

2018-2019 Initiatives

To support the 2014-2018 Strategic Plan Goals



CENTRAL VALLEY
SCHOOL DISTRICT

We are CVSD... Make it happen!





Strategic Plan **Initiatives:** 2018/19



Delivering School Buildings/School Construction

Led by Ben Small, Superintendent & Jay Rowell, Deputy Superintendent

On February 13, 2018, Central Valley voters approved a \$129.9 million capital facilities bond to expand capacity to serve a growing secondary education system. Selkirk Middle School will open in the fall of 2019—built to serve 600 students. A remodeled and expanded Horizon Middle School will serve 600 students—ready for students in the fall of 2020. A third comprehensive high school will serve 1,600 students—open in the fall of 2021. Four additional schools will also receive HVAC upgrades.



High School Program Development

Led by Kent Martin, Assistant Superintendent

The High School Program Advisory Committee recommended revisions to CVSD's High School Educational Specification—approved by the School Board in January 2018. In February 2018, voters approved the construction bond, allowing the district to utilize these specs to design and construct a third comprehensive high school to open fall of 2021. In preparation for future right-sized high schools in our district, the committee will continue to evaluate academic and co-curricular programs, and determine recommendations for future programs and instructional practice improvements—preparing students for college and careers.



NEW Middle School Attendance Area Changes

Led by Kent Martin, Assistant Superintendent & Matthew Lambert, Executive Director

A committee of parents, staff, and community members began in spring 2018 to review current district middle school attendance areas – with the addition of Selkirk Middle School by the fall of 2019 – guided by board policy and direction. They received community input on initial proposals, and after resuming work and additional input in September, will provide the School Board with a new middle school attendance area recommendation by the end of October 2018.



NEW Middle School Program Development

Led by Matthew Lambert, Executive Director

With the addition of Selkirk Middle School, CVSD will evaluate current – and identify potential new – academic and co-curricular programs to meet the needs of the middle school community and community-at-large. A Middle School Program Advisory Committee, consisting of staff, parents and community members will be formed to assess the education, service, and experiences we provide our middle school students. From this assessment, the committee will make meaningful recommendations to the School Board for implementation beginning in the fall of 2019.



English Language Arts (ELA) Materials Implementation & Pilot

Led by Terrie VanderWegen, Assistant Superintendent & Abby Frandsen, Director of Curriculum & Professional Development

In grades K-5 new ELA materials, approved by the Instructional Materials Committee and School Board, were distributed to classrooms and fully implemented in the fall of 2017. Continued professional development throughout the 2018-19 school year will focus on the integration of reading and writing into daily practice. At the middle school level, a committee was formed and evaluation of best practices and research occurred during the 2017-18 school year. Materials were screened and evaluated by the committee. The top two instructional materials will be piloted across all middle schools during the 2018-19 school year. When consensus is reached, the committee may recommend new materials to the Instructional Materials Committee and the School Board for implementation in 2019-2020.



NEW K-8 Mathematics Instructional Materials Review

Led by Terrie VanderWegen, Assistant Superintendent & Abby Frandsen, Director of Curriculum & Professional Development

A committee of teachers, administrators, and parents will review the current mathematics curriculum in grades K-8—evaluating research and best practices. The goal is to ensure learners have the most up-to-date curriculum, aligned to standards, which will prepare students to be college and career ready. A rubric will be developed to screen mathematics curriculum and new resources. Committee members will serve as a liaison with their school so information and next steps will be shared at the building level. A pilot of new materials will occur 2019-2020.



Multi-tiered System of Supports (MTSS)

Led by Terrie VanderWegen, Assistant Superintendent & Learning and Teaching Leadership Team

MTSS is a comprehensive framework of education that provides tiered levels of support to meet student's academic, behavioral, social and emotional needs. MTSS is a proactive approach focused on consistent school-wide expectations, high-quality core instruction, ongoing progress monitoring, data-driven decision making and evidenced-based interventions. This initiative encompasses the school-wide implementation of Positive Behavioral Interventions and Supports (PBIS), consistent social emotional curriculum for students K-8, and universal screeners at grades 2-5 in reading and math.



Career and College Readiness (CCR)

Led by Kent Martin, Assistant Superintendent & Susan Christenson, Director of Career & Technical Education

The CCR program promotes development of students' foundational skills at all grade levels. Students gain meaningful connections between academic choices and future career opportunities as well as ownership of their learning. The development of Career Connected Learning opportunities will provide students with avenues to explore in a way that contributes to motivation for learning as well as to inform student decisions about future experiences and educational options. Secondary students will prepare personalized plans – aligning career and college opportunities with their strengths, interests and ambitions – through defined programs of study known as Pathways. A focus this year will be implementation of CVSD pathway designations with communication of course connections for High School and Beyond Planning alignment.



Maintenance Review Plan Implementation

Led by Tim Nootenboom, Assistant Superintendent

School facility operations and maintenance exist to support the primary purpose of K-12 education: quality learning. The core responsibility is to ensure that administrators, teachers and students have a safe and healthy learning environment. Developing and implementing protocols for operating and maintaining school facilities and grounds will assure quality custodial and maintenance services—a school district's foremost tool for protecting its investment in school facilities.



PowerSchool Student Information System (SIS) Migration

Led by Tim Nootenboom, Assistant Superintendent & Rob Curnow, Director of Technology

The district has launched a new student information system, PowerSchool, for the 2018-2019 school year, which began with enrollment online last spring. Throughout the 2018-2019 school year, ongoing staff training will occur to ensure successful implementation with all of our systems. We will also be implementing integrations with PowerSchool for Special Education; Transfinder, a new bus routing system; Performance Matters for student assessments; and a new PowerSchool mobile app to ensure easy access for our parents.



Off-site Transitions Program

Led by Kent Martin, Assistant Superintendent & Matthew Lambert, Executive Director & Brandon Deyarmin, Director of Secondary Special Education

Explore the creation of a community, work-based, off-site transition program for 18 to 21-year-old students receiving special education services. Focus on post-secondary outcomes and transitioning students into the community/workforce through authentic learning and work experiences. In 2018-2019, we will connect with community partners and explore possible off-site locations. We will collaborate with the Department of Vocational Rehabilitation and other agencies to ensure best practices.



Strategic Plan **Actions:** 2018/19

GOAL 1

HIGH QUALITY LEARNING & TEACHING

- Integrate technology into MS science and elementary libraries
- Study current human growth and development curriculum at the secondary level
- Implement teacher induction program

GOAL 2

SUPPORTING THE WHOLE CHILD

- Implement social/emotional curriculum
- Develop a menu of tiered interventions
- Expand trauma sensitive training
- Implement new mobile-friendly website & news features

GOAL 3

HIGH PERFORMANCE SCHOOL CULTURES

- Pilot K-8 district-wide anti-bullying curriculum

GOAL 4

HIGH RELIABILITY DISTRICT SYSTEMS

- Implement home-style menu project in 10 schools
- Create safety & security consistencies across district
- Continue timely communication from special education to stakeholders
- Implement district-wide projector replacement in schools
- Ongoing maintenance of technology infrastructure
- Implementation of new security cameras servers
- Implementation of new network security software



Standard Operating Procedures

The following are former strategic plan initiatives that have been fully implemented and established as a standard part of the CVSD operating procedures.



Common Core State Standards (CCSS)

Utilize a real-world approach to learning and teaching with key concepts in math, English Language Arts and literacy. This practical, real-life application of knowledge prepares students for college, work and life success.



District Technology Advisory Committee (DTAC)

Provide planning and recommendations for the general, operational and educational technology functions of the district.



Guaranteed & Viable Curriculum (GVC)

Ensure that the essential content taught is the curriculum being assessed; all students have equal learning opportunity and adequate time for teachers to teach and students to learn.



Hiring Audit

Consistently follow practices that ensure highly skilled, compassionate staff are selected throughout the district.



Information Systems

Provide integrated, supported student information and business management systems to increase consistency, efficiency, communications and decision-making.



Partners Advancing Character Education (PACE)

Promote the importance of good character through grassroots partnerships with schools, businesses, families and our community.



Performance Goals

Ensure district operations employees understand their role in enhancing student learning and safety.



Refreshed Communication Plan

Ensure proactive, two-way communication with employees, parents, students, businesses, civic groups and our community.



Resource Study Team

Ongoing examination of the district's use and allocation of resources in support of the strategic plan and student achievement. Review current program effectiveness to determine continuation and make program recommendations.



School Improvement Plans (SIP)

Utilize a consistent, data-driven planning framework to implement actions that maximize student achievement and ensure a high level of staff and community engagement.



Teacher-Principal Evaluation Process (TPEP)

Provide an in-depth teacher and principal evaluation system that leads to professional growth and improved student achievement.



Technology Integration & Implementation



Ensure equitable student access and the ability for teachers to integrate classroom technology.



Virtual Learning Pathways



Provide instructor-led online courses to 8-12th grade students – ensuring an interactive learning experience and an engaging learning environment where they can take advantage of instructional support.



CENTRAL VALLEY
SCHOOL DISTRICT

APPROVED BY THE SCHOOL BOARD OF DIRECTORS, SEPTEMBER 2018

Board members: Cynthia McMullen, Tom Dingus, Debra Long, Keith Clark, Mysti Reneau

Central Valley School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

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