



Philomath School District 17J

Board Work Session - Strategic Planning

Date and Time

Thursday December 11, 2025 at 6:30 PM PST

Location

Philomath High School Community Conference Room

Agenda

	Time
I. Opening Items	6:30 PM
A. Record Attendance	1 m
B. Call the Meeting to Order	1 m
C. Confirm Goals for Work Session	40 m
D. Short-term Objectives for This Year	78 m
<ul style="list-style-type: none">• Discuss, narrow down, and align on the highest priority (three to five) objectives.• Outline and align on next steps to formalize and roll-out the objectives.	
II. Closing Items	8:30 PM

Time

A. Adjourn Meeting

1 m

Coversheet

Short-term Objectives for This Year

Section: I. Opening Items
Item: D. Short-term Objectives for This Year
Purpose: Discuss
Submitted by:
Related Material: District Priorities - Draft.pdf
Portrait of a Graduate.pdf



District Priorities – DRAFT

11/22/2025 | Vince Adams | vadams@osba.org | 971.446.0904

Introduction

Philomath School District has engaged in a multi-phase strategic planning process to clarify its long-term direction and identify key priorities that will guide decision-making across the system. These priorities are designed to align the district’s work with its core values, community aspirations, and the District’s Portrait of a Graduate.

This document presents draft strategic priorities, strategies, and emerging actions that reflect the combined input of students, families, staff, community members, district leadership, and the school board. These priorities establish the “north star” for the district—articulating what Philomath aims to achieve and how the system will work together to get there.

How This Document Was Developed

Philomath School District created these draft strategic priorities through a structured, inclusive, and multi-step planning process designed to reflect the voices of students, families, staff, community members, and district leaders. The process brought together several sources of insight and analysis:

1. **Community Survey:** More than 400 respondents shared their perspectives on strengths, needs, and hopes for the district. This feedback helped identify broad themes and areas of focus.
2. **Portrait of a Graduate Development:** The district team created a draft Portrait of a Graduate describing the competencies and qualities Philomath students should possess upon graduation. This document served as an anchor for defining what student success should look like.
3. **SOAR Analysis (Strengths, Opportunities, Aspirations, Results):** District leaders engaged in a facilitated session to examine current conditions, opportunities for improvement, and long-term aspirations for the system.

4. **Synthesis and Theme Identification:** Input from the community survey, the Portrait of a Graduate, and the SOAR session was reviewed together. Through this synthesis, four draft priority areas emerged, each supported by strategies and example actions.

The strategies and example actions included here are **illustrative rather than comprehensive**. They represent ideas expressed during the planning process but do not yet constitute the full operational plan. District leadership and staff will determine the complete set of actions, timelines, and resources required to achieve these priorities.

Draft Strategic Priorities, Strategies, and Emerging Actions

Aligned to the Philomath Portrait of a Graduate (Draft) and derived from SOAR raw input

Priority 1: Empower Academic Growth and Achievement for Every Learner

Philomath provides rigorous, engaging, and responsive learning experiences so that every student thrives academically and develops the competencies described in the Portrait of a Graduate. We will ensure that all learners are challenged, supported, and successful.

Strategies and Aligned Actions

- **Strengthen instructional coherence** across classrooms, programs, and grade levels to ensure consistent, high-quality teaching and learning.
 - Support curriculum alignment and instructional materials review cycles.
 - Strengthen transitions between elementary, middle, and high school.
- **Expand personalized and differentiated learning supports**, including interventions, enrichment, and opportunities for student agency.
 - Increase access to interventions and ensure consistent implementation of tiered supports.
- **Use data effectively** to monitor student progress, identify gaps, and guide instructional decisions.
 - Enhance communication with families about student progress.
- **Prioritize equitable practices** that support historically underserved students and ensure every student is known, seen, and supported.

Priority 2: Foster a Safe, Inclusive, and Supportive Learning Environment

Philomath creates school environments where every student and staff member feels safe, supported, and able to fully participate in learning. These environments foster strong relationships, a sense of belonging, and the confidence students need to engage positively and grow as learners.

Strategies and Aligned Actions

- **Expand social-emotional learning and behavioral supports** that promote positive relationships, resilience, and well-being.
 - Provide staff training on SEL, trauma-informed practices, and restorative approaches.
- **Strengthen building-level systems for safety and belonging**, including consistent expectations, restorative practices, and trauma-informed approaches.
 - Improve consistency in behavioral expectations and responses across classrooms and buildings, supported by consistent behavior systems.
- **Increase practices that help all students feel respected and included** that reflect the identities, experiences, and perspectives of all students.
 - Expand student voice and leadership opportunities.
- **Promote healthy communication and collaboration** among students, staff, and families to build trust and shared responsibility.
 - Create more intentional structures for family engagement and communication.

Priority 3: Strengthen Communication, Engagement, and Community Partnerships

Philomath builds strong relationships with families, community members, and local partners to support student success and foster a shared sense of purpose, pride, and trust.

Strategies and Aligned Actions

- **Improve district-wide communication systems** so information is timely, clear, and consistent.
 - Develop consistent messaging templates and communication routines across schools.
 - Increase district leadership visibility in the community.
- **Increase opportunities for family engagement and participation in school life.**
 - Create more regular two-way communication opportunities with families.
 - Provide varied and accessible engagement events for families.
 - Offer clear, simple guidance to community members on how to engage with and support district programs, initiatives, and operations.
- **Elevate student, family, and community voice** in district decision-making.
 - Create student, staff, and family advisory structures.
 - Expand opportunities for student leadership and input.
- **Strengthen partnerships with local organizations, businesses, tribal partners, and agencies.**
 - Highlight and celebrate partnerships that support student learning and well-being.
 - Collaborate with partners to expand opportunities for students.

Priority 4: Strengthen Organizational Systems, Operations, and Staff Support

Philomath invests in the people, systems, and structures needed to support excellent teaching and learning. We ensure staff feel valued, supported, and equipped, and that district operations effectively serve students and families.

Strategies and Aligned Actions

- **Prioritize staff recruitment, retention, and development**, ensuring all employees are supported with high-quality professional learning.
 - Enhance onboarding and mentorship for new staff.
 - Ensure staffing levels and supports match student needs.
- **Improve internal communication systems** so that information is timely, consistent, and accessible across the district.

- Develop clearer communication structures between buildings and central office.
- Increase visibility and accessibility of district leadership.
- **Align resources and operations** — including technology, facilities, and transportation — to ensure safe, efficient, and supportive learning environments.
- **Strengthen cross-district collaboration and practice responsive leadership with clear follow-through** so that teams have shared expectations and coordinated approaches.

Next Steps

Philomath School District has reached an important milestone in its strategic planning process. With draft priorities now developed, the next phase focuses on revising these materials, engaging the community for feedback, ensuring board alignment, and preparing for the operational work that will bring these priorities to life.

1. District Team Refinement of Draft Documents

Before re-engaging the community, the district leadership team will:

- Refine the draft **Portrait of a Graduate, strategic priorities**, and the district's **vision and mission statements**.
- Ensure the language is clear, consistent, and reflective of district values and planning discussions.
- Confirm that the priorities and statements accurately represent the district's aspirations and community input.

This internal review ensures that the documents brought back to the community are polished and ready for meaningful engagement.

2. Community Engagement and Validation

Once refined, the district should conduct a round of community engagement to validate and strengthen the draft documents. This may include:

- A community-wide **survey** inviting feedback on clarity, alignment, and resonance.

- **Focus groups** or listening sessions with students, families, staff, and community members.
- Engagement with local partners and organizations.

Feedback from this phase will help the district ensure that the priorities and foundational statements reflect community expectations and values.

3. Board Review and Approval

Following community engagement, the school board will:

- Review the refined **Portrait of a Graduate, priority statements**, and updated **vision and mission**.
- Revise or affirm these documents based on community and district feedback.
- Formally **approve** the Portrait of a Graduate, vision and mission statements, and the strategic priorities.

Board approval establishes the high-level direction for the district and signals readiness to move forward into operational planning.

4. District Leadership Develops the Operational Plan

Once foundational documents are approved, the superintendent and district leadership team will:

- Translate each priority into a set of **comprehensive strategies** and **specific actions**.
- Identify required resources, timelines, responsible staff, and supporting initiatives—including alignment with current work such as Integrated Guidance.
- Ensure coherence across buildings and departments.

This operational plan becomes the working roadmap that guides day-to-day and year-to-year efforts toward the priorities.

5. Identification of Metrics and Indicators

To support transparency and progress tracking, district leadership will:

- Identify **measurable indicators** tied to each priority.

- Determine what data is available, what needs to be developed, and what cycles those data follow.
- Define how success will be measured across academic, cultural, operational, and engagement domains.

Metrics should include both quantitative and qualitative forms of evidence.

6. Development of a Monitoring Plan

The board and district leadership will jointly develop a monitoring plan that:

- Specifies **which indicators** will be tracked for each priority.
- Establishes **when** results will be shared with the board and community.
- Identifies **how** data will be displayed and interpreted.
- Clarifies **roles and responsibilities** for preparing and presenting information.

This plan ensures meaningful oversight and clear communication about progress.

7. Implementation and Continuous Improvement

With operational and monitoring plans in place, the district will implement identified actions, review data on an ongoing basis, and adjust strategies as needed. These priorities form a dynamic framework that supports continuous improvement and guides the district toward its long-term aspirations.

Philomath Portrait of a Graduate (Draft for Review)

Philomath Portrait of a Graduate (Draft for Review)

Unifying Statement

Philomath graduates are resilient, compassionate, and curious individuals who think critically, engage respectfully across cultures, collaborate effectively, thrive with purpose, and contribute meaningfully to their communities. They are prepared to navigate life with integrity, empathy, and a lifelong commitment to learning and growth.

1. Strong Work Ethic

Statement: An industrious spirit that perseveres.

Explanation: Our graduates will demonstrate a set of values and behaviors that emphasize the importance of hard work, dedication, and accountability that lead to reliable performance and commitment to quality and excellence.

2. Critical Thinking

Statement: Processes and analyzes information with a sense of curiosity.

Explanation: Students who graduate from Philomath School District will have the ability to think critically, remain open-minded, and apply thoughtful analysis to new ideas and challenges. They approach learning with inquisitiveness and a reflective mindset.

3. Empathy

Statement: Uses emotional intelligence to connect with others.

Explanation: Graduates use their emotional intelligence to read the unspoken, manage their internal landscape, and connect deeply with those around them. They don't just succeed in a changing world—they elevate it through their presence.

4. Thriving

Statement: A state of well-being, self-agency, and joyful engagement with life.

Explanation: Our graduates possess a healthy sense of identity, the ability to take initiative, and the resilience to maintain balance and positivity. They live with purpose, compassion, and joy.

5. Cultural Competence

Statement: Interacts effectively and respectfully with people from diverse backgrounds.

Explanation: Graduates possess the skills, knowledge, and attitudes to understand and respect differing beliefs, customs, and values. They engage thoughtfully with others and appreciate global and cultural perspectives.

6. Collaborative

Statement: Engages meaningfully and powerfully with a group.

Explanation: Graduates listen actively, contribute with integrity, and build trusting relationships. They value diverse input, practice effective teamwork, and navigate group dynamics with empathy and confidence.

7. Citizenship

Statement: Acts as an informed and engaged member of society.

Explanation: Graduates possess the knowledge, abilities, and values to contribute to a democratic, caring, and just community. They show initiative, responsibility, and a desire to serve and improve the world around them.