

STRATEGIC PLANNING PROCESS

Draft Work-to-Date (v11.18.2021)



Vashon ANALYSIS OF STUDENT DATA

[Core Planning Team]

Review of Student OUTCOMES Data

Areas of Strength	Areas of Concern
Kindergarten Readiness: Literacy a strength	Increase Kindergarten Readiness: Equity focus on ELL, Low-Income Students, SWD
Post-secondary: Students are choosing range of options; strong in 4-year; increase in trade school	Increase 4-year graduation rate: Latinx, Students with disabilities and students from low-income households
Attendance: Middle School students are attending school!	Increase Attendance especially at 11th & 12th grades
ELA Achievement increases for all students over the years	Increase Achievement in Math for ALL Students
	Decrease the gap in achievement in ELA & MATH for LATINX, LOW-SES, SWD

Review of Student ACCESS Data

Areas of Strength	Areas of Concern
Increase in MA degrees among all teachers	% of non-white teachers = low and disproportionate to student body
High retention in Family/Student Link	Tracking starting via math in middle school (even Gate in Elementary)
Diverse course offerings	Enrollment in AP mostly white students (few students from Low-SES, ELL or Latinx)
Strong offering of Dual enrollment	Fewer ELL, Latinx, Low-Income students participate in dual enrollment
	Students with IEPs overrepresented (2x) in suspensions

Review of Student VOICE Data

Areas of Strength	Areas of Concern
	53% of Elementary Students and 29% of secondary students look forward to going to school (higher numbers report school feeling welcoming and teachers caring)
	Secondary students who are intersex/non-binary are not feeling supported (5th grade too!)

	As students age from 6-12th grade they are less happy at school
	Students of color in elementary school feel significantly more picked on or teased (or they witness it more?)
	In secondary school, stark disparities between genders in students feeling that teachers understand them
	Students who are Non-binary/intersex express significantly lower ratings and see a decline in those ratings over the years (Engagement, Support, T& L, etc)
	Students feel that they don't have a voice or are empowered
	Students in grades 10-12 feeling less supported if they have a disability

Vashon **PORTRAIT OF A GRADUATE**

[Core Planning Team]

Qualities	Attributes
I take action	<ul style="list-style-type: none">● I build on and apply my skills and knowledge● I strive for improvement● I challenge the status quo● I act with integrity towards solutions
I am a person of this world	<ul style="list-style-type: none">● We embrace complexity and diversity● We are actually engaged in creating a better world● We work to create a just and equitable work● We practice and promote environmental stewardship
I develop agency	<ul style="list-style-type: none">● I pursue a health mind and body● I stay involved in my own learning● I prioritize social emotional safety and wellbeing● I have agency over my future
I am connected	<ul style="list-style-type: none">● I belong to my communities● I feel safe● I am an effective collaborator
I think critically and creatively	<ul style="list-style-type: none">● I stay curious● I imagine and devise innovative ways of successfully navigating life● I challenge assumptions● I see failure as an opportunity (I “fail forward”)● I hold a vision and mastery of skills and competencies aligned to my interest and strengths

Vashon **GOALS & MEASURES FOR STUDENT SUCCESS**

[Core Planning Team]

GOAL 1

Build a Strong Foundation/Cultivate Strong Roots

Every student will develop curiosity, the ability to think and reason, social emotional skills, and a joy of learning.

Measures of Success

1. Increased percentage of students in grades PK-3 who meet the growth criteria in developmental domains, social emotional, physical, literacy and mathematics.
2. Increased percentage of students in Grade PK-3 receiving timely and effective interventions and behavior supports.
3. Increased percentage of students in PK-3 who meet milestone criteria for social-emotional, physical and cognitive development.
4. Increased percentage of students in Grades PK-3 meeting grade level standards in math and literacy.

Equity Priority

Neurodiverse, ELL, Low Income, Latinx

GOAL 2

Student-Centered School Community

[safe supported, engaged and empowered]

Every student will feel safe, supported and able to engage; and feel empowered to use their voice to advocate for social justice and to reach their fullest potential as global citizens.

Measures of Success

1. Increased percentage of students advocating for their needs. (Survey)
2. Increased percentage of students connected in healthy/constructive relationships with peers/adults. (Survey)
3. Increased percentage of students who feel safe and welcomed. (Survey)
4. Decreased experiences of being picked on. (Survey)
5. Decreased disproportionality in suspensions.

Equity Priority

Neurodiverse, Non-Binary, Students of Color, Low Income, ELL

GOAL 3

Critical Thinking and Problem Solving Leading to Mastery Learning

Every student will own their education while using critical and creative thinking to demonstrate mastery over standards of learning.

Measures of Success

1. Increased opportunities for student voice.
2. Increased percentage of students who demonstrate a mastery of relevant skills in multiple ways.
3. Increased percentage of Neurodiverse students meeting their IEP goals
4. Increase graduation rates for ELL, Latinx, and students of color
5. Decreased gaps in achievement in ELA and Math
6. Increased number of low-income students accessing advanced courses and attaining high school credits during their middle school years

Equity Priority

Neurodiverse, Latinx, ELL, Student of Color

GOAL 4

Successful Lifelong Transitions

Every student will successfully navigate ALL critical transitions in their schooling, and will possess/acquire the confidence and competence for success during and after their schooling years.

Measures of Success

1. Increased percentage of students who demonstrate successful transitions from Pre-kindergarten to Kindergarten, Kindergarten to Elementary, Elementary to Middle, Middle to High School, and High School to college/post-secondary experiences.
2. Increased high school graduation rates for all student-groups.
3. Increased percentage of students who indicate that they are feeling confident about their prior and future transitions.
4. Increased percentage of students engaged in post-secondary plans and achievements.

Equity Priority

Non-Binary, ELL, Neurodiverse, Low-income, Latinx

Vashon **LISTENING SESSION with BIPOC PARENTS**

[BIPOC Parents]

Things going well:

- (Parent) Children are doing well, teachers are communicating well most of the time
- (Parent) Mostly satisfied with the schools, things are generally going well.
- (Student) Likes school and how things are going, getting information that helps
- (Student) Likes how things are going, much better being in person than during the closure
- (Parent) Things are going well mostly, overall good.
- (Parent) Satisfied with the amount of help their student gets, mostly
- (Parent) My student is generally happy and doing well at school
- (Parent) My student is enjoying school most of the time.

Things that could be improved:

- (Parent) Having a difficult time getting info to take on studies, and to get help and support from the teacher
- (Parent) Expressed a challenge that they experienced trying to get their student credit for Spanish Language proficiency
- (Student) Expressed concern that teachers are having trouble managing some students in classes.
- (Parent) Concern that their daughter is working hard, but teachers aren't available for student questions/help both in class and afterschool. Expressed a desire to get help and tutoring for students.
- (Parent) Concern that there should be more resources and support to help students navigate the college application and funding process.
- (Parent) Concern that their student in 11th grade is still only speaking Spanish after being in the US/Schools for nearly 2 years (though last year online). Expressed desire for more ELL support and focus.
- (Parent) Concern expressed about difficulty learning math for their student and need for more support and tutoring to help make progress.
- (Parent) Expressed a desire to see more bi-lingual (Spanish) options earlier. Parent wants their student to be able to have an increased proficiency in both English and Spanish.
- (Parent) Second confirmation of a desire to see more bi-lingual (Spanish) options earlier. Parent wants their student to be able to have an increased proficiency in both English and Spanish.

- (Parent) Wants to see more Dual-language credits available for students. Also wants to see extra support for students as it is hard to support students at home.
- (Parent) Expressed need for additional tutoring support in Math and English
- (Parent) Wants to see more social/emotional support for students
- (Parent) Expressed that there are much higher expectations for their students than their school in Mexico. Their students are experiencing a language barrier; expressed the need for students to have materials available in Spanish.

“One Guarantee” from BIPOC Parents/Families

- “I am still somewhat stuck on 2013’s mission statement. “Equipping every student to engage, thrive, and contribute in an ever-changing world.” The promise I am hoping for is that EVERY student REALLY is equipped this go around.”
- “The transitions you spoke of are so important - Especially for those students with disabilities.”
- For each child to be handed off with the tools that worked at the previous school so the tools can be built on and feel familiar - instead of new school, new tools, new rules. The students have to start over every time. Seems silly in such a small district. And it’s damaging, anxiety producing.”
- The promise I hope for is that the administration will break down the silos and support the teachers in handoffs by training them about the importance [of] outcomes.”
- Strengthen the Special Ed team, administrators and teachers as one big team that holds a vision for these students from the get-go ... not expect everything to somehow magically come together in high school.”
- Really fight for the marginalized kids this time around, Not just lip service. That lip service definitely has not worked for the last nine years. I am not alone in these thoughts. I know parents and SpEd teachers in the district past and present who share the same thoughts. Sorry for the book. It comes from a long (ending quite recently) personal, hard story. Not sure how that will compile into the data, but there it is. Thank you for listening.”
- “Encourage success towards post-secondary options early with a wide array of college and career pathways. Encourage thinking and planning for the future early and often.”
- “Queremos que se cumpla la garantía y la promesa de ayudar a los estudiantes con extra soporte and todas las áreas de las materias y también el soporte en los lenguajes para que no lea se una dificultad en el future.” *(We want the guarantee to be fulfilled and the promise to help students with extra support in all subject areas and also support in languages so that reading will not be a difficulty in the future.)*

- “To stand up to [the] expectation of a long-term, successful graduation rate-to-career ratio. But also doing so with understanding that each student learns differently and how to embrace that so [as] not [to] break their personalities or spirits.”
- “Ayudarlo a un futuro q se graduen bien con buenas calificaciones y puedan terminar una Carrera por lo menos corta para que sigan Adelante.” (*Help them graduate with good grades so that they can finish at least a short career, so that they can move on.*)
- “Que tengan ayuda en el ingles para q no sea tan frustante entender la clase.” (*That they have help in English so that it is not so frustrating to understand the class.*)
- “[That] my kids are safe.”
- “Que mis hijos estén a salvo.” (*That my children be safe.*)
- “Mas Informacion para los Graduados de HS.” (*More Information for HS Graduates.*)
- “Para mi es muy importante tomar clases de español y recibir soporte de las las materias que no entiendan.” (*For me, it is very important to take Spanish classes and receive support for the subjects that they do not understand.*)
- “Poner a los estudiantes a un buen nivel en matemáticas y español para q estén listos para la universidad gracias.” (*Get students to a good level in math and Spanish so they are ready for college, thank you.*)
- “Emotional Support during Recess and games that promote male/female interactions.”
- “One promise I want before the end of the school year is for students to get more support in anything they are lacking in.”
- “My children are safe.”
- “Will feel celebrated and valued for who they are in all their identities. And will learn to accept others and all the history.”

Vashon **PROFESSIONAL PRACTICES**

[Instructional Focus Team]

Pillar A: “Teaching-&-learning”

Teaching Practices	<p>T1. Instructional Staff establish rigorous expectations for all students by providing intentional scaffolding, explicit instruction, and making data-informed adjustments to ensure continuous growth.</p> <p>T2. Instructional Staff nurture student ownership of learning utilizing high engagement strategies to validate and connect to the student’s identity and experiences.</p>
Leadership Practices	<p>L1. Leadership will provide time and resources to foster a culture of teacher leaders to ensure continuous professional growth.</p> <p>L2. Leadership will prioritize resources teachers need in order to validate and connect to student identity and experiences (time, money, materials, people).</p>
Organizational Practices	<p>O1. School community provides early and ongoing intervention programs targeted at under-performing or under-represented student groups communicating a consistent message of high expectations and high support, without exception.</p> <p>O2. School community affirms all students as active learners with valuable knowledge and implements a curriculum that reflects students’ identity, culture, and experience.</p>

Pillar B: *“Schools can’t do it alone”*

Teaching Practices

T3. Instructional staff partner with families and students in decision-making that affects student learning and social emotional well-being with intentional efforts to engage traditionally underserved stakeholders.

T4. Instructional staff facilitate connections between students and caring adults or resources fostering engagement in educational outcomes.

Leadership Practices

L3. The Leadership team develops a comprehensive system with staff, students, and families that addresses expectations for barriers to teaching and learning and re-engage disengaged students.

L4. The Leadership team builds the capacity of the school to connect every student to school or community-based supports to build upon their unique strengths.

Organizational Practices

O3. The district uses feedback to create responsive, integrated systems to maximize student and family voice, presence and participation.

O4. The district supports schools and building systems to link educators, students, and families and the community to create schools that are safe and caring.

Pillar C: *“Investing in people”*

Teaching Practices

T5. Instructional Staff grow continuously, using collaborative time to address curriculum, student needs, reflect on instructional practice and share ideas and strategies that work with each other.

T6. Instructional Staff seek ongoing feedback through collaborative reflection, analysis of student work, and peer observation to adapt instruction in support of student growth.

Leadership Practices

L5. Principal/Leadership team uses PLC structure to create ongoing, consistent instructional planning and data-driven collaboration time.

L6. Principal/Leadership team creates a system/structure for peer observation, instructional reflection and analysis of student work.

Organizational Practices

O5. The District fosters the Professional Learning Community (PLC) through ample resources and structure to support effective collaboration and instructional growth.

O6. The District will intentionally develop a cadre of teacher leaders to strengthen our collaborative culture in support of student growth.

Pillar D: *“Managing the whole”*

Teaching Practices

T7. Instructional staff use data-informed cycles of inquiry from multiple means of assessment to inform and adjust instruction ensuring higher order thinking with intentional efforts to engage traditionally underserved stakeholders.

T8. Instructional staff engage students and families in creating and monitoring students’ social-emotional growth and academic growth goals.

Leadership Practices

L7. The Leadership team develops the structure for, builds capacity for and provides instructional resources for a purposely equitable multi-tiered system of supports in order to scaffold higher order thinking.

L8. The Leadership team develops a responsive system between schools, students, and families to ensure collaborative goal setting and progress monitoring for all students

Organizational Practices

O7. District/School leadership allocates resources (time, personnel, including battery of assessments, materials, equipment) based on student need.

O8. District ensures and supports high quality assessments and surveys to inform student academic and social-emotional learning and improve instruction.

Vashon **ONE PROMISE / ONE GUARANTEE**

[VISD Staff 'Reality Check']

- I would like the school system to help each child find ways they can feel strong and proud, valuing different ways and areas of learning, and defining student success on their growth (not necessarily a state standard.)
- We will emphasize work/life balance for students and teachers
- Students with Grit
- That students feel emotionally and academically ready to leave our schools.
- That I will actually be listened to
- We promise that we will do everything that we can to provide an education that is rigorous, standards-based, and full of high cognitive demand for all, especially our ELL and LatinX students. This educational programming will be scaffolded and include consistent K-12 supports.
- Respecting the experience and expertise of teachers, thus allowing us to make decisions on how we teach I am reminded of a quote from a highly respected and recognized teacher ... "there is no one way ... no best practice or perfect teacher." Teachers are hired to do the best job they possibly can ... please continue to give us the needed flexibility to reach that goal :). That's what they do in Finland ! Thank you !
- To ensure that all students are provided access to the learning experience they are entitled to.
- Limit class size to 27 students at McMurray. Class sizes of 31-32 students are counterproductive and causing a lot of stress among students and staff.
- Students will have the supports and opportunity to achieve their maximum potential
- A promise that all learners are known and have a connection with an instructor.
- Support Special Education. We have lost...how many?!...SPED teachers in the past decade. Why? How can we make this better for SPED teachers, Gen Ed teachers, parents and students. Examine what is going on. And what is not.
- A promise that admin and the board will listen to the certified and classified staff and take into account what you hear when making decisions.

- True equity work that addresses structural racism within the design of the school (most especially in curriculum). One guarantee: that actual change will occur rather than just conversation.
- Academic Rigor
- To clear all the extra furniture and unused stuff/things out of common areas/hallways/etc and streamline our school spaces to be used for learning.
- That VISD, down to the individual employee, is committed first to offering equal access and opportunity to learning to each and every child in our district.
- Confident to enter life after high school graduation (equipped social emotionally and academically)
- I want our district to promise to keep our schools strong by keeping teachers in the classroom rather than sacrificing FTE on the alter of reserves.
- all students learning at high levels
- ALL students have access to quality core instruction.
- I hope all students will have access to culturally responsive, challenging, meaningful and engaging opportunities. I hope our district can help bridge the achievement gap.
- Districtwide Discipline Plan and more time for Individual Teacher Planning/Assessing
- Creating schools where all students can belong, connect, and learn the skills they need to live a dynamic and fulfilled life.
- Every student needs to be given the opportunity to learn every day, regardless of how high or low they may be on any given subject.
- I ask that the district be willing to redefine their concepts on equity, language, and definitive norms and success. What definition, against what, for whom and against whom? The deprivation of language and tools that names the reality of the experience of racism instead of giving students language and tools that allows them to authentically express their experiences instead of internalizing their oppression; students should be able to express how institutions of power work to deny them equal treatment and access justice and how we can remove the barriers that marginalize.

Vashon **STANDARDS-ALIGNED INSTRUCTIONAL SYSTEM**

[Instructional Focus Team]

Content Area: Science

Grade/Grade Span:K-12

Student Group:_____

Compiled By: _____

Date: _____

First: Assess the Effectiveness of Standards-Aligned Instruction in the Content Area

Summarize highlights of current state of each of the six components of a standards-based system, followed by highlights relating to Professional Development & Collaboration. Please be specific and succinct.

COMPONENTS	CURRENT STATE <i>Where Are We Now?</i>	IMPROVEMENT OPPORTUNITIES <i>Recommended Strategies / Initiatives</i>
Standards	Next Generation Science Standards as adopted by Washington State.	Review the VISD identified priority standards for each grade level and make any necessary adjustments for implementation in the 2022-23 school year.
Assessment (Summative, Formative & Diagnostic)	Washington Comprehensive Assessment of Science (5, 8, 11) High school: AP exams for electives Classroom/curriculum-based assessment	
Curriculum	NGSS aligned elementary teacher designed units of study using Mystery Science middle school: integrated science 1 (6) & citizen science, Integrated science 2 (7), integrated science 3 & earth science (8) high school: biology & citizen science (9), chemistry (10), physics (11) with electives in AP chemistry, AP environmental science, forensics, marine science	K-8, 6-12, K-12 PLC time devoted for alignment of programs

Instruction	<p>Elementary learning blocks approximately 2 times/week also integrated in ELA and math instruction</p> <p>K: 45 minutes 1: 40 minutes 2: 40 minutes 3: 95 minutes shared with writing MA: 60 minutes 4: 95 minutes shared with writing 5: 60 minutes 6-12 approximately 55 minutes, 5 times/week</p> <p>Our district follows the Marzano Instructional Framework for our instructional practices and also utilizes the Marzano Evaluation Model for the evaluation of instruction.</p> <p>Evaluation of student learning is Standards-Based.</p>	<p>Professional development in Universal Design for Learning as it relates to both our instructional framework and our instructional materials.</p> <p>Revisit/retrain staff on GLAD and SIOP strategies for ELL students.</p>
Instructional Materials & Resources	<p>K-5 Mystery Science 6-8 McGraw Hill Integrated Science Course 1 through 3 & Earth Science 8 Physical Science (high school credit) Biology–Carbon Time Chemistry– Physics– PEER</p>	
Interventions		
Professional Development & Collaboration	<p>Professional Learning Community cycle of inquiry; Friday early release 1-2 times per month; support from iReady and CCC; online resources in both CCC and iReady</p>	

Second: Recommend Actions to Strengthen the Effectiveness of Standards-Aligned Instruction in the Content Area

Propose vital-few, high-leverage strategies, practices, programs, or initiatives to enhance the effectiveness of standards-aligned instruction in the Core Content area. Ensure that your recommendations strengthen the instructional system as a whole. Address the components that are most applicable

COMPONENTS	Recommended Strategies, Practices, Programs & Initiatives
Standards	
Assessment (Summative, Formative & Diagnostic)	
Curriculum	
Instruction	
Instructional Materials & Resources	
Interventions	
Professional Development & Collaboration	