



**2025-26 BOARD & STAFF**

**Board Chair**, Mackenzie Strawn **Board Vice-Chair**, Alisha Oliver  
**Board Members:** Mike Wagner, Erin Cramer, Mark Henderson, Coral Ford & Brunk Conley  
**Student Representatives to the Board**, Rylie Worcester & Amalia Bell  
**Superintendent**, Lee W. Loving  
**Director of Business & Fiscal Services**, Rhonda Allen  
**Director of Human Resources**, Danielle Blackwell  
**Director of Teaching & Learning**, Nicole Duncan  
**Director of Special Programs**, Melissa Glover  
**Director of Nutrition Services**, John Barnes  
**Director of Operations & Facilities**, Dave Parsons  
**Superintendent/School Board Executive Assistant**, Tonia Whisman

*Access to the agenda and meeting materials can be located on the District website at [www.nssd29j.org](http://www.nssd29j.org) > [Board of Directors](#) > [Agendas/Meeting Minutes](#)*

**Regular Session**

**Monday, March 3, 2025 ~ 5:00 PM**

**NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383**

<https://youtube.com/live/rjepFqi92lo?feature=share>

**1. CALL REGULAR SESSION TO ORDER**

\*times for agenda items are estimated\*

**2. AGENDA APPROVAL**

Changes to the agenda after posting on February 27, 2025 will be acknowledged:

**Added Attachments-**

**RECOMMENDED MOTION-AGENDA APPROVAL**

*I move that the Board approve the agenda as modified.*

**3. APPROVAL OF LICENSED CONTRACTS: Danielle Blackwell**

3

**RECOMMENDED MOTION-CONTRACT EXTENSIONS/RENEWALS**

*I move that the Board extend and/or renew contracts for the individuals and time periods as proposed by the Superintendent.*

2025 Licensed Contract Renewals Extensions

3

**4. STRATEGIC PLANNING: Laura Wipper/Alisha Oliver**

9

10

DRAFT NSSD Strategic Plan - 12.23.2024

9

**5. PUBLIC COMMENT**

**6. ADJOURN**  
(estimated)

*EQUAL OPPORTUNITY EMPLOYER*



## North Santiam School District

### 2025 Licensed Contract Renewals/Extensions

#### Administrators:

##### Currently, Probationary Year 2

##### Recommend Probationary Year 3

<i>Name</i>	<i>FTE</i>	<i>Location</i>	<i>Hire Date</i>
Bradley Emmert	1	SHS/Options Academy	7/1/2023
Sophia Duerst	1	ML	7/1/2023

#### No Action Necessary - Informational Only

##### Administrative Contract Second Year of a Three-year contract 2024 - 2027

<i>Name</i>	<i>FTE</i>	<i>Location</i>	<i>Hire Date</i>
Moore, Wendy	1	SES	7/24/2013
Olson, Matthew	1	SIMS	7/1/2014
Proctor, Michael	1	SIMS	9/12/2005
Storey, Vicky	1	SHS	8/25/1997
Traeger, Joseph	1	SHS	7/29/2021
Westenskow, Ryan	1	SUB	7/1/2021

## Licensed:

### Currently, Probationary Year 1

### Recommend Probationary Year 2

<i>Name</i>	<i>FTE</i>	<i>Location</i>
ROWAN, JENNIFER	1.0	DISTRICT OFFICE
VOTH, BETHANY	1.0	DISTRICT OFFICE
SIEWELL, GENEVIEVE	1.0	MARI LINN SCHOOL
WISE, KEVIN	1.0	MARI LINN SCHOOL
ANDERSON-KOSTIC, ADELE	1.0	STAYTON ELEMENTARY SCHOOL
HENDERSON, JOANNA	0.5	STAYTON ELEMENTARY SCHOOL
MACEDO, KAREN	1.0	STAYTON ELEMENTARY SCHOOL
SMATLAN, MEGHAN	1.0	STAYTON ELEMENTARY SCHOOL
ANUNDSON, NICOLAS	1.0	STAYTON HIGH SCHOOL
HUGHES, KYLE	1.0	STAYTON HIGH SCHOOL
KING, AIDAN	1.0	STAYTON HIGH SCHOOL
LITTAU, AIDEN	1.0	STAYTON HIGH SCHOOL
RUDISHAUSER, JOEL	1.0	STAYTON HIGH SCHOOL
SEARS, EMILY	1.0	STAYTON HIGH SCHOOL
BROMLEY, GRACE	1.0	STAYTON INTERMEDIATE SCHOOL
FREAUFF, LISA	1.0	STAYTON INTERMEDIATE SCHOOL
FURUYA, CASEY	1.0	STAYTON INTERMEDIATE SCHOOL
JOY, ROBIN	1.0	STAYTON INTERMEDIATE SCHOOL
ZURCHER, BRITTANY	1.0	STAYTON MIDDLE SCHOOL
FENTON, LINDSAY	1.0	SUBLIMITY SCHOOL
HAND, CAMILLE	1.0	SUBLIMITY SCHOOL
HULL, STEPHANIE	0.5	SUBLIMITY SCHOOL
THOMSON, KATELYN	1.0	SUBLIMITY SCHOOL
VINSON, AMANDA	1.0	SUBLIMITY SCHOOL

**Currently, Probationary Year 2**  
**Recommend Probationary Year 3**

<b>Name</b>	<b>FTE</b>	<b>Location</b>
HOLCOMB, DAVID J	1.0	DISTRICT OFFICE
BIXLER, DANIEL S	1.0	OPTIONS ACADEMY
CLARK, SHOW-MEI	1.0	STAYTON ELEMENTARY
MCKIBBON, DANIELLE	1.0	STAYTON ELEMENTARY
OLSON, JULI ANN	0.5	STAYTON ELEMENTARY
PURNELL, JULIANA	1.0	STAYTON ELEMENTARY
BOOCK, CORRIE	1.0	STAYTON HIGH SCHOOL
FOLGER, MICHAEL	1.0	STAYTON HIGH SCHOOL
KENNEDY, NEILA	1.0	STAYTON HIGH SCHOOL
NEWQUIST, MEGAN	1.0	STAYTON HIGH SCHOOL
O'NEILL, DARYL DUANE	1.0	STAYTON HIGH SCHOOL
ROSE, RONALD	1.0	STAYTON HIGH SCHOOL
STAHL, MARY KATHARYN	1.0	STAYTON HIGH SCHOOL
KING, BRYAN	1.0	STAYTON MIDDLE SCHOOL
MEDLEY, NICOLE	1.0	STAYTON MIDDLE SCHOOL
PRUETT, MADISYN	1.0	STAYTON MIDDLE SCHOOL
FRITZ, JOSIAH	1.0	SUBLIMITY SCHOOL
LOVING, KYLIE E	1.0	SUBLIMITY SCHOOL

**Recommend Year 1 of 2-year Contract 2025-27**

<b>Name</b>	<b>FTE</b>	<b>Location</b>
COBLENTZ, YARA	1.0	MARI LINN SCHOOL
GJONNES, TERESA	1.0	MARI LINN SCHOOL
ROGERS, JULIE	1.0	MARI LINN SCHOOL
SCHLIEVERT, CHRIS	1.0	MARI LINN SCHOOL
CARLILE, HOLLIE	1.0	MARI LINN SCHOOL
MARTIN, EMMA	1.0	MARI LINN SCHOOL
MILLS, NICHOLAS	1.0	MARI LINN SCHOOL
RASMUSSEN, ANDREW	1.0	MARI LINN SCHOOL
REIFSCHNEIDER, CRYSTAL	1.0	MARI LINN SCHOOL
BREITLING, STEFANIE	1.0	OPTIONS ACADEMY
SHEPPARD, SHANNON	1.0	OPTIONS ACADEMY
ALDERSON, ERIKA	0.5	STAYTON ELEMENTARY SCHOOL
ANGUS, DANIELLE	1.0	STAYTON ELEMENTARY SCHOOL
CARL, EMERSON	1.0	STAYTON ELEMENTARY SCHOOL
CARTER, TEAL	1.0	STAYTON ELEMENTARY SCHOOL
COOPER, SHEALON	1.0	STAYTON ELEMENTARY SCHOOL

DANIELS, RUTH	1.0	STAYTON ELEMENTARY SCHOOL
ERWIN, AMY	1.0	STAYTON ELEMENTARY SCHOOL
FLEMMING, KRISTI	1.0	STAYTON ELEMENTARY SCHOOL
GROSSEN, KATHLEEN	1.0	STAYTON ELEMENTARY SCHOOL
HILL, ALLISON	1.0	STAYTON ELEMENTARY SCHOOL
HOLM, DODI	1.0	STAYTON ELEMENTARY SCHOOL
JOHNSON, CAMERON	1.0	STAYTON ELEMENTARY SCHOOL
LARIMER, CHARLES	1.0	STAYTON ELEMENTARY SCHOOL
LAUGLE, JULIE	1.0	STAYTON ELEMENTARY SCHOOL
MITCHELL, ASHLEY	1.0	STAYTON ELEMENTARY SCHOOL
PHILLIPS, KATHRIN	1.0	STAYTON ELEMENTARY SCHOOL
ROBBINS LARISSA,	0.5	STAYTON ELEMENTARY SCHOOL
RORMAN, KIMBERLY	1.0	STAYTON ELEMENTARY SCHOOL
SCHAFFER, RACHEL	1.0	STAYTON ELEMENTARY SCHOOL
STARK, CASSANDRA	0.5	STAYTON ELEMENTARY SCHOOL
ANFILOFIEFF, OLEMPIADA	1.0	STAYTON HIGH SCHOOL
BOYD, REBECCA	1.0	STAYTON HIGH SCHOOL
FARRIS, WHITNEY	1.0	STAYTON HIGH SCHOOL
FLOOD, DANIELLE	1.0	STAYTON HIGH SCHOOL
FULKS, STEPHEN	1.0	STAYTON HIGH SCHOOL
GARBER, DEVON	1.0	STAYTON HIGH SCHOOL
GERASIMOVA, ELENA	1.0	STAYTON HIGH SCHOOL
GLOVER, KELSI	1.0	STAYTON HIGH SCHOOL
GONZALEZ, ALONSO	1.0	STAYTON HIGH SCHOOL
HENDRICKS, EMILY	1.0	STAYTON HIGH SCHOOL
JONES, MATTHEW	1.0	STAYTON HIGH SCHOOL
KRIEGER, RACHEL	1.0	STAYTON HIGH SCHOOL
LAVELLE, LINDSEY	1.0	STAYTON HIGH SCHOOL
MORENO, BERTHA	1.0	STAYTON HIGH SCHOOL
MUHIC, AARON	1.0	STAYTON HIGH SCHOOL
NEVES, ELIJAH	1.0	STAYTON HIGH SCHOOL
NYQUIST, RANDALL	1.0	STAYTON HIGH SCHOOL
NYQUIST, WENDI	1.0	STAYTON HIGH SCHOOL
OFSTEAD, HEATH	1.0	STAYTON HIGH SCHOOL
PETERSON, STUART	1.0	STAYTON HIGH SCHOOL
PLATT, JASON	1.0	STAYTON HIGH SCHOOL
ROBERTSON, MELISSA	1.0	STAYTON HIGH SCHOOL
ROBINSON, CHRISTINA	1.0	STAYTON HIGH SCHOOL
SCHIEDLER, MEGAN	1.0	STAYTON HIGH SCHOOL
SHAFER, NICOLE	1.0	STAYTON HIGH SCHOOL

SHIELDS, CHRISTOPHER	1.0	STAYTON HIGH SCHOOL
SHOEMAKER, LAURA	1.0	STAYTON HIGH SCHOOL
STUTZMAN, JENNIFER	1.0	STAYTON HIGH SCHOOL
STUTZMAN, RONALD	1.0	STAYTON HIGH SCHOOL
SZRAMEK, KATHRYN	1.0	STAYTON HIGH SCHOOL
BAXTER, AMY	1.0	STAYTON INTERMEDIATE SCHOOL
BEITEL, BROOKE	1.0	STAYTON INTERMEDIATE SCHOOL
DANIELS, KATRINA	0.5	STAYTON INTERMEDIATE SCHOOL
MANN, SARAH	1.0	STAYTON INTERMEDIATE SCHOOL
SERRY, SHAYLEE	1.0	STAYTON INTERMEDIATE SCHOOL
SOUTHERTON, TAMRA	1.0	STAYTON INTERMEDIATE SCHOOL
UPCHURCH, JENNIFER	1.0	STAYTON INTERMEDIATE SCHOOL
BIVIANO, CAITLYN	1.0	STAYTON MIDDLE SCHOOL
CORDRY, NEAL	1.0	STAYTON MIDDLE SCHOOL
DAYTON, MICHELLE	1.0	STAYTON MIDDLE SCHOOL
FREDRICKS, MORGAN	1.0	STAYTON MIDDLE SCHOOL
HALLIN, KELSEY	1.0	STAYTON MIDDLE SCHOOL
HAUCK, SAMANTHA	1.0	STAYTON MIDDLE SCHOOL
HAWKINS, CLIFTON	1.0	STAYTON MIDDLE SCHOOL
HILL, ERIN	1.0	STAYTON MIDDLE SCHOOL
HOLM, ERIN	1.0	STAYTON MIDDLE SCHOOL
KOEKKOEK, BRENT	1.0	STAYTON MIDDLE SCHOOL
LINDSEY, ROBERT WAYNE	1.0	STAYTON MIDDLE SCHOOL
MANNIX, MICHAEL	1.0	STAYTON MIDDLE SCHOOL
McCAHILL, STELLA	1.0	STAYTON MIDDLE SCHOOL
PURNELL, KENNETH	1.0	STAYTON MIDDLE SCHOOL
ROTH, JESSICA	1.0	STAYTON MIDDLE SCHOOL
SMITH, THOMAS	1.0	STAYTON MIDDLE SCHOOL
WOLF, ELIZABETH	1.0	STAYTON MIDDLE SCHOOL
ARASE, KAYCEE	1.0	SUBLIMITY SCHOOL
BADDLEY, ROCKELLE	1.0	SUBLIMITY SCHOOL
GARIBALDI, MANDI	1.0	SUBLIMITY SCHOOL
HAWKINS, JOHN SCOTT	1.0	SUBLIMITY SCHOOL
HILL, ALIYAH	1.0	SUBLIMITY SCHOOL
ION, KATELYNN	1.0	SUBLIMITY SCHOOL
KING, JOHN	1.0	SUBLIMITY SCHOOL
KISER, JOSEPH	1.0	SUBLIMITY SCHOOL
LIME, PAULIE	1.0	SUBLIMITY SCHOOL
MITCHELL, REBECCA	1.0	SUBLIMITY SCHOOL
REGNIER, ALLEN	1.0	SUBLIMITY SCHOOL

RUIZ, DANNIE	1.0	SUBLIMITY SCHOOL
SMITH BROMLEY, MERYL	1.0	SUBLIMITY SCHOOL
SPARKS, ULRIKE	1.0	SUBLIMITY SCHOOL

**Resignation Received or Not Included for Renewal**

<i><b>Name</b></i>	<i><b>FTE</b></i>	<i><b>Location</b></i>	
ROONEY, GINA	1.0	MARI LINN SCHOOL	Retiring
ABLES, MARGARET	1.0	STAYTON ELEMENTARY SCHOOL	Retiring
SHYROCK, DARREN	1.0	STAYTON HIGH SCHOOL	Retiring

**Informational Only:**

**Temporary Contract - Ends 6/12/2025**

<i><b>Name</b></i>	<i><b>FTE</b></i>	<i><b>Location</b></i>	<i><b>Notes</b></i>
HILL, KAELYN	1	MARI LINN SCHOOL	Eligible to apply for open position
MUELLER, MIA	1	SUBLIMITY SCHOOL	Rockelle Baddley returning from 1 year LOA
RAMSEY, BRYNLEE	1	SUBLIMITY SCHOOL	Eligible to apply for open position

# North Santiam School District



**Results 2030**

**Thriving Communities**  
**Future-Ready Students**  
**Teaching & Learning**  
**Quality Staff**  
**Fiscal Stewardship**

Kingston Prairie Preserve near Stayton

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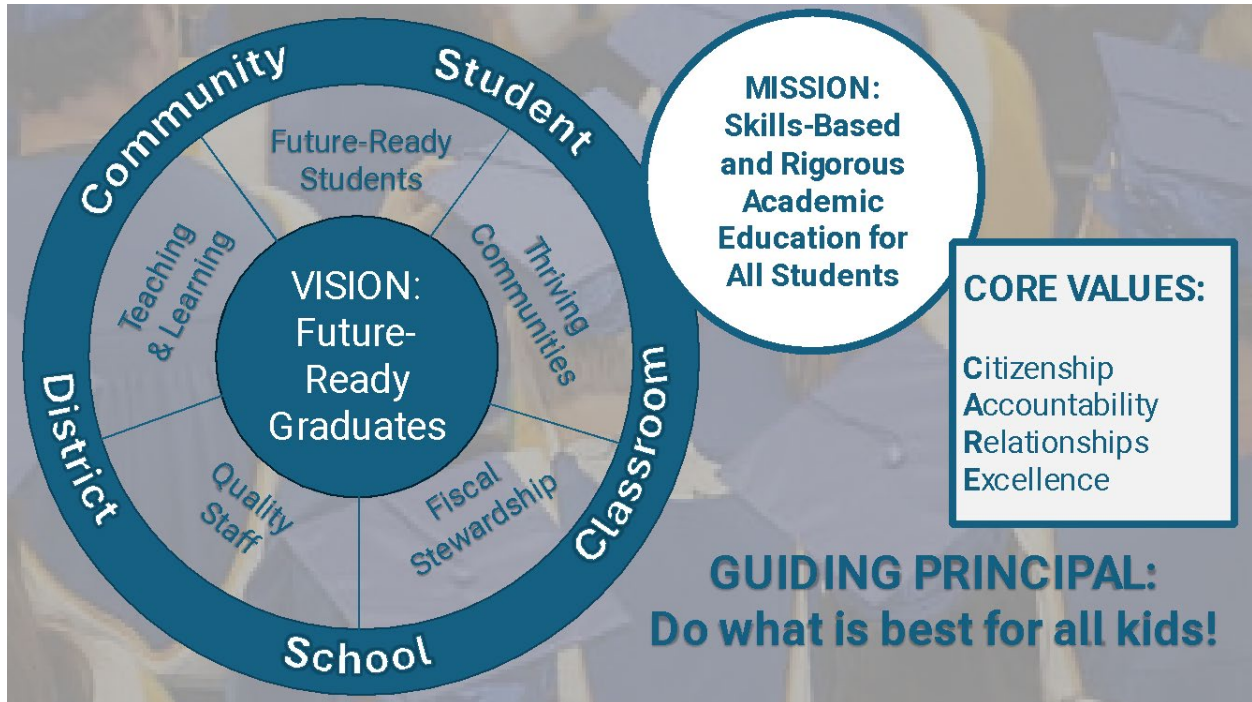
**NOTE/LETTER FROM THE BOARD OF DIRECTORS**

## LETTER FROM THE SUPERINTENDENT

**EXECUTIVE SUMMARY**

## BACKGROUND

### ABOUT THE NORTH SANTIAM SCHOOL DISTRICT:



### COMMUNITIES AND SCHOOLS:

Lyons and Mehama: These two smallest communities of the district exist on each side of the North Santiam River. The two communities include over 500 households and are collectively home to about 1500 residents. One district school campus serves students in the area:

- Mari-Linn School: Kindergarten through eighth grade.

Stayton: The largest community in the district includes over 2500 households, home to 8000 residents. There are three district school campuses:

- Stayton Elementary: Kindergarten through third grade; pre-school program; and specialized life skills classes.
- Stayton Intermediate/Middle School: Two buildings on one campus, one with fourth and fifth grades; the other a typical middle school with sixth-eighth grades.
- Stayton High School: The home of the Eagles is the comprehensive high school for the district, serving grades 9-12.
- Options Academy: Includes Stayton Virtual Academy, an online K-12 academy, and Locust Street Academy, the district's grades 9-12 alternative school.

Sublimity: The closest neighboring community to Stayton. Sublimity is on the north side of Highway 22, and Stayton, located just on the south side, includes over 1000 households and is home to about 3000 residents. One district school campus serves students in the area:

- Sublimity School: This campus consists of one building serving elementary grades kindergarten through fifth grade. Middle school students attend their classes in a separate building. A separate gym with a cafeteria below serves all students.

## OUR STUDENTS

The total student enrollment in the district was 2099, according to the 2022-2023 school year report from the Oregon Department of Education.

### Student Demographics:

White:	69%
Hispanic:	21%
Other:	10%

## OUR PROGRAMS

- Advancement Via Individual Determination (AVID Schoolwide)
- BERC Instructional Habits and Evaluation System (BERC)
- Emotional Intelligence and Resiliency Program (RULER)
- Willamette Promise, Early College, College Now Programs (University/College Credit)
- Career-Preparation Learning and Pathways. (CTE)
- Outdoor School for all 6th-grade students. (OS)
- Special Education Services, including Learning Resource Centers, Life Skills, and Structured Learning Classrooms.

## OUR STAFF

North Santiam School District 29J is one of the larger employers in the area, with a total staff of approximately 275 employees. Our dedicated team includes 130 teachers, with roughly 70% having three or more years of teaching experience. Student well-being is prioritized through comprehensive support, with school guidance counselors and/or deans of students available on every campus. Our classified staff, exceeding 100 individuals, plays a vital role, encompassing educational assistants, food service personnel, maintenance teams, office staff, and other essential roles that directly or indirectly support student learning. Mid-Columbia Bus Service is contracted by the district to transport students.

## OUR ADMINISTRATORS AND SUPERINTENDENT

Lee W. Loving stewards the operations and human capital of the school district as the superintendent. Administrators and directors steward and lead school campuses or programmatic areas of the district, such as Teaching & Learning, Special Programs, Fiscal & Business Services, Nutrition Services, Human Resources, Facilities & Maintenance, and Safety, Security, and Health.

## OUR SCHOOL BOARD

A seven-member, publicly elected board of directors oversees the hiring and performance of the district superintendent, as well as policies and budget for the district. School Board members include:

- Erin Cramer, Chair, 6 years on the NSSD board;
- Coral Ford, 4 years;
- Mark Henderson, 4 years.
- Alisha Oliver, 8 years;
- Mackenzie Strawn, Vice-Chair, 4 years;
- Mike Wagner, 18 years;
- Laura Wipper, 20 years;

## OUR VISION

Future-ready graduates.

## OUR MISSION

Provide a skills-based and rigorous academic education for all students.

## OUR GUIDING PRINCIPLE

Do what is best for all kids!

## OUR VALUES

The following district values serve as a framework for both staff behavior and student learning:

**Citizenship:** District staff and students who are ready to be active, informed, responsible members of our communities and society, including civic participation.

**Accountability:** As a public entity, the district and its staff strive to achieve successful outcomes while being good stewards of public resources. We also teach and expect students to do the same and to learn responsibility for themselves. Accountability for the district includes transparency with honesty, integrity, and ethical principles in all we do.

Relationships/Connections: Strong, supportive relationships among students, staff, families, and our four communities are a priority. This includes fostering an inclusive environment where every student and staff member feels valued and connected within their school and the district. This also includes connecting and collaborating with our business community in efforts to improve graduate readiness.

Excellence: We are committed to achieving the highest standards in education and district operations. This includes fostering curiosity in students that encourages exploration and adaptation in the face of challenges and nurtures thoughtful innovation. We want students to develop the same aptitudes for their own success.

## PLANNING PROCESS

Background:

The North Santiam School District embarked on a year-long process to develop a strategic plan. The goal was to develop an implementable plan that would refine our approach, optimize existing successful strategies, and maximize our impact on critical student outcomes. The process included reviews of existing district plans and data, including surveys of students, staff, and families. A key consideration in these reviews was the analysis of pre-pandemic trends and the emerging trends observed as student learning progressed following the COVID-19 pandemic.

Demographics of the district’s four communities and six schools were also reviewed as the district is committed to maintaining schools as community hubs.

Work sessions with the school board and district superintendent wrapped around all planned activities, and material efforts were made to engage representatives of all demographics that make up the district. This involved students, staff, and families which included a cross-representation of our four communities. Student input came from middle school students at all three campuses. District representatives went to community events to hear from community members. Sessions were hosted with Spanish translation, community government, business and faith-based representatives.

Representatives of the North Santiam School District sought input from many individuals from every corner of the district to explore as many perspectives as possible. The discussions and questions revolved around four main topics:

- What attribute or knowledge is most important for a graduate’s readiness for their future?
- What is working or “good?”
- What needs improvement or “is hard?”
- What else do you want us to know?



## WHAT WE HEARD:

Comments from almost 300 in-person interviews and questionnaires were curated. Beyond the board and the district office, about a third of this input came from building staff, about another third from students, and the remaining third from families and diverse members of all the district's communities.

Excerpts of what we heard that will guide the implementation of this plan:

### Elements of Readiness for Graduates:

- Responsible, accountable, and prepared to be independent.
- Social skills and emotional maturity.
- Academic proficiencies.
- Career readiness including work ethic, dependability, teamwork, communication skills, critical thinking, etc.
- Civic and community-mindedness.

### Efforts to Continue:

- Positive district, school, and staff culture at campuses serving pre-K through 8<sup>th</sup> grade.
- Staff district-wide who care and are dedicated to student outcomes and readiness for what is next.
- Strategies and instruction methods from AVID practices.
- Positive Behavioral Interventions and Supports (PBIS).

### Opportunities for Improvement:

- High school culture.
- Partial implementation of AVID (Advancement Via Individual Determination) creates mixed perceptions and questions.
- Increase academic rigor and expectations, especially at the high school.
- Frenetic pace of today's education is hard on students and staff.
- Want more advanced courses and relevant electives at the high school AND middle school grades.

### Challenges to Manage Throughout Efforts:

- Extensive demands of regular documentation and reporting required by the Department of Education.
- Student mental health has declined; behavior issues have increased in magnitude and frequency; and new laws make it more difficult to navigate.
- Still in recovery from COVID – all students have not returned to in-person learning; student engagement remains affected.
- Retaining quality staff under the above conditions is more of a challenge.

**ANALYSIS OF INPUTS:**

All this input was reviewed and analyzed for themes. While there were themes in common, there were also differences between those heard from staff versus students versus families and community members. Top themes are shown in the tables below. Several thoughtful ideas were also heard that didn't necessarily lend themselves to a five-year strategic plan but were near-term operational improvements. Some of these ideas were implemented and some will be evaluated further for potential implementation.

**Top Areas for Graduate Readiness by Source**

NSSD Staff	Students	Families/Community Members
Independence	Social/Emotional	Independence
Social/Emotional	Academic	Social/Emotional
Civic/Community	Health	Personal Growth

**Top Areas Felt to Be Working or Good by Source**

NSSD Staff	Students	Families/Community Members
District/School Culture	District/Culture	Independence/Career
Academics	Academics	Academics
Staff Culture/Development	School Activities	Social/Emotional

**Top Areas Felt to Need Improvement by Source**

NSSD Staff	Students	Families/Community Members
Operations	Academics	Academics
Academics	District/School Culture	Social/Emotional
Social/Emotional	Social/Emotional	Operations

**Brief Definitions of Top Themes:**

*Academics:* Learning outcomes, course options, including advanced and electives, rigor.  
*Independence/Career:* Combination of personal skills, critical thinking, and other basics for successful independent living and responsible member of the work force.

*Civic/Community:* Active interest in contributing to the community and active engagement in civic activities.

*District/School Culture:* Perceptions of a positive school or district climate.

*Growth:* Eye on the future, goals, and how to improve opportunities.

*Health:* Nutrition and activities that contribute to physical and mental health.

*Operations:* Related to how the district is doing things (as opposed to what).

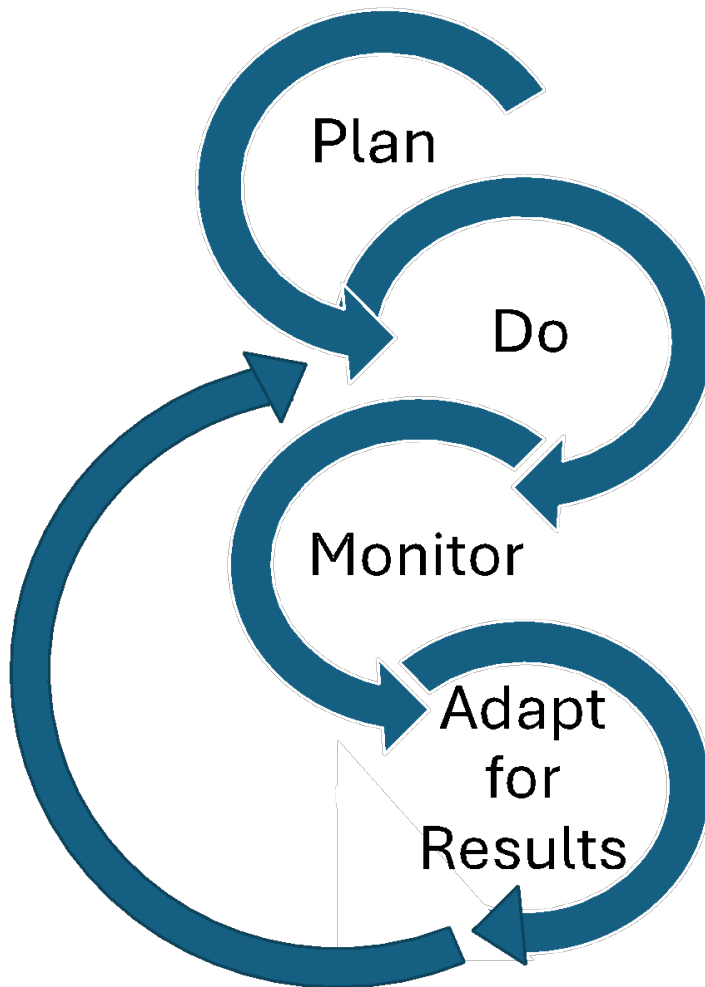
*School Activities:* Co-curricular sports and activities and school/district events.

*Social/Emotional:* Ability to navigate basic social norms and age-appropriate levels of maturity, coping skills, and mental health.

*Staff Culture/Development:* Teacher and other staff collaboration, support, and preparation to do what is best for kids.

The school board spent its work sessions assimilating all the details of input and data as well as the themes. Reflection on the district's core work crystalized it's strategic focus over the next five years and led to refinement of the district mission, vision and values included in this strategic plan.

The superintendent will lead the implementation of all elements of this strategic plan. The board will support implementation by overseeing the budget, policy, and the superintendent's management of outcomes.



Implementation includes operationalizing each of the focus areas for each strategic theme over the five years of this plan. This includes and integrates with additional and more specific planning, such as those required by the Oregon Department of Education or district-specific plans like those outlining investments and stewardship of learning spaces of the district.

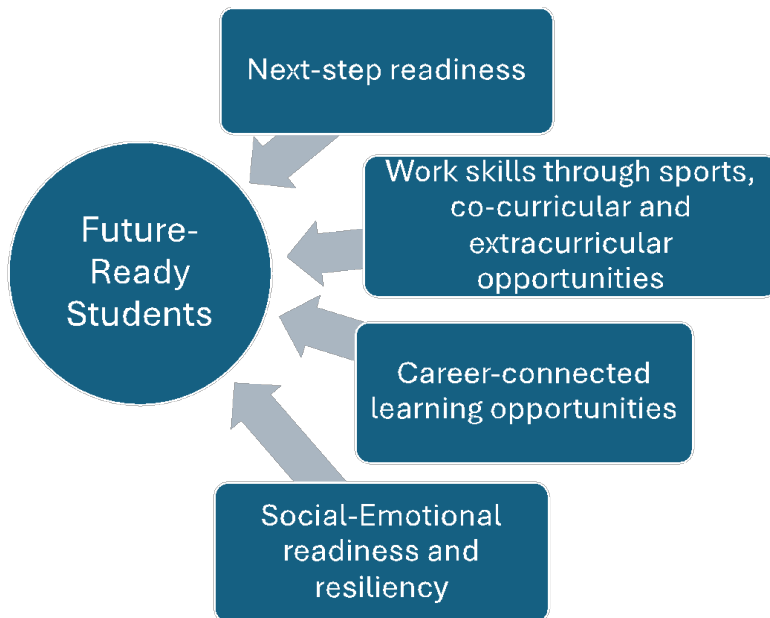
The superintendent will also engage with both staff and the board to use existing metrics or to develop those needed to effectively monitor the successful implementation of this plan. A select summary of representative metrics will be made available in a public-facing dashboard within the first year of this plan.

## STRATEGIC THEMES AND FOCUS AREAS

Themes and priorities for focus emerged from comments heard from almost 300 in-person interviews and questionnaires conducted as part of the analysis of the state of the district. Beyond the board and the district office, about a third of this input came from building staff, about another third came from students, and the remaining third came from families and diverse members of all the district's communities



## FOCUS AREAS AND PRIORITIES WITHIN STRATEGIC THEMES



Why this is Important:

The district operates in partnership with students, parents and the communities of the district. Students who make individual progress each year and are subsequently ready to successfully engage with their future in their communities' benefit all at a micro and a macro level. Great schools contribute to thriving communities for all.

### Future-Ready Students

Students build toward being “Future-Ready” each year of their primary education. Future-ready students are those who build upon their academic readiness with social and emotional growth that prepares them for independence. Complimentary career-connected learning starts with exposure to different careers in elementary school to career pathway learning in high school. Student participation in sports, co-curricular, and extra-curricular activities provides important opportunities for students to learn work-ready skills such as dependability, work ethic, teamwork, and communication.

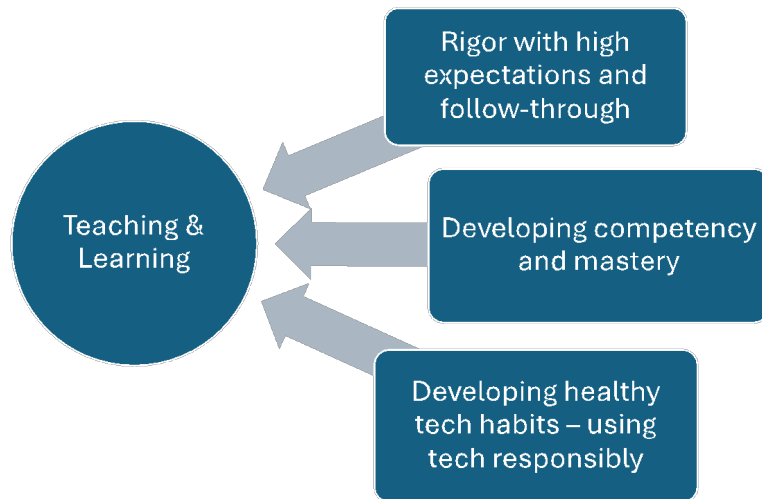
#### Desired Outcomes:

- Increases in middle school and high school student participation in sports, co-, and extra-curricular opportunities.
- Increases in student attendance and timely arrivals at school.
- Increases in participation in career or college learning (CTE, internship opportunities, college credit opportunities).
- Reduced inappropriate use of cell phones or other similar technology.

#### Metrics we'll use or develop:

- Percent student attendance by school and by grade.
- Percent students on time.
- Percent students participating in sports, co- and/or extra-curricular activities.
- Number of college credits earned by graduates.
- Number of Career Pathways completers.
- Reduced discipline referrals for technology use.

### Why this is Important:



Future-ready graduates are the result of 13 years of teaching and learning – each day, week, month, term, and year building on the one prior. Effective efforts require attention on teaching methods and learning outcomes in the rapidly evolving needs for the 21<sup>st</sup> century. Students needs extend beyond traditional academics; they require skills in critical thinking, collaboration, creativity and technology.

### Teaching and Learning

Teaching and learning are at the core of all educational efforts. NSSD staff strives to incorporate proven, evidence-based strategies for instruction so all students optimize competency and mastery of subjects. The district philosophy on cell phones is to teach responsible use, which contributes rather than detracts from student learning.

#### Desired Outcomes:

- Increases across all academically on-track metrics for grade level and graduation rates.
- Increased participation in formative (checking on learning progress) and summative (learning mastery) testing.

#### Metrics we will use and/or develop:

- Percent students academically on track for grade level and ready for their next level of learning.
- Percent of students who participate in STAR interim assessments.



**Why this is Important:**

It has been well established that successful schools contribute significantly to thriving communities, both economically and in terms of livability. Successful students who learn the importance of this engagement will graduate and go on to contribute to the strong fabric of their thriving communities.

**Thriving Communities**

Quality learning in area schools contributes to thriving communities, but an engaged civic and community-minded citizenry significantly enhances this. Schools have always taught government, but the North Santiam School District seeks to enhance this by teaching citizenship and civic involvement by fostering more community engagement and volunteerism. To do this well, the schools and students of the district must engage with all the communities of the district. The broader the engagement, the better the outcomes for all.

**Desired Outcomes:**

- Increase student collaboration and engagement in the community.
- Increase student community service participation and hours.
- Increase student participation in student government elections.

**Metrics we'll use or develop:**

- Hours of student community service completed.
- Annual Middle School and High School Associated Student Body (ASB) Election Participation



**Why this is Important:**

The quality of staff directly influences teaching and learning for students. Both licensed and classified staff are critical for learning and readiness to learn. When the district hires well and subsequently grows and supports all staff, the school culture and environment for learning are enhanced.

**Quality Staff**

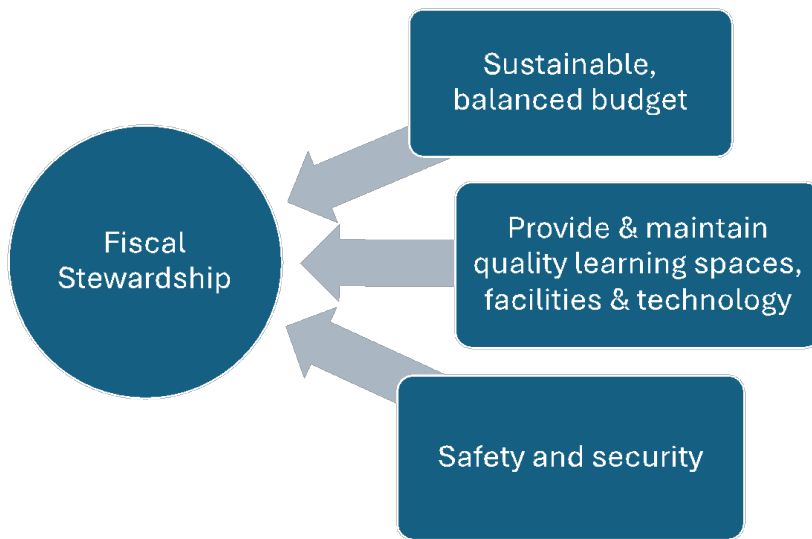
The district retains quality staff who will continue their employment here for many years. When staff do leave, open positions are in high demand due to the culture, professional development opportunities, and support for success for both new and established staff.

**Desired Outcomes:**

- Hire well and retain quality staff.
- Relevant professional development and growth for licensed and classified staff.
- Support mechanisms for the success of all staff.

**Metrics we'll use or develop:**

- Percent of staff renewed in each of their first three years in the district.
- Percent of staff who continue NSSD employment each year.
- Percent of staff satisfied with professional development opportunities (survey).
- Percent of staff who feel supported (survey).



**Why this is Important:**

Being fiscally strategic is foundational for stability and long-term success. The board and both the previous and current superintendents have maintained a sustainable approach to fiscal management of district resources. NSSD was one of very few districts across the state to not have to make drastic cuts in the last budget cycle.

**Fiscal Stewardship**

Fiscal stewardship includes budget, buildings, safety, and security management. NSSD will continue a sustainable annual and biennial philosophy for its operating budget. Capital improvement must be funded predominantly by local bonds, so the district will also seek a sustainable, prudent approach to fund upgrades to learning spaces. This prudent approach will regularly include community input on a master facilities plan.

**Desired Outcomes:**

- Maintain a transparent, sustainable budget and process.
- Quality learning spaces, facilities, and technology.
- Safe and secure facilities for students and staff.
- Broad community engagement and support for facilities plan to ensure quality learning spaces.

**Metrics we'll use or develop:**

- Annual balanced budget.
- Learning spaces quality metric.
- Supportive survey or vote by all four communities.

Extra Content Retained for Now....

## STRATEGIC THEMES AND FOCUS AREAS EMERGE

Strategic themes and focus areas were derived from all stakeholder input based on highest priorities and/or significance of comments. By the time students matriculate from the district, we want them to be ready for their future and prepared to contribute to their communities, helping them to thrive. Quality teaching and learning in every classroom and every building is integral to these outcomes. Participation in sports, co-curricular and extra-curricular activities present opportunities to develop additional skills that employers and communities need.

In addition to the collection of comments reviewed, school board work sessions resulted in additional key themes that, when sustained by strategic attention, support desired outcomes. For example, the district drives effective teaching and learning by hiring quality staff and maintaining effective curriculum. Sustainability of effort is preserved through thoughtful fiscal stewardship, like continuing a budgeting philosophy that has allowed our district to thoughtfully add some staff in critical areas of need. Continuing the district's sustainable budget philosophy continues to position us to avoid the painful experience of other districts. The majority of other districts around the state, regardless of size, had to make painful cuts in staffing.

It must be mentioned there are critical considerations you don't see in district values or strategic themes. This is not because they are unimportant, but because they are so important they are woven into how the district does business every day. Safety is a good example. A secure environment to maintain the safety of students and staff is the highest priority. We don't list this in our values however because it is the "filter" through which all efforts are considered. It touches every aspect of the business of education.

STRATEGIC FOCUS AREAS

Progress toward our mission and vision occurs through strategic achievements identified in strategic focus areas.

*Insert graphic to illustrate*

**Future-Ready Students**

WHAT	WHY	HOW WE WILL MONITOR
Self-Management Soft Skills	Elements of readiness for independence.	Student Attendance Students on-Time
Work Skills	Many elements of the most important work skills are developed when working as part of a team (see Co-Curricular), but one important element from the classroom is a habit of completing work on-time.	Work On-Time (HS only)
Self-Advocacy	Support and practice of healthy ways of self-advocacy are important for long-term mental and physical health as well as readiness to be independent.	Representative question from annual Youth Truth survey
College Readiness		Still working on specifics
Co-Curricular and Extracurricular Opportunities	Participation in sports teams and other organized activities also simulates future work conditions and provides important opportunities to develop work-ready skills.	MS students involved in one/year MS students involved in two or more/year HS students involved in one/year HS students involved in two or more/year
Career & Technical Education (CTE); Career-Connected Learning Opportunities (internships, apprenticeships, job shadows, field trips)	Early and continued exposure to careers can help all students see how their learning connects and some to find their career interests early.	HS Seniors with: Two or more CTE credits Taking SAT/ACT Intern or apprentice opportunities (increase)
Social-Emotional Readiness – Resiliency	Structures, practice and support are directly tied to student development and maturity to navigate social norms.	Representative question from annual Youth Truth survey

### Opportunities:

- Consider combined learning opportunities for middle school students (opportunities are not the same at K-8 campuses).
- Consider adding adult education – especially English and GED for non-English families, but could also include exchange with English speakers who want to learn Spanish and other topics of interest.
- Consider ways to expand early childhood education district-wide and include childcare options (staff at a minimum, but community interest as well).
- Consider adding social curriculum.
- Consider total overhaul of high school schedule – trimester-based, six hour-long classes per day (elimination of Stayton diploma), hour-long single lunch (mixed views of on-versus off-campus though) – but this, gives students more time for a break, to eat, to interact, to make up tests (see next point), etc. Could allow staff better use of time as well.
- Consider offering proctored test retakes during lunch hour for more efficient and effective practice.
- Be deliberate about creating more interaction and more connection across all campuses, i.e., more older students helping younger students, activities and interaction beyond sports for middle schoolers, high schoolers, staff and coaches fostering a lot more relationships regularly across other campuses, etc.
- Find ways to be more deliberate and do more to expose students throughout school to careers; to offer many more intern opportunities for juniors and seniors while preparing freshman and sophomores for same.
- Develop innovative ways to make NSSD THE place to work – for example ways to provide more support to cope with challenging environment, to provide childcare for staff, to mitigate rent/moving/housing costs so new teachers want to move here, etc.
- Including student voices might also increase engagement.
- Faith-based community leaders stand ready to help.
  
- Insufficient supports for staff – district-wide for student behavior; high school- specific for staff.
- High school learning labs.
- Coordination with teachers by counseling office – too often students aren't in appropriate classes.