

Value Commitments

	Physical Safety	Diversity, Equity & Inclusion	Social Emotional Learning
<u>Learning & Teaching</u>	District commits to a safe Learning environment and promotes additional learning opportunities around what it means to be personally and physically safe	District commits to providing a Culturally Responsive education where all students have the opportunity to belong and succeed.	District commits to integrate SEL will fidelity using common practices and language to support student learning in all subject areas and spaces.
<u>Systems Accountability</u>	District commits to procedures & expectations around physical safety for staff and students. District commits to make all efforts to ensure student and staff safety while on campus	District commits to all district activities, programs and resources will be routinely evaluated for equity, diversity and inclusion.	District commits to systems of support being implemented to identify and support students' social emotional learning and health
<u>Student Opportunities</u>	District commits to facilities and resources that are supportive of positive, safe, and reliable experiences for students and staff.	District commits to providing all students a caring and nurturing environment for growth and belonging and promoting school & cultural pride through a wide range of opportunities.	District commits to students being provided opportunities to grow their social emotional awareness and to participate in events that promote mental and emotional health.
<u>Operations</u>	District commits to ensuring the safety of students, staff, and families by providing a physically safe learning environment	District commits to school facilities and procedures that show evidence of each culture on campus and represent the values of our community.	District commits to all settings in our facility promote school and community pride and welcome all students.

LEARNING AND TEACHING

SMART Goal	Action Step	Lead Responsibility/ Staff Involvement	Monitoring Effectiveness	Time Line	Goal Completion Measure
All Staff deliver intentional and engaging instruction on a daily basis.	Staff will be provided with professional development to employ highly engaging lessons and increased rigor based on student performance data.	Outside trainer, Superintendent, Principals, Title 1/LAP teacher, Teaching Staff	10% growth and at least 1 year's student growth in each subject area	2023-24 & 2024-25 school years	Annual measure of data looking for 10% growth for each grade level in reading and math and at least 1 year's growth for each student on STAR and SBA data.
	Informing instruction based on data and standards using district adopted curriculum	Outside trainer, Superintendent, Principals, Title 1/LAP teacher, Teaching Staff	Through huddles staff members and their supervisors will regularly look at data and use this to set monthly goals for themselves and their PLC teams. Proficiency scales at each grade level are created for key 'power standards'.	2023-24 & 2024-25 school years	Annual measure of data looking for 10% growth for each grade level in reading and math and at least 1 year's growth for each student on STAR and SBA data.

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	Staff will employ the principles of UDL and understand our learning community when designing and executing lessons.	Outside trainer, Superintendent, Principals, Title 1/LAP teacher, Teaching Staff	Staff will be trained and conduct a deep dive into UDL principles and use PLC time to infuse these practices into lesson planning	2023-24 & 2024-25 school years	Annual measure of data looking for 10% growth for each grade level in reading and math and at least 1 year's growth for each student on STAR and SBA data.
	The After School Program will be connected to assessment data and instructional practice in the classrooms.	After School Program coordinator, Superintendent, Counselor, Principals, Title 1/LAP teacher, Teaching staff	There will be an intentional connection between the ASP and teaching in the classroom	2023-24 & 2024-25 school years	Annual analysis of the growth students involved in the afterschool program and their assessment year's growth to measure ASP impact
	Since Time Immemorial curriculum is embedded in Social Studies curriculum K-12	Outside trainer, Superintendent, Principals, Teaching staff	Staff is integrating Since Time Immemorial curriculum into practice	2023-24 & 2024-25 school years	Since Time immemorial vertical alignment document established
	Explicit instruction & SEL skills with integration across all subjects	Teaching staff, Counselor, Title 1/LAP teacher, Principals	Staff is integrating Social Emotional curriculum into practice	2023-24 & 2024-25 school years	Social emotional vertical alignment document established
	Learning Walks with administrators and	Teaching staff, Principals, Superintendent	Staff will conduct learning walk observations looking for	2-4 year goal	Learning walks are established as a regular

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	teachers will be conducted quarterly	t, Outside trainer	patterns and initiative progress in instruction quarterly		professional development process
	Follow curriculum adoption cycle	Title 1/LAP teacher, Superintendent, Principals, appropriate subject area staff, parents	The current curriculum adoption cycle continues to be implemented to refresh curriculum materials on a 7-8 year cycle.	On going all 5 years	Curriculum is adopted on an annual basis.
	Emphasize cultural education and celebration	Teaching staff, TAG team, Principals, Superintendent, Students, Parents, community	The District will seek out opportunities to promote and celebrate the Chehalis Tribe, Latinx, and other underrepresented groups in our school setting	On going all 5 years	Regular supports from community and parents are integrated into our school culture
	Create a sense of community around testing	Principals, Teaching staff, Counselor, Title 1/LAP coordinator	Buildings will create a plan to help students feel more comfortable with their testing environments	On going all 5 years	Each building has a plan to support student comfort in their ability to be assessed.
	Broaden Health integration across grade levels	Health staff, Principals, Teaching staff	Buildings will create a plan to support students in health integration and ensure key health standards are covered K-12	2-3 year goal	Each building has a plan to support integration of key health standards.
	Tier 2 and 3 interventions developed	Title 1/LAP coordinator, SpEd Staff, Principals,	Staff will create a plan to support students who need intervention at a Tier 2 and Tier 3 level	On going all 5 years	A clear document is created to delineate services to be provided for

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		SST, counselor	academically, behaviorally, and socially/emotionally.		students who need Tier 2 and Tier 2 interventions in all 3 areas.
	Educational Field trips are established for each grade to go on each school year P-12	Principals, Superintenden t, Teaching Staff, Business Manager	A plan is created for established educational Field trips for each grade level.	Established by the 24-25 school year	Each grade level starts a tradition of attending a regular educational field trip each school year.
	Culminating projects for each grade level	Superintenden t, Principals, Grade level teams	A system of culminating assessment for each grade level for key standards and skills	3-4 year project	Each grade level has a culminating project
	The District commits to maintaining an Elementary Library	Superintenden t, Business Manager, Board	The district will maintain funding and support for an elementary library	On going all 5 years	Circulation of books to be checked out will be tracked to encourage more reading to occur.
	Work to increase science instruction at the elementary level.	Superintenden t, ES principal, Elementary staff	The district will explore how to increase science instruction, rigor, assessment, and engagement in the elementary	On going all 5 years	Annual measure of 5th grade WCAS data looking for 10% growth for each grade level in reading and math and at least 1 year's growth for each student
	Establish an ELL program that	Superintenden t, Title 1/LAP	The district will develop a program to meet the	On going all 5 years	Annual WIDA results and then

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	supports our growing population	Coordinator, Teachers, Principals	needs of our ELL learners		tracking these students through STAR and SBA
	Establish a Highly Capable program that meets the needs of our students	Superintendent, Title 1/LAP Coordinator, Teachers, Principals	The district will develop a program to meet the needs of our High-Cap learners	On going all 5 years	Hi-Cap students will be accommodated for in general education classrooms and supported with Tier 2 or 3 interventions as necessary
Maintain access for Early learning for 3 and 4 year-olds to give students access to high quality instruction in our local community.	Maintaining Preschool and TK in our school district.	Superintendent, Elementary principal, Early learning staff	District commits to providing resources, training and materials for EL programs.	On going all 5 years	We will continue to trace students who attend our preschool through the system to compare the impact of our EL program vs. the students who do not attend our program.
100% of Oakville HS graduates will have a post-secondary plan to enroll in college or trade school, enlist in the military, or be employed in an	HS & Beyond Plan is expanded and used to support students towards a 3 E option.	HS/MS staff, Counselor, HS/MS principal, parents	A formal system of using the HS & beyond plan is established to create a plan for each student to reach one of the 3 Es by Graduation.	Established by the 24-25 school year	100% of Oakville HS graduates has a plan to enroll, enlist or be employed post-graduation.
	HS/MS schedule will be developed to foster	HS/MS staff, Counselor,	HS/MS schedule will continue to develop into one that supports	On going all 5 years	100% of Oakville HS graduates has a plan to enroll,

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occupation of their choosing.	opportunities for post-secondary exploration.	HS/MS principal	pathways for student to pursue 3 Es		enlist or be employed post-graduation.
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SYSTEM ACCOUNTABILITY

SMART Goal	Action Step	Lead Responsibility/ Staff Involvement	Monitoring Effectiveness	Timeline	Goal Completion Measure
Student information systems will be better utilized to track attendance, discipline, and academic outcomes.	Student attendance will average above 95% P-12 daily	Principals, Secretaries, Attendance team, TAG team	Attendance averages will be tracked on a monthly, weekly and daily basis.	23-24 & 24-25 School Years	Average daily attendance will maintain a 95% present average.
	Discipline best practices are developed and implemented consistently	Principals, P-12 staff	Discipline referrals decrease Instances of exceptional misbehavior decrease Instances of Harassment, intimidation and bullying decrease. Restorative practices are implemented	23-24 & 24-25 School Years	Less than 10% of all students are identified for misbehaviors. Restorative practices are implemented as part of district culture.
	Switch to Qmalativ	Business Office, Secretaries	Data is clean for transition Training and necessary transition work is completed	By the end of the 24-25 School year (or when ESD allows us to convert.	All Skyward functionality switched over to Qmalativ (and more advanced functions added.
	Truancy Board developed	Principals, Attendance team	Truancy Board process occurs 6-8 times throughout the school year.	23-24 School year	Average daily attendance will maintain a 95% present average.
	Interventions for behavior	Principals, Counselor,	Discipline referrals decrease	On-going 3 years	Less than 10% of all students are

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	developed for Tier 2 and Tier 3 behaviors	ESD staff, P-12 staff, SpEd Staff, SST, Title 1/LAP Coordinator,	Instances of exceptional misbehavior decrease Instances of Harassment, intimidation and bullying decrease. Systems of restorative practices for and between students implemented		identified for misbehaviors. Restorative practices are implemented as part of district culture.
	Harassment Intimidation and Bullying (HIB) student and parent education increased	Counselor, ESD staff, Administration	Training developed for parents on how to prevent and recognize HIB in our schools A decrease in the number of HIB reports by parents and/or students to admin.	On-going 5 years	Instances of exceptional misbehavior decrease Instances of Harassment, intimidation and bullying decrease.
The district will engage at a high level with families and community.	Regular communication internally and externally will be developed	Administration, Teaching staff, Secretaries, PR Team	Regular communication to community and parents occurs from staff. Regular communication to staff and students occurs from administration and teaching staff. The DLT will regularly collect feedback from staff about communication.	On-going 5 years	Climate survey data regarding communication is above 90% positive when asked about communication

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			Admin will gather feedback from student leadership teams.		
	Volunteerism increased	Building staff	Increase volunteer positions are made available to parents and community Volunteers are recognized and promoted in the district. Volunteers will sign in and record their volunteering activity in a log.	On-going 5 years	Tracking the number of volunteers in the district increases.
	The District is recognized as a resource Hub for families	Counselor, Administration, Secretaries	New resources are sought out and provided opportunities to connect with our learning community. Key parts of both buildings are dedicated to places where the learning community knows they will find information.	On-going 5 years	Places established in both buildings that are recognized support resource areas.
	Community connections for service opportunities in and out of school	Superintendent , PTO, Community organizations, CTE teachers, Counselor, TAG team, Community	New partners are sought out to provide community service opportunities for students.	On-going 5 years	More community service opportunities are provided for students.

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		service tracking team			
The learning community will ensure student and staff physical safety.	Contingency and emergency planning procedures are enhanced or created.	Superintendent , Safety team, Maintenance Director, Principals, Community partners	Emergency Plans updated Connections with local emergency personnel developed to review and advise on new plans	2023-24 & 2024-25 SYs	Clear and consistent emergency plans created.
	Procedures developed and implemented	Superintendent , Administrators, Safety Team Community partners	Emergency procedures developed and regular drills conducted. Emergency procedures and drills conducted in conjunction with local emergency personnel	On-going 5 years	Regular drills and walkthroughs conducted.
The district will measure the impact of our Balanced Calendar initiative on student growth, attendance (staff and student) and school culture.	Evaluate the effectiveness of the balanced calendar on an annual basis	Superintendent , Board, Principals, All staff	Balanced Calendar and intersession planned and implemented	2023-24 & 2024-25 SYs	Attendance Data (staff and students) Climate survey Student growth of students who attend intersession vs. those who do not.

STUDENT OPPORTUNITIES

SMART Goal	Action Step	Lead Responsibility/ Staff Involvement	Monitoring Effectiveness	Time Line	Goal Completion Measure
District will create opportunities for families and community to engage with the district on a quarterly basis	Family Nights will be conducted on a quarterly basis in both buildings.	Title 1/LAP Director, Principals, Teaching staff	Family nights mapped out and planned for the school year each fall	On-going all 5 years	A regular 'tradition' of family nights is created 4 times a year in both buildings.
	Volunteer opportunities are created, posted and made available for parents and community	Superintendent, Principals, Teaching staff, Classified staff	Increase of volunteers and ways parents/community can assist the district.	On-going all 5 years	Increase of volunteers in the building.
	PTO Maintained	PTO, Elem Principal, Elem Staff	PTO continues to grow and thrive in their support of students	On-going all 5 years	PTO is functioning and creates events to support the elementary school
	Secondary parent group (Booster/PTO/Alumni) created	Parents/Community, HS/MS Principal, Athletic Director, HS/MS Staff	A HS/MS Parent group is created and grows into a functioning group	On-going all 5 years	HS/MS has a parent group that is created and supporting the school.
	Increased Community	Parents/Community, Students,	Opportunities for students to perform community service and	On-going all 5 years	Community Service hours and requirements are

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	Service/Connections	Principals, Superintendent, Staff	partner with community agencies are increased.		increased and held students accountable.
District will maintain or increase extracurricular activities both athletically and non-athletically.	An Elementary Youth Sports Program is supported through the school and community	Parents, Coaches, AD, Oakville Youth Sports, Community organizations	A sport or activity is created and supported by Oakville Youth Sports and Oakville School Sports for students in all 3 sports seasons	On-going all 5 years	Numbers of students participating in youth sports increase every year.
	Clubs expanded MS/HS	MS/HS Principal, MS/HS Staff	Clubs at the HS/MS level are increased and reflect the desires of the students	On-going all 5 years	Clubs evolve and have more student ownership and leadership
	Maintain 3 sport season options for both MS and HS	Superintendent, Business Manager, AD, coaches, MS/HS Principal	3 sports for each season are maintained, budgeted for, and supported	On-going all 5 years	At least 1 sport per season is available for all students for each of the 3 seasons.
	Active Career Technical Student Organizations (CTSOs)	CTE teachers, Superintendent, MS/HS Principal	CTSOs are created for each CTE pathway and student groups and leadership is created and supported.	On-going all 5 years	CTSOs are active and increased participation each year.
	Hope Squad expanded and operating at a high level.	Counselor, Principals, Hope Squad teachers,	Hope Squad team is established in the fall of each school year and conducts regular activities each school year.	On-going all 5 years	Hope Squad events and trainings are occurring regularly. Counselor tracks number of issues identified through

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					the Hope Squad process.
District will increase academic class opportunities that help students see post secondary goals to enroll in college or trade school, enlist in the military, or employ themselves in a profession. (3 Es Enroll, Enlist, or Employ)	More opportunities provided during After School Program (ASP)	ASP Director, Community partners, Superintendent	More community partners serve as mentors, speakers, and support for the ASP.	On-going all 5 years	More community partners are presenting/participating in the ASP.
	CTE opportunities continued to be expanded	CTE staff, MS/Hs principal, CTE advisory board, Superintendent, Business Manager	6 CTE pathways are available for HS Students	On-going all 5 years	6 CTE pathways are supported by the District and have students participating
	Financial Literacy is a focus for the High School.	Math and Business teachers, HS Principal, Community partners, Board	Financial literacy is a required portion of a HS graduate and formal programs and class activities are required for each Oakville student Expanded Board policy for Oakville graduates	Established by the 24-25 school year	Financial Literacy is taught in student Jr/Sr year as a required portion of their HS experience.
	Media and Digital Literacy (including keyboarding)	Librarian, Principals, Business Teachers, Gen Ed Staff, Superintendent	Media/Digital Literacy is a required portion of a students academic career K-12 and is taught on an annual basis.	Established by the 24-25 school year	Digital Literacy is taught in each grade level as a required portion of an Oakville student.
	Advanced Placement/College classes as	HS/MS Staff, ALE teacher, HS/MS	More opportunities for AP, College are afforded students in HS.	On-going all 5 years.	Increased percentage of HS Jrs and Srs are

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	opportunities for students	Principal, Counselor			participating in College/AP offerings.
	Work based learning for students on and off campus	HS/MS Principal, Counselor, Work-based learning coordinator, CTE advisory board, CTE teachers	A plan around work based learning is created and students have opportunities at work based credit and internships	Established by the 24-25 school year	Increased percentage of HS Jrs and Srs are participating in work-based learning opportunities.
Increased opportunities for student voice and leadership in the school	ASB in elementary expanded	ES principal, ES staff	Elementary ASB is established.	Established by the 24-25 school year	Elementary ASB is operating and creating events and opportunities for Elementary students.
	Mentor opportunities	Principals, Counselor, Teaching staff	Increased opportunities for veteran student to serve as mentors for younger students	3-5 year goal	Older students are provided with opportunities to support and lead younger students.
	Student Reps on board	Superintendent, Board, HS/MS Principal, ASB advisor	1-2 student representatives provide regular updates to the board and participate in board discussions of initiatives	1-2 year goal.	At least one student representative is an active participant on the Oakville School Board.
	HS/MS ASB part of Association of Washington	ASB Advisor, MS/HS Principal	HS/MS ASB is an active member of AWSL at a state level	2-4 year goal	HS/MS ASB is attending and participating in

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	Student Leaders (AWSL)				State Level AWSL events and advocacy
	Monthly Student & Parent Focus Groups	Superintendent, Principals	Superintendent meets on a monthly basis with elementary, MS, and HS focus groups Superintendent meets on a monthly basis with parent focus groups	Established by Spring of 2024	Student focus groups are established by the first month of each school year. Parent focus group schedules are established in August.
	Fundraising and class planning	Superintendent, Business Manager, AD, ASB advisor, Principals, class advisors	A plan for each club, sport, CTSO and ASB is created to establish fundraising practices and support for each program	2-4 year goal	A clear plan for fundraising is produced each school year.

OPERATIONS

Athletics

SMART Goal	Action Step	Lead Responsibility/ Staff Involvement	Monitoring Effectiveness	Time Line	Goal Completion Measure
The Athletic Department will create and maintain safe and updated facilities for all sports.	Redo track to full NFHS specifications and proper track surface	Superintendent, AD, Maintenance Director, Athletic Booster Club	Secured funding Track installed	2-4 years	Track installed
	Increase/add irrigation to the Football Field and surrounding grass areas on campus.	Superintendent, AD, Maintenance Director	Secured Funding Irrigation installed	3-5 years	Irrigation installed
	Create a schedule of redoing/replacing sports surface areas.	Superintendent, AD, Maintenance Director	-Gym floors are redone - Main Gym refinished 2019 Aux Gym needs to be redone	3-5 years	Plan created Gym floors replaced according to schedule
	Replace bleachers in the main gym to help with safety and ADA compliance.	Superintendent, AD, Maintenance Director, Athletic Booster Club	Secured Funding Bleachers replaced	3-5 years	Plan created Bleachers replaced
	Provide each sport with the necessary supplies needed to	AD, Coaches, Athletic Booster Club, Business Manager	Secured Funding Annual budgeting plan established	1-2 years	Secure funding & developed plan

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	keep their playing area up to par.				
	Update both locker rooms to meet Title IX requirements and needs of PE and Teams.	Superintendent, Business Manager, Maintenance Director	Secured funding Locker Rooms updated	2-4 years	Secure funding & Locker Rooms updated
	System added to conex for ability to take film during FB games.	AD, Coaches, Booster club	Secured funding System purchased	1-2 years	Secure funding Equipment acquired
	Permanent concession stand built between FB/Ballfields w/ 2nd floor for scorekeeping.	Superintendent, Maintenance Director, AD, Coaches, Business Manager, Booster Club	Secured funding Building erected	1-2 years	Secure funding Building erected
Improve school and team pride in the District and community.	Work to increase branding in city of Oakville: banners, flags, signs, etc	Superintendent, AD, ASB advisor, Principals, Chamber of Commerce, City of Oakville	Plan created Partnership established Banners hoisted	1-2 years	Banners/Branding established in local community
	Provide access for families and communities to spirit gear.	AD, Booster club, ASB advisor	Plan created Equipment acquired Gear readily available	23-24 school year	Gear readily available
	Student section is created for each sport/game and	AD, Music Director, Maintenance	Student section created	1-2 years	Student sections created

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	incorporates Pep Band where applicable.	Director, ASB advisor, Principals	Pep Band attending games		
	Create a system of logos/mascots for ES->MS->HS	AD, ASB Director, Superintendent, Principals	Plan created Branding launched	1-2 years	Branding launched
To increase and maintain communication between Athletic Dept and Community.	AD will create a Remind Code to use to communicate with parents.	AD, Coaches	Remind code set	23-24 school year	Remind code set
	Weekly Sports Schedules will be sent out via social media and email	AD, Coaches, PR team	System created and maintained	23-24 school year	System created and maintained
	Parent Meetings will be scheduled and attended by coaches and AD prior to each season.	AD, Coaches, Booster club	Meetings attended	23-24 school year	Meeting attendance improves
To provide adequate uniform and equipment for all sports at all levels.	Each team will have a full set of matching uniforms that are on a 4 year uniform rotation.	AD, Coaches, Business Manager, Booster Club	Uniform rotation in place and planned for each year.	23-24 school year	System created and maintained
	Equipment will be inventoried in FinalForms and tracked for	AD, Building Secretary, District Secretary	Final Forms system set and tracked	23-24 school year	System created and maintained

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	replacement/refurbishing needs.				
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Maintenance

SMART Goal	Action Step	Lead Responsibility / Staff Involvement	Monitoring Effectiveness	Time Line	Goal Completion Measure
To improve facility locations across District Campus to increase productivity and safety.	Work to locate facility solution for a maintenance shop	Maintenance Director, Superintendent, Business Manager	A plan is created Secured Funding A new space is created/identified	2-4 years	A new space is created/identified
	Create a space in each building that has all custodial needs.	Maintenance Director, Custodial Staff	A plan is created Space is identified	1-2 years	A new space is identified
	Create a rotating schedule of replacing flooring/carpet across campus.	Maintenance Director, Superintendent, Business Manager	A plan is created and implemented	23-24 school year	A plan it implemented, budgeted for and implemented
	Updated lawn care equipment.	Maintenance Director Superintendent, Business manager, Grounds Staff	Updated equipment plan developed and implemented	On-going all 5 years	Updated equipment plan developed and implemented

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To support employees in being efficient and effective in their roles	Employees will be provided uniforms to help with identification of staff.	Maintenance Director, Superintendent, Business Manager	Plan is implemented Uniforms furnished for staff	23-24 and 24-25 school years	Uniforms supplied for Maintenance/Custodial/Grounds team
	A work order system will be created to increase productivity and organization	Maintenance Director	System is implemented	23-24 school year	Sustained system is implemented
	Acquire a heavy duty Gator for maintenance use	Maintenance Director Superintendent, Business manager, Grounds Staff	A plan is created Secured Funding New equipment is acquired	2-4 years	New equipment is acquired
	Get tractor attachments to allow versatility with one piece of machinery.	Maintenance Director Superintendent, Business manager, Grounds Staff	A plan is created Secured Funding New equipment is acquired	2-4 years	New equipment is acquired

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Food Service

SMART Goal	Action Step	Lead Responsibility / Staff Involvement	Monitoring Effectiveness	Time Line	Goal Completion Measure
To create a more efficient department and create opportunities for an expanded menu.	Expand on scratch cooking training & scratch cooking meals	Food Service Director, Cooks	Increased scratch cooking	1-2 years	Breakfast and lunch scratch cooked meals occur 3-4 days per week.
	Try a different option for Breakfast After the Bell	Food Service Director, Principals	New implementation of breakfast serving	23-24 school year	Breakfast program is improved.
	Expand Point of Sale for Food Service access to needed teachers/paras	Food Service Director, Staff assigned to support food service	Rules implemented	23-24 school year	Sustained system around food service
	Source local food with local vendors	Food Service Director	Increase of food service from local vendors	2-3 year goal	Increased percentage of meals come from local vendors
	Opportunities for staff to observe meal service at other districts	Food Service Director, ESD 113 support	Staff absences created so they can observe food service in other settings.	2-3 year goal	Increased efficiency and infusion of new ideas for kitchen staff.
	Develop a community garden	Principals, Food Service Director,	Community garden created	3-4 year goal	Food used from garden to make meals for students

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	to grow our own food	Community partnerships, CTE teachers	Food used from garden to make meals for students		
Make better use of various food service spaces around campus.	Dishwasher in Elem	Superintendent, Food Service Director, Maintenance Director, Business Manager	Secure revenue Install Dishwasher	2-3 year goal	Installed Dishwasher at Elementary
	Find best way that meets regulations and is most efficient to serve Primary building students	Superintendent, Principals, Food Service Director, Cooks	New system identified and implemented	1-2 year goal	Primary has a system that works for all parties to serve them food.
	More prep/serving area in Elem	Superintendent, Food Service Director, Cooks	Use of space in Elementary to have less back and forth with	2-3 year goal	
	Small cover of exterior kitchen/elem cafe doors	Superintendent, Maintenance Director, Business manager, Food Service Director	Secure funding Develop an installation plan	3-4 year goal	
	Ensure the most efficient equipment	Food Service Director,	Develop work plans for each employee in Food service.	On going all 5 years	Rate of meals prepared per employee

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	is available/being used	Superintendent, Cooks	Evaluate plans annually Make adjustments as necessary		increases each year.
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Transportation

SMART Goal	Action Step	Lead Responsibility / Staff Involvement	Monitoring Effectiveness	Timeline	Goal Completion Measure
Most efficient use of department and student management.	Identify and utilize a routing process that creates the most efficient use of drivers and quickest routes to school. Routing and planning system selected.	Transportation Director, Drivers	Revenue identified System identified System implemented	1-2 years	System implemented
	Drivers create and maintain a reward system to support student behaviors on the bus	Drivers, Transportation Director, Principals	Student of the Month One positive call per week Drivers identify student mentors for bus riding	23-24 school year	System implemented
	Safe bus visit at the start of the year. Review safety and rules quarterly	Transportation Director, Principals	Student Bus Safety training completed 2 times per year	On going all 5 years	Training is completed

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	Create a Bus Handbook outlining rules and expectations on the bus	Transportation Director, Drivers, Principals, Superintendent	Handbook developed Handbook published and implemented To be updated each year	23-24 school year	Handbook is published and implemented.
	Transportation registration forms updated yearly for updated information on students. Any new students coming in need to fill out the form as well to be routed.	Transportation Director, Secretaries	Systems developed and implemented	23-24 school year	Systems developed and implemented
	Parking Lot managed and adjusted for safety	Transportation, Principals, Maintenance Director	System developed and implemented	23-24 school year	System developed and implemented.
Training for drivers	Keep drivers up to date on laws, student management, and regulations Yearly training and training for van drivers to from along with clearing activity van drivers	Transportation Director	Annual training	On going all 5 years	Drivers are trained annually.
Facilities and resources	Create a more professional space in the bus barn.	Superintendent, Transportation	Revenue identified Plan developed	3-4 years	Transportation spaces created

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		n Director, Maintenance Director	Transportation office identified Flooring and finish walls in the office etc.		
	Create a more robust parking area for our bus fleet with striping, cover for buses.	Superintende nt, Transportatio n Director, Maintenance Director	Revenue identified Plan developed Transportation spaces identified	3-4 years	Transportation spaces created
	Maintain our fleet, updating vehicles on a regular schedule	Superintende nt, Transportatio n Director, Business Manager	Replacement schedule created Fleet is replaced as possible and when necessary	On-going all 5 years	Fleet is maintained and vehicles are up-to-date

Business office/District & Building Support team

SMART Goal	Action Step	Lead Responsibility / Staff Involvement	Monitoring Effectiveness	Timeline	Goal Completion Measure
The district will complete a migration from Skyward to Qmaltiv	Submit an application to ESD 113 to apply to move to Qmaltiv	Business Manager, Superintende nt	Application submitted	23-24 School year	Application accepted by ESD 113
	Choose a timeline for transition	Business Manager, Secretaries, Payroll Specialist,	Timeline developed	23-24 School year	Timeline developed and implemented

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		Superintende nt,			
	Clean up data and outstanding issues for clean data transfer	District Secretary, Building Secretaries, Business manager, Payroll Specialist, Admin	Data begins to be cleaned up	23-24 & 24-25 school years	Data gets cleaned up
	Train key lead staff for transition	Business Manager, District Secretary, Building Secretaries, ESD 113	Key Staff trained	23-24 school year	Key Staff trained
	Train all staff for transition	Superintende nt, Principals, Business Manager, District Secretary	All Staff Trained	24-25 school year	All Staff Trained
The district will develop a procedure to manage the District records and archives	Identify a permanent records location	Superintende nt, Business Manager, District Secretary	Space is identified	23-24 school year	Space is identified
	Purchase and maintain appropriate fire safe cabinetry	Business Manager, District Secretary	Equipment purchased	23-24 school year	Equipment purchased

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	Develop a process and procedure to maintain destruction of records	District Secretary, Building Secretaries	Process developed and implemented	23-24 and 24-25 school year	Process developed and implemented
	Train key staff on records retention and archiving	District Secretary, Building Secretaries	Process developed and implemented	23-24 and 24-25 school year	Process developed and implemented
The district will further develop a procedure to better manage HR practices in the district	Develop HR forms to be paperless	District Secretary, Business Manager, Payroll Specialist	Process developed and implemented	23-24 and 24-25 school year	Process developed and implemented
	Develop a clear procedure regarding HR requirements	District Secretary, Business Manager, Payroll Specialist	Process developed and implemented	23-24 and 24-25 school year	Process developed and implemented
	Train key staff and administration on processes.	Superintendent, Business Manager, Principals, Directors	Training plan created Key staff trained	23-24 and 24-25 school year	Key Staff Trained
The District and Building support team will manage external communication to external partners	District and building staff support content for website, social media, and reader board	Superintendent, Principals, District and Building Secretaries, PR specialist	Clear roles and responsibilities identified Regular check-ins Timely communication occurs	On going all 5 years	Timely communication occurs Communication questions on survey increase

Technology

SMART Goal	Action Step	Lead Responsibility / Staff Involvement	Monitoring Effectiveness	Timeline	Goal Completion Measure
LnT: The district is committed to technology being used to plan, create, and develop academic, social-emotional, and culturally responsive content for all student needs.	Commit to ongoing evaluation and training on EdTech teaching and learning standards	Superintendent, Principals, Ed Tech team	Plan created to align learning standards to EdTech Standards	2 year goal	Alignment document created
	Identify appropriate tools, equipment, and platforms that prioritize basic digital navigation skills in a progression for all learners	Superintendent, Principals, P-8 Staff	Alignment document developed and produced	2 year goal	Alignment document created
	Provide teachers with a data dashboard (Homeroom Dashboards) to inform instruction and align systems of support	Superintendent, Principals, Title 1/LAP teacher, P-12 staff	Homeroom roll-out and PD development PLC use of Homeroom to plan instruction Homeroom updated regularly	23-24 School Year	PLCs are actively observed using Homeroom to guide conversations during PLCs
	Provide annual training to classified staff and	Superintendent, Principals,	A regular routine of Technology training is	23-24 School Year	90% of staff respond positively to annual climate

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	newly certified teachers for tech tools like Skyward, Google Classroom, and interactive displays	Title 1/LAP Teacher	developed and implemented for staff		survey that their tech needs are addressed.
	Commit to a learning/classroom management system used by all educators (e.g. Google Classroom or Canvas) by the end of this plan	Tech team	LMS is selected and in sustainable use	2-3 year goal	LMS is selected and in sustainable use.
LnT: The district is committed to providing staff and students with learning opportunities to utilize technology effectively and efficiently to enhance and enrich their lessons.	Provide incentives for teachers to engage with professional development such as rotating sub days, paid PD days, and utilizing free, on-demand training from sources such as internal technology leadership and ESD 113.	P-12 Teaching staff, Superintendent, Principals	PD is supplied for teachers	2-3 year goal	90% of staff respond positively to annual climate survey that their tech needs are addressed.
	Evaluate Homelink ALE program for adding staffing to ensure consistent	Homelink Staff, Secondary Principal,	Annual evaluation of needs for Homelink program.	2-3- year goal	Homelink program is expanding through enrollment and types of programs offered

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	online learning options	Superintendent			
	Increase the variety and types of technologies that are available to special education teachers in an effort to expose students to a wider variety of instructional methods and to accommodate a wider spectrum of learning styles	SpEd Staff, Principals,	Annual evaluation of needs of Special Education program	2-3 year goal	Needs are being met for students with Special needs and plans for adding to the program are met
	Promote inclusion of culturally sensitive and celebratory aspects of learning that relates to regional culture (e.g. wood products, tribal culture)	P-12 Staff, Principals	Increased opportunities to engage in cultural education opportunities that incorporate technology	2-3 year goal	Increased opportunities for students to engage in technology
Student Opps: The district is committed to providing students with learning opportunities to utilize technology	Develop student leadership opportunities in the area of technology	Tech team, Principals	Individual jobs are created for students to hold and support technology in the building	2-3 year goal	Students hold leadership opportunities in the areas of technology.

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	Develop four CTE pathways, and identify the technology/funding required to support those pathways	CTE staff, Secondary Principal, Superintendent	Pathways created and revenue streams are created to support the courses	On-going all 5 years	Pathways and sustainable resource revenue is created
System Accountability: The district is committed to evaluating its implementation of our technology plan and holding itself accountable to the results. The district also recognizes that technology needs and skills are constantly shifting, so we will make adjustments to the plan based on current situations.	Establish a district Technology Committee that meets quarterly to discuss general technology needs	DLT, Superintendent	Technology team is created and meeting regularly	2-3 year goal	Technology team is created and meeting regularly leading EdTech work
	Offer annual training for families on how to understand digital communication tools such as Skyward, Classroom, and Remind	Principals, Tech team	A plan for training families is developed, implemented and then becomes sustainable	4-5 year goal	A sustainable plan is in place for training parents on different platforms
Operations The district is committed to financially supporting our students and staff with equipment and training to help them acquire technology literacy	Secure funding for a dedicated technology staff member (tech support and/or instructional tech)	Superintendent, Business Manager	A plan for funding a full time technology specialist is implemented and revenue maintained	3-4 year goal	A technology specialist is hired and revenue is secured to sustain this model
	Monitor and identify funding streams for	Superintendent, Tech team,	Grant resources are dedicated to maintain	On-going all 5 years	Revenue is secured to sustain this model

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skills to compete in the 21st Century job market.	Chromebook replacement Establish a Chromebook replacement schedule	Business Manager	Chromebooks and their replacement		
	Continue to commit to and maintain 1:1 device ratio for all K-12 students	Superintendent, Tech team, Business Manager	Revenue is secured to maintain the 1:1 model	On-going all 5 years	Revenue is secured to sustain this model
	Maintain an updated technology assets inventory including Chromebooks, tablets, and non-computer technology equipment (reviewed annually)	Business Office, Tech team	A regular process is developed to monitor inventory and a list is kept	On-going all 5 years	A regular sustainable process is developed to monitor inventory

[See Full Technology Plan](#)