*Our **VISION** is to **inspire** and **empower** all students to achieve their full potential and become meaningful contributors in a global society.*

*Our **MISSION** is to provide experiences that empower our future graduates to become life-long learners who have explored career pathways of their interest so that they can succeed as citizens in a global society.*

Olmsted Falls City Schools
Strategic Plan

2014-2019

Date of Board Approval:____10/16/2014_____

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Strategic Plan Summary

- The plan is based on a comprehensive assessment of organizational culture, strengths, weaknesses, opportunities, barriers and challenges.
- The plan provides a consistent framework for guiding decision making over the next three to five years.
- The plan allows for effective communication to organizational stakeholders about the challenges and opportunities facing the organization, along with clearly defined and measurable goals.
    - Mission
    - Vision
    - Goals, resources, timelines
    - Evaluation and refinement process
- The plan provides a basis for measuring progress.
- The plan should be revisited regularly and updated as needed.

Strategic Plan Core Committee Members

Committee Member	Voice They Represented
Lisa Barrett	Falls-Lenox Primary School Assistant Principal
Joe Bertrand	Olmsted Falls School Board Member
Zach Buchta	Olmsted Falls High School Student
Judy Casterline	Olmsted Falls Middle School Teacher (OFEA)
Kelli Cogan	Assistant Superintendent
Karen Corrigan	Olmsted Falls Transportation Dept. (OAPSE)
David Evans	Olmsted Falls Transportation Dept. (OAPSE)
Amelia Le	Olmsted Falls High School Student
Dr. Jim Lloyd	Superintendent
Kathy Meadows	Olmsted Falls Middle School Secretary (OAPSE)
Anne Miskimins	Olmsted Falls Intermediate School Teacher (OFEA)
Leslie Pickenheim	Olmsted Falls High School Teacher (OFEA)
Joe Pullella	Vice President at Vitamix Corp.
Holly Schafer	Olmsted Falls High School Principal
Sharon Stanczak	Olmsted Falls Intermediate School Teacher (OFEA)
Greg Surtman	Olmsted Falls School Board Member
Dr. Suzanne Miklos	Strategic Planning Consultant

OFCS is committed to providing our students with a comprehensive "**Triple-A**" experience which develops and fosters their Academic, Artistic and Athletic growth. We believe in and take great pride in the academic and extra-curricular performances of our students. We are committed to the development of the whole child.

Public education has never faced more challenges than it does today. To stay on our path of excellence we will continue to build on our successes, improve ourselves, and **find new ways to work together** (Community, Faculty, Staff, Administration, and Board of Education).

We believe **the essential question** is: In what ways can we best prepare our students to be leaders for a future that is fast-changing, digital, and global?

Our challenge lies in acknowledging that our current reality is continuous change. We use **collaborative conversation** as our primary tool for leading ourselves and the district through this time using these key components:

~*~*~*~*~*~*~*~*~*~*~*~*~

Model the Way. We live and act in alignment with the beliefs that define the Olmsted Falls School District and have led to its legacy of excellence.

While our national conversation seems to focus on what is wrong, what is broken, and whom to blame, we use every opportunity available to **continually champion a more positive message**, shining a light on what is right and what we do well.

While we must address our challenges, we have a duty to adhere to our values through our behavior and voice them to others. **Above all, we must do what we say we will do.**

Inspire a Shared Vision. We build a culture where the future is seen as filled with exciting and ennobling possibilities.

Our collaborative aspirations serve as the common thread that weaves us together and **we share those positive stories with others** through internal and external communications that are honest, timely, and enlisting to others.

Challenge the Process. We challenge ourselves and those we serve by searching for opportunities to improve our practices to prepare our students to become tomorrow's successful citizens.

Today's world changes so fast and so often and **the primary skill required for success is "knowing how to learn."**

To remain current and relevant we **seek out opportunities to improve** and **experiment and take calculated risks** to generate small wins and learn from our experiences. We continually provide our students with experiences that teach them to think critically, solve complex problems, use technology, and succeed in a diverse world.

Enable Others to Act. We foster trusting and collaborative relationships by inviting everyone into the conversation.

Through this involvement we **empower others** to have the **courage to trust** one another, continuously work together and **accomplish extraordinary things**.

Organizational trust coupled with collective accountability is the essence of all high functioning organizations and the profession of education is no different in this regard.

Encourage the Heart. Recognize and celebrate the excellence within the school district and community.

> While we have limited control over our revenue and the ever-changing standards to which we are held accountable we are, nevertheless, the drivers of our excellence.

> We **recognize our contributions** by showing appreciation for individual and group excellence AND **celebrate our values and victories** by creating a spirit of community.

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Being a Bulldog!

In these trying times, we must leverage the characteristics of our mascot, the **Bulldog** – perseverance, pride, and squarely facing our challenges – to emerge a stronger organization and a stronger community.

A motivated Bulldog can figure out a way to make something happen; for the sake of our children's future, we must Model, Inspire, Challenge, Enable and Encourage the way!

Vision, Mission and Strategic Planning Principles

Vision Statement:

Vision Definition: Where are we going? What is our future?

➢ We **inspire** and **empower** all students to achieve their full potential and become meaningful contributors in a global society.

Mission Statement:

Mission Definition: Why do we exist? What are we here for?

➢ OFCS provides experiences that empower its future graduates to become life-long learners who have explored career pathways of their interest so that they can succeed as citizens in a global society.

Principles in this Plan:

- Commitment to providing a caring, empowering, and accountable environment for students and staff

- Providing a high quality, high value education to all students in the district

- Educating students in a holistic manner (Academics, Arts & Athletics) to become life-long learners

- Engaging students, parents, staff and the community

- Leveraging technology, career planning and aligned resources to prepare students for successful careers

Plan Design

The Steering Committee gathered data from over 500 individuals in establishing this plan. Participation came from all stakeholder groups including students, staff, parents, community, local business, administrators and the School Board. The District has a strong core culture as noted by the committee.

- The Olmsted Falls District attracts families and staff
- When people come here they stay here-long tenure
- There is great pride in both our community and our district
- A family culture is nurtured here
- Teamwork is fostered between students, families and staff – everyone is important

Data Sources:

- School Census Data
- 2020 Job Outlook
- Northern Ohio Workforce Analysis
- State and Local Report Cards
- Olmsted Falls School District Strategic Planning – Community Feedback Survey
- Olmsted Falls School District Strategic Planning – Student Feedback Survey
- Olmsted Falls School District Strategic Planning – Faculty and Staff Feedback Survey
- Olmsted Falls City Schools - School Climate & Culture Survey - Spring 2013
- Educational Technology Plan for Olmsted Falls City School District
- Technology Integration Survey
- Lean Six Sigma Certified Staff at Olmsted Falls City Schools
- 5-Year Capital Plan
- Adjusted-Equivalent-Exp-Per-Pupil
- LRC Dist Value Added

SWOT Analysis

Strengths	Weaknesses
- Well-rounded education - Triple-A: Academics, Arts, Athletics - Academic recognitions - Scholarship dollars netted by our grads - Spirit of continuous improvement: - Commitment to improving our organizational culture - Academically & operationally - Shared leadership structures (DLT and BLT) - Engaged parents - Strong PTA and lower grade involvement - Community support and pride - Willingness to face challenges and confront the "brutal facts" - Caring, supportive culture - Care for well-being of others - People are willing to give 110% for the good of the District - Technology improvements - Board of Education - Supportive and engaged	- Technology improvements - More integration in the classroom – engaging students through technology - Supporting teacher learning of technology resources - Increased technology means increased threat for cyber bullying - need caution here - Parent engagement - Lower levels of parent engagement at MS/HS levels (6-12) - Defining forms of engagement for parents at higher grade levels - Engaging parents of students in need – across all grade levels - Maintaining our identity as a high performing district through legislative changes - Communication - External - from the District; from building; from the teacher - Internal - communicating with employees - Addressing socio-economic gaps - Student Guidance and Support: - Lack of one-on-one connections - Gifted students do not get as much focus / attention - Need renewed focus on college/career readiness – resources - Safety / space (HS; use of trailers)
Opportunities	**Threats**
- Technology integration - Workforce considerations – job opportunities in NE Ohio - Changes in education standards and legislation - Changes in how kids learn	- Competition (charter schools; online schools; other districts) - Sources of revenue (Tax; PI) - Changes in education standards and legislation - Changes in how kids learn - Facility needs

Areas of Strategic Focus

The strategic areas listed below are based on the key strategies and discussions that emerged during the January 31, 2014 strategic planning retreat:

- **Student Success**
    - Generate opportunities for career exploration by building relationships with local employers from different industry sectors to represent a cross-section of career opportunities
    - Empower students to make choices about their education and careers
    - Increase access to opportunities for high engagement learning and self-determination
    - Create opportunities/provide professional development focused around using student data to inform instruction

- **Technology Enabled**
    - Create opportunities to empower teachers to seamlessly integrate technology into instruction and student learning

- **Aligned Resources**
    - Ensures sustainable funding through partnerships and community relationships
    - Create opportunities to engage students and parents in conversations about the District, schools, classes, etc.

- **Community Partnerships**
    - Increase touch points for parents and the community
    - Build relationships with local employers with different industry sectors to represent a cross-section of career opportunities

Understanding the Plan

This plan represents a major shift in thinking from previous plans.

Traditional Perspective	New Perspective
College or trade ready upon graduation	Career Pathways- means all students have a flexible plan for a career that may or may not require college.
Technology as an optional tool for convenience or engagement	Technology is meaningfully integrated into curriculum to support future career success
Community Relations and Volunteerism	Community Engagement such that the school district supports having an effective workforce
Success is measured at age 18	Success is measured by successful transition to adulthood; early to mid 20's
Traditional forms of communication	Ongoing two way dialogue
Measurement of state criteria and standards	Holistic score cards tracking success of career pathways and outcomes extending past graduation

Key Definition

Career Pathway:

A series of connected education and holistic learning strategies and career support services that enable students to obtain employment within an occupational area and to advance to higher levels of future education and employment in that area. *Adapted from the Department of Education 2012*

Olmsted Falls City Schools Strategic Area Interrelationships

The following table depicts ways in which the keys strategic areas are interrelated. The intersection of the rows and columns indicate how a particular strategic goal (listed in the blue column) is supported by a separate strategic area (listed in the yellow row). Key measures for achieving goals in each strategic area are indicated on the diagonal (green cells).

Connections	Student Success	Community Partnership	Technology Enabled	Aligned Resources
Student Success	*Key Measures:* -Triple A Achievements -Success of graduates	-Support community with high quality education and employers with a well trained work force	-Technology integration plans are aligned to curriculum and to pathways	-Career Pathway Guidance Counselor -Use of data to continuously improve
Community Partnership	-Provide students with more access to career experiences and knowledge	*Key Measures:* -Breadth and depth of partnerships -Value to employers	-Community partners provide input into strategy	-Joint programming and shared services support efficiency
Technology Enabled	-Staff is supported in learning and implementing technology	-Schools produce students ready for the workforce	*Key Measures:* -Degree of Integration -Staff competence -Student learning	-Data supports continuous improvement and alignment of resources
Aligned Resources	-Increasing efficiency maps dollars and staff time to student outcomes	-Tax payer dollars well spent -Clarity about improvement dollars	-Ensure infrastructure for technology is mapped to integration plans	*Key Measures:* -Budget -Resources for technology and career initiatives

Olmsted Falls City Schools Strategic Objectives

Student Success
- ➢ S.1. Identify and illuminate career pathways for all students.

- ➢ S.2. Facilitate and monitor career pathways for all students.

- ➢ S.3. Evaluate our Triple-A school district with new metrics.

- ➢ S.4. Enable and empower staff to provide high quality educational experiences for students.

Technology Enabled
- ➢ T.1. Facilitate staff continued education regarding available technologies.

- ➢ T.2. Identify and measure best practice usage of technologies in the classroom and in the work place.

- ➢ T.3. Establish, monitor, and support expectations for integration of technology.

Aligned Funding/Resources (what do we need to do in order to sustain our capacity to fulfill our vision and mission?)
- ➢ R.1. Update and refresh the curriculum review cycle and visually display it so that it is clearly articulated and included as a line item in the 5-year forecast.

- ➢ R.2. Use financial resources responsibly ensuring fiscal accountability.

- ➢ R.3. Provide safe facilities that are welcoming to students, staff, parents and community, and create an engaging learning environment.

- ➢ R.4. Investigate and identify all available avenues for obtaining the necessary funds to provide current, updated technology to our students.

Community Partnerships
- ➢ C.1. Create a pipeline of business partnerships.

- ➢ C.2. Identify and capitalize on mutual benefits for partnership.

- ➢ C.3. Sustain community partnerships.

Timelines and Measurements by Area of Strategic Focus

Area of Strategic Focus: Student Success

Strategic Objective: S.1. Identify and illuminate career pathways for all students							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
S.1.A. – Create ad-hoc committee at the HS (Include MS teachers)	Staff Facilitator Time	None	Committee formed	Committee is fully representative of all grade levels and content areas	Maintenance and retention	Maintenance and retention	Maintenance and retention
S.1.B. – Identify Pathways	Time Facilitator Committee Data from community partners to define workforce needs	Identification of what pathways currently exist (Current POS)	20% of major pathways covered	40% of major pathways covered	60% of major pathways covered	80% of major pathways covered	100% major pathways covered

Strategic Objective: S.1. Identify and illuminate career pathways for all students							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
S.1.C. – Determine resource needs to fund pathways	Time Facilitator Committee	Current POS; Current levels of students taking dual credit or college level courses (e.g. credit upon completion & credit after getting a score on a test)	Establish baseline in students taking dual credit or college level classes	Set target increase over baseline for students taking dual credit or college level classes from Y1	Set target increase based on prior year in students taking dual credit or college level classes from Y2	Set target increase based on prior year students taking dual credit or college level classes from Y3	Set target increase based on prior year students taking dual credit or college level classes from Y4
S.1.D. – Analyze POS and clearly illuminate/ delineate pathways	Time Facilitator Committee Potential new staff or reassigned staff	The 2014-2015 POS document	Update POS to include added pathways in S.1.B Y1 Establish a plan to determine additional course offerings; Determine resources needed for additional course offerings	Update POS to include added pathways in S.1.B Y2 Set target increase over baseline from Y1	Update POS to include added pathways in S.1.B Y3 Set target increase over baseline from Y2	Update POS to include added pathways in S.1.B Y4 Set target increase over baseline from Y3	Update POS to include added pathways in S.1.B Y5 Set target increase over baseline from Y4

			Success Criteria				

Strategic Objective: S.1. Identify and illuminate career pathways for all students

Action	Resources	Baseline Measure	Success Criteria				
			Y1	Y2	Y3	Y4	Y5
S.1.E. – Assess student interests for career exploration	Find a tool online Use OhioMeans Jobs.org	Purchased Noviance Have new Career and College Readiness Counselor to facilitate the scale-up of the process for student career assessment and exploration	Train appropriate staff members on usage of Noviance Career and College Readiness Counselor position created	Continue to assess interests and report aggregate data	Continue to assess interests and report aggregate data	Continue to assess interests and report aggregate data	Continue to assess interests and report aggregate data

Strategic Objective: S.2. Facilitate and monitor career pathways for students.							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	Y2	Y3	Y4	Y5
S.2.A. – Provide career and college counseling	Career and College ready Counselor Time Tool (Plan)	Starting with 7th and 11th and moving through grades 7-12.	Establish outcomes for career and college counseling; Begin C&C counseling in grades 7 and 11	Expand C&C counseling to include 3/6 of targeted grades	Expand C&C counseling to include 4/6 of targeted grades	Expand C&C counseling to include 5/6 of targeted grades	Expand C&C counseling to include 6/6 of targeted grades
S.2.B. – Monitor Student Pathways	Staff Time Counselors Feedback and support from partners within city and the county	Currently do not have the ability to efficiently monitor student pathways	50% of students access and review their plans	60% of students access and review their plans	70% of students access and review their plans	80% of students access and review their plans	90% of students access and review their plans
S.2.C. – Analyze Clearinghouse Data	Time Clearinghouse Data	Analysis of Clearing-house data for the last six years	Establish baseline levels to determine chosen career pathways	Set target increase over baseline.	Set target increase in students who are college and career ready from Y2	Set target increase in students who are college and career ready from Y3	Set target increase in students who are college and career ready from Y4

Strategic Objective: S.3. Evaluate our Triple-A school district with new metrics							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	Y2	Y3	Y4	Y5
S.3.A. – Identify a mechanism to track and communicate our District success in the areas of Academics, Arts, Athletics, and Operations using a balanced score card approach.	Non-Traditional Metrics (e.g. Enlit software) Tracking of success at OMEA and athletic records Identification of further Metrics	Data from Kim Petrina's Office Chair: Communications Director Athletics: Athletic Director Arts: HS Art Chairperson; HS Music Chairperson Operations: Director of Business Affairs; Director of Transportation	Form a committee to establish the metrics that will be included in the district's balanced score card to measure our core business (Academics, Arts and Athletics); Establish baseline on all metrics identified and create a reporting tool	Set target increase for all baseline metrics identified in Y1.	Set target increase for metrics identified in Y2	Set target increase for metrics identified in Y3	Set target increase for metrics identified in Y4

Strategic Objective: S.4. Enable and empower staff to provide a high quality educational experience for students.							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
S.4.A. – Effective hiring practices to ensure high quality staff	Human Resources Information Management System	Current time to hire Current cost of search process per hire	Identify improvement points to ensure high quality staff.	25% of all improvement points implemented.	50% of all improvement points implemented.	75% of all improvement points implemented.	Full Implementation of all recommended improvement points.
S.4.B. – Create implementation rubrics of agreed upon teaching by content area	Create fidelity implementation rubrics for newly purchased materials	Currently have implementation rubrics for reading program only. Have implementation rubrics for pedagogy (feedback and clarity of learning targets)	~Create an implementation schedule for ELA, Math, Sci, and SS ~Create components of a fidelity implementation rubric for critical components of ELA, Math, Sci and SS ~Obtain baseline feedback from teachers/students on utility of new materials using quality rubric ~\Obtain baseline feedback from teachers on effectiveness of integrating new lessons and materials.	Full implementation of Reading and Math Set target increase over baseline for utility of new materials using quality rubric. Set target increase over baseline for effectiveness of integrating new lessons and materials	Sustained implementation of Reading and Math, full implementation of writing Set target increase based on prior year for utility of new materials using quality rubric. Set target increase based on prior year for effectiveness of integrating new lessons and materials	Sustained implementation of Reading and Math, and writing. Full implementation of Science and Social Studies Set target increase based on prior year for utility of new materials using quality rubric. Set target increase based on prior year for effectiveness of integrating new lessons and materials	

Strategic Objective: S.4. Enable and empower staff to provide a high quality educational experience for students.							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
S.4.C. – Provide professional development to increase effectiveness of instructional delivery methods aligned to new content standards	District core PD committees for ELA, Math, SCI and SS Subject specific survey Staff engagement in problem solving	District PD needs were identified in Reading, training was provided and is being implemented Math PD and implementation currently underway in 6-12	District PD needs identified in: writing, math, science and social studies Instructional staff have identified needs met as demonstrated by subject specific surveys Evaluate implementation of key professional development components	Instructional staff have identified needs met as demonstrated by subject specific surveys Maintain 90% fidelity implementation of agreed upon instructional delivery methods for ELA & Math	Instructional staff have identified needs met as demonstrated by subject specific surveys Maintain 90% fidelity implementation of agreed upon instructional delivery methods for ELA, Math and Sci	Instructional staff have identified needs met as demonstrated by subject specific surveys Maintain 90% fidelity implementation of agreed upon instructional delivery methods for ELA, Math, Sci & SS	Instructional staff have identified needs met as demonstrated by subject specific surveys

Strategic Objective: S.4. Enable and empower staff to provide a high quality educational experience for students.							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
S.4.D. – Provide Change management and culture/climate support to keep staff engaged and supported	Engage union leadership in supporting and engaging staff Stress/ Change management training/tools Adequate support and resource for implementing curricular and technology changes Staff inclusion in strategic plan implementation	Dimensions from Climate Survey— School Pride (86%, Natl Avg 79%)) and Work Environment (79%, Natl Avg 77%) Determine need for separate analysis of school building outliers	Annual set of priorities updated from previous year	Annual set of priorities updated from Y1	Annual set of priorities updated from Y2	Annual set of priorities updated from Y3	Annual set of priorities updated from Y4

Area of Strategic Focus: Technology Enabled

Strategic Objective: T.1. Facilitate teacher continued education regarding available technologies							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
T.1.A. – Establish multiple avenues for teachers to discuss their usage of technology	Time Facilitator Space	Identify what exists now- number and varieties of avenues available for discussion Frequency with which discussions occur Baseline feedback on current state	Establish baseline of current district supported avenues that teachers have to discuss use of technology (determine the right number of avenues needed) Establish baseline of staff participation in current avenues	Set target increase over baseline for avenues available from Y1 and determine number Set target increase over baseline for participation in avenues (both current and new) from Y1	Set target increase based on prior year for avenues available from Y2 Set target increase over baseline for participation in avenues (both current and new) from Y1	Set target increase based on prior year for avenues available from Y3 Set target increase over baseline for participation in avenues (both current and new) from Y1	Set target increase based on prior year for avenues available from Y4 Set target increase over baseline for participation in avenues (both current and new) from Y1

Strategic Objective: T.1. Facilitate teacher continued education regarding available technologies							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
T.1.B. – Provide access to resources about technology usage in K-12 education (e.g., blogs, discussion boards, magazines)	IT Integration Specialist Survey access Teacher/staff time Web space Materials	Integration Specialist's evaluation Staff current efficacy and knowledge of technology Perceptions of technology, value from students/staff/ faculty Staff current technology needs	At least one resource posted and shared per quarter 25% increase in utilization of materials from baseline	At least one resource posted and shared per quarter 60% increase in utilization of materials from baseline	At least one resource posted and shared per quarter 85% increase in utilization of materials from baseline	At least one resource posted and shared per quarter Sustained utilization rates	At least one resource posted and shared per quarter Sustained utilization rates
T.1.C. – Provide ongoing professional development on technology applications in the classroom and within the operational environment.	Presenters/ facilitators Facility with appropriate technology	Current number of technology trainings Staff current efficacy and knowledge/ application of technology	At least one new development opportunity offered 25% Increase in staff application of technology (frequency of usage) from baseline	At least one new development opportunity offered 60% Increase in staff application of technology (frequency of usage) from baseline	At least one new development opportunity offered 85% Increase in staff application of technology (frequency of usage) from baseline	At least one new development opportunity offered Sustained utilization rates	At least one development opportunity offered Sustained utilization rates

Action	Resources	Baseline Measure	Success Criteria				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
T.1.D. – Establish a scope and sequence for integrating technology standards into instruction	Facilitator National technology standards Committee/ team of teachers	Current level of technology standards integration	Completed scope and sequence for elementary school Professional development standards for technology	Completed scope and sequence for elementary and middle school	Completed scope and sequence for elementary, middle, and high school	Maintenance	Maintenance

Strategic Objective: T.2. Identify and measure best practice usage of technologies in the classroom

Action	Resources	Baseline Measure	Success Criteria				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
T.2.A. – Identify assessments, surveys, and/or reflective tools for staff and students to rate their level of understanding of technology usage.	District survey Self-assessment related to specific technology skill or program/ application	Analyze previous survey results	Define behaviors associated with the different levels of technological understanding for students and staff (e.g. Basic, Skilled, Accelerated, Advanced) Establish baseline through self-report of the behaviors	Set target increase over baseline for student skill level Y1 Set target increase over baseline for staff skill levels from Y1	Set target increase over baseline for student skill level Y2 Set target increase over baseline for staff skill levels from Y2	Set target increase over baseline for student skill level Y3 Set target increase over baseline for staff skill levels from Y3	Set target increase over baseline for student skill level Y4 Set target increase over baseline for staff skill levels from Y4

Strategic Objective: T.2. Identify and measure best practice usage of technologies in the classroom							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
			associated with the different levels.				
T.2.B. – Involve staff and students in supporting learning	District survey/ Self-assessment related to specific technology skill or program/ application (updated annually)	Current survey results	Identify and define areas of technology to increase capacity of staff Establish baseline of "experts" in identified areas of technology Create a directory of staff/students who are "experts" in various technology areas in order to support technology integration	Set target increase once baseline is established for staff and students deemed "experts" in identified areas of tech Maintenance of the directory Obtain baseline utilization rate of directory	Set target increase in number of "experts" from Y2 Set target increase in the self reported utilization rates from baseline Maintenance of the directory	Set target increase in number of "experts" from Y3 Set target increase in the self reported utilization rates from baseline Maintenance of the directory	Set target increase in number of "experts" from Y4 Set target increase in the self reported utilization rates from baseline Maintenance of the directory

Strategic Objective: T.3. Establish, monitor, and support expectations for integration of technology							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
T.3.A. – Create integration criteria/rubric.	BLT Tech Integ. Team Results of technology survey	BLT will analyze results of 2014 technology survey	Determine common steps for each building Determine unique steps for each building Creation of criteria	All relevant building staff understand how criteria apply.			
T.3.B. – Involve staff in strategies to measure/support ongoing integration as evidenced by the criteria/rubric	BLT Results of technology survey	BLT will analyze results of 2014 technology survey	Determine next steps for the building Use implementation rubric	Implementation Progress relative to building specific plans.			
T.3.C. – Create a student survey to measure technology usage	Student survey	Pre survey results	Creation of a student survey to assess perceptions of technology integration	Increase in percentage of students with positive view of technology integration	Increase in percentage of students with positive view of technology integration	Increase in percentage of students with positive view of technology integration	Increase in percentage of students with positive view of technology integration

Area of Strategic Focus: Aligned Funding and Resources

Strategic Objective: R.1. Update and refresh the curriculum review cycle and visually display it so that it is clearly articulated and assists with financial planning							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	Y2	Y3	Y4	Y5
R.1.A. –Project curriculum study/adoptions process of next 3 years in core subjects	Time to meet Create a community review	Documentation to illustrate strategic alignment of resources.	ELA MATH 6-12 Complete Pre-K- 5 In progress <u>Future</u> Writing SS SCI Arts PE/Health	Maintain established timeline so that it supports planning process for updating curriculum to career pathways Evidence of cost projections in the 5-year forecast adopted by the Board of Education	Maintain established timeline so that it supports planning process for updating curriculum to career pathways Evidence of cost projections in the 5-year forecast adopted by the Board of Education	Maintain established timeline so that it supports planning process for updating curriculum to career pathways Evidence of cost projections in the 5-year forecast adopted by the Board of Education	Maintain established timeline so that it supports planning process for updating curriculum to career pathways Evidence of cost projections in the 5-year forecast adopted by the Board of Education

Strategic Objective: R.2. Include a line item in the 5-year forecast that provides adequate resources for current and future curriculum resources over the course of the next 5 years.

Action	Resources	Baseline Measure	Success Criteria				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
R.2.A. – Identify and earmark funding stream	Materials Supply budget Technology	Current forecast shows $250k per year over next 5 years with Reading (purchased) and Math (partially purchased) materials nearly complete. Currently there is no curriculum study/ adoption calendar in place or written commitment to future curriculum adoptions.	Create a curriculum review cycle to consider purchase of updated instructional resources. Staggered projection documented Resources allocated BOE's role with regard to adoption is determined				

Strategic Objective: R.2. Include a line item in the 5-year forecast that provides adequate resources for current and future curriculum resources over the course of the next 5 years.

Action	Resources	Baseline Measure	Success Criteria				
			Y1	Y2	Y3	Y4	Y5
R.2.B. – Manage the cost for curriculum resources	Materials Supply budget Technology	Develop projections for future costs of curriculum resources including technology to support learning	Costs in annual budget match actual costs	Costs in annual budget match actual costs	Costs in annual budget match actual costs	Costs in annual budget match actual costs	Costs in annual budget match actual costs

Strategic Objective: R.2. Use financial resources responsibly ensuring fiscal accountability.							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
R.2.A. – Incorporate checks and balances (e.g. coding of expenses) to ensure aligned spending Create process with treasurer's office	Acquisition of funds for operations management (e.g. Enlit) software DLT informed on resource-to-strategy alignment	No current agreed upon definition of checks and balances to ensure responsible spending	Specific criteria for checks and balances established Agreed upon criteria for checks and balances put into place Acceptable score on agreed upon checks and balances criteria	Acceptable score on agreed upon checks and balances criteria	Acceptable score on agreed upon checks and balances criteria	Acceptable score on agreed upon checks and balances criteria	Acceptable score on agreed upon checks and balances criteria
R.2.B. – Improved reporting practices to track financial support of strategic plan	Need to define and operationalize "fiscal accountability" Treasurer and committee leaders	No current agreed upon District definition of "fiscal accountability" Align coding to track financial support of the strategic plan	Define fiscal accountability Determine metrics to measure fiscal accountability	District meets the agreed upon criteria for being fiscally responsible	District meets the agreed upon criteria for being fiscally responsible	District meets the agreed upon criteria for being fiscally responsible	District meets the agreed upon criteria for being fiscally responsible

R.2.C. – Create an open atmosphere where everyone involved is informed	Treasurer's Office staff, BOE, Administra-tion and OFEA and OAPSE staff	Based on 2014 survey 76% of staff reported understanding of district's financial standing 15 staff members are members of the Finance and Insurance Committees	Determine acceptable progress Equal membership and participation by OFEA and OAPSE staff on the District Finance Committee	80% reported understanding of district's financial status by staff	84% reported understanding of district's financial status by staff	88% reported understanding of district's financial status by staff	90% reported understanding of district's financial status by staff
R.2.D. – Align staffing to educational needs	Needs assessment survey	Admin staff has annual staffing allocation meeting to determine proper allocation of personnel Determine pathways	Student instructional and related service needs are being met on appropriate level Staffing levels support additional pathways being illuminated. operations staff are adequately allocated to support high quality education for students		Evaluate and select Human Resources Information System (HRIS)		

Strategic Objective: R.3. Provide safe facilities that are welcoming to students, staff, parents and community, and create an engaging learning environment.							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	Y2	Y3	Y4	Y5
R.3.A. – Identify and prioritize short and long term plans that support facility objectives	People to create the plan $$ to implement the plan (voter support)	Needs identified for OFHS facility No specific needs identified and shared for Transportation and Central Office facilities	Revise the district's Master Plan to address the remaining school facility needs. Evaluate the feasibility of an Olmsted Falls Schools Levy Cycle				
R.3.B. – Ensure decisions are based on awareness of the community's financial ability to provide adequate resources	Accurately determine community awareness and ability to provide resources	TRIAD study identifying what community voters are willing and not willing to provide	Solicit feedback to gauge awareness and level of support	Community support of financial issues			

Strategic Objective: R.4. Investigate and identify all available avenues for obtaining the necessary funds to provide current, updated technology to our students.

Action	Resources	Baseline Measure	Success Criteria				
			Y1	Y2	Y3	Y4	Y5
R.4.A. – Levy to provide the funds necessary to purchase the most current technology for our students	Tech purchase plan to be developed by District staff Internet/ social media Materials-printing Pride Committee Involvement Staff and student involvement	Need to determine the baseline measures for this action step	Yet to be determined	Yet to be determined	Yet to be determined	Yet to be determined	Yet to be determined

Action	Resources	Baseline Measure	Success Criteria				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
R.4.B. – Apply for technology grants (teacher-driven, district-driven) to obtain the necessary funds for the classroom and students	Technology Integration Specialist Internet Specific needs list from staff, students, and Director of Technology Staff time	Have not applied for technology grants Treasurer's report for technology funds Determine potential options for alternative funding sources Determine success criteria for this action. Equipment obtained vs. equipment requested/applied	Identify needed technology to be integrated into the classroom that is grant eligible Identify grants that would support the purchase of technology Implement to be determined success criteria for tech grants	Implement to be determined success criteria for tech grants and identify measureable improvements from Y1	Implement to be determined success criteria for tech grants and identify measureable improvements from Y2	Implement to be determined success criteria for tech grants and identify measureable improvements from Y3	Implement to be determined success criteria for tech grants and identify measureable improvements from Y4

Strategic Objective: R.4. Investigate and identify all available avenues for obtaining the necessary funds to provide current, updated technology to our students.							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
R.4.C. – Approach prospective private donors for the funding for current, updated technology for our students	Identified list of potential donors Staff time Teacher's technology wish lists Internet Technology equipment inventory- Director of Technology Financial needs for technology	List of district supports Existing technology Baseline feedback on current state Treasurer's report for technology funds	Successful donations received in order to support technology needs of students	Successful donations received in order to support technology needs of students Examples of specific collaboration with community partners.	Successful donations received in order to support technology needs of students	Successful donations received in order to support technology needs of students	Successful donations received in order to support technology needs of students

Area of Strategic Focus: Community Partnerships

Strategic Objective: C.1. Create a pipeline of business partnerships							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	Y2	Y3	Y4	Y5
C.1.A. – Create a listing of short and long partners (real and potential)	Community survey	Results from survey	Create database as to the current number and type of partnerships that exist Identification of real and potential short and long term partners based on survey results Partners are mapped back to every career pathway Set measurable goals to evaluate the success criteria for				

Strategic Objective: C.2. Identify and capitalize on mutual benefits for partnerships between school and businesses							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
C.2.A. – Establish outreach coordinator	HS Guidance (4th Counselor)	Recently hired College and Career Counselor	Coordinator designated 3 new relationships established from baseline	6 additional new relationships established from baseline	9 additional new relationships established from baseline	9 additional new relationships established from baseline	9 additional new relationships established from baseline
C.2.B. – Develop a model for future partnership options	Capitalize on existing knowledge of new HS counselor	Need to determine components of the model	Completed model for various types of relationships	Adjust model as necessary	Adjust model as necessary	Adjust model as necessary	Adjust model as necessary
C.2.C. – Develop partnership levels and mutually beneficial reasons for participation	College and Career Counselor; Superintendent; Admin Staff & BOE Members HS met with Berea to discuss role in their district	Gather protocols from other districts that have established a similar goal	Listing of what OF can offer to establish mutually beneficial relationships Documentation of reasons for partnership Identification of gaps from needs assessment	Adjust model as necessary	Adjust model as necessary	Adjust model as necessary	Adjust model as necessary

Strategic Objective: C.3. Sustain community partnerships							
Action	**Resources**	**Baseline Measure**	**Success Criteria**				
			Y1	**Y2**	**Y3**	**Y4**	**Y5**
C.3.A. – Annual updates to partner listing	Changes to partner listing (e.g., additions, deletions)	Previous partner listing	Updated database	Updated database	Updated database	Updated database	Updated database
C.3.B. – Annual "thank you" event	College and Career Readiness Counselor; Superintendent; Communications Director; other staff	Baseline attendance	Set target for increase in attendance from baseline	Set target for increase in attendance from Y1	Set target for increase in attendance from Y2	Set target for increase in attendance from Y3	Set target for increase in attendance from Y4
C.3.C. – Celebrate partnerships	Newsletter	Baseline feedback on perceptions of support/pride	75% endorsement of district	80% endorsement of district	85% endorsement of district	90% endorsement of district	95% endorsement of district

Maintenance Structure

Group	Role	Tasks
Board	Plan Owner	Review progress; Approve scorecards, Community advocacy of plan. Monitor updates to plan.
DLT	Cabinet	Measure Progress; Ensure synergies and coordination, adapting plan to changing circumstances
BLT	Strategic Plan Mgt. Committee	Work with sub-cultures; remove barriers; advise on metrics; support culture change
Individual Strategic Plan Committees	Existing committee for technology Student Success and Pathways Community Partnerships	Build and monitor metrics; ensure building level plans progress; recommend adaptations and changes to BLT for approval by DLT.
Administrators	Manage the resource component; provide data and resources	Incorporate strategic plan goals into individual objectives.