



Mission

Inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.

Vision

Our students will lead and shape the future.

They will be well-rounded, healthy, and flexible thinkers with a global perspective who can access resources and collaborate. They will demonstrate empathy, pride, and advocacy for self, school, and community while respecting the diversity and worth of others. They will acquire the knowledge, attitudes and skills to adapt to the emerging needs of a changing world.

Core Values

Our core values drive our actions and behavior.

- Learning We believe each student has the ability to learn and achieve to high standards.
- Equity We honor and support each student's right to learn and achieve.
- Integrity We act in good faith, serving others with honesty and dignity. We serve as stewards of the public trust.
- Passion We are passionate about teaching and learning.
- Respect We value differences among people and treat one another with respect.
- Diversity We embrace diversity as an essential asset; we are inclusive and treat our differences as a core strength.
- Collaboration We believe in learning and working together, the value of diverse views, and the power of collective wisdom.

Strategic Priorities	Strategic Goals (Focused on priorities)	Strategic Leader	Key Performance Outcomes (KPOs) (Summative outcomes of strategic goals)	Key Performance Indicators (KPIs) for 2015-16 (Formative measures of actions)	Action Items for 2015-16 (Actions that improve performance toward outcomes)
1 – Teaching and Learning Align curriculum, instruction, and assessment to educate, inspire, and prepare each student to graduate, to contribute to our community, and thrive in a global society.	1.1 Each student graduates from high school ready for college and career with 21st century skills.	Joyce/Tony	1.1.a 100% of students graduate.	<ul style="list-style-type: none"> Number of federal subgroup students “in the red” in FGY 2016 (in OTG analysis) Percent of 9th graders passing all courses after first and second semester of freshman year 	<ul style="list-style-type: none"> Implement 1418 program to target for reengagement Adjust OTG goals and intervention strategies based on 2014-15 data (focusing on subgroups to improve monitoring effective strategies and interventions) Implement and update 24 credits plan
			1.1.b Students meet or exceed standards by the end of kindergarten.	<ul style="list-style-type: none"> Percent of students at or above standard on spring DRA Percent of students proficient in writing based on fourth quarter revised EPS benchmarks 	<ul style="list-style-type: none"> Develop high quality full day kindergarten model Implement EPS/DMA benchmarks and anchor papers for writing PK-2
			1.1.c Students meet or exceed standards by the end of third grade.	<ul style="list-style-type: none"> Percent of student at or above standard on DRA Percent exited from LAP conference criteria based on reading progress Evaluation impact rating after OEL cycles 	<ul style="list-style-type: none"> Identify and provide coaching support to target schools on early reading acceleration strategies for struggling readers and ELL students Identify and provide coaching support to target schools on early numeracy strategies for struggling students in math Implement OEL math cycles
			1.1.d Students meet or exceed standards by the end of eighth grade.	<ul style="list-style-type: none"> Percent of students proficient in writing based on fourth quarter revised EPS benchmarks Percent of students at or above standard on SBA 	<ul style="list-style-type: none"> Expand DMA to include grade 2 in alignment with district curriculum and instructional practices Implement EPS/DMA benchmarks and anchor papers for writing PK-2
			1.1.e All graduates exit with a post-secondary transition plan for work, career, and/or college, and complete the first steps toward achieving post-secondary goals before graduation.	<ul style="list-style-type: none"> High school readiness indicators: attendance, Washington State history, core content grades, advanced course participation/performance Percent and diversity of students enrolled in advanced course work in middle school Percent of students meeting the College and Career readiness standard on SBA by 8th grade 	<ul style="list-style-type: none"> Continue advanced pathways alignment to ensure access to and success in rigorous courses
			<ul style="list-style-type: none"> Percent of students completing High School and Beyond Plan milestones in Naviance, by grade level (grades 6-12) Percent of seniors applying for college by June Percent of seniors accepted to college by June Percent of students meeting college-ready benchmark on ACT, PSAT 	<ul style="list-style-type: none"> Implement Naviance for planning and monitoring progress toward postsecondary outcomes Begin implementation of Naviance in middle school and senior year 	
<ul style="list-style-type: none"> Percent of seniors completing high school & beyond plan Percent of students taking AP exam Percent of students earning a qualifying score on AP exam 	<ul style="list-style-type: none"> Implement College and Career Readiness Seminar 				

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1 – Teaching and Learning (continued)	1.2 Each student has equitable access to rigorous curriculum content with common learning outcomes and assessments.	Tony/Joyce	1.2.a Each student has equitable access to rigorous course offerings.	<ul style="list-style-type: none"> • Percent and diversity of students participating in AP examinations with a qualifying score • Percent and diversity of students enrolled in advanced courses at middle school • Percent and diversity of students enrolled in College in the High School, Running Start, Honors & AP, and Tech Prep options 	<ul style="list-style-type: none"> • Continue pathways alignment to ensure access to and success in rigorous courses
			1.2.b Common content and outcomes are provided across all like classes.	<ul style="list-style-type: none"> • Number of STEM after school programs • Percent and diversity of students participating in STEM courses 	<ul style="list-style-type: none"> • Expand STEM after school opportunities, focusing on robotics programs
	1.3 Each student receives relevant, rigorous, personalized, and engaging standards-based instruction.	Peter/Joyce/Molly	1.3.a Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.	<ul style="list-style-type: none"> • Learning walk tool observational data • CEE student and parent survey results 	<ul style="list-style-type: none"> • Calibrate high leverage instructional strategies through OEL/lesson study model • Implement ELA common core high-leverage practices in literacy block and across content areas • Develop and implement learning walk observational tools and processes
			1.3.b Student satisfaction with learning improves.	<ul style="list-style-type: none"> • CEE student and parent survey results 	<ul style="list-style-type: none"> • Implement annual CEE perceptual survey • Provide professional learning on effective classroom management and relationship-building skills
			1.3.c Students receive and apply health and fitness instruction and make informed choices to improve their health and fitness.	<ul style="list-style-type: none"> • Cohort growth on Healthy Youth Survey 	<ul style="list-style-type: none"> • Implement Healthy Youth Plan
	1.4 Each student demonstrates cultural proficiency and is prepared to live in and contribute to a world economy.	Tony/Joyce	1.4.a Our curriculum incorporates arts, language, culture, and history at all levels.	<ul style="list-style-type: none"> • Number of AP world language courses offered 	<ul style="list-style-type: none"> • Implement new AP world language offerings
			1.4.b At graduation, students have skills and knowledge in world languages, comparative history or culture, global economics, the arts, and social justice.	<ul style="list-style-type: none"> • Percent of student registrations for world language courses in spring, 2016 	<ul style="list-style-type: none"> • Design a world language program for middle school

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1 – Teaching and Learning (continued)	1.5 Each school and the district meet or exceed federal and state performance requirements.	Joyce/Tony	1.5.a State and federal achievement targets are met or exceeded.	• Percent of students meeting standard on SBA in grades 3-8 & 11	• Develop a plan for MTSS implementation	
				• Percent exited from LAP conference criteria based on reading progress	• Expand ELL support to all ELLs, including kindergarten and level 3 students	
2 – Inspiration, Innovation, and Information Foster innovation to serve current and future needs of diverse learners; support innovative approaches to develop, identify, and use information and technology.	2.1 Our culture welcomes and celebrates innovative approaches to learning and operations to inspire students and staff.	Molly/Tony/Debra/Mary	2.1.a Creativity and innovation are integrated into the instructional and operational work of the district.	• KPI TBD	• Study innovation through Creating Innovators (Wagner)	
				• Completed instructional & operational rubrics	• Develop a common definition of innovation in the organization	
	2.1.b Creativity and innovation are celebrated.				• Percent of students participating in STEM research & design projects	• Explore and develop measurement tools to gauge degrees of innovation in the organization
					• Percent of student population participating in STEM activities	• Align report card with 21st century skills
	2.2 District-wide systems for managing and communicating information are coordinated, linked, aligned, compatible and user friendly.	Tony/Joyce/Mary	2.2.a Tools for collaboration, communication, and creativity are available, accessible and widely used.		• Percent of secondary students participating in visual and performing arts	• Ensure that each student has the opportunity to participate in the STEM experiences
					• Number of participants in each communications' training	• Offer staff training to improve use of Peachjar, Blackboard, Schoolwires and general communication
					• Number of users and visits to EPS Teaching Channel Team sites	• Utilize for early learning and explore Teaching Channel Teams for professional development and sharing of best practices
					• Measure OneDrive/Office 365 use and internet bandwidth growth	• Upgrade to Office 2013 and set up One Drive for Business with Office 365 in order to expand full utilization of Microsoft collaboration and communication tools
					• Office 2013 loaded on all Windows 7 computers	• Expand options for access to resources collaboration through Curriculum Portal
					• Usage statistics for Schoolwires and Docushare as relates to curriculum portal	• Ongoing training in use of EPS Google environment focused on peer collaboration and teacher-student
• Usage statistics for EPS Google apps	• Expand usage of online resources to all working groups, students, and parents immediate feedback					
2.2.b Access to systems, information and resources is easy and seamless for the end user.				• Usage statistics for Atomic Learning	• Develop comprehensive technology plan that addresses accessibility and aligns to curriculum requirements	
				• Completion of plan and Board approval	• Monitor school home pages for adherence to standards	
				• Percent (Number) of school home pages that are current and adhere to standards	• Utilize gradebook to inform students and parents of current progress and upcoming assignments	
				• Percent of secondary gradebook entries dated within two weeks of sampling timeframe	• Update computers in all offices and classrooms	
				• Computers replaced as defined in project scope	• Transition BusinessPlus to SQL platform	
				• BusinessPlus SQL transition completed		

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2 – Inspiration, Innovation, and Information (continued)	2.2 (Continued)	Tony/Joyce/ Mary	2.2.b (Continued)	<ul style="list-style-type: none"> Percent of customer satisfaction Percent of knowledge base content growth and utilization 	<ul style="list-style-type: none"> Implement new incident, change, services and work-flow management system for IT and LMS departments
			2.2.c Communication and engagement with families, staff, and community strengthens understanding of and support for district strategic priorities.	<ul style="list-style-type: none"> Percent of district applications utilizing Active Directory Data from phone survey and information from community engagement activities 	<ul style="list-style-type: none"> Ensure simplified access to resources by expanding single password access to select applications Launch comprehensive communications plan based on information learned from phone survey and community engagement activities
	2.3 Staff apply 21st century knowledge and skills to improve professional practice and productivity in support of student learning.	Joyce/Tony/ Debra	2.3.a Staff demonstrate communication, collaboration, critical thinking, creativity and self-direction in their work.	<ul style="list-style-type: none"> Number of participants for ThoughtExchange Number of participants in telephone town hall Percent of staff who say they get the information they need in a timely fashion 	<ul style="list-style-type: none"> Launch next phase of ThoughtExchange in fall, 2015 Launch Telephone Town Hall in fall, 2015 Continue monitoring staff satisfaction of district communications through staff survey in spring, 2016
				<ul style="list-style-type: none"> Learning walk tool observational data Evaluation impact ratings from ERO and performance rubrics 	<ul style="list-style-type: none"> Provide staff professional development on strengthening the work of high performing teams Provide professional development opportunities for all employees in practicing 21st century skills in the workplace
3 – People, Structure, and Systems Develop people, structures, and systems to support student learning in a culture of mutual respect and intellectual engagement.	3.1 Our long range recruitment, placement and retention plans for certificated, classified, and administrative employees support diversity and future needs.	Debra	3.1.a Our workforce is diverse and reflective of our student population and community.	<ul style="list-style-type: none"> Percent of certificated and classified staff reporting diverse backgrounds 9-12 teaching Gender based on job classification Percent of newly hired employees reporting diverse backgrounds Percentage of student teachers reporting diverse backgrounds 	<ul style="list-style-type: none"> Create and strengthen strategic pipelines to teaching Recruit in shortage areas (e.g. math, science (STEM), special education, ELL, world language) from college programs graduating teachers Reach out to colleges, universities, and community organizations to coordinate placement of student teachers in shortage areas (e.g. math, science (STEM), special education, ELL, world language)
	3.2 Our culture supports intellectual engagement and mutual respect among all staff, and values the contributions of each employee.	Peter/Joyce/ Molly/Debra	3.2.a Staff demonstrate the characteristics of high performing teams.	<ul style="list-style-type: none"> Number of seminars conducted with community organizations Percentage of growth in performance on TPEP criterion 8 data from certificated staff CEE Collaboration Time Survey CEE perceptual surveys items 	<ul style="list-style-type: none"> Strengthen local connections with diverse organizations to increase candidate pool SOSR teams report on work of high performing teams Provide PLC training to enhance LIF time collaboration Integrate culturally proficient and inclusive strategies in professional development offerings across the district

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3 – People, Structure, and Systems (continued)	3.3 Systems supporting professional performance and growth are established and used to support continuous improvement and future needs.	Joyce/Debra	3.3.a Staff collaborate and engage in continuous improvement processes.	<ul style="list-style-type: none"> Evaluation impact rating from school-based consultations on continuous improvement process CEE perceptual data items CEE Collaboration Time Survey items 	<ul style="list-style-type: none"> Review and model the continuous improvement process Strengthen formal induction process for new employees
			3.3.b Employees are highly proficient and skilled.	<ul style="list-style-type: none"> Percent of teachers at each level of performance 	<ul style="list-style-type: none"> Quarterly TPEP training sessions around the Danielson Instructional Framework and eVal tool
			3.3.c Employees have access to relevant education and cross training.	<ul style="list-style-type: none"> Percent of custodians piloting the four-tier evaluation tool 	<ul style="list-style-type: none"> Adjust four-tier custodial evaluation tool based on pilot group input
				<ul style="list-style-type: none"> Percent of food and nutrition employees piloting the four-tier evaluation tool 	<ul style="list-style-type: none"> Pilot four-tier food and nutrition evaluation tool
				<ul style="list-style-type: none"> Four-tier evaluation tool is developed 	<ul style="list-style-type: none"> Develop four-tier evaluation tool for directors
				<ul style="list-style-type: none"> Percent of classroom teachers evaluated using the TPEP tool 	<ul style="list-style-type: none"> Continue PD for final year of TPEP implementation
			3.4 Our district implements systems and best practices to support and sustain school and district safety, security, and emergency preparedness.	Molly	3.4.a Our students and staff learn and work in an emotionally, physically and intellectually safe and secure environment.
3.4.b A coherent approach to emergency preparedness exists across the district.	<ul style="list-style-type: none"> Number of HIB complaints Number of HIB complaints closed Percent of students referred to ISS, STS, LTS, EEX, EX Healthy Youth Survey data items 	<ul style="list-style-type: none"> Effective training regarding creation of healthy environments free of HIB provided to students and staff 			
	<ul style="list-style-type: none"> Percent of items completed on OSPI safety plan checklist 	<ul style="list-style-type: none"> Implement a district-wide approach to re-unification and conduct related simulation drills Implement training for para-educators, new employees and substitutes Expand scope of EOC simulation drills Create and communicate a coherent approach to emergency communications 			

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3 – People, Structure, and Systems (continued)	3.5 Our organization structure, including roles, reporting relationships, decision-making processes, and other organization design elements, supports effective service delivery to students and other constituents.	Mike/Molly	3.5.a Systems and structures are aligned with the requirements of our mission.	<ul style="list-style-type: none"> Percent of AOP action items accomplished 	<ul style="list-style-type: none"> The Annual Operating Plan (AOP) is implemented with fidelity
				<ul style="list-style-type: none"> Time required for completion of safety-related work orders Time required for completion of all other work orders 	<ul style="list-style-type: none"> Monitor time for completion of maintenance work orders to identify areas for improvement
4 – Resource Management Generate, align, and coordinate all available resources to serve the best interests of the students. Develop flexibility and adaptability to achieve our mission in a changing economic environment.	4.1 Resources (finances, staffing, technology, facilities) are aligned to student learning, and allocation is based on long-term, broad, district needs and goals.	Jeff/Mike	4.1.a Long-term planning in finances, staffing, technology, and facilities are intentionally and systematically driven by student enrollment, learning measures and strategic priorities.	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Identify critical areas needing systematic long-term plans aligned with strategic priorities Develop and annually update three-year general fund and capital projects fund budget plans
				<ul style="list-style-type: none"> Percent of general fund budget committed to teaching and learning 	<ul style="list-style-type: none"> Resources are allocated to support student learning and strategic priorities
				<ul style="list-style-type: none"> Enrollment projection accuracy (one year and six year) 	<ul style="list-style-type: none"> Enrollment projections are updated and periodically adjusted to reflect changing trends and demographics
				<ul style="list-style-type: none"> Percent of permanent and portable building capacities utilized for educational program Ratio of staff to enrollment 	<ul style="list-style-type: none"> District facilities are utilized efficiently Enrollment projections are used to guide planning for staffing and finances
			4.1.b A minimum ending fund balance of five percent is maintained in the general fund	<ul style="list-style-type: none"> Ending fund balance as a percentage of total expenditures 	<ul style="list-style-type: none"> The annual general fund budget is developed using clearly defined strategies with adequate contingencies to respond to unforeseen conditions, and implementation is monitored on a regular basis

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4 – Resource Management (continued)	4.2 Strategic priorities drive programs and practices that generate new resources representing 1 percent of the total annual general fund budget.	Tony/Joyce/ Molly/Peter/ Debra/Mike/ Jeff	4.2.a 1 percent of the annual general fund budget is generated.	<ul style="list-style-type: none"> Percent of new resources generated over or under one percent 	<ul style="list-style-type: none"> A resource development plan for generating new resources, including goals for each department, is developed and implemented Implement Strategic Partnership Plan
5 – Strategic Relationships Develop intentional partnerships and strategic relationships to support student learning.	5.1 Our district-wide strategic relationships contribute directly to achievement of district priorities and goals and improvement of student learning.	Tony/Molly	5.1.a Strategic partnerships (family, corporate, community) promote the health, well-being and learning of all students.	<ul style="list-style-type: none"> Number of strategic partners aligned with strategic goals of district 	<ul style="list-style-type: none"> Refine, expand, and implement Strategic Partnership Plan
			5.1.b Strategic partnerships (family, corporate, community) strengthen college and career readiness.	<ul style="list-style-type: none"> Number of STEM strategic partnerships Number of STEM program advisories 	<ul style="list-style-type: none"> Increase STEM strategic partnerships Expand STEM-CTE advisory group (engineering, clean energy/sustainability, computer science)
	5.2 Our strategic relationships improve the quality and coherence of pre-kindergarten through third grade learning opportunities.	Tony	5.2.a All students are ready for kindergarten.	<ul style="list-style-type: none"> Percent of entering kindergarten students at or above standard on each indicator as measured by WaKIDS/TSGold 	<ul style="list-style-type: none"> Refine systems for sharing student information across the PreK-K continuum (transition report, TSGold, IEP) Gather and analyze WaKIDS/TSGold data to provide trend information, information from PreK partners, and implementation targeted professional development
				<ul style="list-style-type: none"> Number of new partnerships created with preschools to support kindergarten readiness 	<ul style="list-style-type: none"> Continue to build better connections between schools, families and preschools
			5.2.b Community partners are engaged in common learning and shared practices with the district.	<ul style="list-style-type: none"> Number of preschool staff participating in EPS professional development opportunities 	<ul style="list-style-type: none"> Continue implementation of DMA and P-2 Early Literacy grant with expansion to additional preschool partners
				<ul style="list-style-type: none"> Number of professional development offerings and participants provided to preschool partners 	<ul style="list-style-type: none"> Continue to expand joint professional development offerings and support with community preschools and partners

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5 – Strategic Relationships (continued)	5.3 Our strategic relationships contribute resources that help grow a more robust and well aligned pre-kindergarten through third grade system.	Tony/Joyce	5.3.a A higher degree of collaboration and communication between the district and its partners is achieved.	<ul style="list-style-type: none"> • Percent completion of Strategic Partnership Plan 	<ul style="list-style-type: none"> • Alignment of outside resources and partnerships to district goals into a cohesive plan • Continue implementation of Gates P-2 Early Literacy grant • Continue implementation of Gates PK-K Focus mini-grants • Maintain and expand partnerships with key early learning partners
	5.4 Our strategic relationships improve the quality and coherence of K-12 learning opportunities in science, technology, engineering, and math.	Tony/Joyce	5.4.a A higher degree of collaboration and communication between the district and its partners is achieved.	<ul style="list-style-type: none"> • Percent completion of Strategic Partnership Plan 	<ul style="list-style-type: none"> • Refine, expand, and implement Strategic Partnership Plan
			5.4.b Community partners are engaged in common learning and shared practices with the district.	<ul style="list-style-type: none"> • Number of students participating in STEM before and/or after school learning experiences • Number of STEM community partnerships 	<ul style="list-style-type: none"> • Expand before and after school learning opportunities for students utilizing community partners • Increase community STEM partnerships • Explore project based learning to include community partnerships in learning and instruction • Expand after school learning opportunities through community partnerships