



### **3.0 District Mission, Objectives & Educational Vision**

#### **Mission Statement**

Our mission is to ensure our students are self-motivated, constant learners with enduring knowledge, skills and values for leading responsible, productive lives.

#### **Objectives**

- Our students exceed or meet state and district learning goals.
- Our students demonstrate the skills to contribute meaningfully to their community.
- Our students form reasoned judgments and solve problems enabling them to lead responsible, productive lives.
- Our students plan and accept responsibility for their own development, education and future.

#### **Strategies**

- I. We will continually improve instruction through analysis of student data and implementation of relevant, focused professional development, including the development of professional learning communities.
- II. We will align curriculum, instruction and assessment through regular program review, evaluation and implementation.
- III. We will collaborate with parents, students and community to develop relevant and meaningful partnerships that support the attainment of our strategic objectives.
- IV. We will create district facilities that support learning, collaboration and safety for students and staff.

#### **Delimiters**

- I. We will only adopt new program or services if:
  - it is consistent with our objectives and contributes to our mission.
  - necessary resources are allocated for effective implementation.
  - it is accompanied by the means to assess its effectiveness.
- II. We will maintain a general fund unreserved fund balance of 4%.
- III. We will maintain a five year strategic plan and will assess and update it annually with a facilitator.

The preceding are excerpts from the Strategic Plan presented to the Board of Directors on the following dates:  
October 11, 2007 - Regular Session/Study Session  
October 25, 2007 - Regular Session

The full document is available at the District office.



## An Educational Vision Statement October 2007

The vision is based on an understanding of where the District is currently and assumptions that frame future educational specifications. Included are references to national, statewide and local educational trends relating to the possible future of the Vashon Island School District.

Consideration is also given to the facilities planning process and relating that information to the District objectives and facility needs.

### District Profile

- There are approximately 1,500 students in the District, including
  - 9.8 % that receive special education service
  - 12.15 % that are eligible for free or reduced-price meals at the elementary level
- District educational facilities/programs include:
  - 1 Elementary school
  - 1 Middle school
  - 1 Comprehensive high school
  - 1 Alternative program – Family & Student Link
  - Support facilities for district administration, technology, maintenance, grounds, and transportation
- See attached Enrollment Projections
  - Student Link           15 Students
  - Family Link           65 Students
  - Off Island              130 Students

### School Mission

- Our mission is to ensure our students are self-motivated constant learners with enduring knowledge, skills and values for leading responsible, productive lives.

### School District Objectives

- Our students meet or exceed state and district learning goals.
- Our students demonstrate the skills to contribute meaningfully to their community.
- Our students form reasoned judgments and solve problems enabling them to lead responsible, productive lives.
- Our students plan and accept responsibility for their own development, education and future.



#### School District Strategies

- We will continually improve instruction through analysis of student data and implementation of relevant, focused professional development, including the development of professional learning communities.
- We will align curriculum, instruction and assessment through regular program review, evaluation and implementation.
- We will collaborate with parents, students and community to develop relevant and meaningful partnerships that support the attainment of our strategic objectives.

#### Assumptions and Givens

##### *Assumptions*

- Demographics will change
- Government funding may not always be available
- Continued environment of unfunded mandates – nationally, statewide
- Educational trends will evolve
- Buildings need to be flexible
- Special needs population is even
- Technology will change
- Specialized programs will continue to grow
- Codes and regulations will continue to change
- The school district will be competing for resources in a global economy
- First cost decisions affect operating costs
- The district will continue to focus on individual, team, project and demonstration based education programs
- This education specification is a five-year document, which will be revised again in 2012

##### *Givens*

- Building solutions will be code compliant
- Buildings will be constructed within budget
- Program equity will be maintained
- Buildings will have a life-span of 40 years
- Schools will reflect the context and culture of the Vashon community
- Buildings will be designed to minimize the cost of operation and ownership

#### Educational Trends

Understanding the impacts of educational trends is an important part of planning for school facilities. The following list includes educational trends that are occurring across the nation and are expected to impact educational delivery and facilities in the Vashon Island School District.



#### *Equity Rather Than Equality*

Current planning strategies are moving away from providing “equality” in the form of identical programs and facilities in all schools toward providing “equity” between schools, so that each school has the required facilities to meet their specific programs.

- Identical schools does not equate with equal opportunities for students
- Students function best in different environments according to their talents, abilities and needs
- There is a greater variety of educational options for parents and students to choose from, such as private schools and magnet/choice schools

#### *Smaller Schools and Smaller Class Sizes*

A growing body of research indicates that small schools are better at improving academic achievement and graduation rates. This results in a trend toward overall reduction of school size and organization.

- Increase in student involvement
- Opportunity to know students individually and for students to bond
- Provides a safer environment

There is also a continued interest in reducing class sizes.

- National average teacher-pupil ratio may decrease in next decade
- Requires more teachers and possibly more classrooms
- Decreases student capacity of existing buildings

#### *Changing Grade Configurations*

Traditional grade groupings are being reconsidered due to a variety of influences. Research has indicated that school transitions have a negative effect on learning, resulting in broader grade spans in some areas.

- Increased use of K-8 and K-12 models
- Increased use of PreK–4, 5-8, 9-12 models

Conversely, more limited grade spans are also being implemented, as a result of standards based reform and new graduation requirements.

- Division of the K-6 into separate primary and intermediate schools

#### *Changing Types and Use of Spaces*

Typical classrooms are being replaced by specialized labs, project areas, and shared instructional areas, providing holistic learning in a multipurpose environment.

- Increase in shared school facilities (community and business use)
- More “stuff” in classrooms (computers, students, materials)
- Increased use of visual presentations (multimedia, teacher and student display, whole class critique, work in progress area)
- Performance assessment (need space for large work, hands-on work, storage for work in progress, and multiple sinks for clean up)
- Increased emphasis on work done in small groups of students

#### *Matching Instruction to Learning Styles*

Students are increasingly grouped by learning style rather than just by age or to balance classroom sizes for teachers.

- Grouping students based on differentiation
- Different types of learning environments in one facility
- Different types of facilities



Teachers are collaborating more frequently and working in cross-discipline teams, requiring classrooms that have the potential to be combined and areas in which to plan together.

- Spaces need to promote staff/adult learning
- More cooperative learning spaces
- Common planning areas for teachers across disciplines (e.g. professional learning communities)
- Teaming (by grade level)

#### *Personalized Learning*

There has been a shift from teacher-centered instruction to more pupil-centered learning.

- Experiential, project-based learning, involving hands-on, real-world experience • Performance-based learning (all levels, culminating exhibitions, “show what you know”)
- Integrated learning
- Variety of learning environments to accommodate different learning styles
- Individualized instruction (one-on-one)

#### *Increased Use of Technology for Instructional Delivery*

Learning to use technology, and using technology to learn, is becoming integrated into all aspects of the curriculum. This will change the way students learn and the way faculty teach, requiring spaces that are flexible and systems that can be adapted over time.

- Revolutionized methods of acquiring and producing information
- Use of technology as a tool to control education costs through distance education, online curriculum and virtual learning and for educational delivery within the school
- (teacher/computer combinations)
- Use of technology to accommodate teacher/skill shortages
- Increasing dependence on technology, including more technology use within the classroom
- Increasing parent-student access to assignments, grades, attendance, records
- Potential for students to have own PDA with on-line access or wireless tablets for all students

#### *Increased Community Use of School Facilities*

There is an increasing interest in bringing the community into schools to utilize equipment and facilities and in extending learning activities for students into the community. This has resulted in increased movement of students between the school and the community and the need for buildings that can be independently secured.

- School as a community hub and as a community center for lifelong learning
- Increased use of school facilities during non-school hours
- Greater usage will increase the emphasis on durable materials and equipment, easily maintainable and replaceable building systems and energy efficiency and life-cycle costing

#### *Partnerships with Business and Community*

Schools are increasingly utilizing the facilities and resources available from local businesses and communities to augment students’ educational experiences.

- Increased student learning off campus at community and business venues
- Private businesses may run programs within the school
- Closer ties between high schools and community colleges



- Increased parental involvement and greater need for parent/grandparent support
- Community-based learning, including school-to-career internships

#### *Diminishing Resources*

School development is more often occurring in an environment of diminishing resources.

- State funding may not always be available
- Continued environment of unfunded mandates is expected
- Reduction in capital and general budgets for education
- Increase in operation and maintenance costs
- Competing resources

#### *Emphasis on Sustainable, High Performance Facilities*

Sustainable building includes design and construction practices that significantly reduce or eliminate the negative impact of buildings on the environment and occupants.

- Environmental site planning
- Safeguarding water and water efficiency
- Energy efficiency and renewable energy
- Conservation of materials and resources
- Indoor environmental quality
- Benefits of sustainable, high-performance buildings
  - Environmental: reduce impacts of natural resource consumption
  - Health and safety: enhance occupant comfort and health
  - Community: improve quality of educational experience, through improved air quality, better acoustics and increased access to natural light
  - 20-26% faster learning rate in well day lit classrooms and 7% faster learning rate in classrooms with operable windows (Heschong Mahone Daylighting Study)
- Washington State Sustainable Schools Programs
  - Examines impacts of resources efficient technique on K-12 construction and addresses aspects of high performance schools

## EDUCATIONAL PROGRAM NEEDS

The following pages describe the program goals that will support the Vashon Island School District's strategic educational plan

### 1. General Instructions:

- A. Offer opportunities for learning in the way each school facility and site is organized and designed
- B. Provide a variety (size and uses) of spaces for learning activities, including spaces for 5-6 students, large groups of 90, and regular classrooms of 25 to 30 students
  - i. Accommodate noisy and project-oriented work as well as quiet study areas
  - ii. Stimulate both the mental and physical exploration of students
  - iii. Provide flexibility to support different teaching styles



- iv. Provide adequate spaces for information-based technologies and learning
- v. Develop spaces to simulate related work environments to enhance school-to-work and career transitions
- C. Offer labs that accommodate hands-on projects-based learning located near spaces that support “traditional” learning activities
- D. Allow teachers to plan and teach together when desired and provide separate spaces for planning and group work that is acoustically effective
- E. Provide outdoor spaces for learning to increase kinesthetic exploration
- F. Develop large volume spaces (gym, cafeteria) to support a wide variety of activities in addition to the primary purposes of storage, segregation for different users, materials that can withstand much use over time, and accommodate groups to enhance supervision and decrease time allotted for this
- G. Provide easily accessible storage in classrooms and other learning spaces, and long-term storage available on site
- H. Provide access to a telephone in each learning space
- I. Plan for programs that may form partnerships with the school in the future with an adaptable building plan that can be expanded and/or reconfigured over time
- J. Organize learning settings so that security zones may be established, allowing community use  
Provide adequate classroom space for larger students and all their “stuff” as well as the staff technology, displays of student work, etc.
- K. Provide adequate classroom space for larger groups of students and all their “stuff” as well as technology, displays of student work, etc.

#### **2. Specialized Instruction including Vocational Education:**

- A. Enhance vocational education by allowing it to occur in a variety of settings including a lab space, garden or planting areas, the playground and/or ecological study areas on campus
- B. Provide a setting for more complex technology use and instruction
- C. Make available specialized studio labs for visual and performing arts, technical, life skills and professional training for students
- D. Provide adequate and safe work spaces for students and staff in labs or vocational education learning spaces

#### **3. Technology:**

- A. Make electronic computing and telecommunications equipment available to students and staff in all areas of learning
- B. Provide space for group instruction in technology in several locations near to the classrooms
- C. Provide adequate up-to-date power, network and security infrastructure
- D. Provide space for staff professional development opportunities
- E. Expose students to new and appropriate technologies

#### **4. Special Education:**

- A. Accommodate special needs students in general use spaces as much as is appropriate for the individual student, while providing flexibility for staff to work privately or in small groups
- B. Provide for the continuing increase in identification of special needs students and increased diversity of learning levels (ALP, special needs)
- C. Provide facilities that support state standards and specialization, such as different high school diplomas



- D. Provide accessible and centrally located services requiring specialized equipment
- E. Provide adequate space for the unique needs of students and staff when working together
- F. Provide learning spaces outfitted to serve special needs students and the staff including a handicapped accessible toilet and shower, changing table, small washer/dryer unit, and simple kitchen facilities at each school

#### **5. Physical Education/Co-Curricular Activities:**

- A. Provide programs and facilities that serve all students to use as learning environments during the school day and after school activities
- B. Provide enclosed spaces for PE that can be used easily and effectively for other activities and by a variety of users (assemblies, dining) without compromising suitability for PE or athletics
- C. Provide light, warm wall coverings, adequate storage, and movable equipment in all gym spaces
- D. Provide athletic facilities to meet the needs of all school programs
- E. Provide athletic facilities that are easily maintainable and lower General Fund expenditures, including all-weather synthetic fields, where appropriate

#### **6. Music and Performing Arts:**

- A. Provide an environment and instructional spaces in which students can develop their arts intelligence individually and in small and large groups for both music and drama
- B. Space for music instruction should accommodate group activities that integrate sound and movement, as well as singing or instrumental music performances

#### **7. High School Performance Arts Facilities:**

- A. Provide appropriate facilities to support excellence in all Performing Arts Education
- B. Accommodate a variety of audiences sizes and performing arts genres
- C. Provide facilities which will assure authentic student experience in operating a working theatre, and materials used in the components of building set
- D. Be acoustically and visually effective for all mediums from all sets
- E. Provide for adequate and secure storage for costumes, props and set pieces (platforms and flats)
- F. Provide safe construction space
- G. Include small areas for practice, composition, recording and large ensemble rooms for vocal and instrumental music

#### **8. Library/Media Centers:**

- A. Create an inviting and aesthetically pleasing environment
- B. Create a functionally appropriate work environment
- C. Provide instruction for access and distribution of informational resources
- D. Locate the library in a prominent and easily accessible area
- E. Provide space for individual and group instruction
- F. Accommodate project-based learning activities
- G. Provide flexibility of furnishings and systems
- H. Focus on ergonomic designs



#### 9. Food Service/Commons:

- A. Menus should promote a healthy lifestyle and attract a high rate of participation in nutritious school lunches and other programs
- B. The Commons will provide a setting for a variety of important activities:
  - i. Demonstrative learning
  - ii. Student dining
  - iii. Group meetings and gatherings before/during/after school

#### 10. District Offices:

- A. Include all functions of administration, facilities, technologies, instruction
- B. Be accessible to staff, students and the public on or near the central campus
- C. Provide adequate number of offices to meet confidentiality requirements (15 to 20)
- D. Provide office/work space large enough for multiple filing cabinets
- E. Provide bathroom facilities available in close proximity to offices
- F. Provide for acoustically private conference rooms that accommodate teams of 5 to 50 people
- G. Provide board room large enough to allow for public attendance at meetings, including multi-media presentation/communication equipment (50-100 persons)
- H. Provide small kitchen area
- I. Secure storage space for current and archived records, files, documents and materials
- J. Workroom (copy, fax machines, etc.) and supply area are necessary

#### 11. School Offices:

- A. Separate reception areas for visitors from the attendance and bookkeeping functions
- B. Provide administration spaces that reflect the character of the school and are functional, welcoming, clearly organized and with adequate storage space
- C. Locate the offices to provide supervision and surveillance of the entry way and parking area
- C. Provide health room supervision from the administrative reception area
- D. Allow for acoustically effective and private conference rooms that accommodate teams of 4-12 people
- E. Service provider offices, which may be shared, should be sized to allow the service provider to meet with several people and allow privacy and little noise when working on paperwork

#### 12. Faculty/Staff Support:

- A. The Faculty/Staff area should be accessible to all staff and limit interruptions
- B. Staff planning and prep areas should be spaces that both encourage collegial interaction and additional space for working; these need not be private, as volunteers are utilized in this space on a regular basis

#### 13. Building Support:

- A. Provide comfortable and durable spaces for students to “hang out”
- B. Provide accessibility to bathrooms and water for staff, students, and visitors
- C. Secure all building entry ways and campus areas to maintain security
- D. Locate adequate parking adjacent to the main building entry



**14. Grounds/Exterior Buildings:**

- A. Provide easily maintainable grounds
- B. Allow for separate sidewalks and walk/bike ways
- C. Reuse existing equipment that are functioning well when possible
- D. Provide adequate office and storage space for personnel and equipment on centralized campus and within each school building
- E. Provide separate circulation of pedestrians and vehicles
- F. Provide separation of bus and private vehicle loading zones
- G. Provide raised crosswalk areas when pedestrians cross a vehicular circulation
- H. Provide circulation paths that are easily understood and accessible, especially at the back of buildings to fields
- I. Provide security to limit vehicular access to fields and grounds
- J. Provide adequate event parking on-site
- K. Protection and appropriate surfacing during inclement weather is desirable at drop off and loading areas, especially those designated for disabled use
- L. Deliveries should be made to a dedicated location and vehicles should not interfere with student learning and staff supervision
- M. Night lighting of parking areas and buildings should provide safe access to and from the building and added security

**15. Materials and Systems:**

- A. Use high quality, durable materials that are easy to maintain and vandal resistant
- B. Provide an abundance of natural light and ventilation in all spaces, in addition to that provided by the mechanical and electrical systems
- C. Consider ecological sustainability in the selection of material systems
- D. Provide adequate building systems (structural, mechanical, architectural, and data) to support current and changing educational programs and learning technologies
- E. Electrical and data outlets should be numerous and placed properly for access and safe use
- F. Plan for year-round use of buildings (appropriate ventilation, maintenance)
- G. Provide acoustic quality and separation from loud activities as well as maintain the ability to connect spaces for large-group use
- H. Provide extra capacity in cabling conduits to allow future additions to information-access technology (suggested 25% addition)
- I. Encourage and offer receptacles for recycling efforts of paper, glass, aluminum, cardboard, plastic
- J. Lobbies and corridors should provide display space and surfaces for student work
- K. Design facilities to maintain good indoor air quality for safety of students and staff and safety in all learning spaces, interior and exterior



#### Definitions

##### Mission

- Describes our core purpose
- The ultimate end results we intend to achieve for the client who receives this service

##### Objectives

- Benchmarking our success
- Outcomes or results which are:
  - Specific: What our clients are able to be, to do or to demonstrate as a result of our efforts
  - Verifiable
  - Attainable: Indicative of accomplishing our mission

##### Strategies

- Major initiatives to be undertaken (Which require action planning)
- Limited in number
- Describe how we approach: Achieving the objectives

##### Delimiters

- Implementation policies
  - Limitations we deliberately place upon ourselves during implementation

##### Action Plans

- Discrete operational instructions
  - One-year chunks of work
    - Each contains:
      - A specific result to be achieved
      - Suggested means to achieve it
      - An accompanying cost-benefit assessment