

Port Townsend School District



Learning Through a Sense of Place

Strategic Plan 2017-2021

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Port Townsend High School students work together on the schooner Adventuress.

About our Strategic Plan

Situated on the beautiful Quimper Peninsula, rich in natural and human resources, the Port Townsend School District benefits from the unique opportunities for educational innovation found in Port Townsend. The Port Townsend School District's strategic plan creates the goals, objectives and strategies to guide the district forward. Reflected in the plan is evidence of the multi-year process in which the district is engaged to overhaul P-12+ education by creating a cohesive, place-based curriculum that unifies learning along a central focus for a student's entire school career. Our place-based approach, focused on the unique maritime, agricultural and arts economy of the Port Townsend area, anchors student learning in their community by preparing students for both maritime and non-maritime employment while engaging them in rigorous academic studies. The strategic plan is created by stakeholders in the schools and community, and with the Port Townsend School Board. Every five years the strategic plan is revised to create a clear path toward improved learning and relevance to meet students' current and future needs. District and school data, community input and research into best practices inform the strategic plan. The plan is reviewed annually to determine progress and to realign efforts when needed. Principals and school staff create school strategic plans aligned with the district strategic plan, creating coherence across the district.

Dear Port Townsend Community Members,

Strategic planning is a dynamic process that helps define our strategy or direction for school district improvement efforts as well as a guide for our resource allocation. Strategic planning provides a system to envision our desired future, while leaving room for changes as we work the plan.

I am pleased to present our 2017-2021 Strategic Plan, “Port Townsend School District: Learning through a Sense of Place”. We have worked to purposefully collect the essence of work completed in the past few years that has resulted in this plan. This has included committee work by teachers, community, administrators, and board members. Embedded in this work is the belief in place-based education as manifested in our Maritime Discovery Schools Initiative.

Place-based education (PBE) seeks to help communities through employing students and school staff in solving community problems. The Port Townsend School District has made a firm commitment to the place-based framework, and we have been working with community members in a variety of projects and settings. Place-based education differs from conventional text and classroom-based education in that it seeks to understand the local community as one of the primary resources for learning. It is exciting to know that there are over 70 different partnerships currently in place through which this idea of “solving community problems” is alive.

The goals are three-fold. There is certainly a focus on academic standards and processes resulting in higher levels of student achievement. PBE also enhances students' engagement, academic achievement, and sense of personal efficacy as conservators of their local environment and community. There is a connection in PBE that is designed to build strong ties between local social and environmental organizations within the schools and community. The goal, which may not be part of the goals of many schools, is to help energize and develop the economy and social connections within the community. Finally, the idea of place-based, along with our maritime initiative, builds tangible connections to the land, culture, and history of Port Townsend. These goals are designed to strengthen the educational programs in the schools and help the schools be a vital partner in enhancing our quality community.

Part of the purpose of a strategic plan is to document the philosophy through goals, objectives and strategies. The plan informs building and program work plans, and it helps make public the work that is designed to impact our students and community. The plan also builds a structure for accountability. The district will use data to provide measurements or indicators with which to evaluate the plan and make adjustments where needed. Our goal is to personalize the learning experiences for every student so that every student is ready for career and/or college, and is ready to make health-enhancing life decisions. This strategic plan is our roadmap to this goal.

We are committed to the work of creating a world-class educational setting in the maritime community of Port Townsend. I hope you share in my enthusiasm as we continue our work together with our incredible students, talented staff, and engaged community.

Dr. John A. Polm, Jr., Superintendent

Port Townsend School District

Port Townsend School District

Motto

Learning through a sense of place.

Our Vision-

The future we seek to create

We create and enable the culture, competence and conditions to ensure each student is prepared for meaningful work and engaged citizenship in our diverse and rapidly changing world.

Our Mission-

Our Purpose

Through community focused maritime place-based projects, students develop effective thinking, effective action, and effective relationships. As a result, our students demonstrate meaningful accomplishments as engaged citizens.



Core Beliefs:

- *Learning is embedded in authentic activities and projects*
- *Learning is connected day-to-day and year-to-year*
- *Our maritime community, in all its facets, provides rich resources for place-based learning*
- *Empowered learners own their learning*
- *Meaningful relationships develop while learning*
- *Innovation impacts real community needs*

Methods to Achieve Our Desired Results

Coherence

The 2017-2021 strategic plan creates a coherent system in which the district has a clear, purpose driven focus and aligned strategies to achieve our goals. We are continuing a transformational shift in education in Port Townsend to better engage, educate and prepare students for the future. The work students are engaged in through the maritime and place-based learning initiative is designed to develop effective thinking, effective action, and effective relationships to help prepare students for our changing world. This maritime and placed- based curriculum unifies learning along a central focus for a student's entire school career. Throughout the district, and with community support, we are creating collaborative cultures using structures and processes to support intentional, interdependent work. This collaborative culture is building capacity for innovation and continuous learning for students, teachers and district leaders. We seek to deepen learning by using effective pedagogical practices and using processes to monitor and improve our progress.

Foundations for our work have come from many sources including **Place-Based Education in the Maritime Community of Port Townsend, Washington, Executive Summary**, by David Engle, Jake Beattie and Katie Davis (2013), **The World Needs a New Curriculum** by Marc Prensky, (2014, The Global Future Education Foundation and Institute) and **Coherence**, by Michael Fullen and Joanne Quinn (2016, Corwin press).



Empowered learners own their own learning

A district core principle in action

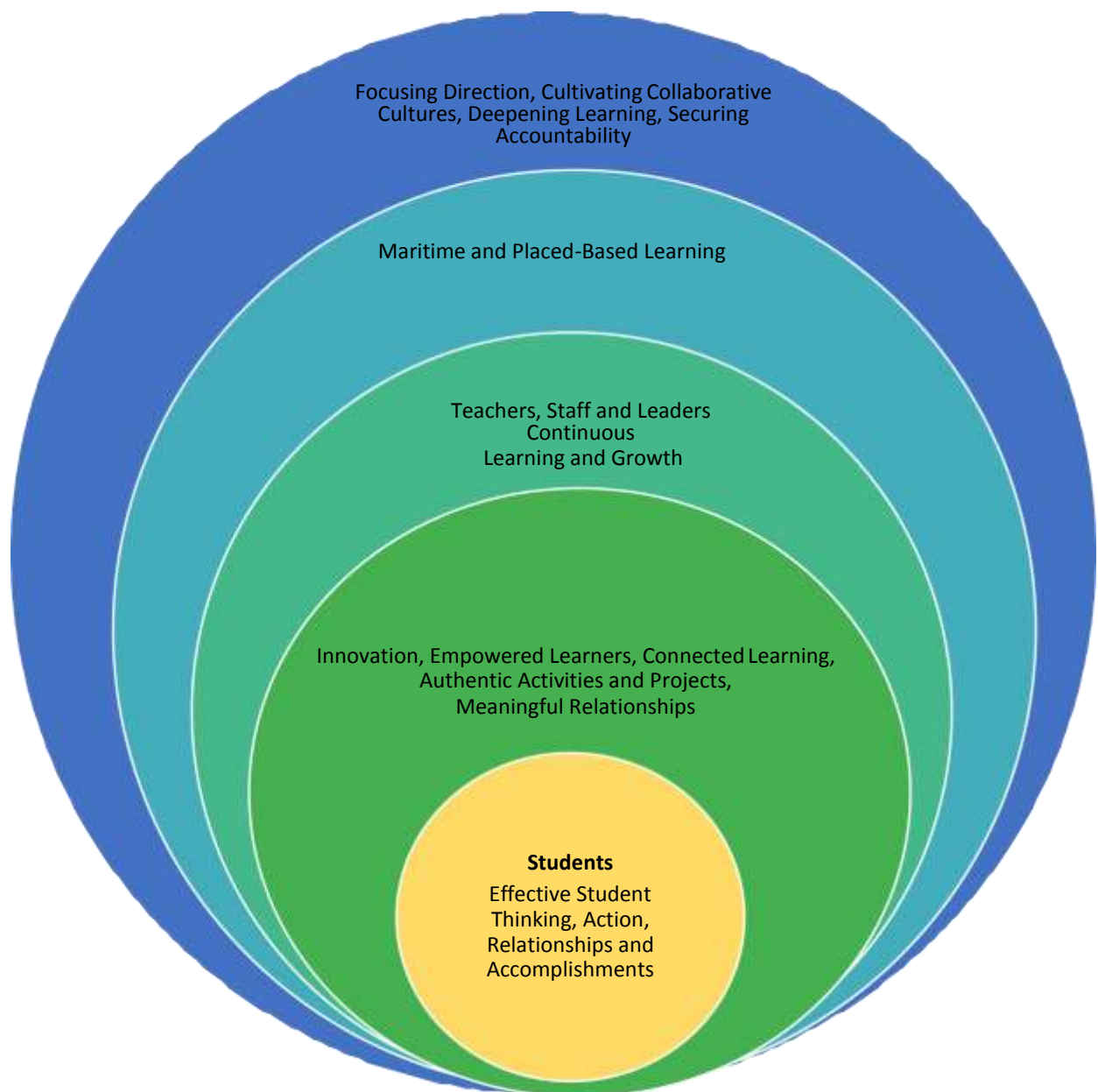
Profile of a Port Townsend School District Student

Education in Port Townsend School District will prepare students for the future in a rapidly changing world by achieving academic competency through state and national standards and by engaging every student as an active learner in experiences that contribute to our community and have value beyond school. Students will create strong connection and appreciation for our community and place as they develop the following dispositions and skills.

Self-Sufficient and Self-Reliant	Courageous and Resilient	Inquiring
<p>Skilled in:</p> <ul style="list-style-type: none"> ● Building and repairing ● Water safety ● Growing and cooking food ● Land and sea navigation <p>Practices:</p> <ul style="list-style-type: none"> ● Mind and body wellness 	<p>Practices:</p> <ul style="list-style-type: none"> ● Informed Risk taking ● Perseverance and resilience <p>Skilled in:</p> <ul style="list-style-type: none"> ● Conflict resolution ● Emotional health and self-management 	<p>Practices:</p> <ul style="list-style-type: none"> ● Self-reflection ● Problem solving ● Self-knowledge ● Growth Mindset ● Curiosity
Community Connected and Engaged Citizen	Collaborative	Creative
<p>Practices:</p> <ul style="list-style-type: none"> ● Empathy and tolerance ● Stewardship of place ● Global awareness ● Civic engagement and action ● Cultural awareness and competency ● Environmental awareness ● Contribution and service ● Ethical thinking and action 	<p>Practices:</p> <ul style="list-style-type: none"> ● Independence and interdependence ● Active and engaged voice ● Listening <p>Skilled in:</p> <ul style="list-style-type: none"> ● Working productively in diverse groups 	<p>Practices:</p> <ul style="list-style-type: none"> ● Innovative and creative thinking ● Aesthetic appreciation ● Self-expression through a variety of media and art forms <p>Skilled in:</p> <ul style="list-style-type: none"> ● Craftsmanship

COHERENCE

Nested Elements of our District Work





District Goals

Our district strategic goals create a path forward with a focus on our district culture, competence and conditions. These goals empower students, staff and community to build innovative learning environments that will result in students who are creative, contributing and productive. District strategic goals include quantitative and qualitative measures of continuous improvement.

Teaching and Learning:

Develop and support reflective thinkers and engaged citizens who are well equipped for life beyond high school. In service of this goal, Port Townsend teachers and students will design challenging and engaging maritime, place-based learning projects grounded in standards, developmentally appropriate and relevant to all learners, based on equity and supportive relationships.

Technology:

Enhance and sustain technology and other tools to serve the individual learner in their everyday experience. All learners (students and teachers) will have the tools, experience and creative frameworks necessary for authentic learning with a community context.

Community Engagement:

Build a connected learning community, engaging families, partners and the greater community to meet the needs of all students. Through maritime and place-based projects, develop and support students in successful pursuits as engaged citizens.

Culture of Wellness:

Support active, healthy lifestyles for students and staff through an excellent food service program and through the development of programs and infrastructure that encourages physical activity and outdoor experiences in multiple arenas. Promote social-emotional and positive behavior to ensure a safe, supportive culture and climate for all learners.

Operational Stewardship:

Create responsive, effective and integrated operations and systems to sustain district initiatives, enable continuous improvement in educational programs and achieve organizational success now and in the future.

Learning Spaces:

Create and maintain caring, safe and orderly learning environments in anticipation of and responsive to changing requirements of students and district employees.

GOAL 1

Teaching and Learning

Develop and support reflective thinkers and engaged citizens who are well equipped for life beyond high school. In service of this goal, Port Townsend teachers and students will design challenging and engaging maritime and place-based learning projects grounded in standards, developmentally appropriate and relevant to all learners, based on equity and supportive relationships. Staff will develop School Improvement Plan (SIP) goals and strategies, and professional goals and strategies, to ensure continuous increases in student learning.

Objectives

- 1.1 Advance maritime and place-based learning and teaching, based on adopted standards and connected to our local maritime community, as the foundation of our curriculum and instructional practices.
- 1.2 Multiple programs will be available to personalize student and staff learning resulting in deep learning and engagement.
- 1.3 Advance the use of authentic assessment for student learning and accomplishment.
- 1.4 Increase student preparation for both career and college.
- 1.5 Staff will provide additional differential instructional support to any student falling below growth expectations.
- 1.6 Explore garden curriculum integration into core in support of place-based learning. (Aligns with 4.1.3)
- 1.7 All 2nd and 3rd grade students will be reading at grade level.

Challenging maritime and place-based projects equip students with knowledge, skills and competencies through real-world learning.



ACTIVE LEARNING

Strategies and Activities

1.1 Advance maritime and place-based learning and teaching, based on adopted standards and connected to our local maritime community, as the foundation of our curriculum and instructional practices.

- 1.1.1 Develop curriculum maps for teaching of standards and dispositions, including those integrated in MDS projects
- 1.1.2 Create map of course and grade level learning standards and assessments
- 1.1.3 Strengthen maritime and place based projects by embedding student learning standards and assessment into all projects
- 1.1.4 Increase the number of student accomplishments and time spent on maritime and place-based projects to engage students in real world, community-based problems and opportunities for students to help craft solutions
- 1.1.5 Explore flexible school schedules to enable additional interdisciplinary, experiential, and collaborative learning opportunities
- 1.1.6 Build teachers' capacity to lead school and district initiatives to improve programs, communication, and teaching and learning
- 1.1.7 Develop Digital Literacy Scope and Sequence. (Aligns with 2.2.5)

1.2 Personalize student and staff learning for deep learning and engagement.

- 1.2.1 Maximize classroom time students are engaged in subject area discourse focusing on thinking strategies
- 1.2.2 Assure ample school library hours to support equity in digital access for learning
- 1.2.3 Provide district training in the use of instructional strategies to engage students in collaborative work and student ownership of learning
- 1.2.4 Provide school-based training in growth mindset for students and teachers to increase equity for students
- 1.2.5 Provide district training for teachers in instructional strategies for differentiation, equity and meeting all students' needs

1.3 Advance the use of authentic assessment for student learning and accomplishment.

- 1.3.1 Review and update K–12 grading policy, procedures, course syllabus, and assessment practices; study and adopt selected standards-based grading principles designed to improve equity
- 1.3.2 Establish priority standards in subject areas. Align instruction and curriculum materials with priority standards and MDS projects
- 1.3.3 Ensure ample use of classroom formative, benchmark and summative assessment to guide instruction and learning
- 1.3.4 Ensure multiple and varied opportunities for students to demonstrate their growth and learning through achievement and accomplishments
- 1.3.5 Ensure the study of evidence of student learning during teacher collaboration time

1.4 Increase student preparation for both career and college.

- 1.4.1 Increase attendance rates at each school to 95%
- 1.4.2 Increase rate of on-time and extended on-time graduation and maximize student skills for future opportunities. The on-time and extended graduation rates will meet or exceed eighty-five (85) percent (on time) and ninety (90) percent (extended) for students in the following groups:
 - All students;
 - Students of racial and ethnic groups;
 - Economically disadvantaged students;
 - Students with disabilities; and
 - Students with limited English proficiency
- 1.4.3 Improve Math, English Language Arts and Science achievement on standardized assessments and in classroom performance
- 1.4.4 All secondary students will have identified college, career and lifegoals pathways
- 1.4.5 Conduct transcript analysis for college and career readiness
- 1.4.6 Establish maritime-related internships through the Maritime Academy Capstone courses (Aligns with 3.1.3)

Student reflections after a maritime experience

"This helped educate me in the form of work ethic, along with using an engineer's brain. "

"It was inspiring to observe the care and attention to detail that the crew carries in every line of their work. This mindset has proven to be contagious to me, and I now want to ace school, more than ever."



Measures of Success

Teaching and Learning Progress Goals

18-19 Test score data available in Fall 2019

	15-16	16-17	17-18	18-19	19-20	20-21 Goal
Number of maritime and place-based learning projects K-12	42	71	87	71		85
Interdisciplinary place-based projects	13	32	42	29		25
District professional development hours focused on instructional strategies for differentiation (e.g. workshop model)	24	6	6	10		TBD
Classroom projects with students making a positive impact on our community needs	16	17	21	15		TBD
Senior Projects presented to the community at Senior Symposium	78	98	81	63		TBD
Public showcases of students' work and accomplishments	15	11	32	TBD		TBD
3rd Grade ELA Achievement on State Assessment	60.8%	52.9%	60.0%	51.5%		90%
3rd Grade Math Achievement on State Assessment	63.4%	60.7%	58.7%	53.6%		90%
5 th Grade ELA Achievement on State Assessment	62.2%	66.9%	67.8%	46.3%		90%
5 th Grade Math Achievement on State Assessment	34.2%	49.4%	57.2%	36.8%		90%
5th Grade Science Measurement of Student Progress	74.5%	74.4%	67.0%	47.4%		90%
8th Grade ELA Achievement on State Assessment	76.4%	68.6%	50.5%	59.4%		90%
8th Grade Math Achievement on State Assessment	58.3%	42.1%	35.8%	32.0%		90%
8th Grade Science Measurement of Student Progress	72.2%	70.9%	54.3%	53.1%		90%
HS ELA Achievement on State Assessments	82.9% (10 th)	86.3% (11 th)	81.9% (10 th)	83.2%		95%
HS Math Achievement on State Assessments	33.0% (10 th)	41.8% (11 th)	45.0% (10 th)	39.6%		95%
HS Science Exam	80.9% 10 th Bio EOC	78.2% 10 th Bio EOC	67.9% (11 th WCAS)	72.1%		95%
9 th Grade Credit Accrual (6+ credits)	TBD	82%	90.8% 79 of 87	92.4%		95%
10 th Grade Credit Accrual (12 credits)	TBD	73.5% 50 of 68	87% 67 of 77	96.3%		95%
On Time Graduation Rate	76.1% (2015)	68.2% (2016)	77.0% (2017)	92.4% (2018)		90%
Extended Graduation Rate (5 year)	86.6% (2014)	82.9% (2015)	76.1% (2016)	82.3% (2017)		95%

Enrollment rate in 2 and 4-year college-OSPI Performance Indicators Data/Analytics.

Overall	2015 = 63.3% PT	2016 = 60.0% PT	2015 = 59.9% State	2016 = 62.0% State
Low Income	2015 = 56.7% PT	2016 = 47.05 PT	2015 = 47.9% State	2016 = Not Available State
Non Low Income	2015 = 66.7% PT		2015 = 67.5% State	

Note: OSPI has released a robust tool called Tableau that is found at: <https://erdc.wa.gov/data-dashboards/high-school-graduate-outcomes>. This site enables school and district comparisons of data from 2009 through 2016.

Flexible 7 period concept schedules adopted in Blue Heron MS and PTHS for 18-19.

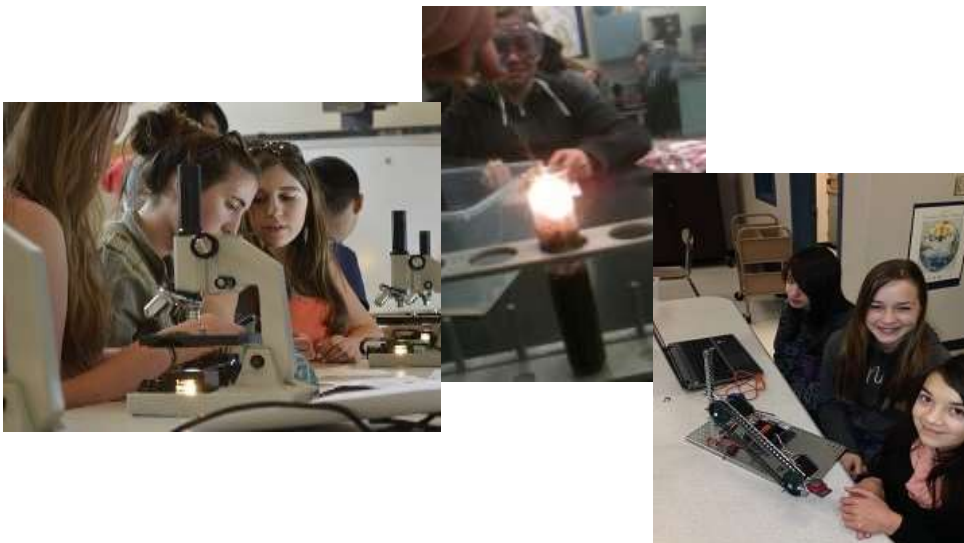
GOAL 2

Technology

Enhance and sustain technology and other tools to serve the individual learner in their everyday experience. All learners (student and teachers) will have the tools, experience and creative frameworks necessary for authentic learning within a community context.

Objectives

- 2.1 Sustain technology growth and innovation through a strong infrastructure.
- 2.2 Increase students' creation and design of authentic and exemplary maritime and place-based projects with choice of tools technologies based upon student interests and teacher guidance.
- 2.3 Expand technology linked learning spaces to provide opportunities for anywhere, anytime learning.
- 2.4 Effectively integrate technology practices to optimize and enhance student learning.
- 2.5 Articulate support for non-teaching and learning technology needs



Strategies and Activities

2.1 Sustain technology growth and innovation through a strong infrastructure.

- 2.1.1 Maintain a student tech team (Help Desk) to support continuous integration of technology into instruction in order to improve technology skills for students
- 2.1.2 Update district 2017-2021 technology plan and align technology resources with plan
- 2.1.3 Implement Technology Use Survey annually to assess current technology use by teachers and students and to determine student access to technology
- 2.1.4 Create a life cycle for technology purchases, to include hardware, infrastructure and software
- 2.1.5 Plan financial resources to support on-going repair and upgrade of technology infrastructure and resources

2.2 Ensure students' creation and design of authentic and exemplary maritime and place-based projects with integrated technologies, student interests, and teacher guidance.

- 2.2.1 Ensure maritime and place-based learning projects integrate technologies during project learning and when students share project results
- 2.2.2 Explore Student team to create website for tutorials, educational technology tools, and to provide students and teachers technical expertise
- 2.2.3 Determine need and feasibility of 1:1 laptop program

2.3 Ensure support for technology linked learning spaces to provide opportunities for anywhere, anytime learning.

- 2.3.1. Ensure online class/course resources for student anywhere/anytime learning
- 2.3.2 Ensure support for hours schools-libraries that are open before or after regular hours for student access to technology and online learning resources
- 2.3.3 Study and implement strategies to improve equity of student access to class on-line learning resources
- 2.3.4 Study and pilot a laptop loan program for students, to increase equity of access to digital tools for learning

2.4 Integrate educational technology strategies in the classroom that differentiate, personalize and enhance student learning.

- 2.4.1 Ensure support for teacher use of Google Tools, software, and applications to provide opportunities for student learning and contribution
- 2.4.2 Create or adapt a framework for K-12 technology skill development, to include digital citizenship and digital literacy (Aligns with 1.1.7)
- 2.4.3 Ensure the access to digital curricular resources for students and teachers, with an increase of district adopted curriculum accessible digitally

2.5 Articulate support for non-teaching and learning technology needs

- 2.5.1 Maintain and improve security for technology-based systems
- 2.5.2 Maintain and upgrade technology systems that support the business of education

Measures of Success

Technology Progress Goals

	15-16	16-17	17-18	18-19	19-20	20-21
Percentage of maritime and place-based projects integrating technology for learning and presentation	50%	36%	43%	33%		90%
Average service tickets completion rate	N/A	N/A	82%	89%	90%	95%
Teachers reporting they use Google for Education tools and applications with students	N/A	N/A	84%	74%		80%
Teachers who report integrating digital citizenship into instruction	N/A	N/A	50%	42%		80%
Hours of district or school provided technology training for teachers	5	2	2+	2+	5	10
Number of laptops available for student loan for home to improve equity of technology access	0	0	10	20	30	40
Hours of technical service provided by High School Student Help Desk	0	N/A	22	40	40	250
Number of district provided technology tutorials for teachers and staff	27	27	25	25	25	50
District provided laptops for K-12 students for in school use	1070	Est. 1100	1300	TBD	TBD	TBD
Infrastructure Speed	N/A	N/A	1 GB*	1GB*	1GB*	10 GB

Activities

Moved to Gmail and Google Calendar in 2017-18

Libraries Access (After Hours)

Grant Street/Salish Coast 2018-19	20 min am
Blue Heron 2018-19	15 min am
PTHS 2018-19	15 min am

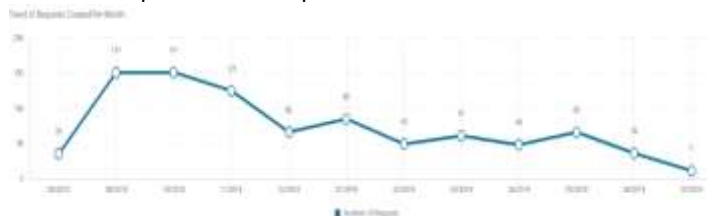
*Per Director of Technology Services Richard Durr II, "the district's infrastructure is a 1 GB speed. However, some switches are operating at 100 MB. The short-term goal is to upgrade switches to enable 1 GB throughout the district. Long-term, the goal should be to increase to 10 GB in order to provide for advanced software such as GIS and RhinoCAD."

As of July 31, 2019:

Total FMX Work Orders Processed: 1,240

2018-19 Technology Requests Completed or in Queue

Requests Created per Month



GOAL 3

Community Engagement

Build a connected learning community, engaging families, partners and the greater community to meet the needs of all students. Through maritime and place-based projects, develop and support students in successful pursuits as engaged citizens.

Objectives

- 3.1 Create additional opportunities for students to make a positive impact on the community, where community members, groups, and businesses are actively engaged in student learning and accomplishments, serving mutually beneficial goals for community and students.
- 3.2 Extend ways the district serves as the hub of the community.
- 3.3 Increase, encourage, support, and monitor valued local and global partnerships.
- 3.4 Promote community awareness and access to school programs.



High School Mock Trial Team

Strategies and Activities

3.1 Create opportunities for students to make a positive impact on the community, where community members, groups, and businesses are actively engaged in student learning and accomplishments, serving mutually beneficial goals for community and students.

- 3.1.1 Increase number of maritime and place-based projects in district to include mutually beneficial community partnerships
- 3.1.2 Strengthen partnerships by training staff in the development of mutually beneficial partnerships
- 3.1.3 Explore opportunities for community based student internships (Aligns to 1.4.6)

3.2 Extend ways the district serves as the hub of the community.

- 3.2.1 Develop on-site community resources in new elementary
- 3.2.2 Develop and implement plans for collaborative district and Port Townsend Public Library in new elementary
- 3.2.3 Further develop plans for Mountain View campus as community resource
- 3.2.4 Increase ways the district communicates with families and community (e.g. newsletters, videos)

3.3 Increase, encourage, support, and monitor valued local and global partnerships.

- 3.3.1 Grow district leaders' participation in community groups and partnerships
- 3.3.2 Begin developing regional and global partnerships to enhance district mission
- 3.3.3 Strengthen staff work with regional and global partners for mutual benefit and growth
- 3.3.4 Engage with local tribes to develop formal, mutually beneficial partnerships to support Since Time Immemorial: Tribal Sovereignty Curriculum and the maritime and place-based learning mission

3.4 Promote community awareness and access to school programs.

- 3.4.1 Patron tours of new school
- 3.4.2 Community visits to all three schools with focus on place-based learning and district learning goals

Measures of Success

Community Engagement Progress Goals

	15-16	16-17	17-18	18-19	19-20	20-21
Community Partners engaged in Maritime and Place-based Learning with district students	70	76	78	82		TBD
Classroom wide place-based projects with students directly making a contribution to our community (e.g. High School ROV collects data for Marine Science Center, Special Education students make toys for Humane Society animals)	14	17	21	15		TBD
Community members serving on district or school committees	35	26	52 ¹	43 ¹		TBD
Student internships in local community	N/A	N/A	15 ²	10 ¹		TBD
School district leaders' participation in community groups	N/A	N/A	16 ³	20 ³		TBD

¹ District Committees with Community Involvement

Maritime Discovery Schools	Responsible Use Compact Review
Instructional Materials	School-Based Clinic
Finance	Career and Technical Education Advisory
Policy Review	Garden Planting
Technology	Building Leadership Team
Wellness	Safety
Hiring	Salish Coast Art Committee

² Internships in Local Community

Tallship Apprenticeships – 3 (2017-18), 3 (2018-19)
Job Experiences such as Job Shadow and Volunteer – 4 (2017-18), (None 2018-19)
Employment as Assistant Instructors at Northwest Maritime Center – 2 (2017-18), 3 (2018-19)
Employment in the Maritime Industry – 2 (2017-18), 3 (2018-19: 1 at Pygmy Kayaks and 2 at PT Paddle Sports)
Summer Employment with PT School of Woodworking – 4-6 (2017-18, none (2018-19)
Employment in Other Trades – 1 (2018-19 in construction)

³ Community Groups with School District Leadership Participation

Rotary	Port Townsend Eco-Village	PT Boosters
Fort Worden Advisory Committee	Skillmation	Jefferson Broadband Access Committee (JBAC)
Heathy People Healthy Places	YMCA Facility Design Work Group	Kiwanis
Rainshadow Chorale	Olympics Trails Coalition	Trail adopters for the Larry Scott Trail (Olympic Discovery Trail Association)
Youth Marijuana Prevention Board	Recyclery	Community Wellness Project
Jefferson County Health Clinic Board	Immunization Task Force	Outreach for the Food Council & 20/20
Education and Outreach for Local Food Systems Council	Library Advisory Board	

GOAL 4

Culture of Wellness

Support active, healthy lifestyles for students and staff through an excellent food service program and through the development of programs and infrastructure that encourages physical activity and outdoor experiences in multiple arenas. Promote social-emotional well-being and positive behavior to ensure a safe, supportive culture and climate for all learners.

Objectives

- 4.1 Cultivate and nurture children's and adults' health and well-being through healthy eating and physical activity in a district-wide culture of wellness.
- 4.2 Ensure ample experiential learning in all grade levels incorporating habits and practices that support lifelong wellness.
- 4.3 Establish norms that support students, families and staff to be socially, emotionally and physically safe.
- 4.4 District provides training for staff for safety and positive school culture.
- 4.5 Promote positive, caring and supportive district and school climates respectful of all learners.



Strategies and Activities

4.1 Cultivate and nurture children's and adults' health and well-being through healthy eating and physical activity in a district-wide culture of wellness.

- 4.1.1 Improve nutrition and fitness programs through implementation of newly revised Nutrition and Fitness Board Policy and Procedure
- 4.1.2 Establish school and classroom practices and celebrations to include healthy food options
- 4.1.3 Enhance student understanding of nutrition and fitness through connections with curriculum
- 4.1.4 Transition physical education programs to focus on skills needed for students to develop lifelong healthy habits and fitness (17-18 significant progress with support of consultant)
- 4.1.5 Annual increase in the percentage of students involved in extra-curricular activities

4.2 Ensure ample experiential learning incorporating habits and practices that support life-long wellness.

- 4.2.1 Improve field trip and classroom outing procedures to enable safe and frequent outdoor learning experiences
- 4.2.2 Support staff and student participation in local and national programs to increase wellness habits and practices
- 4.2.3 Ensure the use of healthy, locally sourced food from school district and local farms for school meals

4.3 Establish norms that support students, families and staff to be socially, emotionally and physically safe.

- 4.3.1 Adopt and monitor norms for meetings to create high functioning and respectful work environments
- 4.3.2 Establish classroom norms for personal responsibility, cooperation and concern for others
- 4.3.3 Enhance responsible behavior, caring, optimism and positive interactions district wide
- 4.3.4 Improve school climate and culture through the use of positive behavior support systems and outreach to families
- 4.3.5 Collaborate with families to promote students' social/emotional health
- 4.3.6 Continue to provide the Student Health Clinic

4.4 Provide training for staff for safety and positive school cultures.

- 4.4.1 Support positive relationships and social skills through training and development of programs
- 4.4.2 Enhance safety and health through required trainings

4.5 Promote positive, caring and supportive district and school climates that are respectful of all learners.

- 4.5.1 Analyze Healthy Youth Survey results at the building level and develop action plans that address opportunities for improvement
- 4.5.2 Research and adopt evidence-based programs that enhance social-emotional well-being in all learning environments

Measures of Success

Culture of Wellness Progress Goals

	15-16	16-17	17-18	18-19	19-20	20-21
Number of health and wellness programs in which students participate	1	3	6 ¹			TBD
Dollars spent on locally sourced foods	2700	300	TBD			
Continuous improvement in positive response rates on Key Performance Indicators on the Healthy Youth Survey						

¹ 2017-18 Programs	
Garden Classes at PTHS	Healthy Cooking Class after school at Blue Heron
Garden Class at Grant Street	5210 Pedometer Challenge



Goal 5

Operational Stewardship

Create responsive, effective and integrated operations to sustain district initiatives, enable continuous improvement in educational programs and achieve organizational success now and in the future.

Objectives

- 5.1 Provide sound, responsible financial stewardship through the management and maintenance of adequate financial reserves.
- 5.2 Ensure the alignment of resources to meet district strategic goals. (Ongoing process of Board priorities, collective bargaining, and finance committee input.)
- 5.3 Increase support for district educational programs and strategic goals by leveraging community and fiscal partnerships and engaging in opportunities for grant writing.
- 5.4 Create innovative operational procedures and systems responsive to the needs of our students, staff and stakeholders.

Strategies and Activities

5.1 Provide sound, responsible financial stewardship through the management and maintenance of adequate financial reserves.

5.1.1 Improve communication and procedures to ensure adequate funds are available for staffing and supplies

5.1.2 Ensure the alignment of resources with district strategic goals

5.2 Ensure the alignment of resources to meet district strategic goals.

Strategies TBD

5.3 Create system for leveraging community and fiscal partnerships and engaging in opportunities for grant writing.

5.2.1 Create processes designed to seek fiscal supports that align with district mission and goals

5.4 Create innovative operational procedures, and systems that are responsive to the needs of our students and staff and stakeholders.

5.3.1 Improve process, timeliness and completeness of regular operational procedures (expanding Lean Thinking training)

5.3.2 Create regular participation in job fairs to attract and secure high quality applicants

5.3.3 Increase alignment across district for operational procedures

5.3.4 Enhance digital processes to increase workflow efficiencies

Measures of Success

Operational Stewardship Progress Goals

	15-16	16-17	17-18	18-19	19-20	20-21
Jobs fairs attended for recruitment of high quality candidates	3	1	2	2		TBD
Grants written in collaboration with partners aligned with district goals	2	3	3*	4**		TBD
Lean Thinking Training	TBD	2 district directors	3 district office staff	3 district office staff	Goal for building level admin and office staff	

Activities	
Establish Policy Review Cycle	Established 16-17 through Policy Committee, Cabinet and Administrators.
	Focus on Management (6000s) in 17-18 along with several policies impacted by legislative changes.

Transitions from Paper to Digital Processes	
2016-17	Eliminated paper copies of collective bargaining agreement
	Online employment application process (since 2015)
	Online dental insurance enrollment
2017-18	Online volunteer application for background check
	District onboarding for new employees through People Admin has begun
	COBRA is online
	Vehicle scheduling moved to online

*National Oceanic and Atmospheric Administration and Bay Watershed Education and Training (NOAA/B-WET)
Institute of Museum and Library Sciences
Esri

**NOAA BWET
21st Century Learning
No Child Left Inside
Master Gardeners

Goal 6

Learning Spaces

Create and maintain caring, safe and orderly learning environments in anticipation of and responsive to changing requirements of students and district employees.

Objectives

- 6.1 Build, operate, and maintain student centered, flexible learning spaces in a responsible, environmentally sensitive way.
- 6.2 Provide healthy learning environments through a high level of repair, maintenance, and upgrades.
- 6.3 Enhance the safety and emergency preparedness of district facilities and communication.
- 6.4 Increase learning spaces throughout our community.
- 6.5 Facilitate the community use of district spaces.

Strategies

6.1 Build, operate, and maintain student centered, flexible learning spaces in a responsible, environmentally sensitive way.

- 6.1.1 Construct new elementary school with design and materials to meet or exceed industry standards for energy consumption and environmental impact (Completed Fall 2018)
- 6.1.2 Construct new elementary school with indoor and outdoor flexible learning spaces (Completed Fall 2018)
- 6.1.3 Create design of learning spaces to reflect student learning needs

6.2 Provide healthy learning environments through a high level of repair, maintenance, and upgrades through the:

- 6.2.1 Complete safety audit and action plans annually
- 6.2.2 Replace carpet in areas of need on a replacement cycle

6.3 Enhance the safety and emergency preparedness of district facilities and communication.

- 6.3.1 Increase ADA access on high school campus with installation of elevators
- 6.3.2 Enhance security on high school and middle school campuses through installation of security cameras
- 6.3.3 Improve emergency preparedness in conjunction with county and city agencies

6.4 Increase learning spaces throughout our community.

- 6.4.1 Pursue opportunities for learning spaces for students and teachers throughout community to enhance maritime and place-based learning

6.5 Facilitate the community use of district spaces.

- 6.5.1 Investigate and implement better facility management software
- 6.5.2 Update district procedures for facility use
- 6.5.3 Work with community partners to enhance use of district spaces

Measures of Success

Learning Spaces Progress Goals

	15-16	16-17	17-18	18-19	19-20	20-21
Number work orders completed per year	N/A	N/A	626	1281		TBD
Average # of work orders in queue	N/A	N/A	N/A	N/A		TBD
Schools with ADA accessible campuses	2	2	2	2		TBD
Number of community organizations and groups using district spaces	N/A	N/A	37	37		TBD

As of June 3, 2019:

Total FMX Work Orders Processed: 1281

2018-19 Maintenance Requests Completed or in Queue



Completed Strategies 2017-18

Installation of new controls to air handler system at HS auditorium

New lights in gyms and HS auditorium for safety and security

Tile High school commons for repair and upgrade

Replace plumbing fixtures in locations in the district for repair and upgrades

Complete installation of fresh water bottle filling stations to provide filtered, healthy water

Completed Strategies 2018-19

Open up new school Salish Coast Elementary

Finalize comprehensive district wide security camera system

Finalize district wide security camera system

Manage facility use and district operations through new facility management software: FMX