCHOOL DISTRICTS AND AGENCIES-** We will strengthen partnerships to help students and educators better achieve their goals. These agencies include Institutions of Higher Education, CESD, MESD, ODE, Alternative Schools, and others to be cultivated. (Strategy VII)
4. **IN COLLABORATION WITH BUSINESS AND INDUSTRY-** We will create real and virtual contextual learning opportunities and innovative partnerships to help students and educators better achieve their goals. (Strategy VI)

C) ENHANCING THE DISTRICT'S "CULTURE" TO FOSTER INCREASED STUDENT ACHIEVEMENT

1. **IN COLLABORATION WITH STUDENTS, PARENTS, PATRONS, AND STAFF-** We will create an **ACADEMIC CULTURE** of maximum achievement, maximum opportunities for growth, high expectations, and an ongoing dedication to lifelong learning. (All Strategies)
2. **IN COLLABORATION WITH STUDENTS, PARENTS, PATRONS, AND STAFF-**We will create a **SOCIAL CULTURE**, K-12, which provides equal access to and equal motivation for achieving a quality education based on high personal and group standards. We will instill the **CHARACTER TRAITS** necessary for students and adults to function as responsible, contributing, and successful citizens. (Strategy V)
3. **IN COLLABORATION WITH STUDENTS, PARENTS, PATRONS, AND STAFF-** We will create a stimulating **CO-CURRICULAR CULTURE** that provides new and motivating challenges that inspire excellence, teamwork, accountability, and group pride in a "**SUCCESS FOR ALL/STUDENTS-FIRST**" culture. (Strategy VIII)

D) ENHANCING STUDENT ACHIEVEMENT BY IMPLEMENTING, REFINING, AND CONNECTING EXISTING AND EVOLVING PLANS, GUIDING DOCUMENTS, AND ACTIVITIES

1. PLANS

- a) Master Plan (2000-2010)
- b) Tech Plan (2001-2004)
- c) Science Plan (2003-2006)
- d) Math Plan (at various levels) (2004-2006)
- e) TAG Plan (2001-2004)
- f) ELL (English Language Learners) Plan (2004-2006)
- g) Consolidated District Improvement Plan (CDIP) (2003-2005)
- h) School/Building Improvement Plans (SIP's or BIP's) (Annual)
- i) Site/School Council Professional Development Plans/Goals
- j) Junior High School Task Force Report (2004-2005)

2. GUIDING DOCUMENTS

- a) District Policies (perpetual)
- b) Administrative Rules/Regulations (ongoing)
- c) Licensed Staff Evaluation Handbook (2003-2005)
- d) Professional Development Handbook (2003-2005)
- e) Negotiated Agreement with EEA/OEA (2003-2006)
- f) Negotiated Agreement with OSEA (2002-2005)
- g) Kappan Curriculum (2004-2005)
- h) PowerSchool Reporting Systems (2003-ongoing)
- i) Mastery in Motion (MIM) (ongoing)

3. SALIENT ACTIVITIES

- a) Licensed Staff Professional Goal Setting and Evaluation (annual)
- b) Classified & Supervisory Staff Goal Setting and Evaluation (annual)
- c) Superintendent's Professional Goal Setting & Evaluation (annual)
- d) Preparing and delivering student trimester report cards, IEP progress reports, weekly student progress reports
- e) Preparing and submitting required federal & state reports
- f) Preparing and adopting the District's annual budget
- g) Preparing for and administering required annual district and state assessments to students
- h) Meeting state (ODE) and federal (NCLB) standards

STRATEGIES

1.1 Strategy I: We will restructure our learning opportunities in order to offer students the possibility of mastering practical, meaningful, relevant, and interesting knowledge, skills, processes, and applications.

Strategy II: We will improve the quality of learning opportunities, K-12, in order to engage students in their own learning and help the district achieve its achievement goals.

Strategy III: We will develop stronger partnerships with the families of students who qualify as English Language Learners, Special Education, &/or 504 students in order to increase involvement and achievement, develop trust, and reduce isolation.

Strategy IV: In collaboration with students and families, we will develop a system for all students to set and achieve challenging goals tailored to their individual aspirations, talents, and abilities.

Strategy V: In partnership with students, families, and the community, district staff will create an environment, K-12, which instills and demonstrates the character traits necessary for students and adults to become responsible and contributing citizens.

Strategy VI: We will create Virtual Vocational Learning Opportunities and innovative partnerships with the area's business community to help educators and students better achieve their goals.

Strategy VII: We will strengthen partnerships with other school districts, agencies, and institutions of higher education to help educators and students better achieve their goals.

Strategy VIII: We will organize our system and implement our decisions so that our resources, people, and time maximally help educators and students achieve their goals.

Strategy I: We will restructure our learning opportunities in order to offer students the possibility of mastering practical, meaningful, relevant, and interesting knowledge, skills, processes, and applications.

Proposed Actions:

1. In addition to continuing to provide such options as Timber Lake Job Corps, the Volunteer Magnet Satellite School, the EHS GED program, the SLC-B programs at all three levels, the SLC-A and Life Skills programs at all three levels, the district will expand the variety of options and alternative programs to meet diverse learning and readiness styles so that all students will be actively engaged in achieving their goals. These options will include

expanded dual-credit college offerings on the EHS campus, expanded job-related opportunities, and student-generated additions.

2. Ensure timely and effective interventions through the PowerSchool communication systems so that families and school personnel can collaborate in maximizing student achievement.
3. Utilize new grant-related social, psychological, and food services to students and families in order to help them meet their nutritional, behavioral, learning, and parenting needs and to ensure school-ready and school-effective students.
4. Continue the recently-developed Transitional Kindergarten for students not yet fully prepared for the traditional kindergarten experience.
5. Continue the Benchmark Enrichment and Enhancement Program (BEEP) in the District's elementary schools, and expand offerings at the secondary schools.
6. Restructure the 7-12 curricular offerings to include the awarding of credits, 7-12, with the expectation that students lacking adequate mastery/credits in core curriculum classes upon entering EHS will be required to take remedial courses on a non-credit or elective-only basis.
7. Restructure the EHS curriculum to include CAM-related "majors" and revised guidelines for diplomas, including "CIM-Endorsed Diplomas" for those students completing all District-required CIM areas and restricting honors diplomas to students achieving "CIM-Endorsed Diplomas" and completing a specified number of Advanced Placement and/or College Credit courses.
8. Restore or implement a partial or holistic Teaming Structure at EJHS and/or EHS for the purpose of maximizing learning teams of students who share the same core and special services teachers.
9. Implement block scheduling in Math and Language Arts so that all students in the District's elementary schools have ongoing, mobile access to developmentally-appropriate instruction and peer mentoring in these two core areas.
10. Enhance the identification of K-12 students who are not meeting district or state standards, and provide supplementary learning opportunities and interventions, including BEEP, to maximize their chances of achieving a mastery level knowledge in core subjects before moving from one grade to another or one school/educational level to another.
11. Provide increased staff development time to ensure the use of cooperative and most current methods in differentiating and maximizing learning—including the addition of regular monthly professional development activities or the use of a 4-day student week to allow the 5th day to become available for staff to enhance student achievement and to fully implement this strategic plan.
12. Expand the technological opportunities for learning by purchasing mobile class sets of "Dream Writers" or comparable products that will allow teachers to utilize technology for teaching writing, research, and critical thinking skills without leaving their rooms.
13. Pursue the acquisition of a web-based PLATO Learning Program to assist in providing differentiated and alternative learning opportunities for students.

14. Pursue the acquisition of an “On-line Writing Program” such as “MY Access”—which features the computerized grading of student writing.
15. Solicit teacher-driven suggestions for improvement of instructional practices and student achievement.

STRATEGY II: We will improve the quality of learning opportunities, K-12, in order to engage students in their own learning and help the district achieve its achievement goals.

Proposed Actions:

1. Infuse the principles and practices of the Continuous Learning model throughout the K-12 system. The District will provide training in this effective process through inservice activities inside the district and/or visits to other sites where this system is being used effectively.
2. Empower Site Councils to provide leadership in staff development and effective learning practices that maximize student achievement.
3. Establish the expectation of “facilitated collaboration” among teachers within and among the district’s schools.
4. Train all instructional staff and principals in applying, successfully implementing, and reflecting about effective assessment strategies, standards-based grading practices, integrated instruction, differentiated instruction, cooperative learning, multiple intelligences, brain-centered learning, framing questions and assignments to avoid regurgitation and plagiarism, promoting critical thinking, problem solving, and applied learning. (Definitions: a) Integrated instruction—Combining subject-area skills to apply learning in a real-world activity, for example math skills used in science to measure water quality. b) Differentiated instruction—Matching classroom activities to individual student needs, for example pace, skill level, amount of work, etc. Implement K-12 Instructional Technology standards, including graded course work at grades 2-6. c) Cooperative learning—Learning in small structured groups. d) Multiple intelligences—Teaching and learning based on students’ strengths: linguistic, logical/mathematical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, musical, naturalistic. e) Brain-centered learning—applying what research shows about how the brain learns various skills and processes.)
5. Expand the opportunities for developmentally-appropriate learning opportunities at the secondary level (7-12) by adding non-identified learning-delayed students to existing special services classrooms—including Resource Rooms.
6. Train teachers, grades 3-12, in the strategies of teaching reading to post-primary students—including Student-Owned Strategies (SOS), Super Seven, and related programs.
7. Train teachers and educational assistants to focus on student mastery of the Big Ideas, Major Concepts, Processes, & Skills, Applicable Learning—with the supporting details and nuances assuming the secondary place in learning

that they deserve. Creating lessons and assessments that allow students to recognize systems, patterns, processes, trends, and applications to their own lives—not just memorizing trivial facts that soon disappear from their memories because they have no context.

8. Train teachers to find multiple ways of teaching and applying math facts and major math, reading, and writing processes, with the recognition that students need to have understandable learning targets identified for them—not tests based on memorization of italicized words, true-and-false tests of the trivial, and multiple-guess assessments which have no long-term value without being attached to Big Ideas.

STRATEGY III: The district will develop stronger partnerships with the families of students qualifying as English Language Learners &/or Special Education/504 students in order to increase involvements and achievement, enhance trust, and reduce isolation.

1. Provide oral and written Spanish translations of District and School handbooks, forms, newsletters, report cards, orientation and meeting announcements and activities, and information about programs, sports, and activities.
2. Train all District employees in Sheltered Instruction and other-culture awareness.
3. Create sheltered language and two-way Spanish/English Immersion offerings at all levels.
4. Provide new opportunities for ELL student advocacy.
5. Enhance the District's ELL outreach program to include maximum home visits, school orientation, attendance intervention, parent training, mentorships, assistance in accessing support services, and translation services.
6. Increase the ELL families' involvements in school and district committee work in order to achieve and maintain a level of involvement proportionate to the ELL student population.
7. Promote increased inclusion of ELL students in special programs and activities –TAG, music, athletics, etc.
8. Increase the number of bilingual/bicultural staff in order to achieve and maintain staff to more closely match the proportion of ELL students in district schools.
9. Provide increased access to alternative options for secondary ELL students to reduce their dropout rates.
10. Integrate aspects of Hispanic and other cultures into content areas beginning with language arts and social studies.
11. Provide training to all District staff in second language acquisition and instructional strategies for teaching ELL students in the regular classroom.
12. Expand the number of ELL/ESL personnel in order to enhance the number of ELL students who meet or exceed NCLB/AYP requirements.
13. Implement District-wide and school-based family literacy activities.

STRATEGY IV: In collaboration with students and families, the District will develop a system for each student to set and achieve challenging goals tailored to the students' individual aspirations, talents, and abilities.

Proposed Actions:

1. Enhance and implement methods for identifying student aspirations, interests, talents, and abilities and then relate these individual predispositions to the curriculum and vice-versa. These often include interests in athletics, music, etc.
2. Set up planned opportunities for involving each student, identified staff members, and parents in annual goal setting and goal evaluating.
3. Add a component to the PowerSchool system that identifies student goals, interests, and extra-curricular activities and provides a history of related activities and accomplishments, K-12.
4. Provide a maximum number of opportunities for all students to pursue individual aspirations, talents, and abilities through curricular and extra-curricular offerings.
5. Provide staff training in using student interests as a vehicle for engaging students in their own educations.

STRATEGY V: In collaboration with students, families, and the community, district staff will create an environment, K-12, which instills and demonstrates the character traits necessary for students and adults to become responsible, contributing members of their schools and community.

Proposed Actions:

1. Develop an integrated K-12 character education plan featuring, among others, the following character traits: Honesty, Responsibility, Respect, Integrity, Courage, Compassion, Civic Participation, & Patriotism.
2. Use the Continuous Improvement Model to document, chart, and measure students' goal achievement status. Optional class-versus-class &/or school-versus-school competitions could result.
3. Integrate parent and family involvement in the character education plan.
4. Provide resources to ensure that character expectations are taught and assessed.
5. Establish a communication model through PowerSchool that promotes the District's identified character traits with staff, students, families, and community members.
6. Create opportunities for individuals, classes, and clubs to engage in character building partnerships with the community.
7. Create a "character trait" recognition program, K-12.
8. Implement a PowerSchool option that reports class and school progress toward meeting "character trait" goals.

STRATEGY VII: The District will strengthen partnerships with other school districts, agencies, and institutions of higher learning to help educators and students better achieve their academic and vocational goals.

1. Enhance through the Community Schools Office the accessibility of school facilities for students, parents, and community members during non-school hours for the purpose of developing student academic success through school, family, and community partnerships that provide enrichment and recreational opportunities.
2. Support the creation of partnerships with state, county, and city government programs to allow for “one-stop” settings in the schools which provide social services and promote the collaboration of school and agency officials in maximizing safe homes, local health services, and related offerings which maximize student predispositions for learning.
3. Develop and enhance relationships with higher education institutions related to staff development activities for staff and educational opportunities for students.
4. Continue to develop and strengthen the current partnership between the Timber Lake Job Corps and the Estacada School District.

STRATEGY VIII: The District will organize its systems and implement its decisions in such a way that resources, people, and time maximally help educators and students achieve their goals.

Proposed Actions:

1. Program initiation and/or retention decisions will be consistent with the motto “Kids First” and with the tenets of this strategic plan.
2. District budget formulation and fiscal decisions will be consistent with the motto “Kids First” and with the tenets of this strategic plan.
3. This Strategic Plan will work in tandem with District Task Force Plans (Math, Science, Tech, TAG, etc) to bring the Estacada School District’s staff and student achievement levels to new levels of excellence.
4. As a system which operates from a holistic perspective, we must ensure that all schools and departments operate on a collaborative basis with decisions based on what is best for kids rather than territorialities or tribal customs. In other words, WE MUST HAVE ALL OF OUR ARROWS POINTING IN THE SAME DIRECTION.
5. The ongoing evaluation of the success of this strategic plan will prompt implementation, cause adjustments to the plan, and identify new elements that should be added. The Assistant Superintendent will report annually to the Board of Directors regarding the implementation of this strategic plan.