



# OMAK SCHOOL DISTRICT

CREATING A FUTURE FOR EVERY CHILD SINCE 1912

## DISTRICT STRATEGIC PLAN



*Creating a future  
for every child*

Revised September 2019



# ABOUT THE DISTRICT

The Omak School District is home to around 1,500 students, with an additional 3,500 online students through Washington Virtual Academy.

## OMAK SCHOOL BOARD:

Dennis Carlton (at-large)  
Kathie Brown (at-large, board chair)  
Pete Sirios (District 2)  
Marjorie Thompson (District 3)  
Chris O'Neil (District 4)

Tim Patrick photo



## DISTRICT ADMINISTRATION:

Dr. Erik Swanson	Superintendent
Michael Porter	Assistant Superintendent
John Holcomb	Special Education Director
Scott Haeberle	Fiscal Administrator
LeAnne Olson	Human Resources Director
Tim Engh	Maintenance Supervisor
Georgia Lamb	Communications Officer



## BUILDING ADMINISTRATION:

Omak High School	David Kirk, Principal
	Guin Joyce, Vice-Principal
	Joe LaGrou, Athletic Director
Highlands High School	Guin Joyce, Principal
Omak Middle School	Dr. Ryan Christoph, Principal
	Chris Miller, Vice-Principal
East Omak Elementary	Lee Ann Schrock, Principal
North Omak Elementary	Jack Schneider, Principal



Nondiscrimination Statement: The following policies have been adopted and are reflected in our employment practices: The Omak School District complies with all federal and state rules and regulations and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This holds true for all district activities, programs, and employment opportunities. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX/RCW28A.640/RCW28A.642 Officer, as well as, Compliance Coordinator for State Laws RCW 28A.640 Sexual Equality and RCW 28A.642 Discrimination Prohibited Officer, LeAnne Olson, lolson@omaksd.org, P.O. Box 833, Omak, WA 98841 (509) 826-7687, Section 504/ADA Coordinator, John Holcomb, jholcomb@omaksd.org, P.O. Box 833, Omak, WA 98841 (509) 826-8342. This organization complies with the Americans with Disabilities Act. Persons who may need some accommodation in the hiring process should contact the Human Resources Office. Omak School District is a drug and tobacco free workplace. For more information on Omak School District's Affirmative Action Plan, please visit the "District Information" section located under "our District" on the Omak School District website at [www.omaksd.org](http://www.omaksd.org). This organization requires a successful applicant to provide employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.



# OVERVIEW

## DISTRICT GOALS

### Goal 1

- Ensure rigorous, relevant and engaging research-based learning experiences for every student.

### Goal 2

- Build and sustain strong relationships with families and the community where every student is respected and safe.

### Goal 3

- Recruit, develop, retain and value quality and effective personnel in all positions.

### Goal 4

- Align the district financial plan to support resources and operations with accountability and openness.

### Goal 5

- Plan, provide and maintain quality school facilities that support current and future program needs.





# GOAL 1

*Ensure rigorous, relevant and engaging research-based learning experiences for every student.*

## STRATEGIES FOR ACHIEVING THIS GOAL

- Deliver an articulated and challenging K-12 curriculum, aligned to state standards, and taught with integrity that ensures academic success for every student.
- Building Leadership Teams will develop School Improvement Plans (SIP), goals, strategies and tasks to ensure continuous increases in student learning.
- School Improvement Plans will be documented with AdvancED annually.
- Staff will analyze multiple assessment data to inform instructional decision-making, track student progress and ensure timely intervention so that students meet or exceed growth expectations.
- Align resources for classroom support, professional development and implementation of best practices that are proven to increase success for all students.
- Explore and develop flexible learning environments (time, place and space) that require students to apply academic knowledge, skills and dispositions necessary in unpredictable, real-world situations.
- Effectively integrate technology to optimize and enhance learning.
- Staff will inform and counsel every student in developing a high school and beyond pathway and goal.



## INDICATORS OF SUCCESS

- Significant decrease in discipline rates and corresponding increase in regular attendance among target groups.
- Math and reading assessment scores in NWEA-MAPS reflect significant increases at all grade levels greater than or equal to one year.
- Each school has an established system to help struggling students improve.
- Teachers purposefully plan rigorous lessons that are relevant to today's students and the world they live in, using technology and engaging strategies while requiring high level thinking skills.
- Students are highly engaged, understand the relevance of what they are learning and use technology as a learning tool with assessments that reflect learning, as evidenced on the AdvancED ELEOT tool.
- Students will have an identified career, college and life goals pathway.
- Students can communicate clearly what they are learning, why they are learning it, and demonstrate understanding and application of the concepts.
- Staff will have access to professional development on research-based effective practices.





# GOAL 2

*Build and sustain strong relationships with families and the community where every student is respected and safe.*



## STRATEGIES FOR ACHIEVING THIS GOAL

- Continue to attract 80% or higher attendance at student-led conferences.
- Continue to develop and expand after school extracurricular programs to support students' diverse interests and needs.
- Expand staff and partnership capacity to address the mental health needs of students and families.
- Identify and implement alternative ways for parent/teacher communication.
- Emphasize the role of parents as co-teachers of all students.
- Make schools inviting and welcoming for parents.
- Develop and expand family resources to address the broad range of students and family needs in the District.
- School improvement plans will address respectful and collaborative environments targeting building relationships as a key cultural component.
- Facilities will be constructed and maintained with an emphasis on a safe environment that is conducive to student learning.

## INDICATORS OF SUCCESS

- Families experience true two-way communication with schools.
- Percentage of students that indicate they feel safe at school on the healthy youth survey continuously improves.
- Significantly reduced numbers of suspensions and other disciplinary actions each year.
- Parent survey data reflects perception that schools are safe and welcoming for all.
- Incidents of reported bullying approach zero.
- At the conclusion of the 2019-20 school year, the district will have reduced disciplinary disparity between student sub-groups.
- At the end of the 2019-20 school year, suspension and/or expulsions will be reduced in the Omak School District.
- The percentage of students involved in the extracurricular activities in the Omak School District will increase annually.





# GOAL 3

*Recruit, develop, retain and value quality and effective personnel in all positions.*

## STRATEGIES FOR ACHIEVING THIS GOAL

- Continue to expand and refine the new teacher-mentoring program to deliver support to teachers new to the profession and the District to ensure a smooth transition into the District.
- Expand working recruiting relationships with regional university teacher education programs.
- Actively recruit and participate with multiple teams at regional educational job fairs.
- Utilize placement services of professional/technical training centers to identify and attract skilled classified labor.
- Complete and activate the online employment application tools and process.
- Provide detailed contract training on all negotiated agreements to employees and supervisors.
- Regularly survey staff to determine needs.
- Provide continuing professional development supporting District and school goals identified at the building level.
- Provide detailed, on-going support in the application of the Marzano Model for teacher evaluation under TPEP.



## INDICATORS OF SUCCESS

- Reduce staff turnover primarily to losses due to retirements.
- Each advertised position will generate multiple applicants who are qualified and desirable for employment.
- Staff members show increased tenure in their positions.



- Certified personnel are rated as Proficient or Exceptional annually at an increasing frequency.
- Teachers express satisfaction in their work and acknowledge being supported on internal and external surveys.
- Discussions with bargaining unit leaders reflect positive staff morale and high job satisfaction.
- All staff members engage students in a positive context and have productive relationships with them that facilitate learning and feelings of safety and caring.
- Every student can identify staff members who know them by name and know their interests inside and outside of school.



# GOAL 4

*Align the district financial plan to support resources and operations with accountability and openness.*

## STRATEGIES FOR ACHIEVING THIS GOAL

- Annual budget development is conducted in collaboration with all divisions and schools in the District.
- Facility replacement, expansion, maintenance and operations are planned in detail using a long-range facility planning process that is open to the public.
- Levy priorities are developed in a public forum setting using digital and face-to-face tools to gather community input.
- Spending plans are developed from specific curriculum plans taking professional development, materials and replacement of materials into account.
- The Board will establish fiscal priorities annually that will be implemented through the District leaders.

## INDICATORS OF SUCCESS

- Systematic replacement and updating of curriculum and instructional technology resources are in place and fully funded.
- Professional development supporting District and school level priorities are fully funded and executed.
- All budget and fiscal accounting practices are audited regularly and found to have no deficiencies.
- Community members support District funding needs with approval votes at levy and bond elections.
- The Board reviews budget proposals and monitors expenditures to ensure legality and compliance with the approved budget plan.





# GOAL 5

*Plan, provide and maintain quality school facilities that support current and future program needs.*

## STRATEGIES FOR ACHIEVING THIS GOAL

- The Board will establish a priority for developing a long-range facilities plan through a facilities planning committee.
- Increase awareness of and develop facilities to support unique needs of special needs students.
- Ensure that facility planning accommodates anticipated changes in the time, space and place of instruction.
- Structure schools to maximize student learning and create a positive culture that facilitates total alignment of priorities P-12.
- Plan for physical safety with an eye toward reducing the risk of hostile actions against any particular school building.
- Adequately fund maintenance staffing and equipment to keep facilities operating at their optimal levels.
- Aggressively support the adopted long-range facilities plan.

## INDICATORS OF SUCCESS

- Facility managers have sufficient funding to keep buildings clean and in a quality state of repair.
- OSPI required facility evaluations are completed on time and submitted for evaluation.
- Facility planning remains on track with established time lines so that bond elections can be scheduled and conducted.
- Facility new construction is planned to support the developing academic program and remains within budget targets.
- Students, parents, and teachers can communicate that they attend and work in safe, clean and adequately resourced schools when surveyed or interviewed.

