Design II, Chapter 2
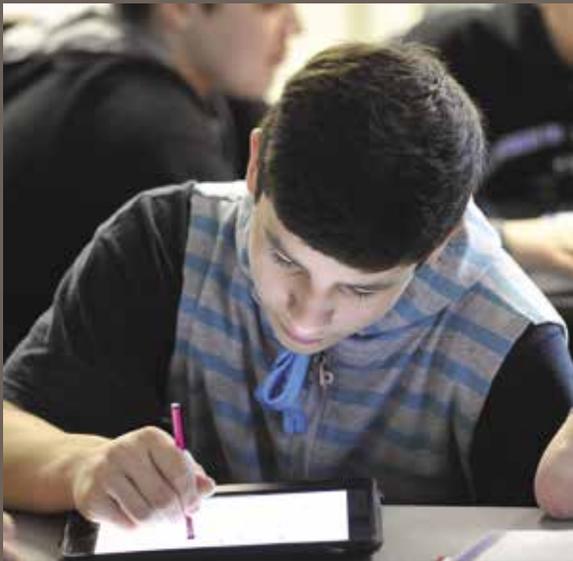
Strategic Plan 2014-2020

The community's vision for Vancouver Public Schools

Dream big . . . harness creativity, and through design make the impossible . . . possible.

2020

Design II *The Art of Imagination*

Where we've been: Strategic Plan 2008-2013

In 2008, more than 400 students, recent graduates, district employees, parents, community members, and agency and business leaders came together to help Vancouver Public Schools (VPS) craft a new strategic plan.

That plan, Design II, The Art of Imagination, has provided a roadmap to improve learning and teaching throughout the district. Six goal areas guided the comprehensive effort to raise achievement for every student.

Design II has led to expansion of educational program choices in grades K-12, structured and focused time for teacher collaboration, new applications of technology to increase student learning and engagement, improvements in instructional quality across the district, and partnerships that mobilize resources and remove barriers to success.

The VPS learning community has focused on preparing our young people for college, careers, and life. In a 2013 survey, more than 90 percent of staff said they feel supported in the implementation of the Design II work.

Progress is evident in many areas. More kindergarteners are ready to learn. Community partners help meet student and family needs. New infrastructure and one-to-one (1:1) technology link classrooms with a world of information. District resource officers and anti-bullying programs are making our schools safer. More students are taking advanced courses and earning college credit while still in high school. Graduation rates are rising throughout the district.

Design II: The Art of Imagination, 2008–2013

DESIGN II
The Art of Imagination
VANCOUVER PUBLIC SCHOOLS

2008– Vancouver Public Schools sets its focus on four new strategic priorities, 18 goals, and 70 target objectives.

2009 – Read and Play programs offered by Educational Service District 112 increase connections with families with children ages 5 and under.

2011 – Bring Your Own Device (BYOD) pilots begin in some classes at Alki Middle School and Columbia River and Skyview high schools.

2008 – Full-day kindergarten is offered at 10 locations.

2010 – VPS implements one-to-one technology pilots, including laptops, iPods, and Mobi tablets.

2009 – Teachers receive focused time to work together in PLCs twice per month to address the needs of each student.

2010 – K-12 anti-bullying focus begins. Five elementary schools implement PBIS, a program designed to reinforce respectful and positive actions.

Design II Goal Areas

- **Early Learning**—collaborating with parents and partners to promote readiness to learn

- **Family Engagement and Family-Community Resource Centers**—building a culture that welcomes and supports parents' participation in their children's education, and forging community partnerships focused on student success

- **Flexible Learning Environments**—integrating digital technology tools and modernizing facilities to ensure all students are prepared to thrive in the globally interdependent economy and community

- **Instructional Quality**—creating the context and conditions to personalize learning

- **Programs of Choice**—helping students discover and develop their abilities, talents, and interests

- **Safe and Supportive Schools**—creating more inviting, culturally respectful, and emotionally safe places for students to learn

2012– Teacher/Principal Evaluation Project begins to help move principals and teachers from a self-assessment model to one guided by common languages for discussing instruction and leadership.

2012 – Vancouver iTech Preparatory, a magnet school, opens with a focus on science, technology, engineering, and math.

2014 – Refresh of strategic plan concludes; Design II, Chapter 2 begins.

2013 – Free full-day kindergarten expands to all 21 district elementary schools.

2013 – The weLearn 1:1 rollout begins at Alki Middle School, where sixth-graders receive iPads to use at school and home.

2013 – The community approves a six-year technology levy to fund mobile computing solutions, professional development, and infrastructure support.

DESIGN II Chapter 2
VANCOUVER PUBLIC SCHOOLS

MISSION STATEMENT

Excellence in Education

In partnership with home and community, Vancouver Public Schools provides an innovative learning environment that engages and empowers each student to develop the knowledge and essential skills to become a competent, responsible, and compassionate citizen.

CORE PRINCIPLES

- Learner centered
- Balanced, well-rounded, and relevant education
- High standards and expectations
- Nurturing and joyful learning experiences
- Visionary leadership
- Continuous improvement
- Collaboration and teamwork
- Performance, research, and results driven
- Valuing the worth, dignity, and capability of every person
- Equity and justice

Design II, Chapter 2

Looking ahead: Strategic Plan 2014-2020

Our Community's Vision for Its Public Schools

In fall 2013, the district began a process to update the strategic plan and expand its reach. More than 300 students, parents, teachers, and staff and community members gathered to begin developing the next phase of the strategic plan—Design II, Chapter 2.

Broad involvement in the planning process was critical. Because the plan establishes priorities for the district and influences the climate and culture of our schools, it was important that the plan represent the community's vision of what we want for our students.

Goal-area teams met to draft goals and objectives to advance the existing priorities through 2020. The draft goals were put before 18,000 members of the community in an online survey. Comments from the nearly 2,000 people who participated in the survey were considered as goal-area teams met again to refine the goals and target objectives.

Our charge to the goal-area teams was to create a plan that everyone can understand and support. We wanted the plan to be clear, provide equitable opportunities for every student, and be sustainable so we can keep our commitments over time.

The board of directors adopted the updated Design II, Chapter 2 strategic plan in June 2014. Learn more at www.vansd.org/design2chapter2.

"There were times in the discussion when all the kids agreed, though we all go to different schools and participate in different programs. When you have something in common, it feels like you're united."

—Paxton Charles
Columbia River sophomore
and Design II student
symposium participant

> **"** It's not a plan that's placed on a shelf gathering dust over time. It's a dynamic, ever-changing plan that everyone stays focused on.**"**
>
> —Sen. Annette Cleveland
> Design II community symposium
> participant

Design II Results—Tracking Our Progress

How do we know the strategic plan is making a positive difference for our students?

Vancouver Public Schools has established milestone benchmarks—checkpoints along the way—from kindergarten readiness to college and career readiness. Each of these benchmarks has one or more high-leverage, high-yield indicators. These incremental measures are grounded in solid research to assist in monitoring progress.

To follow progress, the district developed a District Performance Scorecard. Similar to a report card, it keeps track of data for every benchmark and every indicator. In addition, the accomplishments of our students and staff are published regularly on the district website, www.vansd.org.

Acknowledgments

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Early Learning
Collaborating with parents and partners to promote readiness to learn

Family Engagement/
Family-Community Resource Centers
Building a culture that welcomes and supports parents' participation in their children's education, and forging community partnerships focused on student success

By 2020 …
All families will have opportunities to benefit from high-quality early learning services that promote success for all kindergarteners.

By 2020 …
The district will provide a network of Family-Community Resource Center (FCRC) services that address the broad range of student and family needs at each school.

Expand kindergarten-readiness programs to all elementary schools (2014-15)

Assess current operational capacity of the FCRC services to ensure sustainability and to support expansion (2014-15)

Examine the needs and readiness of each school for FCRC services, and develop a site-based plan for implementation (2015-16)

Implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS) in all kindergarten classrooms through family connections, whole-child assessment, and early learning collaboration (2014-15)

Establish a system for early learning program oversight and alignment to support student success in kindergarten (2015-16)

Expand partnerships that support FCRC services in every school (2016-17)

Promote strategic partnerships and expand programs and services that increase kindergarten readiness (2015-16)

2020

Instructional Quality
Creating the context and conditions to personalize learning

By 2020 …
Every school will provide differentiated support to improve academic growth in all students through professional learning, collaboration, and communication.

Provide ongoing support for full implementation of Common Core State Standards, 5D Instructional Framework, Teacher-Principal Evaluation Program, and Smarter Balanced assessment system (2014-15)

Establish systems to support high-functioning Professional Learning Communities (PLCs) and high-quality staff development based on educator and student growth goals (2015-16)

Ensure that School Improvement Plans (SIP) identify differentiated and individualized pathways to meet the needs of each student (2015-16)

Implement a new evaluation system for non-classroom certificated teachers, educational staff associates, and central office certificated administrators in alignment with the state's system (2016-17)

Increase student support in all schools through Academic Response to Intervention (RtI) (2016-17)

By 2020 …
All students will have access to information about college and career opportunities to help them make educational choices, complete rigorous coursework, and achieve post-secondary goals.

Expand strategies and opportunities such as Advancement Via Individual Determination (AVID), digital learning, and internships to help students develop academic behaviors that support college, career, and life goals (2014-15)

Ensure every student develops a pathway for obtaining the skills to achieve college, career, and life goals (2015-16)

Provide learning experiences that require students to apply academic knowledge, skills, and dispositions necessary in future careers (2016-17)

Expand partnerships with career and educational advocates and mentors to provide access for students and staff to information and knowledge about post-secondary expectations and opportunities (2017-18)

2020

Programs of Choice

Helping students discover and develop their abilities, talents, and interests

Safe and Supportive Schools

Creating more inviting, culturally respectful, and emotionally safe places for students to learn

By 2020 …
The district will sustain, strengthen, and expand programs of choice to serve more students and families.

By 2020 …
Every school will develop research-based systems of support to create a culture of respect and equity.

Integrate safe and supportive schools training into existing professional development offerings (2014-15)

Remove barriers for underrepresented students and their families to increase access to and participation in programs of choice (2014-15)

Teach common expectations, positively acknowledge students, and use data-based decision-making through behavioral Response to Intervention and Positive Behavior Interventions and Supports (PBIS) (2016-17)

Strengthen and connect existing programs and pathways to prepare students for postsecondary options of their choice (2014-15)

Provide social-emotional learning opportunities for all students through restorative practices (2016-17)

Identify opportunities to expand, design, or refine programs of choice based on student interests, workforce trends, and global developments (2015-16)

Expand staff and partnership capacity to address the mental health needs of students (2018-19)

2020

Flexible Learning Environments

Integrating digital technology tools and modernizing facilities to ensure all students are prepared to thrive in the globally interdependent economy and community

By 2020 …
Every school will implement 1:1 technology-supported programs to increase student ownership of the time, pace, path, and place of learning.

By 2020 …
All students will develop skills to be safe, responsible, and effective users and producers of information and ideas.

Select and begin implementation of learning management systems to support student learning (2014-15)

Develop and implement a K-12 digital citizenship program (2015-16)

Provide digital content and services to expand student choice, personalization, and opportunities to extend learning beyond the school day/year (2014-15)

Develop and implement a K-12 information literacy program (2016-17)

Integrate the National Education Technology Standards (NETS) with the instructional framework to inform professional development, teaching, and learning (2017-18)

Refine systems to explore and test emerging technology and innovation to improve student learning (2015-16)

By 2020 …
The district will address facility needs to promote and support high-quality teaching and learning at all sites.

Enhance systems and strategies to connect staff, parents, and community in support of student learning (2015-16)

Develop a project plan for facility improvements (2014-15)

Complete a facility and site needs assessment, public engagement plan, and financing projections (2014-15)

Expand 1:1 programs to all students and teachers in grades 3-12 (2017-18)

Engage the community in the educational facility planning process (2014-15)

Explore and recommend technology programs to support early learners (pre K-2nd grade) (2017-18)

Contingent on available resources, initiate improvements to district facilities and sites (2016-17)

2020

Glossary of Terms

1:1: Instructional programs in which each student has a mobile computing device (iPad or laptop). Most 1:1 programs in VPS allow students to take their devices home.

Academic behaviors: Behaviors of students that influence academic success in school. The behaviors can be grouped into three areas: motivation, social engagement, and self-regulation.

Advancement Via Individual Determination (AVID): A support system designed to increase school-wide learning and prepare students for college.

Advocates and mentors: People who provide support for students.

Barrier: Anything that prevents or inhibits student achievement (e.g., poverty, mobility, lack of English language skills, lack of access to learning opportunities).

Common Core State Standards: Grade-level standards developed by educators, state departments of education, assessment developers, and professional organizations. The standards describe what every student should know and be able to do in the areas of math and English language arts (including literacy standards for history/social studies, science, and technical subjects) in kindergarten through 12th grade.

Differentiated: A term used to describe instructional strategies that allow for individual student learning needs to be addressed effectively within the classroom regardless of differences in ability.

Digital citizenship: Skills associated with the safe, appropriate, and responsible use of technology both at school and home.

Digital learning and internships: Opportunities that effectively use technology to strengthen students' learning experiences.

Dispositions: Behaviors and attitudes students develop as a result of their educational experiences.

Early learning: Educational opportunities for children ages birth to five.

Early learning collaboration: Kindergarten teachers and early learning providers share information to help children succeed.

Educational staff associates: Staff members who provide instructional support for teachers and students.

Family-Community Resource Center (FCRC): Both a place and a set of partnerships between a school and community organizations that help improve student achievement, build stronger families, and develop healthier communities.

Family connection conferences: Families and teachers meet and work together as partners to meet the needs of each child.

Framework: A structure incorporating assumptions, concepts, values, and practices to guide teaching and learning.

Global developments: Economic, political, social, and geographical indicators and trends.

Instructional framework: Vancouver Public Schools has adopted the University of Washington Center for Educational Leadership 5 Dimensions of Teaching and Learning. This framework guides professional development, teacher evaluation, and instructional quality.

Information literacy: Skills associated with the ability to locate, evaluate, use, and communicate ideas and information.

Learning management systems: Online and networked services to support classroom learning. A learning management system allows students to communicate with teachers or with one another, submit assignments electronically, maintain a calendar, and track grades.

National Education Technology Standards (NETS): Essential skills developed by the International Society for Technology in Education. These widely recognized and adopted standards are designed to guide learning, teaching, and leading in the digital age.

Partnership: A mutually beneficial relationship between a school or school district and another community organization.

Pathways: Course options and programs of choice available to students within a school.

Positive Behavior Interventions and Supports (PBIS): A process that enhances the ability of schools, families, and communities to create safe and supportive school environments conducive to teaching and learning.

Postsecondary: College and career options leading to a degree or high-quality certificate program that will enable a student to enter a career with the potential for future advancement.

Professional Learning Communities (PLCs): Groups of educators (school-based or district-based) that meet regularly to discuss their practice.

Programs of choice: Educational offerings that help students discover and develop their abilities, talents, and interests. Examples include half-day and full-day programs of choice, magnet programs, immersion and dual language programs, and school-wide programs.

Readiness: Characteristics that will help students succeed in school.

Response to Intervention (RtI): A process of systemically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction.

    Academic RtI: The practice of providing high-quality instruction and interventions that are matched to student needs. RtI includes frequent monitoring of student progress and making changes in instruction or goals as needed.

    Behavioral RtI: A multi-level system that helps reduce problem behaviors and improve student achievement.

Restorative practices: An approach used by many schools to promote inclusiveness, build relationships, and solve problems as a way of managing student behavior so that fewer suspensions and expulsions are necessary.

School Improvement Plans (SIPs): Documents that outline yearly goals for schools. Plans are developed collaboratively by teachers, staff members, administrators, and parents.

Smarter Balanced assessment system: Tests aligned to the Common Core State Standards in English language arts and mathematics. Full implementation of the system in Vancouver Public Schools began in the 2014-15 school year.

Social and emotional learning: The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and regulate emotions.

Student growth goals: Objectives for changes in student achievement between two points in time. Student growth data is a portion of the evaluation criteria for teachers and principals.

Systems of support: A multi-tiered framework in which all levels of an education system practice data-based problem solving and decision making to provide support that results in continuous improvement of student learning.

Teacher/Principal Evaluation Project (TPEP): The state of Washington's four-tiered evaluation system for teachers and principals, who are evaluated on eight separate criteria. Common themes connect the criteria for teacher and principals together.

Underrepresented: A term used to describe a subgroup of students (identified by gender, ethnicity, poverty, or other characteristics) not represented equitably in a program.

Washington Kindergarten Inventory of Developing Skills (WaKIDS): A transition process that helps to ensure a successful start to K-12 education and connect the key adults in a child's life.

Whole-child assessment: Teachers identify a child's strengths to provide support where it is needed most.

Workforce trends: Local, state, and national economic data about employment (e.g., jobs in high demand).

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Scan the QR code for updated information about Design II, Chapter 2.

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