



2021-2024 STRATEGIC PLAN



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Year 1

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SUPERINTENDENT'S MESSAGE

Dear Dallas School District Friends and Families,

It is my pleasure to present the Dallas School District Strategic Plan. It was developed with feedback from every corner of our diverse community, literally hundreds of people over the past year and a half, through in person and on-line engagement. This representation provided rich and clear feedback that has now shaped this Strategic Plan. As we move into the next three years, this plan will help us ensure that each student is known by name, strength, and need – pursuing a life of engagement, innovation, and success. This is a lofty vision, but in a committed district like ours, this vision *will* become reality.

The strategic plan is a living document, designed to be reviewed and updated by the school board on an annual basis. It is the road map for decision-making across the district. Our experiences with the COVID pandemic have affirmed the importance of a tool like this. It is essential in navigating the predictable and unpredictable nature of K-12 education in Oregon. It will drive school district initiatives, strategies, communication efforts, and fiscal investments over time.

On the following pages, you will find core values, strategic goals and performance indicators to help us plan for and monitor the growth of each student. This data-driven approach is essential to the success of the plan. I am especially pleased that our community identified **equity** as a core value. Note its simple definition – fair, just and dignified treatment of each individual. This value requires an understanding of the needs of each student and the responses appropriate to support them. It requires the belief that every student has an equal chance for success when we remove barriers and create individual opportunities.

You may have also noticed that our District team has been working to enhance two-way communication in a number of ways. Our goal is to provide regular updates about school-related issues and activities as well as invite on-going feedback and input from community members. Please help us achieve our goal by sharing your ideas and suggestions.

Our new Strategic Plan truly belongs to the Dallas community. Your input was the foundation upon which it was built. We welcome and are truly grateful for the passionate discussions we have heard from many different voices on the road to this plan's completion. I present it to you now with gratitude for the support you give our students and staff members every day, and humbled at the task before us. A community has no greater obligation than to the education of its children, and the future they represent. Working together, we can help ensure that future is bright indeed.

Thank you for your ongoing partnership and support.

Andy Bellando
Superintendent

September 27, 2021

QUICK VIEW OF STRATEGIC PLAN ELEMENTS

Dallas School District is:
centered on students,
powered by collaboration,
built on equity, and
driven by excellence.

Collaboration

Passion

Ask Yourself...
Is It Good
For Kids

Community

Ongoing Impact
of the
Pandemic

Each student is
known by name,
strength, and need - pursuing a
life of engagement, innovation,
and success.

Excellence

Diversity,
Equity, and
Equal Access

Equity

Culturally Responsive,
Rigorous, and
Aligned Curriculum

STATEMENT OF PURPOSE

Located on the west side of the Willamette Valley and just before you begin climbing into the Coast Range, you will find Dallas Oregon, a quiet community whose beginnings were in agriculture and timber. It was settled in 1840 as Cynthian and named Dallas in honor of Vice President George Mifflin Dallas in 1852.



Today, you will find rye grass fields, hazelnut orchards, a wildlife refuge, beautiful parks, and numerous wineries. The downtown will welcome you with antique shops, tasting rooms, a library, bakeries, and the county seat courtyard.

Dallas School District is proud to serve and support Dallas and the surrounding area with 8 schools including 2 charter schools. Over 400 employees support close to 3200 students. A newly created Dallas Virtual Academy is providing online education to DSD students.



Many accomplishments have been made and continue to evolve each year. These include, committees meeting to set plans and curriculum standards into practice; a new Career Technical Education building at Dallas High School; two-way communication lines with students, parents, and the community; strong science, technology, engineering, and mathematics programs at LaCreole Middle School; and our unified vision for student success.



Even with so many positive things happening it is important not to become complacent. Therefore our district, is updating our Strategic Plan for the next 3 years. The community and staff were both asked to weigh in with a district wide survey and public engagement. Through this we believe the core values, mission, vision, and strategic goals we have set for Dallas School District will assist in furthering our steps in becoming a district preparing students for achievement



PROCESS USED FOR STRATEGIC PLAN DEVELOPMENT

The strategic planning process was initiated in November of 2020 from a commitment by Superintendent Bellando and the Dallas School District Board members to undertake a comprehensive 11-month process to review the district's strengths and weaknesses and identify long-term areas for improvement. As a result, a three-year strategic plan was developed and became operational in the Fall of 2021. This strategic plan will continue through June 2024.

Based on information gathered from surveys, focus groups, and district background information, the District Strategic Planning Team developed core values, a mission statement, a vision statement, and strategic goals. At this point in the process the team submitted their work to the District Leadership Team who finalized the goal statements, identified performance indicators, and created metrics for each performance indicator. The team also designated key tasks for the first school year of the plan, 2021-2022, and developed accountability guidelines to monitor the plan's measurable progress.

In September of 2021 the work from the District Strategic Planning Team and the District Leadership Team was turned over to Debbie McCleery, District Communications Specialist, and Superintendent Bellando to draft the strategic plan report for approval by the DSD Board.



DISTRICT CORE VALUES

Dallas School District's actions will be judged by its commitment to these foundational core values:



Excellence...

High expectations, continuous improvement, and uncompromised accountability



Equity...

Fair, just, and dignified treatment of each individual



Collaboration...

Commitment to partnership, dialogue, and shared decision-making



Community...

Meaningful participation, extensive communication, and a shared culture



Passion...

Engagement, expanded opportunities, and diligent pursuit of innovation

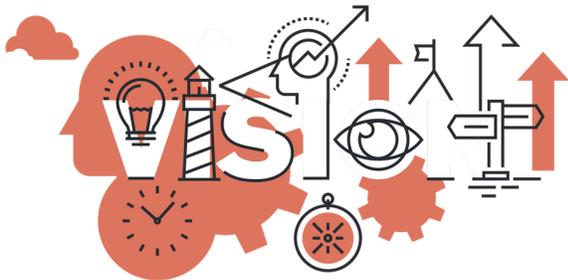
DISTRICT MISSION STATEMENT

Dallas School District Is:

*Centered on students,
powered by collaboration,
built on equity, and
driven by excellence.*



DISTRICT VISION STATEMENT



*Each student is known by
name, strength, and
need—pursuing a life of
engagement, innovation,
and success.*

DISTRICT TAGLINE

Ask yourself...is it good for kids?

DALLAS SCHOOL DISTRICT STRATEGIC GOALS, PERFORMANCE INDICATORS, AND MEASURES

Strategic Goals

If an organization wants to be successful it needs to set challenging goals and achieve them on time. Without strategic goals most organizations experience a lack of focus and direction. Goals provide benchmarks so accomplishments can be measured. Goal setting was the most important part of Dallas School District's overall strategic plan development. The District Strategic Planning Team spent a great deal of time of the development and prioritization of the individual, multi-year strategic goals that follow. The team limited the number of goals to three (3) so that what was selected will have a tight focus and resources will be aligned with actions to drive the district vision. An emphasis was placed on clarity, specificity, and achievability. The goals were formed from and connected to the district values, mission, and vision statements. The key function of the three strategic goals is to guide achievement of the school vision through 2024. Being strategic is about making difficult choices regarding what to do and what not to do.

Performance Indicators

The Dallas School District Strategic Goals have a total of nine (9) performance indicators. Performance indicators break the goal efforts into manageable units and represent steps in the achievement action plan. They are the key tasks selected to accomplish the goals. Identifying key performance indicators is a proven way to measure and assist what progress is being made toward achieving a specific strategic goal. Without a series of measurable performance indicators, the strategic plan would fail, and the district would not have precise data to know at what level it is achieving its goals. Performance indicators are the most important component of the plan to report to DSD constituents and especially school board members.

Measures

To help gain success, this strategic plan must be specifically monitored so that periodically performance indicators can be easily assessed. The measures are quantitative and qualitative factors used to gauge progress being made. They not only show progress or lack thereof, they also provide a tool to determine if adjustments to the goals, indicators, or measures should be considered. The team was careful to select the few most appropriate measure(s) for each performance indicator.

FIRST YEAR (2021-2022) IMPLEMENTATION OF THE DISTRICT'S STRATEGIC PLAN

It is important to note only the first year (2021-22) of the three-year strategic plan performance indicators and measures are listed below.

Goal 1: Ongoing Impact of the Pandemic - <u>Shannon Ritter</u> Implement a district-wide system to address social-emotional, behavioral, and academic needs for all	
Performance Indicator 1a: <ul style="list-style-type: none"> • Create the cohesive and consistent structures of the district-wide multi-tiered systems of support (MTSS) for students 	Measure: <ul style="list-style-type: none"> • Creation of a district MTSS document that contains our pyramid levels of support
Performance Indicator 1b: <ul style="list-style-type: none"> • Identify and evaluate the tools and practices currently supporting the district-wide MTSS 	Measure: <ul style="list-style-type: none"> • Compile existing tools and practices in each school • Skills and Administrator Teams will determine which tools and practices support the district-wide MTSS
Performance Indicator 1c: <ul style="list-style-type: none"> • Use of tools for determining student and staff member needs while navigating the impact of the pandemic 	Measure: <ul style="list-style-type: none"> • Use of survey instruments and other data gathering tools to identify needed student and staff supports (e.g. DESSA and Oregon Student Health Survey) • All teachers implement a professional goal to apply practices which support the mental, physical, and emotional well-being of the educator throughout the 2021-2022 school year

FIRST YEAR (2021-2022) IMPLEMENTATION OF THE DISTRICT'S STRATEGIC PLAN (cont.)

Goal 2: Diversity, Equity, and Equal Access - Rachel Alpert

Develop and implement district-wide practices and policies that honor and respect diversity, equity, and access for all

<p>Performance Indicator 2a:</p> <ul style="list-style-type: none"> • Every district student will have equitable access to internet and a production device to engage in high quality learning 	<p>Measure: (add timelines)</p> <ul style="list-style-type: none"> • Use of District Technology Advisory Committee to develop an action plan that includes yearly resource allocations, estimated timelines, and recommended district practice and policy modifications
<p>Performance Indicator 2b:</p> <ul style="list-style-type: none"> • Establish a district equity team comprised of a cross representation of stakeholders 	<p>Measure:</p> <ul style="list-style-type: none"> • Disaggregate and analyze student data on academic achievement and other student outcomes for all identifiable groups of learners • Identify achievement/performance gaps present in the school district
<p>Performance Indicator 2c:</p> <ul style="list-style-type: none"> • Ensure Board policies and district procedures reflect equitable access and learning opportunities for each student in Dallas School District 	<p>Measure:</p> <ul style="list-style-type: none"> • Create district equity lens and equity decision making tool, Board policy, and school district review and updates

FIRST YEAR (2021-2022) IMPLEMENTATION OF THE DISTRICT'S STRATEGIC PLAN (cont.)

Goal 3: Culturally Responsive, Rigorous, and Aligned Curriculum -Kim Kellison
Review and revise the K-12 curriculum to align with state standards, support differentiation for all learners, and integrate culturally responsive practices

<p>Performance Indicator 3a:</p> <ul style="list-style-type: none"> • Implement the adopted K-12 Math curriculum with fidelity 	<p>Measure:</p> <ul style="list-style-type: none"> • Multiple opportunities for professional development • Use of curriculum diagnostic tool to monitor student growth
<p>Performance Indicator 3b:</p> <ul style="list-style-type: none"> • Adopt district wide K-12 English Language Arts curriculum (ELA) 	<p>Measure:</p> <ul style="list-style-type: none"> • Establish ELA curriculum committee • Review curriculum options with multiple stakeholders • Recommendation of ELA curriculum for Board approval – May, 2022
<p>Performance Indicator 3c:</p> <ul style="list-style-type: none"> • Select and implement a district assessment tool 	<p>Measure:</p> <ul style="list-style-type: none"> • Special education compliance for progress monitoring • Administer assessment tool a minimum of two times during the 21-22 school year • Use of Assessment Tool results for data informed decision making • Construct year long assessment calendar • Establish district assessment committee

IMPLEMENTATION & ACCOUNTABILITY STRATEGIES

As mentioned to the School Board at the start of this process, most strategic plans do not achieve their stated goals. According to research in the field, only about 20% of all public and private sector plans are fully implemented on time, if at all. Accountability measures are put in place to ensure implementation steadily progresses. During the implementation process it is essential to monitor the success and challenges of the goals, performance indicators, and measures. Periodically it may be necessary to re-tool the plan and its assumptions if any element is not progressing satisfactorily. *It is important to remember, creating a plan is the easy part in comparison to the difficulty of implementing its strategic goals and performance indicators.*

The district needs to execute actions based on specific strategies detailed in this plan and be responsible for collecting and analyzing data to measure progress. Dallas School District Board members should receive quarterly progress report presentations that ideally include the following information for **each** performance indicator:

1. Amount of progress made since the last report based on measures specific to each indicator.
2. Challenges with facilities, technology, funding, professional development, etc.
3. Recommendations for possible modifications of performance indicators, measures, and/or strategic goals.
4. An outline of planned activities from the date of the most current report up to when the next report will be presented.

It is recommended that after each progress report the information above would be posted to the school website, shared with media, and communicated to school constituents.

In addition to the periodic school board progress report accountability process mentioned above, listed below are suggestions from strategic plan research, ideas from the District Leadership Team, and the consultant that can be considered to help meet the strategic goals by the end of the 2023-2024 school year.

- The district general fund budget must be aligned with the strategic plan resource needs for each new school year.
- Influential certified and classified staff members, District Strategic Plan Team members, and Leadership Team members should be presenters for the initial communication rollout efforts.
- The strategic plan spans three full school years. However, it is structured to be three integrated one-year plans. As a result, it needs to be reviewed and modified as necessary, ideally by the end of April of each school year. The strategic goals, vision, mission, and core values should not change but a new set of performance indicators and measures should be identified for school year two and three.
- The board should hold the superintendent accountable for the overall progress of the plan. It should be a significant portion of the superintendent's annual evaluation. In turn the superintendent should do the same with the staff who are specifically named as responsible for the individual goal and performance indicator progress.

DISTRICT STRATEGIC PLANNING TEAM AND DISTRICT LEADERSHIP TEAM MEMBERSHIP

Planning Team

Rachel Alpert-Lyle Principal
Darren Anderson-Parent, Clergy
Andy Bellando-Superintendent
Annee Blevins- DHS Teacher
Brent Demoe-Polk County Mental Health
Dennis Engle-Director of HR
Emily Gagner-Asst. City Manager, Parent
Sophie Jackson-Lyle Teacher
Matt Jurick-Director of Technology & Innovation
Kim Kellison-Director of Teaching and Learning
Kyle Mabry-LaCreole Assistant Principal
Kelli McGuire-Classified Union Pres.
James Moran-LaCreole Teacher
Rob Ogilvie-Parent, Community Member
Justin Parnell-DHS Student
Shannon Ritter-DHS Assistant Principal
Steve Spencer-DHS Principal
Ryan Sticka-Whole Child Administrator
Erica Wiebelhaus-DHS Teacher

Leadership Team

Rachel Alpert-Lyle Principal
Bob Archer-Director of Facilities
Todd Baughman-Oakdale Principal
Andy Bellando-Superintendent
Darrick Bruns-Whitworth Principal
Dennis Engle-Director of HR
Autymn Galbraith-Director of SpEd
Matt Jurick-Director of Technology & Innovation
Kim Kellison-Director of Teaching and Learning
Kasshawna Knoll-LaCreole Principal
Tim Larson-DHS Athletic Director
Kyle Mabry-LaCreole Assistant Principal
Ashlie Miller-DHS Assistant Principal
Tami Montague-Director of Fiscal Services
Shannon Ritter-DHS Assistant Principal
Steve Spencer-DHS Principal
Ryan Sticka-Whole Child Administrator



DALLAS SCHOOL DISTRICT COLLABORATIVE COMMITMENT

The District Collaborative Commitment is a signed agreement between the district and its classified and licensed staff labor associations. The relevant parts for this report are:

Principles

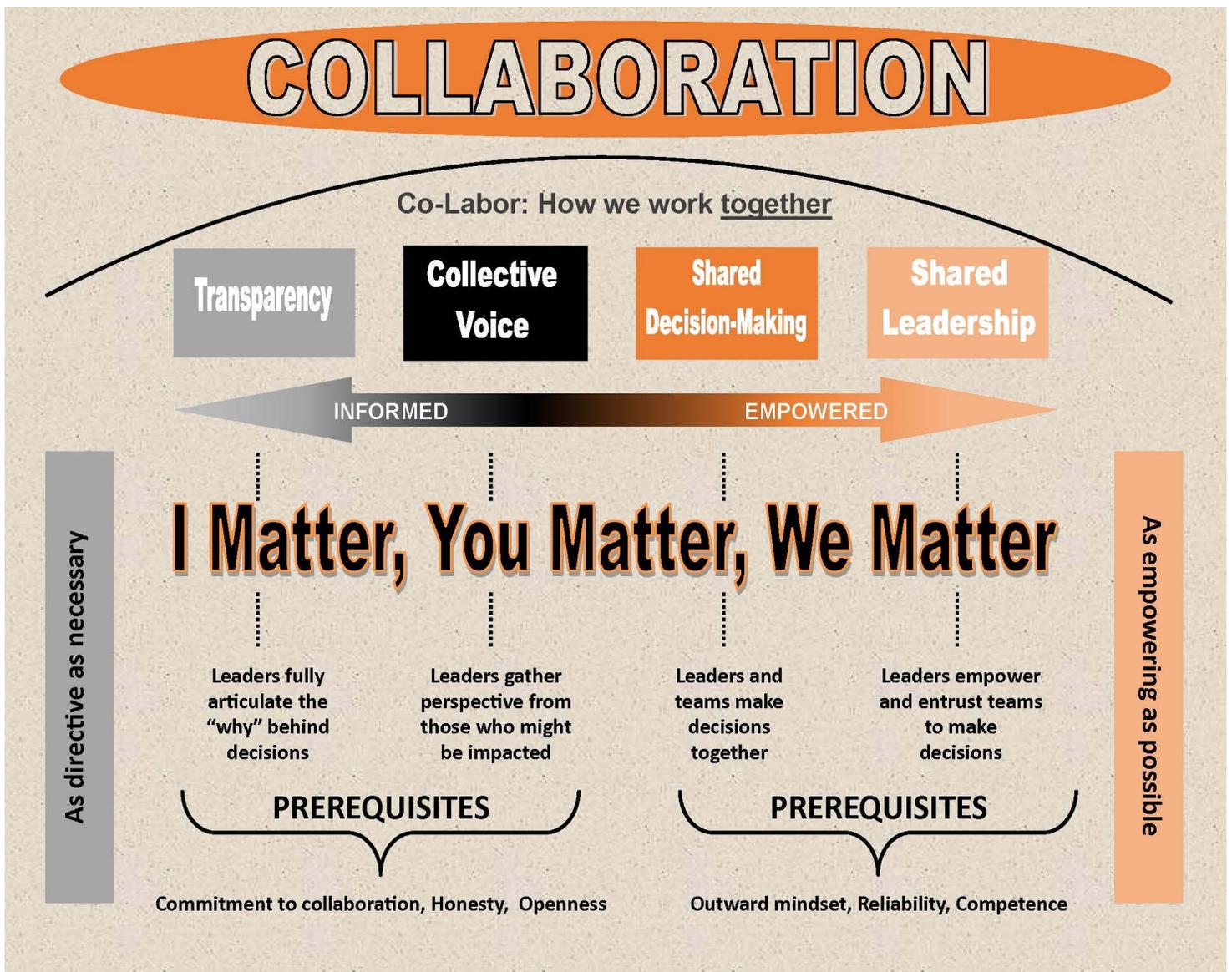
1. *Collaboration and shared leadership form the foundation of our success.*
2. *"Is it good for students" is our driving question.*
3. *Life-long learning for all is our goal.*
4. *Our staff individually and collectively contributes to student success.*
5. *The best interest of our district as a whole is the basis for our priorities and decisions.*
6. *Listening permeates our every interaction.*
7. *Our diverse opinions and disagreements are professional and respectful.*
8. *Honest, constructive intentions are our expectation.*
9. *Our classified leaders have balanced time in and out of the classroom.*

Practices

1. *We collaborate.*
2. *We place student learning first.*
3. *We value, encourage, and support continued learning.*
4. *We actively and positively participate.*
5. *We recognize and appreciate the contributions of others.*
6. *We persevere.*
7. *We genuinely and actively listen.*
8. *We engage in tough conversations for positive results.*
9. *We are honest and forthright.*
10. *We lead by example.*
11. *We share responsibility.*

COLLABORATION CHART

Collaboration is more than a value in the Dallas School District; it is an expectation for all members of the organization. Dallas School District commits to transparency as a baseline of collaboration and aspires for collective voice, shared decision making, and shared leadership.



DISTRICT DIVERSITY STATEMENT

Dallas School District #2 recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Dallas School District Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, gender, or sexual orientation in any educational program, activity, or employment.



Overview Multi-Tiered Systems of Support

