# Strategic Planning Process for Vancouver Public Schools

*"There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction."*
–John F. Kennedy

## First Generation Strategic Planning

The initial effort to transform Vancouver Public Schools began in 1989 when Superintendent Jim Parsley (now retired) and the board launched a strategic plan aimed at preparing the school system for entry into the new millennium. The centerpieces of the plan were vision and mission statements and long-range goals, which have served the district well to the present day.

The "First Generation" strategic planning process has provided new and dynamic programs for students; supported educators, families, and community members; created better environments for learning; provided new technology as an educational tool; and brought national honors and recognition to the district. Our students and staff members have celebrated many well-earned accomplishments. New contexts and conditions, however, have changed the educational and workplace landscape for the current generation of learners.

Given the realities of exponential change in our community, in our society, and throughout the world, we find ourselves again in a critical time and place to re-evaluate the purposes, goals and roles of Vancouver Public Schools. These new realities have profound implications for how we educate our young people and prepare them for their future. Graduates today must attain a new level of excellence that will help them thrive in an increasingly complex, competitive, and global economy.

## Second Generation Strategic Planning

On November 27, 2006, the school board passed Resolution No. 661 authorizing the superintendent to conduct a strategic planning process to chart a course for the school district for the next five to ten years. The intent of the resolution is for Vancouver Public Schools to build upon its earlier successes and to develop a new strategic plan with the explicit intent of creating the finest public school system possible-- from first-class to world-class.

The "second generation" planning effort is being called Design II: The Art of Imagination. An executive summary of the process to date can be found at the following website link:

http://www.vansd.org/executive_summary

More than 1,600 separate sets of input were collected from internal and external stakeholders.  From this data, four strategic priorities emerged:

1. Knowledge, creativity and performance
2. Culture and capacity
3. Time and space
4. Relationships and connections

Goal Area Teams composed of parents, staff members, school board members, administrators, partners, and representatives of community and civic organizations were tasked with developing vision statements, goals, target objectives and evidence of success for each of the strategic priorities based on the public input and best practice research. More than 100 stakeholders were engaged in this work in September and October. The draft documents presented for public review and comment are those priorities and goals that participants believe are the most likely to deliver transformative results and change in Vancouver Public Schools.

**A Work in Progress**

The Vancouver Public Schools Board of Directors committed to a planning process that is transparent and inclusive. The documents released today are in *draft* form.  The Goal Area Teams worked independently of one another; therefore, overlaps or redundancies may be apparent across the strategic priorities.  The purpose of the public review and comment period is to identify those areas of redundancies, to solicit input on missing elements that should be considered, and to assess the degree to which these priorities and goal areas reflect what was voiced by stakeholders. Goal Area Team members recognize that these draft documents need refinement, and they are asking for your assistance.

As you review the work of the Goal Area Teams, please note the following:

• The draft documents are ambitious.  In total, they include four strategic priorities, 12 goal areas, 34 goal statements, and 135 target objectives.

• Teams were asked to craft vision statements cast for the year 2020.  This is the graduation year for students who just entered kindergarten.

• Goal statements were written with a target date of achievement by 2013, five years from the implementation of the adopted plan.

• Target objectives have not been assigned a specific implementation year.  This process will be accomplished later as district leaders sequence and resource the plan. Clearly, we will need to reduce and prioritize the goals and target objectives. The final plan may not include every element of the draft documents.

**Action Orientation**

The central driving strategic focus is learner success—customized learning and development of each whole child. To achieve this vision, Vancouver Public Schools must do the following:

- Engage our children earlier to build a strong base for continuous learning and development;
- Expect all of our students to achieve at higher levels;
- Support effective, research based professional development models for all staff to more effectively personalize learning for each student;
- Innovate—reinvent schools and programs of choice that prepare our graduates for postsecondary success;
- Rethink how we use time, space, and technology in the school learning environment;
- Initiate deeper and more innovative outreach and engagement with all families; create ongoing two-way communication processes that enable the system to be more responsive to student and family needs;
- Develop systems of shared responsibility and accountability for all stakeholders;
- Develop integrated and authentic school and community partnerships that mobilize resources in support of children and families;
- Identify and allocate resources based on student needs;
- Ensure that our schools are safe, inviting, compassionate, and respectful;
- Implement multiple measures of student, school, and district success, using world-class standards as a benchmark for performance excellence.

*'Good design is a renaissance attitude that combines technology, cognitive science, human need, and beauty to produce something that the world didn't know it was missing."*
–Paola Antonelli, curator of architecture and design, Museum of Modern Art

**Mission Statement**

The mission of Vancouver Public Schools is to equip our students and graduates with the knowledge, skills and habits to be productive, responsible and compassionate citizens in a rapidly changing world.

**Core Principles**

**V**isionary and innovative leadership

**A**cademic excellence

**N**urturing, stimulating and joyful environment

**C**reative and critical thinking

**O**rganizational and personal learning

**U**niqueness of each student

**V**aluing staff, families and partners

**E**quity

**R**esults

## *Strategic Priority*:  Knowledge, Creativity and Performance
## *Goal Area*:  Educating the Whole Person

**Vision**:  Through an interdisciplinary focus on academic, technology, aesthetic and social literacy, students are empowered with knowledge and the critical and creative thinking skills to make meaning and purpose in their world.

**Goal Statements and Target Objectives:**

• *Curriculum and Instruction Design*: By 2013, integrated and interdisciplinary curriculum and instructional design models will be implemented fully to ensure the education of the whole person: academics, technology, arts, wellness, social and cultural literacy, linguistics and world languages.
   - By 20__, research on best practices in interdisciplinary, integrated curriculum and instructional models will be completed.
   - By 20__, a stakeholder committee will identify a model to adopt/adapt/create a curriculum and instruction framework that is in alignment and that addresses all forms of literacy identified in the vision and the above goal statement.
   - By 20__, a timeline will be developed for the implementation of the curriculum and instruction framework, resources will be realigned and professional development will be provided.
   - By 20__, a program evaluation protocol will be developed and used to monitor the curriculum and instruction design framework.

• *Student Assessment*: By 2013, a variety of assessment tools will be implemented to assess the knowledge and critical and creative thinking skills that students need to make meaning and purpose in their world.
   - By 20__, the district will review current assessment tools and practices to verify alignment with the new vision/goals and fulfillment of state requirements.
   - By 20__, a district committee will identify and create additional assessment tools and practices necessary to align with new curriculum and instruction design, ensuring that all forms of literacy are assessed with K-12 alignment.
   - By 20__, all stakeholders will be trained in the use of assessment tools, protocol and practices including student self-reflection and evaluation.

• *Evaluation Process and Protocol*:  Before 2013, an evaluation process that considers student feedback will be aligned with current best practice research.
   - By 20__, a new evaluation process and protocol that aligns with Powerful Teaching & Learning and other best practices will be designed and adopted by the district and the teachers' association.
   - By 20__, all administrators will be trained thoroughly on the evaluation tool and protocol. Peer coaching within the administrative team will be used as an implementation strategy.

- By 20\_\_, Powerful Teaching and Learning and other instructional best practices will be standard in all classrooms.
- By 20\_\_, a process to recognize and capture student input will be developed and implemented.

- Before 2013, all stakeholders will have been provided with professional development that supports integrated and interdisciplinary instruction for the education of the whole person.
    - By 20\_\_, an alignment and intentional partnership in teaching and learning will exist between the Professional Development and Curriculum and Instruction teams.
    - By 20\_\_, common (district-wide) professional development will support and model educating the whole person through current best practices research and will integrate the curriculum and instruction design areas of focus into instructional strategies.
    - By 20\_\_, professional development time will be built into the school calendar, including sufficient planning, training and collegial dialogue necessary to support the district's vision for the education of the whole person.
    - By 20\_\_, peer observation/coaching to support full implementation of best practices, including Powerful Teaching and Learning and integration/interdisciplinary instruction, will be common practice.

**Metrics (Evidence of Success):**

- A decrease will occur in discipline, boundary transfer requests, absenteeism, tardy and drop-out rates.
- Student participation in extended/enrichment experiences and program options will increase both within and outside of the school setting; including community activities, community service and outreach activities.
- An increase in student achievement will occur as measured by participation in, and individual performance on a variety of authentic assessments with a reflection/choice project at each transition year (5th, 8th, and 12th).

# Strategic Priority:  Knowledge, Creativity and Performance
## Goal Area:  Learner-Focused Education

**Vision**:  A learner-focused education cultivates imagination and creativity, and empowers students to access, interpret and apply knowledge, develop deep understanding and build individual capacity to participate within local and global communities.  Students assume a vigorous role in setting goals, monitoring their progress, and making decisions about their education. Learning options include multiple pathways and innovative program choices with personal and cultural relevance. Learning extends beyond the classroom and school day. Ongoing collaboration among students, families and the education community supports continuous progress toward benchmarks and beyond. An authentic assessment model includes real-time communication and feedback to support fluid and flexible learning.

**Goal Statements and Target Objectives**:

- By 2013, all stakeholders will support individual student success by engaging in ongoing and productive collaboration.
    - By 20__, a task force consisting of students, families, staff and community will review current practices and existing structures and identify and report opportunities for collaboration that support student success.
    - By 20__, in response to the report of the task force, a workgroup will develop and implement models to enable students to set goals, monitor progress and make informed decisions that impact their present and future success.
    - By 20__, a variety of authentic assessments with timely feedback will guide ongoing decision making at all levels to support learner-focused education.
    - By 20__, current data showing individual course achievement rates, attendance and retention will be used by appropriate stakeholders to support student success.

- By 2013, the district will implement policies and practices to reduce barriers that restrict learning.
    - By 20__, a task force with representation from all stakeholder groups will investigate and report barriers and best practices gathered through internal and external review.
    - By 20__, a work group will use the findings of the report to develop action plans, including anticipated impacts and necessary professional development.
    - By 20__, pilots using a variety of fluid and flexible delivery models responsive to cognitive, socio-cultural and emotional development, learning styles and interests will be implemented across all levels in the district.
    - By 20__, a consistent ongoing review process will be implemented for all existing and emerging pilot programs, with appropriate modifications, expansions and/or termination.

- By 2013, the district will expand high-quality programs and options to prepare students for post-secondary success in the 21st century.
    - By 20__, a task force with representation from all stakeholder groups will identify habits of mind, skills, knowledge and attributes needed for the 21st century.

- By 20__, a work group will use the findings of the report to develop a prioritized action plan, including a review process, to create and expand programs of choice.
- By 20__, the district will implement the programs of choice identified in the action plans.
- By 20__, the district will identify and implement processes designed to promote and support innovation and ongoing development of fluid and flexible program options.

**Metrics (Evidence of Success):**

- By 2013, the number of schools or programs of choice will increase by _____.
- By 2013, the percent of students enrolled and retained in schools or programs of choice will increase by _____.
- By 20__, _____ percent of students will report positive engagement in conjunction with the student reporting periods.
- By 20__, the percent of students demonstrating progress toward benchmark goals and beyond will increase by _____.

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# *Strategic Priority*:  Knowledge, Creativity and Performance
# *Goal Area*:  Early Childhood Learning

**Vision**:  Early Childhood Education lays a foundation for success in school by creating opportunities based on developmentally appropriate practices and child-centered activities.  A safe and nurturing environment provides all children with positive and joyful learning experiences. Early learning programs incorporate discovery-based play and movement so that all children reach physical, social, emotional and cognitive milestones.

**Goal Statements and Target Objectives:**

- By 2013, parents and community members will be aware of the available benefits and opportunities provided by early childhood programs.
    - By 20__, the district will assess the need for a Resource Coordinator for Early Childhood Education at the district level.
    - By 20__, an advisory committee will review and update existing Early Childhood Education documents, (Child Find, Clark County Readiness Task Force 2000), as well as creating additional support materials. All documents will be translated, and a system for orally communicating the information also will be in place.
    - By 20__, the district will develop partnerships with local agencies (e.g., Healthy Steps, ABC Dentistry, ESD, CPS, libraries, churches, hospitals, pediatricians) to help educate and distribute brochures, resources and materials to all families.
    - By 20__, all families in our diverse community will have access to above-mentioned resources, brochures and support materials; this also may need to occur through an oral forum.

- By 2013, student participation will increase in local Early Childhood Education programs.
    - By 20__, a process will be in place to harvest Early Childhood program involvement information upon enrollment to local elementary schools.
    - By 20__, families who do not access area programs will be surveyed to identify barriers preventing participation in these programs.
    - By 20__, survey data regarding barriers will guide the development of a systematic approach to increase student enrollment.
    - By 20__, all high impact elementary schools will offer an early childhood program (including adding programs such as Columbia River High School preschool program).

- By 2013, all kindergarten students will enter elementary school with physical, social, emotional, and cognitive readiness skills.
    - By 20__, all kindergarten and preschool educators will have tools (e.g., HOSTS, B-5 EALRs, readiness checklist) available to assess students' readiness levels and the milestones they have achieved.

- By 20__, based on the above information, create an intervention plan to meet professional development needs of school staff members and outside agency personnel in the areas of curriculum and instructional strategies and best practices.
- By 20__, the district will re-instate the kindergarten Jump Start program with a focus on the readiness skills listed above.
- By 20__, processes will be implemented fully to support a variety of programs (full day, half day, graduated start) and to drive instruction within the primary classrooms. Such processes will be aligned with areas addressed above.

**Metrics (Evidence of Success):**

- Feedback from kindergarten teachers regarding readiness skills (e.g., HOSTS, kindergarten GLE's, Read Well Pre/Post)
- Early Childhood Education program enrollment and retention rates
- Survey data from families who are not accessing pre-K opportunities to discover barriers
- Kindergarten report card – comparison between children who attend/do not attend preschool
- Percent of teachers participating in professional development

*Survey Question:* What suggestions would you offer to clarify or enhance the vision, goals and target objectives for Knowledge, Creativity, and Performance?

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*Strategic Priority*:  **Culture and Capacity**
*Goal Area*:  **Professional Learning Communities for All Staff**

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**Vision:**  All staff members in Vancouver Public Schools value and actively participate in formal Professional Learning Communities (PLCs). Professional Learning Communities work collaboratively to acquire knowledge and skills to attain the district mission and district, school, department, and individual goals, which align with district values and beliefs. Staff members work in a place where everyone wants to learn and work together to meet student needs.

**Goal Statements and Target Objectives:**

- By 2013, Professional Learning Communities for all staff members are part of the district's culture.
    - By 20__, research best practices for PLCs, examine various frameworks, and establish structures for implementation.
    - By 20__, determine how to allocate time to facilitate strong PLCs.
    - By 20__, train all staff on skills to enhance PLCs and provide training for new staff.
    - By 20__, establish a process for continued evaluation of how PLCs are improving student learning.
    - By 20__, all staff members actively participate in PLCs.

- By 2013, Vancouver Public Schools offers professional development that is aligned with national standards/best practices.
    - By 20__, review research and examine best practices on effective professional development.
    - By 20__, examine best practices and develop self-assessment tools that involve data analysis to support competency level of targeted skills.
    - By 20__, develop professional growth planning tools that are aligned with best practices.
        - o Review Washington Professional Certificate and National Board Certificate for best practices.
    - By 20__, implement best practices for targeted professional development.

- By 2013, Vancouver Public Schools will cultivate leadership skills intentionally for all staff.
    - By 20__, examine best practices and determine effective leadership skills that are essential to and supportive of the district mission and vision.
    - By 20__, implement a process to provide ongoing training, coaching, and feedback on targeted leadership skills.

- By 2013, Vancouver Public Schools intentionally has cultivated a culture that invites collaboration, feedback, reflection, self-assessment and on-going evaluation from students, staff, parents, and community.
    - By 20__, provide ongoing training for all staff on how to give and receive timely feedback in a respectful, supportive manner.

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- By 20\_\_, provide ongoing training for all staff on healthy group process.
- By 20\_\_, staff members will share, solicit, and use best practices within and beyond our school system through formal and informal structures such as professional development classes or PLCs.

**Metrics (Evidence of Success):**

- Retention rate of high-quality staff
- Dropout rates, absenteeism, truancy, and tardiness on a downward trend
- Staff and students report that they work in a supportive, connected community where they feel safe to take risks and are able to offer and seek feedback
- Student performance as measured by standardized assessments is improving (broader than WASL)

## *Strategic Priority*:  Culture and Capacity
## *Goal Area*:  Resources and Workload – Equity and Balance

**Vision**:  Human and fiscal resources are distributed district-wide based on need and equitable workload to optimize student learning.

**Goal Statements and Target Objectives:**

- By 2013, the district will have established a model that ensures a balanced workload for all staff members.
  - By 20__, the district will have collected data and completed an analysis of workload equity with all staff in VSD in order to attain a balance between workload, job satisfaction, and a healthy personal life.
    - Review available research on teacher/school employee workloads.
    - Examine traditional/past practices to determine applicability/feasibility with renewed goals and efforts (planned abandonment).
    - Develop and implement a formula to facilitate the establishment of equity in workloads.
  - By 20__, professional learning community practices will be modeled and implemented to share best practices and increase effectiveness and collaboration.

- By 2013, the district will have implemented a process to analyze the needs of schools/departments to allocate fiscal resources.
  - By 20__, the district will determine a model for equitable distribution of technology and equipment for staff members and students.
  - By 20__, the district will analyze standardized test results and other performance measures to determine and allocate appropriate support measures based on documented need.
    - Access current research and best practices.
    - Define equity versus equality.
    - Develop a matrix to guide distribution of fiscal resources that includes such factors as poverty level, ELL, Challenge/AP levels in buildings.
  - By 20__, the district will cultivate partnerships and relationships with outside sources.
    - Seek and obtain fiscal resources to supplement existing budgets.
    - Prepare talking points for staff and community members to explain how and why district fiscal resources are allocated.

- By 2013 the district will have implemented a process to analyze the needs of individuals, departments, and buildings to allocate human resources.
  - By 20__, the district will develop a process to review and improve the effectiveness of the current self-assessment system to create a personalized professional development plan for all staff members.
    - Establish appropriate timeline for taking self-assessment.
    - Provide training and resources that match professional development plans.

- o Make time for reflection and analysis.
- By 20__, the district will provide training and support in the area of technology.
- By 20__, the district will develop a matrix to guide allocation of human resources that include such factors as poverty level, ELL, and Challenge/AP levels.
  - o Define equity vs. equality in distribution of human resources.
  - o Provide on-site instructional coaches/teacher leaders.
- By 20__, the district will cultivate partnerships and relationships with outside sources.
  - o Seek and obtain human resources to supplement existing staffing.
  - o Prepare talking points for staff and community members to explain how and why district human resources are allocated.
  - o Based on building needs, seek outside expertise.

**Metrics (Evidence of Success):**

- Retention rates of staff/in-district transfers on the Position Interest Registry and recruitment actions
- Analysis of standardized test results and other performance measures to determine program effectiveness as related to allocation of fiscal and human resources
- Assess staff to measure individual perceptions of attainment of balanced workload, job satisfaction, and a healthy personal life

# *Strategic Priority*: **Culture and Capacity**
# *Goal Area*: **Positive, Respectful, and Safe Environment that Fosters Innovation**

**Vision**: Vancouver Public Schools maximizes student learning through intentional systems of support that create a safe and secure environment allowing for innovation and risk taking over time. A systemic focus on instructional support through Professional Learning Communities improves the delivery of education and supports the development of a respectful and safe environment.

- By 2013, the district will implement opportunities to ensure a safe, compassionate and joyful learning environment for students and staff members.
  - By 20__, the district will implement year-round learning opportunities available to all students.
  - By 20__, the district will increase community partnerships to improve services to students.
  - By 20__, the district will create schools within schools at the secondary level (which transcend the current advisory/small learning communities model) to encourage interpersonal relationships and connections.
  - By 20__, the district will provide appropriate technology to accomplish these dreams and goals.

- The district will implement programs that formally support risk taking and innovation to benefit the school system and its broader community.
  - By 20__, the district will expand and continue to support a mentoring system to include all staff members.
  - By 20__, the district will increase instructional coaching at each site to support best practices (e.g., professional development specialist in Evergreen S.D.)
  - By 20__, the district will implement support through consistent and flexible time frames dedicated to PLCs for all staff members.
  - By 20__, the district will increase the delivery of professional development to effectively accommodate district, building, and individual needs during the school year.
  - By 20__, the district will explore experimental models that may include service-learning opportunities for students and staff.

**Metrics (Evidence of Success):**

- Reduced expulsions/suspensions
- Reduced truancy rates
- Increased on-time graduation rate
- Increased standardized test scores and AYP
- All students have a 13th year plan that guides the post high school experience
- Retention rate of teachers
- Parent and student satisfaction as indicated by a quantitative annual survey

> **_Survey Question:_**  What suggestions would you offer to clarify or enhance the vision, goals and target objectives for Culture and Capacity?

## *Strategic Priority*:  Time and Space
## *Goal Area*:  Expanded Community-based Learning

**Vision**:  Community-based learning engages students, families and communities in mutually beneficial goals and outcomes.  School is a welcoming environment where learners find relevance and connect knowledge through all subjects and experiences.  As world citizens, all learners actively engage in and positively contribute to their communities.  The 21st century educational environment is a "learning theater," or a community gathering place where cross-generational learning happens continuously; where cultural norms are presented to everyone; where unanswered "real world" questions are posed and pondered; and where creative music, dance, and interpretive drama provide essential media to engage and enlighten people.

**Goal Statements and Target Objectives**:

- By 2013, the district will increase community-based learning opportunities through school-community partnerships, connecting stakeholders and students at multiple levels to enrich and inspire learning that develops active and engaged global citizens.
  - By 20__, identify potential partners (parents, students, school board, educators, businesses, churches, non-profits, etc.).
  - By 20__, form a cadre of district personnel and identified partners that will oversee and assist community-based learning programs.
  - By 20__, identify existing and needed partnerships (needs-based assessment system wide).
  - By 20__, a gap analysis (needs versus gaps) will be conducted.  As needs are identified, market and promote community-based opportunities for learning among all stakeholders, including internships, mentoring, community service, job shadowing, service projects, field trips, etc.

- By 2013, all students will understand what it means to be active and engaged citizens.
  - By 20__, the district will research and identify best practices for existing models for community based learning in use for high schools, middle schools, and elementary schools.
  - By 20__, the district will implement a program whereby all students are participating in a form of community service-learning that is appropriate to their age and ability.

- By 2013, district physical and financial resources will be repurposed/redirected to increase capacity for partnerships and collaborations.
  - By 20__, the district will research best practices for successful models/implementations of partnerships (e.g., Fruit Valley Community Learning Center model, or those outside the district).
  - By 20__, the district will conduct individual site evaluations of school facilities for capacity to engage partners on-site.

- By 20__, the district will investigate opportunities for partnerships using district facilities. Such partnerships should be aligned strategically to link student learning with real life experiences.
- By 20__, the district will create a training program or task force to assist each school in developing a plan to add, enhance, or more efficiently or effectively use its physical space or financial resources (internal or external) to increase community-based learning opportunities.
- By 20__, the district will implement a plan for each school to add, enhance, or more efficiently and effectively use physical space or financial resources to increase community-based learning opportunities.

**Metrics:**

- School and community partnerships for community-based learning
    - Number of partnerships
    - Number of participants
    - Stakeholder representation in school advisory groups
    - Community program development
    - Career-technical education options and work-based learning options
    - Health care access through school
    - Book mobile use & participation
    - University program connections

- Student engagement
    - Attendance rate
    - Discipline referrals
    - Student grades
    - Number of students moving on to post high school education
    - Boundary exceptions in and out of district
    - Decrease in drop out rate
    - Number of student participants in partnership opportunities

- Non school-based work opportunities (post high school)
    - Work-based learning opportunities
    - Skills center participation
    - Apprenticeship programs
    - Career-technical education certificate programs

## *Strategic Priority*:  Time and Space
## *Goal Area*:  21st Century Learning Environments

**Vision**:  Learning environments for the 21st century provide multiple and varied opportunities available to the learner 24 hours a day, seven days a week, and 365 days a year.  The environment is not defined by time or space, but is flexible and dynamic.  Cutting-edge technology is pervasive and equitably accessible to all.  Instruction is relevant, engaging and responsive to individual student needs.  The environment includes expanded community and international involvement, enabling students to reach their full potential and to become competitive in our global community.

**Goal Statements and Target Objectives:**

- By 2013, the district will provide flexible learning environments that have the capacity and a sustainable support system for abundant and embedded technology as a learning tool.  These learning tools will be accessible by all staff and learners, in all curricular areas, through multiple instructional delivery methods including face-to-face learning, e-learning and blended instruction.
    - By 20__, the district will create the Technology Education Advisory Committee (TEAC) to coordinate among various workgroups to implement the district's strategic plan.  The TEAC will ensure constant cooperation with curriculum, technology, and staff to ensure alignment and efficient use of resources.
    - By 20__, the TEAC will inventory current assets, including facilities, technology resources, infrastructure and personnel support and usage of those assets, ensuring appropriate distribution of current and new assets to implement goals in all learning environments.
    - By 20__, the TEAC will research existing systems of professional technological development in school and business environments, and make recommendations for implementation of those practices that will meet district goals.
    - By 20__, the TEAC will coordinate with business and community partners to expand the number and type of learning environments available to students on- or off-site, where appropriate.
    - By 20__, the district will ensure financial resources are secured for all technology initiatives, to include all capital and personnel costs to build and sustain an infrastructure to support e-learning.
    - By 20__, the district will create courses, manage, deliver, and measure content of e-learning.
    - By 20__, the TEAC will monitor current status and guarantee progress into the future for technical and policy innovation.

- By 2013, the district will have the resources and structure to train, support and sustain the continuous professional development necessary for integrating the ever changing technology into world class teaching and learning.
    - By 20__, the district will form a Tech Cadre that includes members of the TEAC and Tech Coaches.

- By 20__, the district will identify and train a Tech Coach from each school. Tech Coaches will be certificated staff members who are provided with the training, time and tools to assist all teachers in effective and abundant technology integration. Tech Coaches will support teachers and will meet periodically as a district team to share best practices across grade levels and curricular areas in a variety of ways that integrate curriculum and available technology tools. (e.g., video-conferencing, tech sharing nights for staff, email groups, blogs, portal).
- By 20__, the Tech Cadre will develop a system to continuously monitor, evaluate, sustain and refine professional development to ensure alignment with changing technology practices.

- By 2013, all staff members and students will be able to identify and use tools and information that help them learn and demonstrate acquisition of knowledge and skills needed to be competitive and productive in a local and international society.
  - By 20__, the district will convene a committee to review necessary 21st century skills and the available best practices and resources to facilitate this learning for students.
  - By 20__, the district will develop technology education curriculum for elementary, middle and high school students to ensure the educated, responsible, productive analysis and use of information and technology resources.
  - By 20__, the district will implement a system that enables secondary students to select a program of study that is relevant, contextual, and appropriate to their future; students will select from a variety of courses and instructional methods by which to meet graduation requirements.

**Metrics:**

- Audit of resources (capital and personnel)
- Number of students enrolled in online programs and flexible instructional delivery options
- Attendance and graduation rates
- Increased demonstration of academic achievement
- Number of students that find productive places in society

## *Strategic Priority*:  Time & Space
## *Goal Area Group*:  Learner-Driven Calendar

**Vision**:  Time and space are organized for engagement of learners so that innovative, customized educational opportunities meet the needs of the learner in an evolving community.

**Goal Statements And Target Objectives:**

- By 2013, provide educational opportunities not constrained by time.
  - By 20__, research best practices.
  - By 20__, identify and evaluate alternative learning solutions including online and e-learning options.
  - By 20__, assess infrastructure and personnel needs.
  - By 20__, reduce systemic and policy barriers to the effective use of technology.
  - By 20__, pilot and evaluate programs and systems.
  - By 20__, market and promote educational opportunities offered by the district.

- By 2013, restructure the school year, schedules and the use of time to meet the needs of learners in more effective ways.
  - By 20__, research best practices to meet the emotional, physical, and educational needs of learners.
  - By 20__, engage educational and community stakeholders in planning and implementation of restructured time.
  - By 20__, develop differentiated schedule for different school levels (early/elementary/middle/high).
  - By 20__, provide site-specific flexibility in developing appropriate timings and schedules.
  - By 20__, provide frequent and consistent time and opportunities for educators to work together.
  - By 20__, align infrastructure and human resources to support restructured time.
  - By 20__, pilot and evaluate alternative schedules.
  - By 20__, promote and educate the broader community.

**Metrics (evidence of success):**

- Completion of course of study
- Level of achievement
- Number of students enrolled in customized programs
- Graduation/promotion rates
- Data indicating engaged learners (survey, anecdotal)
- Dropout rate
- Community perception and support (survey, conference results, focus groups, levy, volunteerism)
- Success of students after leaving VSD
- Agility of the district to respond to change

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***Survey Question:*** What suggestions would you offer to clarify or enhance the vision, goals and target objectives for Time and Space?

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## *Strategic Priority*:  Relationships & Connections
## *Goal Area*:  Integrated Partnerships

**Vision**:  Mutually beneficial and vision-driven partnerships exist at both district and school levels. These relationships are evaluated, refined and expanded routinely to address changing needs. Schools function as *physical* and *virtual* centers of the community, providing extended learning time and support services for students and families. Partners, which serve as ambassadors and advocates for the learning community, are engaged in ongoing reviews of the vision, mission and strategic improvement efforts in schools and the district. Every school and the education system are fully integrated into the fabric of the community to promote high levels of learning and to expand lifelong opportunities.

**Goal Statements and Target Objectives**:

- By 2013, the district will have a support structure (e.g., a leadership team) to develop, coordinate, and sustain integrated partnerships throughout the school system and to ensure continuous open dialogue and collaboration with community partners, advisors, and advocates.
    - By 20__, the district will implement a comprehensive, annually updated communication plan that generates awareness, involvement and support for the strategic plan's vision and goals.
    - By 20__, the district will adopt new/updated policy and procedures for community engagement in decision-making processes.
    - By 20__, the district will form an advisory team (or teams) to provide input on issues of importance to the school system and the greater community.
    - By 20__, the district will implement strategies for stewardship of partners that nurture and sustain those relationships across the system.

- By 2013, the district will have a network of family-community resource centers that supports the student and family and brings partnership resources together.
    - By 20__, the district will target the initial five elementary schools, two middle schools and one high school for placement of a family-community resource center.
    - By 20__, the district will have completed a planning symposium for each of the initial target schools to identify local needs and to develop a local vision around a family-community resource center.
    - By 20__, the district will define space and allocate or place staff for the family-community resource centers at each of the initial target schools in accordance with the local needs.

- By 2013, the district will have established a framework, process, and language, which enables every school to develop a vision and goals for integrated partnerships, and which routinely identifies and reviews partner roles and family needs.
    - By 20__, each school will craft a localized vision and goals that align with the district agenda and attract targeted partner opportunities to serve needs.
    - By 20__, each school will incorporate the *40 Developmental Assets* as a common language to define needs and identify optimal student support.

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- By 20__, the district will create a bridge between current assessment/developmental tools and 40 Developmental Assets to ensure that reciprocal value is added to the education system and to community partners through collaborative relationships.
- By 20__, each school's partners will identify their roles/responsibilities, monitor progress quarterly and adjust as necessary.
- By 20__, each school will create a partnership coalition/advisory committee.

**Metrics (evidence of success):**
- Increased number of developmental assets possessed by students
- Improved educational achievement
- Increased family/partner satisfaction and trust
- Database of partnerships for schools/district
- Stakeholders understand partnership goals
- Regular communication, planning and collaboration
- Collaborative agreements, grants
- Well-defined policies and procedures for partnerships
- Strategic plan and budget of district and community entities support partnerships
- Growth of partnerships over time
- Retention rate – principals and staff

# *Strategic Priority*:  Relationships and Connections
# *Goal Area*:  Reciprocal and Shared Accountability

**Vision:**  Each unique school-community engages willing, passionate partners who understand and embrace their reciprocal responsibilities to meet the needs of individuals, students, families or partners, and fulfill the mission of the Vancouver Public Schools. Accountability is shared across the organization and its partners, not just at the district level. Parents and families are accountable. Students are accountable. Businesses and community service organizations have responsibilities to ensure the system's success. When accountability is shared at every level in every relationship, we can achieve our goals.

**Goal Statements and Target Objectives:**

- By 2013, the district will implement all essential policies and practices to ensure the success of 10 school-community models.
    - By 20__, the district will assess current policies and practices to determine what needs to be stopped, started or changed.
    - By 20__, the district will develop new policies and procedures regarding school-community models.
    - By 20__, the district will provide assistance to school communities in establishing partnerships.
    - By 20__, current employee association contracts will be assessed to determine needed changes in relationships.

- By 2013, community action teams will be functioning in one high school, one middle school and eight elementary schools, serving as models of success for programs developing in remaining district schools.
    - By 20__, the district will gain agreement on the goals, objectives, and accountability of the action team.
    - By 20__, the district will determine composition of the action team (e.g., representatives of community organizations and businesses, citizens, parents, teachers, students and administrators).
    - By 20__, the district will determine the parameters of partnership contracts.

- By 2013, participation in activities determined essential to meet the school-community needs has increased by a rate defined by each school-community.
    - By 20__, the district will define participants (e.g., parents, partners, students, teachers, staff, etc.).
    - By 20__, the district will establish a baseline of participation.
    - By 20__, the district will determine activities being measured.

**Metrics (evidence of success):**

- Successful partnerships, as defined by:
  - Number
  - Tenure
  - Renewal
  - Agreements in place
- Student achievement, as defined by:
  - Decrease in discipline problems
  - Increased graduation rates
  - Increased grade point averages
  - Decrease in truancy rates
- Increase in funding from new/non-public resources

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# *Strategic Priority*:  Relationships and Connections
# *Goal Area*:  Increased Family and Parent Engagement

**Vision:**  Family involvement is imperative to maximize student success.  The district knows and responds to the unique needs of each school.  The school knows and responds to the unique needs of each student and their family.  Families support their children through traditional and innovative opportunities.  With input from all stakeholders, a collaborative communication and participation plan meets the needs of each school-community.

**Goal Statement and Target Objectives:**

- By 2013, parent and family engagement will be increased in all schools.
    - By 20__, each school will develop an action team composed of representatives from stakeholders to create and implement a communication/participation plan to meet the needs of its population. The plan will include measures of success.
    - By 20__, needs/assets input will be gathered from all stakeholders through surveys, registration, meetings, academic achievement data, discipline data, etc.
    - By 20__, a full-time family involvement/liaison team will be in each school with the purpose of identifying and integrating resources and services from the community to maximize student success and to build capacity of parents/guardians.
    - By 20__, each school will analyze data to show levels of parent involvement, evaluate family involvement coordinator, and student achievement and well-being.

**Metrics:**

- Increase in student achievement
- Increase in positive student behavior
- Increase in student attendance
- Increase in parent/guardian satisfaction

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*Survey Question:* What suggestions would you offer to clarify or enhance the vision, goals and target objectives for Relationships and Connections?

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If you have additional suggestions beyond the responses you provided to the other survey questions, please click on the link below.

*Survey Question:* Considering the draft version of the Strategic Plan, what additional feedback or suggestions do you have?