

ENVISION ESTACADA SCHOOLS 2030



A VISION AND PLAN FOR YOUR SCHOOL DISTRICT

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ABOUT THIS DOCUMENT

Envision Estacada Schools 2030, developed by the Estacada School District, is a long-term vision for our community's schools in 2030 and a five-year plan to help achieve it. This plan is the result of a comprehensive planning effort conducted in 2019 involving the District's Board, administration, staff, parents, and wider community.

Inside you'll find our vision and plan covering five areas of focus, each with its own vision, strategies and actions to achieve it, and a set of indicators to measure our progress over time.

We invite you to explore this plan, share your thoughts and ideas with us, and join us in our effort to ensure that Estacada's schools are a continual source of community pride and advancement. To learn more, visit us on the web at www.envisionestacadaschools.org.



SUPERINTENDENT'S LETTER

With adoption of our district's new strategic plan, I would like to thank our district families, staff, and community for collaborating with us as we build a strong future for our schools. **Envision Estacada Schools 2030** is designed to uphold and build on our district's traditions, while providing a strong plan for our continued improvement and long-term success. The plan we are presenting here illustrates a path to transform the Estacada School District from a district that functions to one that excels.

Construction of this plan included input from over 300 community survey responses, 150 staff survey responses, and a number of community and business interviews. In addition, 40 people participated on our Vision Action Team (VAT), representing local businesses, religious organizations, higher education, trade organizations, parents, teachers, and administrators.

Input from a true representation of our school communities was essential as we aimed to understand and preserve what matters, and create strategies that address concerns of our constituents. We heard a desire for unified support for each child. We heard a desire for teaching that empowers every student – regardless of circumstances – to succeed in college or industry careers that enable them to become contributing members of their community. We also heard a desire for increased connection between our schools and local organizations.

The Estacada community also asked us to continue to prioritize transparent, sustainable financing to ensure adequate funding for the future of our schools. Many also called for facility and building improvements that will foster pride in our schools and provide safe spaces that support diverse programs and learning.

Through the implementation of this plan, our district will fully integrate Professional Learning Communities (PLCs) to ensure that every student has their individual needs met. Staff will be trained to support the social-emotional needs of our students. Career Technical Education (CTE) pathways will be strengthened, producing students with skills that align with the needs of workplace employers. Curriculum and teaching will ensure that college-bound students are equipped with the skills necessary to thrive. Estacada School District will facilitate outreach and communication that keeps families engaged, informed, and involved in the success of students.

Envision Estacada Schools 2030 is designed to bring action and accountability to all of these aspirations and goals. The plan responds to community and staff priorities with an overarching vision, strategies, a series of action steps – and measurable outcomes. We are “all in” on pushing our staff, our students, and our schools to be the best we can be. The following pages detail how we plan to achieve the best version of our future.

Strong schools create strong communities. We look forward to working together and regularly sharing our progress as we implement strategies and achieve the goals set forth in **Envision Estacada Schools 2030**. Together we will ensure success for every student.

Sincerely,

Ryan Carpenter



Estacada School District Superintendent



MISSION, VISION & VALUES

OUR MISSION:

Our mission is to equip every student with the **knowledge and skills** necessary to be resourceful and successful.



OUR VISION:

In 2030, the Estacada School District, backed by a strong collaborative organizational culture, leads the state of Oregon in graduation rates and student success. Building on a foundation of a fully engaged community and families, up-to-date buildings and facilities, and sustainable finances and accountability, Estacada's schools are a focal point of community pride and advancement.

OUR VALUES



Inspiration...

We believe in inspiring students to become lifelong learners, embracing challenge, seeking high achievement, and sparking their curiosity.

We believe in inspiring teachers to reach high levels of instructional excellence.



Engagement...

We believe in engaging students, providing a quality education that connects them through a standards-based curriculum and hands-on learning, and fostering a deep understanding of content.

We believe in engaging families and the community in our students' learning, and in striving to facilitate that engagement.



Achievement...

We believe in setting high standards for our schools and students, cultivating an environment where students have high-reaching ambitions and are encouraged to achieve their goals.

We believe in preparing students to thrive in career, college, and life, and to become contributing members of their community.

We believe that our schools should be held to high expectations, where the only acceptable outcome is the success of every student.

EVALUATING OUR PROGRESS



1

The Estacada School District will provide annual Board and community updates that show its progress toward achieving strategic plan indicators. The update will include adjustments to the plan's actions and priorities moving forward.

2

To evaluate the plan's progress, the District will engage in regular "Plan, Do, Study, Act (PDSA)" cycles throughout the school year to ensure that it is engaging in continuous and effective improvement science.



3

PDSA cycles will enable the District to ensure that changes implemented as a result of the strategic plan are having a positive impact on student success and district operations.



PLANNING

THE PLANNING PROCESS & STRATEGIC PLAN STRUCTURE

The Planning Process

Early in 2019, the Estacada School District formally launched the second in a series of ongoing strategic planning efforts designed to advance the District.

As part of this initiative, *Envision Estacada Schools 2030*, the District determined to incorporate a long-term vision, along with a new five-year plan to promote the achievement of that vision. The vision would be targeted on the year 2030, while the plan itself would focus on a closer-in timeframe of 2020-2024.

The District also determined that it wanted to actively engage the community it serves in this iteration of the plan, providing opportunities for families and community members along with District staff to directly contribute to the plan's development and help ensure its alignment with the community's hopes and aspirations for its schools.

Public engagement for the process was supported by a dedicated website, www.envisionestacadaschools.org launched in January, presenting information on the District, its strategic planning process, and providing directions on how to become involved. The planning process was supported by outreach to the general public via press releases, social media and direct contacts.

Public engagement was furthered through a number of interviews with key District stakeholders and a series of web-based surveys. The first survey was specifically targeted on District staff, while the second was targeted on members of the wider community. A third general public survey was conducted to help validate the emerging strategic plan's contents.

In tandem with public engagement, the consultant to the planning process conducted a targeted "environmental scan" of trends and emerging issues that might influence the future of the District. The scan looked at such topics as the future of work and preparing students for a changing workforce, educational technology and what schools might look like in 2030, changing student profiles and how student learning is changing, the impact of developmental disabilities, adverse childhood experiences, and medical and social complexity factors, and much more. This information was used to inform and deepen the conversation.

All of this engagement and information gathering converged with the formation of a 40-member, Vision Action Team (or "VAT") made up of parents and members of the community as well as District staff.

Charged with the development of the plan's contents, the VAT met four times in April and May. It's work focused on development of visions, strategies, actions and related implementation information. These efforts were organized around five key goals or focus areas (see below) guided by focus area Team Leaders drawn from the District's staff.

In June, the VAT Team Leaders met to complete the plan's contents and prepare the final plan for submission to the District's School Board for approval and adoption at its July 2019 meeting. With Board adoption, the new vision and five-year strategic plan will be in place for the District's new fiscal year commencing in July 2019 and run through June of 2024.

PLAN STRUCTURE & CONTENTS

The *Envision Estacada Schools 2030* vision and strategic plan are organized in a tiered format. The top tier is comprised of the overarching vision statement for the District in the Year 2030. This short, aspirational statement is intended as a high-level expression of the District's aspirations.

The next tier of the plan is formed by its five areas of concentration or focus areas, each with its own vision statement:

- Successful Students
- Strong, Inclusive & Collaborative Culture
- Engaged Families & Community
- Up-to-Date Buildings & Facilities
- Sustainable Finances & Accountability



Moving to the next tier, each focus area contains a series of Strategies, or major initiatives, designed to help achieve that focus area's vision over the next five years. Each Strategy (*the "What?"*) is accompanied by a Rationale Statement (*the "Why?"*) that explains why the District considers the initiative to be of strategic importance.

Next, each Strategy contains a set of specific Action Steps (*the "How?"*) intended to help carry out those initiatives in the next five years along with a compendium of indicators and metrics – outcomes and measures of success (the latter

typically expressed in the form of data). This information will allow the District to monitor and report its overall success in achieving its vision over time.

Overall, the *Envision Estacada Schools 2030* strategic plan is seen as a dynamic, "living" document that will change and evolve over its five-year lifespan. In 2024, it is anticipated that much of the plan will have been accomplished, and a new plan will be developed bringing the District even closer to achieving its 2030 vision.



ENVISION ESTACADA 2030 **FOCUS AREAS**



FOCUS AREA: SUCCESSFUL STUDENTS

OUR VISION: *In the Year 2030, every Estacada School District student graduates with the knowledge and skills necessary to pursue advanced training or education, rewarding employment, a successful career, and a purposeful, meaningful life. The District has fully integrated Professional Learning Communities (PLCs) into teaching and learning. District staff is trained in the latest advancements in teaching and learning, including supports for social emotional and non-academic skills growth. The District provides a balance of options to meet each student's needs focusing on how to learn, discover, create, and engage, with teachers acting as facilitators of learning. Career Technical Education (CTE) pathways align with current regional workplace trends and needs as well as connecting with student's personal educational plans and profiles that outline their next steps after graduation. In addition, the college bound curriculum has been strengthened with new college readiness courses.*

STRATEGIES: SUCCESSFUL STUDENTS



STRATEGY 1. Professional Learning Communities (PLCs). Taking the DuFour Model PLCs to the Next Level. Provide ongoing training, time, support, and tools for teachers to move forward with improved instruction and individual student growth.

RATIONALE: In the 2015 strategic plan, the District fully embraced the professional learning community concept as originally developed by Richard and Rebecca DuFour and in the ensuing years, has demonstrated that the concept has had positive impact on student success. Fully implementing the model takes time. This strategy defines the next steps in implementing the model as a portion of the District's commitment to becoming a fully collaborative community.

ACTIONS:

1. Continue to develop the DuFour Model PLC system
 2. Communicate overall results regularly to families and community
 3. Cultivate a culture of risk taking and collaborative trust among peers
-

STRATEGY 2. Social Emotional Supports. Foster an infrastructure that ensures students' social emotional needs are met by providing staff with needed training and supports.

RATIONALE: There are many factors that can affect a student academically. In addition to imparting knowledge and skills to their students, teachers must know and understand the causes of social emotional issues that affect an individual student's learning and their impact on other students in the classroom environment.

ACTIONS:

1. Assure appropriate training for staff in social emotional supports
2. Provide appropriate staffing in each building through the budget process
3. Develop systems and procedures to advocate for student supports
4. Provide resources and training for families to support their students

STRATEGY 3. Student Focused Learning. Create learning opportunities designed to optimize each student’s knowledge and mastery of standards and skills.

RATIONALE: Extensive educational research identifies the effectiveness of standards-based learning and reporting, inclusive learning environments, student engagement in goal setting and self-assessment, as well as effective teaching practices in the classroom.

ACTIONS:

1. Develop effective communication with families of students regarding learning needs
 2. Create a system for sharing professional insights between staff
 3. Further develop the District’s Standards-Based Learning and Reporting program
 4. Support and expand inclusive practices and culturally responsive teaching
 5. Identify and promote the District’s Instructional Model
-

STRATEGY 4. Career and College Readiness. Expand Career Technical Education (CTE), Advanced Placement (AP) classes, expanded options and college readiness classes that incorporate opportunities for students to build essential knowledge and skills that align with their next steps after graduation.

RATIONALE: An important aspect of K-12 education is preparing students for their lives following graduation. They should be provided the opportunity to explore their options for future careers with information regarding potential life and career paths including course options leading directly to a career after high school and/or providing solid grounding for success in college. As important are the development of knowledge and skills to succeed in their future directions in life and career, to understand and adapt to future trends, and to be lifelong learners.

ACTIONS:

1. Communicate the value, need and purpose behind preparing students for the post-high school experience
2. Evaluate current CTE and college readiness programs and develop additional ones in the future

FOCUS AREA INDICATORS

Successful Students



INDICATOR	2017-2018	2024	2030
3rd Graders on Track for Success			
Meeting or exceeding state standards in ELA	41.7%	56%	97%
Meeting or exceeding state standards in math	33.5%	45%	92%
5th Graders on Academic Readiness for Middle School			
Meeting or exceeding state standards in ELA	44.10%	58%	97%
Meeting or exceeding state standards in math	29.60%	44%	91%
Meeting or exceeding state standards in science	62.70%	72%	91%
8th Graders Academic Readiness for High School			
Meeting or exceeding state standards in ELA	39.20%	57%	92%
Meeting or exceeding state standards in math	12.00%	33%	61%
Meeting or exceeding state standards in science	39.40%	55%	92%
High School Students on Track for Graduation			
9th graders on Track 6 credits or more	65.90%	85%	90%
10th graders on Track 12 credits or more	69.30%	90%	95%
11th graders meeting or exceeding state standards in ELA	80.70%	91%	97%
11th graders meeting or exceeding state standards in Math	31.20%	46%	90%
11th graders meeting or exceeding state standards in Science	65.40%	80%	95%
High School Students Graduation			
Four-year cohort graduation rate	76%	90%	98%
Five-year completion rate	82%	95%	99%
Career and Future Ready			
Number of passing AP exams by students	18	36	50
Number of college credits earned by students in ACC program	482	500	600
Number of college credits earned by students in Expanded Options program	140 (2018-19)	200	250
Students who are CTE program completers who passed technical skills assessment	12%	50%	75%
Students and parents who report fair and equal access to college and career ready opportunities	N/A	75%	95%

INDICATOR	2017-2018	2024	2030	
Parent and Student Academic/Social Emotional Engagement				
Parents who report satisfaction with parent-teacher communications regarding their child's academic and social progress	Elem MS HS	N/A	80%	95%
Parents who understand the purpose of academic and social requirements for their child		N/A	80%	95%
Parents who feel their child has fair and equal access to appropriate learning opportunities		N/A	85%	100%
Students who report they understand next steps in their learning trajectory and could explain those to others		N/A	90%	98%
Students who report proactive outreach of counselors		N/A	80%	98%
Middle school students who report they have an adult they can access when they need to talk		N/A	85%	98%
Parents, teachers, and students who understand high school requirements, grading, and credits		N/A	85%	97%
Students/parents who feel knowledgeable about navigating college entry systems		N/A	61%	92%
Increasing Language Proficiency				
Elementary English Learners on Track to English Language Proficiency		CRE: *State did not report due to negligible number of served ELs 2 yr avg: 2.1% RME: 43.2% 2 yr avg: 6.0%	CRE: 63% RME: 63%	CRE: 85% RME: 85%
Middle School English Learners on Track to English Language Proficiency		2.5% 2 yr avg: 8.9%	47%	85%
High School English Learners on Track to English Language Proficiency		12.5% 2 yr avg: 7.4%	47%	85%
Number of students earning a Biliteracy Seal from the high school and State of Oregon		0	15	25
Collaboration and Sharing Best Practices				
Teachers who have adopted lessons or curricula from sharing within the school or district		N/A	86%	92%
Teachers who have participated in a model lesson followed by coaching		N/A	75%	95%
Teachers who feel well trained in the DuFour Model PLC		N/A	91%	100%
Teachers who believe their collaboration with their PLC team has made them a better educator		N/A	92%	100%
Teachers who believe that the PLC work is improving student learning in their school		N/A	93%	100%



FOCUS AREA:



STRONG, INCLUSIVE & COLLABORATIVE CULTURE

OUR VISION: *In the Year 2030, Estacada School District has developed a strong collaborative culture bringing administrators, staff, teachers, parents, and the community-at-large together to help achieve its mission and vision. The District honors its traditions and proactively embraces change, welcoming the future. It has successfully developed a diverse, inclusive culture including students, staff, and community, recruiting and retaining staff that reflects our student population. Support and resources are available for children from birth to 21 in our community. Each and every student is educated in an inclusive environment that promotes positive mental and physical health in a safe learning environment.*

STRATEGIES: STRONG, INCLUSIVE & COLLABORATIVE CULTURE



STRATEGY 1. Inclusive Culture. Create an inclusive school culture throughout the District that welcomes and accepts each and every student. The District focuses on teacher collaboration, transparency, and constructive relationships among administration, staff, students, families and the community.

RATIONALE: Student diversity is a strength that promotes creative thinking, new ideas, builds resilience, empathy and stronger school community relationships amongst students, families, staff and community.

ACTIONS:

1. Foster a school culture where each and every student has equitable opportunities to engage in meaningful learning
2. Create and maintain school programs to support each and every student at neighborhood schools
3. Prioritize providing communication in all appropriate languages in a variety of ways
4. Create a team of representatives from diverse groups to promote open two-way communication

STRATEGY 2. Positive and Collaborative Work Environment. Create a work environment where an individual employee's values, beliefs, and voice is heard and respected. Staff work collaboratively, recognizing individual strengths, beliefs and values amongst each other and in each and every student.

RATIONALE: Students, families and the community deserve to be taught, supported and involved with teachers who support the mission and beliefs of our district. Staff members that bring joy to their workplace are more engaged in new learning and provide more flexibility in their work with students and one another. Staff are more willing to take teaching risks and take steps towards sharing their teaching practices.

ACTIONS:

1. Provide ongoing support and professional growth opportunities, creating a positive work environment and improving staff retention
2. Develop a deeper understanding of what teacher voice and input means to individual teachers
3. Develop and maintain organic opportunities for authentic collaboration about teaching and learning

STRATEGY 3. Recruit and Retain Staff. Implement strategies that facilitates the District’s ability to recruit and retain well-qualified staff members who reflect the diversity of our student population and promotes our inclusive culture.

RATIONALE: Staff to student relationships are paramount to the individual success of students. Educational research shows that students who see themselves reflected in their educational leaders improves student outcomes up to 15% (working paper “The Long-Run Impacts of Same-Race Teachers” Johns Hopkins University”). In addition, the District believes that collaborative teachers working together in a positive and inclusive way elevates the overall rigor and improves long-term outcomes for each and every student.

ACTIONS:

1. Create standardized recruitment, hiring and onboarding practices that reflect the District and community values and mindset
2. Develop a comprehensive new hire on-boarding process that indoctrinates employees to Estacada School District’s paradigms and best practices
3. Seek candidates with diverse cultural and educational backgrounds

STRATEGY 4. Birth-to-Career Alignment. Create programs through strong community partnerships that prepare children to come to school ready to learn, and reach their full potential to pursue a purposeful and meaningful life.

RATIONALE: The District believes it has a responsibility to create strong partnerships to support students and families from birth to career in our community. A growing body of evidence proves that early intervention is a key component to school readiness and is a key factor. “Simply put, a child’s early years lay the foundation for all that is to come. In recent years, researchers have learned that the human brain develops the vast majority of its neurons, and is at its most receptive to learning, between birth and three years of age. In fact, the intake of new information is critical to the formation of active neural pathways (Shonkoff & Phillips, 2000).” At the opposite end of a student’s educational career, school data shows that many of our graduates are entering college or careers at a lower rate than state averages. In particular, students with disabilities are significantly under employed and under engaged in post school education.

ACTIONS:

1. Through partnerships with Non-Government Organizations and others, create a support system for families with children ages 0-3 to assure school readiness
2. Create PreK programs with an inclusive environment at both District elementary schools
3. Create a program to support 16-to-21-year-old young adults as they pursue life after high school
4. Within the District, create a Pre K-12 inclusive environment

FOCUS AREA INDICATORS

Strong, Inclusive & Collaborative Culture



INDICATOR	2017-2018	2024	2030
Every classroom has a welcoming environment with evidence of inclusive teaching strategies that are differentiated to meet a wide variety of learners	N/A	95%	100%
Each and every student attend neighborhood schools	N/A	95%	100%
Every building meets the language and communication needs of students and families	N/A	Increase 10% each year	Increase 10% each year
All school communication sent out is in languages represented in our student population	N/A	100% of key languages	100% of all languages
Survey results show consistent on-boarding practices in place year to year that build capacity with staff that fosters a high workplace satisfaction rate	N/A	90%	90% or more
Cohort and staff attrition rates remain below state and neighboring districts	15%	10%	5%
All children aged 0-4 years of age are engaged in a district partnership activity or program	N/A	Increase by 10% each year	100%
Students supported by special education exiting Estacada High School will implement a 2-year post-secondary plan, with follow-up interviews	50%	75%	100%
Students supported by special education will spend 80% or more of their school day in a general education setting	69%	Increase by 10%	Increase by 10%



FOCUS AREA:



ENGAGED FAMILIES & COMMUNITY

OUR VISION: *In the Year 2030, Estacada School District facilitates comprehensive public outreach and communication, keeping families and the wider community well informed, engaged and involved in the success of our students. Families and the community are involved in and empowered to engage in student learning starting when children are born. The District has developed strong community support through transparent communication and regular consultation with its stakeholders. There is a sense of unity between the community and its schools – fostering the community’s presence in schools and school’s presence in the community.*

STRATEGIES: ENGAGED FAMILIES & COMMUNITY



STRATEGY 1. Family Engagement in Student Learning. Provide families with diverse and meaningful opportunities to engage with our schools and students to ensure student success.

RATIONALE: This was one of three major objectives in the District’s 2015 plan. There is substantial data that demonstrates the positive impact that family engagement with student learning has on student success. Student achievement improves when families are engaged in the education of their children. Students and families have a more positive attitude toward schools, have more trust in teachers and school systems, and have access to strategies and opportunities for learning both in and out of the classroom (Grant and Ray, 2019).

ACTIONS:

1. Define family engagement to promote student success
 2. Develop differentiated (staff/families) needs assessment
 3. Provide developmentally appropriate engagement opportunities
-

STRATEGY 2. Stakeholder Communication. Create equitable, diverse, relevant and open two-way communication with families and the wider Estacada community.

RATIONALE: Because community support is essential for the District’s success, it is critical that the entire community served by the Estacada School District have a positive, trusting and collaborative relationship with the District. Therefore, it is important that the District create the wherewithal to communicate effectively with community members of diverse backgrounds, languages and communication needs.

ACTIONS:

1. Increase the availability of translated and accessible information with a priority on emergency communications
2. Identify “on-call” translators in key languages spoken by District families
3. Provide resources/outreach to ensure connection and support for families without adequate internet connectivity
4. Conduct annual preferred communication platform assessment
5. Redesign web-based communication
6. Integrate and preserve student voice in key stakeholder communications

STRATEGY 3. Community Engagement. Develop community partnerships that provide learning opportunities for students, staff and community members.

RATIONALE: Partnerships between the District and people and organizations within the community are essential for the District and its students to achieve their goals. Opportunities for students to engage with local business and industry provide experiential skills development that typically cannot be learned in the classroom.

ACTIONS:

1. Cultivate partnerships to support curriculum and align with existing school programs
2. Organize opportunities for students to serve and connect with the community (classroom and individual, internships, job shadow)
3. Create a database of community resources, volunteers, outside enrichment opportunities to support the District and its students.
4. Assess viability of community school (as offered by the CCC model)

FOCUS AREA INDICATORS

Engaged Families & Community



INDICATOR	2017-2018	2024	2030
Families who report satisfaction with parent-teacher communications about the academic and social progress of their child	N/A	Increase by 10% each year	Increase by 10% each year
Families who understand the purpose of academic requirements for their child and how their child is progressing	N/A	Increase by 10% each year	Increase by 10% each year
Families take annual needs assessment survey	Average district survey input has been 27%	Increase by 10% each year	Increase by 10% each year
Percent of families who take needs assessment rank us as “proficient” in providing meaningful engagement opportunities	N/A	Increase by 10% each year	Increase by 10% each year
Availability of emergency and standard messages in all district languages	N/A	100% of key district languages	100% of all district languages
Parents who use language translations reporting improved access/accuracy to key district messages	N/A	Increase by 15% each year	Increase by 15% each year
Web-based communication that meets the needs of internal and external stakeholders	N/A	75%	85%
Families who have provided up-to-date contact information	N/A	90%	95%
Students who say their input is sought in decision making processes	N/A	Increase by 10% each year	Increase by 10% each year
Percent of parents that feel that communication is aligned/consistent across all classrooms and grade levels	N/A	Increase by 10% each year	Increase by 10% each year
Students and families who report access and knowledge of college and career ready opportunities in the Estacada area	N/A	Increase by 15% each year	Increase by 15% each year
Teachers who report access to community resources to assist in teaching curriculum	N/A	Increase by 15% each year	Increase by 15% each year
Percent of community members that report feeling more connected to the schools than they did x years ago	82%	90%	95%
Percent of families that report feeling more connected to the schools than they did x years ago	71%	75%	80%



FOCUS AREA:



UP-TO-DATE BUILDINGS & FACILITIES

OUR VISION: *In the Year 2030, Estacada School District continuously maintains, improves and expands its buildings and facilities, ensuring a safe, healthy, technologically-enabled and motivational learning and working environment for the district, its employees and the community. Our facilities give a sense of pride in looking to the future, while paying tribute to our community's history.*

STRATEGIES: UP-TO-DATE BUILDINGS & FACILITIES



STRATEGY 1. Upgrading Education Technology in Schools. Provide families with diverse and meaningful opportunities to engage with our schools and students to ensure student success.

RATIONALE: With the advancement of technology in our schools and community, the Estacada School District must support new technology, through infrastructure development, access, and collaboration.

ACTIONS:

1. Develop a technology plan with input from District stakeholders and review annually
2. Ensure that staff is properly trained to effectively utilize technology in the classroom
3. Develop pilot programs that increase student engagement, collaboration and productivity using technology
4. Identify programs or create collaborations to help school age families in need to acquire internet services in their home

STRATEGY 2. Upgrade Facilities. Upgrade facilities to ensure students and community members have access to quality, safe, and up-to-date facilities, which supports learning and strong partnerships.

RATIONALE: The Estacada School District has over 448,300 square feet of floor/building space. These facilities are the heart of the school district and the Estacada Community. It is the responsibility of the School District to provide properly maintained and safe educational environment. This can only be accomplished through efficient, timely, and economical maintenance and improvements to our facilities and grounds.

ACTIONS:

1. Develop and implement a long-range facility condition assessment
2. Provide priorities from the facility condition assessment to the Bond committee
3. Complete needs assessment on IT infrastructure
4. Establish methodology to address maintenance and facilities needs
5. Develop a plan to maintain and/or upgrade facilities, equipment and ground

FOCUS AREA INDICATORS

Up-to-Date Buildings & Facilities



INDICATOR	2017-2018	2024	2030
Teachers report routinely using technology to create rich learning opportunities for students	40%	80%	95%
Increase in the number of instructional technology pilot programs	1	20	30
Percent of students with internet away from school	68%	80%	95%
Long range facilities assessment developed	Facility Condition Index (FCI) 2019 FCI (overall; priority I-III): HS:35% EC:7% EMS:12% RME:21% CRE:21%	FCI decreased by 10% (all buildings)	FCI in 0-10% range (all buildings)
Bond assessment report provided to Board of Directors	45% of community members support bond campaign	55% of community members support bond campaign	55% of community members support bond campaign
Long range IT assessment	Long range IT Plan		
Maintenance and facilities needs identified	End fund balance (100):9%, CIP Acct (400): \$500K	GF Acct end Fund Balance (100): 12%, CIP acct: \$500K yr end balance	End Fund balance (100): 15%, CIP acct: \$1M year end balance
Preventive maintenance plan developed	N/A	50% equipment upgraded or replaced	95% equipment upgraded or replaced



FOCUS AREA:



SUSTAINABLE FINANCES & ACCOUNTABILITY

OUR VISION: *In the Year 2030, Estacada School District has established and maintains stable, accountable financial procedures, ensuring a sustainable, transparent foundation for its ongoing and future operations. Financial management of the District is transparent and trusted by the District’s stakeholders and community. The District has adequate funding that promotes student growth, supports staff, and provides for educational technology as well as other necessary resources. Significant reserve funds have been set aside for future uncertainties. The District consistently seeks revenues independent of state funding, and utilizes them meaningfully for the greatest impact on student success. Our financial system is clear and stable.*

STRATEGIES: SUSTAINABLE FINANCES & ACCOUNTABILITY



STRATEGY 1. Financial Trust. Improve trust from our stakeholders and the wider Estacada School District community by making transparent financial decisions.

RATIONALE: Results of the recent staff and community survey demonstrate a lack of understanding of school district finances in general by staff members and the public, and a level of distrust in the School Board and Administration’s ability to make sound financial decisions for the operation of the School District with taxpayer money. Better, more frequent, communications about School District finances, and involving community members more actively in the financial decision-making process, should help alleviate this concern over the long term.

ACTIONS:

1. Provide consistent, meaningful financial communication to all stakeholders
2. Increase community members voice in the financial decision-making process
3. Review strategic plan actions and timelines annually to ensure they are financially achievable
4. Evaluate any proposed increases against long term financial viability

STRATEGY 2. Create Reserves. Develop reserve funds to support the District during economic downturns or when unanticipated expenditures occur.

RATIONALE: All public entities should maintain rainy-day funds to help sustain them during periodic economic downturns. Oregon school districts are particularly vulnerable to economic downturns with approximately 86% of their annual revenue coming from state support and local property taxes. During economic downturns, both state revenues and local property taxes become heavily constrained resulting in decreases in school district funding. Rainy-day funds, or reserves, allow the District to maintain staff and programs when state funds and local property taxes are temporarily reduced.

ACTIONS:

1. Budget annual additions to reserve funds from the general fund
2. Transfer any unexpected revenues received into a reserve fund
3. Identify specific areas for reserve funds
4. Create a PERS reserve
5. Develop a plan to fund building maintenance needs with or without passage of a construction levy

STRATEGY 3. Alternative Revenue Sources. Create alternative revenue opportunities in addition to State funding.

RATIONALE: Alternative revenue sources can be used to supplement District funds to provide increased opportunities for students. Alternative revenue sources can also be used, in addition to rainy-day or reserve funds, to provide funding when state funds and local property taxes are temporarily reduced.

ACTIONS:

1. Explore addition of a grant writing capability or creating grant writing partnerships
2. Continue the District's partnership with the Summit Learning Charter School
3. Create revenue through leasing property and or venues
4. Partner with corporations that can provide in-kind revenues or services for selected programs

FOCUS AREA INDICATORS

Sustainable Finances & Accountability



INDICATOR	2017-2018	2024	2030
Financial Trust			
Financial information provided to stakeholders at least quarterly	N/A	Increase views of quarterly published financial information by 3% each year based on 2019-2020 baseline data	Increase views of quarterly published financial information by 3% each year based on 2024 baseline data
Expand role of the Budget Committee and Finance Advisory Committee	N/A	Increase committee participation by one stakeholder each year	Sustain committee participation so 75% of the committee is present at each meeting
Stakeholders provided greater exposure to financial matters	N/A	Stakeholder response to "I am aware of the financial matters of the District" will increase 5% each year from baseline and stakeholder response will increase by 10 participants each year	Targeted stakeholder response based on 2024 demographics to "I am aware of the financial matters of the District" will increase 5% each year from 2024 response and stakeholder response will increase by 5 participants each year
Strategic Plan actions and timelines reviewed annually to ensure financial achievability	N/A	Annual review of financial achievability will show the district has maintained an accurate allocation of money to 75% of 2019-2020 Strategic Plan action items	Annual review of financial achievability will show the district has maintained an accurate allocation of money to 90% of 2024 Strategic Plan action items
Proposed budget increases evaluated against long term viability	N/A	60% of all budget increases will have been measured by an evaluation of long-term viability based on economic position of the District	90% of all budget increases will have been measured by an evaluation of long-term viability based on economic position of the District

INDICATOR	2017-2018	2024	2030
Create Reserves			
Annual additions to current reserve funds included in proposed budget	N/A	75% of District leadership discretionary budgets are closed and prepared for consolidation of proposed upcoming budget	90% of District leadership discretionary budgets are closed and prepared for consolidation of proposed upcoming budget
All unexpected revenues transferred to reserve fund	N/A	75% of unexpected revenue of District budget accounts are transferred to reserve fund	90% of unexpected revenue of District budget accounts are transferred to reserve fund
Reserve fund needs are evaluated annually	N/A	70% of District administration answers "Completely understands" to the following survey item: "Do you understand why items were purchased or not purchased with reserve funds?"	90% of District administration answers "Completely understands" to the following survey item: "Do you understand why items were purchased or not purchased with reserve funds?"
Fund annual additions to PERS reserve	N/A	2% of the annual budget is allocated to the PERS reserve account each year	2% of the annual budget is allocated to the PERS reserve account each year
At least \$500,000 per year transferred to Capital Construction Reserve to address minimum building needs	N/A	A 5% increase each year until 2024 - from the 2019-2020 baseline - will have been transferred to Capital Construction	A 5% increase each year until 2030 - from the 2023-2024 baseline - will have been transferred to Capital Construction
Alternative Revenue Sources			
Grant writing opportunities evaluated	N/A	At least 25% of the grants applied for each year until 2024 will be awarded	At least 50% of the grants applied for each year until 2030 will be evaluated to support District goals
Revenue from rentals has increased	N/A	A profit increase of 5% each year until 2024 - based off 2019-2020 baseline - will be obtained from rentals of District facilities	A profit increase of 5% each year until 2030 - based off 2023-2024 baseline - will be obtained from rentals of District facilities in addition to continuing partnership with consistent renters
Two new corporate partnerships funded per year	N/A	By 2024 the District will have added 10 corporate partnerships from 2019-2020	By 2030 the District will have added 12 additional corporate partnerships from 2023-2024

CREDITS & ACKNOWLEDGEMENTS

VISION ACTION TEAMS

Student Success Focus Area Team

Scott Sullivan, Director of Teaching and Learning,
Team Lead

Amy Hudson, Principal, Clackamas River Elementary,
Team Lead

Christine Boatman, Teacher, Estacada Middle School

Lindsey Fullenwider, Elementary Instructional Coach

Kari Hulseley, Teacher, Clackamas River Elementary

Liz Hardesty, Parent

Sarah Hibbert, Parent

Cathy Irelan, Parent

Michele Marthaler, Parent

Nichole McCullough, Parent

Collaborative Culture Focus Area Team

Jennifer Behrman, Principal, River Mill Elementary School,
Team Lead

Jason Hobson, Director Student Services, *Team Lead*

Jordan Gregory, Teacher, Estacada Middle School

Shellie Adams, Teacher, Clackamas River Elementary

Karen Greene, English Language Teacher

Rhonda Harris, Counselor, River Mill Elementary School

Teryl Hoffman, Parent

Qudsia Sediq, Parent

Becca Sylvia, Special Education Teacher, River Mill
Elementary

Jennifer Harris, Orchid Health Clinic

Engaged Families & Community Focus Area Team

Maggie Kelly, Director of Communications, *Team Lead*

Deb Wexler, Vice Principal, Estacada Middle School,
Team Lead

Debra Buffon, Estacada Food Bank

Gail Campbell, Paraeducator, River Mill Elementary
School

Brent Dodrill, Pastor, Estacada First Baptist Church,
President Estacada Chamber of Commerce

Rosa Martinez, Parent

Jane Reid, Community member, Clackamas Community
College Board

Bret Richards, Parent

Buildings & Facilities Focus Area Team

Bill Blevins, Principal, Estacada High School, *Team Lead*

Trevor Syring, Vice Principal, Estacada High School,
Team Lead

Michael Waer, Director of Operations, *Team Lead*

Victor Caamal, Custodian, River Mill Elementary

John Simpson, Maintenance Director

Cyndi Rathbun, Technology Director

Ashley Jarvis, Paraeducator, River Mill Elementary

Sustainable Finances & Accountability Focus Area Team

Nick Hogan, Business Manager, *Team Lead*

Ben Hargrave, Principal, Estacada Middle School, *Team Lead*

Robert Franks, Teacher, River Mill Elementary

Julie Theander, Nutrition Director

Elizabeth Warren, Teacher

Kelley Myers, Community Member

Tamara Brotnov, Teacher, Estacada Middle School

INTERVIEWEES

Dave Bugni, Former School Board Member, Volunteer

Denise Carey, City Manager, City of Estacada

Ryan Carpenter, Superintendent, Estacada School
District

Brenda Crosby, President, Reliance Connects

Brent Dodrill, Pastor, Estacada First Baptist Church,
President, Estacada Chamber of Commerce

Lindsey Fullenwider, Elementary Instructional Coach,
Clackamas River Elementary School

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Jason Hobson, Director of Student Services, Estacada
School District

Nick Hogan, Business Manager, Estacada School District

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Matt Lorenzen, Economic Development Director, City of
Estacada

Paul Lowe, Teacher, River Mill Elementary School

Jane Reid, Chair, Estacada Area Arts Commission,
Member, Clackamas Community College Board of
Directors

David Richards, Teacher, Estacada High School

Rebecca Sylva, Teacher, River Mill Elementary School

Sean Tripp, Teacher, Estacada High School, Union
Leader

Melanie Wagner, Assistant to the City Manager, City of
Estacada



ESTACADA SCHOOL DISTRICT BOARD OF DIRECTORS

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Ken Riedel, Vice Chair
Lisa Alves, Director
Joe Behrman, Director
Will Johnston, Director
Rochelle Shibahara, Director
Jamie Smith, Director

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Ryan Carpenter, Superintendent
Bill Blevins, Principal, Estacada High School
Jennifer Behrman, Principal, River Mill Elementary School
Ben Hargrave, Principal, Estacada Middle School
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Amy Hudson, Principal, Clackamas River Elementary
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Trevor Syring, Vice Principal, Estacada High School
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GLOSSARY OF TERMS



Definitions in relation to the context of this document*

Advanced Placement (AP)

Advanced Placement classes allows students to take rigorous college-level courses in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams.

Career Technical Education (CTE)

Career and Technical Education programs provide 21st-century training and skill development designed to prepare students to work in certain trades or professions.

DuFour Model Professional Learning Communities (PLCs)

A collaborative team of teachers and staff that participate in data-driven decision making. During this process, the success of each student is discussed, and the following questions are answered:

What do we want students to learn?

How will we know if they've learned it?

How will we support students that haven't learned it?

How will we further enrich the students that have learned it?

Equity

Fairness and justice that recognizes that we do not all start from the same place and must acknowledge and make adjustments to imbalances.

Inclusion

The belief that special education students should be educated in classes with their peers to the greatest extent possible during their school day with appropriate modifications and/or accommodations.

Least Restrictive Environment (LRE)

The legal right of a student who has a disability to be educated with their peers to the greatest extent possible.

Smarter Balanced Assessment Consortium (SBAC)

A standardized test consortium that is designed so that any student can participate and demonstrate what they know.

Standards-Based Learning and Reporting

Articulating clear learning goals that identify what students should learn and be able to do, then using grading and reporting strategies that meaningfully communicate each student's achievement of those learning goals.



ENVISION ESTACADA SCHOOLS 2030
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