

Strategic Plan

2014-2018



Inspiring and empowering learners to be contributing citizens
in our changing world

We are CVSD... Make it happen!



CENTRAL VALLEY
SCHOOL DISTRICT

Our Mission

Inspiring and empowering learners to be contributing citizens in our changing world.

Our Commitments

1. We commit to providing the conditions that support learning:

- ◆ Safe, positive, and engaging learning environment
- ◆ Relevant and consistent curriculum
- ◆ Research-based instruction
- ◆ Frequent assessment with feedback to students and parents
- ◆ Continuous professional development
- ◆ Efficient use of resources
- ◆ Effective communication between home and school

2. We commit to providing schools where staff are professional, knowledgeable, and focused on student learning. We celebrate growth, value learning, and use research-based best practices to meet individual needs.

3. Our schools are committed to building relationships that provide a purposeful and positive environment.

4. We commit to fostering open communication among school, family and the community. We actively support the parents' role as partners and advocates in their child's education.

5. We commit to incorporating new knowledge into practice through:

- ◆ Collaborating with and reflecting on feedback from our stakeholders
- ◆ Defining and implementing best practices
- ◆ Tracking success by monitoring for and evaluating learning
- ◆ Learning as much as we can through reading and research
- ◆ Challenging our own thinking and beliefs

APPROVED BY SCHOOL BOARD OF DIRECTORS, JULY 2014

Board members: Amy Mason, President; MJ Bolt, Vice President; Keith Clark, Tom Dingus, Debra Long



CENTRAL VALLEY
SCHOOL DISTRICT #356



Our Goals



GOAL ONE:

High Quality Learning and Teaching

Engage students in learning by providing challenging and personalized experiences for all students using rigorous, relevant, and differentiated instructional practices.



GOAL TWO:

Supporting the Whole Child

Identify, use, and optimize support systems to ensure a learning experience where each child is safe, supported, and engaged.



GOAL THREE:

High Performance School Cultures

Create a climate of excellence by establishing clear academic and behavioral expectations which promote trusting relationships, pride, encouragement, compassion, and success.



GOAL FOUR:

High Reliability District Systems

Empower all staff with the flexibility to adjust operations, programs, and instruction to ensure high levels of performance.

GOAL ONE:

High Quality Learning and Teaching

KEY ACTIONS

	Target Completion Date*
A. Coordinated and Aligned Curriculum and Assessment	
1. Continue to develop and implement varying assessments including state, district, and classroom assessments.	2015
2. Conduct a comprehensive review to determine the degree of relevance and differentiation evident in core content areas. Based on the results of a comprehensive review, modify/adopt curriculum to include real world applications and hands-on experiences to encourage practices that support Common Core State Standards, such as units of study and project-based learning.	2017
3. Fully implement and articulate Common Core State Standards and Next Generation Science Standards and connect them to existing programs and practice.	2018
B. Quality Classroom Instruction	
1. Use research-based instructional and leadership standards that promote innovative, creative, and engaged learning environments. <ul style="list-style-type: none">◆ University of Washington's Center for Educational Leadership's 5 Dimensions of Teaching and Learning (CEL 5D) for certificated staff.◆ Association of Washington State Principal's Leadership Framework (AWSP) for school administrators.	2016
C. Focus on Student Learning	
1. Develop a system to identify the interests, strengths, potential, and needs of all students.	2016
2. Set expectation to capitalize on the identified interests and strengths to make learning relevant, personalized, and transferable. Inspire a passion for learning through: <ul style="list-style-type: none">◆ Individualization and differentiation◆ Student choice◆ Individual student learning goals and projects to meet their academic needs◆ Deepened learning experiences	2016
D. Effective Programs and Pathways	
1. Create a working definition of the CVSD STEM (Science, Technology, Engineering, and Mathematics) program.	2015
2. Create a plan for providing more diverse course offerings/elective choices including additional world languages, technology, career exploration, and financial education as a core unit of study.	2016
3. Develop a consistent district continuum of options that matches identified talents of students; expanding opportunities for students at all grade levels.	2017
4. Encourage student exploration of civics, visual art and design, performing arts, and music programs crucial to our vibrant schools and community.	ongoing
5. Implement a limited pilot project to research and understand the potential impact of creating smaller learning environments where support networks and connections are developed.	2018
6. Fully implement the Career and College Ready initiative to ensure that CVSD students are provided programs and opportunities that allow them to graduate from high school with the skills necessary for success in career, work force, and college.	2019

*December 31 of Reflective Year

EVIDENCE OF IMPLEMENTATION

- Comprehensive review of core content areas completed to determine relevancy; recommendations for improvement addressed
- System developed to identify interests and strengths of students
- Working definition of CVSD STEM developed
- Plan for increasing diverse school offerings developed; program developed for financial education as a core unit of study
- Career and College Ready initiative fully implemented
- Continuum of options for students developed
- Pilot project implemented to research and understand impact of smaller learning environments

EVIDENCE OF IMPACT

Increased student engagement evidenced through:

- Maintaining current attendance trend
- Increasing student involvement in extracurricular activities
- Increasing student engagement in instruction measured by classroom walk-throughs
- Increasing positive responses to student engagement, as measured by the Healthy Youth Survey

Increased student achievement evidenced through:

- Grades 3 & 5 – 87% of students reading on grade level, as measured by Fountas and Pinnell Benchmark Assessments
- Grades 3 & 5 – 100% of students show appropriate annual reading growth
- Grade 5 MSP Science – 90% of students meeting standard by 2018
- Grade 8 MSP Science – 85% of students meeting standard by 2018
- Percentage of high school sophomores meeting English Language Arts (ELA) state assessment standards (target to be determined by 2015 baseline results)
- Percentage of high school students meeting ELA standards by senior year (target to be determined by 2015 baseline results)
- 97% of high school students meeting standard on state geometry End-of-Course (EOC) Assessment by 2018
- 90% of high school students meeting standard on state algebra EOC by 2018
- 92% of high school students meeting standard on state biology EOC by 2018
- Increasing Smarter Balanced Assessment (SBAC) scores for ELA and math grades 3-8; use 2015/16 as baseline for 2016/17 goals
- Number of AP courses offered
- Percentage of student population taking AP courses and passing AP tests
- Number of students taking the ACT and SAT and results
- Extended graduation rate of 96%; On-time graduation rate of 90%
- Number of industry certifications earned

Increased successful school experience evidenced through:

- Positive responses to preparation for college, career, or work as measured by annual survey of high school graduates
- 70% of students accepted to post-secondary educational programs
- Percentage of students implementing their High School & Beyond Plans (target to be determined by 2014/15 results)
- Positive responses to quality school experience, as measured by parent and student follow up survey



GOAL TWO: Supporting the Whole Child

KEY ACTIONS

Target
Completion
Date*

A. Parent and Community Engagement

- | | |
|---|----------------|
| 1. Strengthen family connections by engaging and mobilizing parents/guardians to support student learning. | ongoing |
| 2. Enhance access to community resources to optimize support for families and schools partnerships. | 2017 |
| 3. Enhance partnerships that advance student learning, including activities such as workplace internships, mentoring, professional development, volunteering, and advocacy. | 2018 |

B. Student Interventions

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|--|-------------|
| 1. Develop, train staff to use, and implement an early warning system for identifying at-risk students using data and research-based indicators. | 2015 |
| 2. Establish trauma-sensitive learning environments within classrooms and schools by expanding our complex trauma recognition, assessment, and interventions training opportunities for staff. | 2019 |
| 3. Establish a process to facilitate access to school and community support systems for wraparound services to address social, emotional, academic, shelter, medical, mental health, truancy, nutrition, and child care/preschool needs which may include: <ul style="list-style-type: none"> ◆ Build a community network with the district as the hub ◆ Engage internal and external resources ◆ Use a multidisciplinary task force approach ◆ Develop options for coordination of the services | 2019 |
| 4. Research and explore options for providing in-school health clinics. | 2019 |

C. Intentional Focus on Communication

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|--|-------------|
| 1. Fully implement the CVSD Communication Plan. Address proactive internal and external communication with employees, parents, students, businesses, civic groups, and the broader Central Valley community. | 2015 |
|--|-------------|

*December 31 of
Reflective Year

EVIDENCE OF IMPLEMENTATION

- Early warning system for identifying at-risk students developed and implemented
- Complex trauma recognition, assessment, and interventions training opportunities expanded for staff
- Process to facilitate wraparound services for students established
- CVSD Communication Plan fully implemented

EVIDENCE OF IMPACT

Increased involvement in schools, as measured by the number of stakeholders:

- Accessing Home Access Center (HAC)
- 90% of scheduled parent/teacher conferences are attended
- Involved in community partnerships
- Participating in Thoughtexchange engagements
- Volunteering in schools

Increased responsiveness in identification and intervention for at-risk students as measured by:

- Number of students attending CVSD Community Truancy Board in lieu of Juvenile Court hearings
- Number of students identified and served through an early warning system
- Students referred to and served by social worker
- Types and number of services provided by district to support whole child
- Number of mentors associated with CVSD Community Truancy Board
- Number of staff trained in complex trauma recognition, assessment, and interventions

Increased amount, timeliness and clarity in communication, as measured by:

- Number and types of two-way communications flowing between the schools, district and community
- Thoughtexchange engagements
- Website visits



GOAL THREE:

High Performance School Culture

KEY ACTIONS

	Target Completion Date*
A. High Expectations and Accountability for Students	
1. Develop programs to promote student attendance. Establish systems to monitor, recognize, and support students.	2015
2. Expand and support the PACE (Partners Advancing Character Education) Initiative.	2015
3. Conduct a review of student leadership opportunities at all grade levels. Develop a plan to increase the number of opportunities to encourage more student leadership experiences.	2016
4. Develop and implement a district wide anti-bullying curriculum.	2016
B. High Expectations and Accountability for Adults	
1. Expand and support purposeful communities which have: <ul style="list-style-type: none">◆ High levels of collective efficacy◆ Strategic use of all available resources◆ Outcomes that matter to all◆ Adherence to agreed-upon processes	ongoing
2. Create a culture that honors learning.	ongoing
C. Coordinated Professional Development and Collaboration	
1. Design and implement a checklist that will include information for certificated and classified processes and expectations when moving to a new position or upon entry to the Central Valley School District as a new employee.	2015
2. Evaluate and refine the district's systematic and focused professional development model. Clearly communicate with staff and parents the elements and goals of the model, and the results and benefits of training programs.	2016
D. Dynamic/Distributed Leadership	
1. Consistently implement our current process for regularly reviewing school improvement plans at the school and district levels; provide feedback and follow-up.	2015
2. Consistently increase classroom walk-throughs. Include school and district leaders in classroom visits. Utilize walk-through data to inform and improve instruction in a timely manner.	2016

*December 31 of Reflective Year

EVIDENCE OF IMPLEMENTATION

- Review of student leadership opportunities conducted and program developed to expand opportunities for students
- District wide anti-bullying curriculum implemented
- PACE initiative expanded
- District professional development model refined and evaluated
- Checklist designed and appropriate training implemented for staff members moving to a new position
- Data-driven School Improvement Plans developed, implemented, monitored, and evaluated in all schools

EVIDENCE OF IMPACT

Increased student accountability evidenced by:

- Sustained current attendance status, as measured by attendance reports and early warning system
- Annual 10% reduction in incidents of harassment, intimidation and bullying (HIB report)

Increase in implementation of professional development strategies documented by:

- How professional development helped teachers effectively meet standards
- How professional development helped teachers effectively differentiate instruction or meet the needs of their students
- How their classroom or instructional practices were impacted as a result of the professional development
- Increase in effective practices implemented, as measured through classroom walk-throughs and observations

Increase in leadership quality evidenced by:

- Documentation to support implementation and results of School Improvement Plans



GOAL FOUR:

High Reliability District Systems

KEY ACTIONS

Target
Completion
Date*

A. Effective Systems for Staff Accountability

1. Complete implementation of the new teacher-principal evaluation process (TPEP). Continue to utilize an in-depth evaluation instrument which fosters self-evaluation, professional growth, and improvement of student achievement. Continue to monitor and support instructional and leadership practices, provide feedback, and hold supervisors and staff accountable.

2016

B. Strategic and Appropriate Allocation of Resources

1. Begin implementation of the CVSD Resource Study recommendations on the district's use and allocation of resources in support of the strategic plan, mission, goals, and student achievement. Evaluate future spending and the effectiveness of current programs.
2. Develop and implement a plan to increase utilization of school buildings for summer programs, early learning, and parenting classes with community partners.
3. Research options for supporting community-based instruction in our schools.
4. Develop and expand flexible programs that support student learning outside of the school day, including extra-curricular programs and extended school hours.

2014

2015

2017

2018

C. High Quality Facilities

1. Study and refine plan to address long-term facility renovations, additions, and property needs. Regularly provide facility updates to staff and community.
2. Present voters in the community with a bond proposal to renovate and add buildings to address capacity and conditions.

2014

2015

D. Effective Use of Data

1. Provide staff training on information systems to further enhance the use of data to improve student learning and system operations.
2. Continue the district's ongoing process to regularly monitor and evaluate implementation and impact of instructional programs through district and state assessments; student, staff, and community engagement tools; and observations and staff evaluations.

2015

2016

E. Efficient Operations

1. Conduct a comprehensive review of nutrition services including efficiency, program logistics, food waste, and healthy food options. Develop a plan to implement recommendations.
2. Conduct a comprehensive review of maintenance services to review efficiency and possibility of service improvements. Develop a plan to implement recommendations.
3. Conduct a comprehensive review of transportation services to review efficiency and possibility of service improvements. Develop a plan to implement recommendations.
4. Create and refine systems to intentionally seek and use feedback from all stakeholders. Address all areas of operations.
5. Develop a process to streamline efforts to meet local, state, and federal requirements.

2015

2015

2016

2016

2017

F. Effective Use of Technology

1. Promote and advance the district's technology vision. Key ideas include:
 - ◆ Designing and implementing technology curriculum and instruction for all students
 - ◆ Achieving equity for technology access and instruction across the district
 - ◆ Planning for support of technology
 - ◆ Personalizing and maximizing the school culture to enhance student learning through technology; using technology as an integrated learning tool

2015

*December 31 of
Reflective Year

Target
Completion
Date*

- | | |
|--|------|
| 2. Develop an ongoing staff training program to increase digital literacy and apply these skills effectively in the classroom to impact student learning. | 2015 |
| 3. Develop a long-range plan with timeline to transition to electronic devices and platforms to enhance student learning. <ul style="list-style-type: none">◆ Technology systems and access◆ Professional development on instruction◆ Training for students◆ Information for families | 2018 |
| 4. Research and begin implementation of options for providing access to technology within district facilities to families, beyond the classroom. | 2018 |

EVIDENCE OF IMPLEMENTATION

- New teacher-principal evaluation process fully implemented
- Plan to increase utilization of school buildings developed and implemented
- Flexible programs that support student learning outside the school day expanded
- Plan to address long-term renovations and property needs refined
- Bond proposal for facility renovation and expansion presented to voters
- Staff training on information systems provided and effective use of data for decision making
- Process to streamline efforts to meet local, state, and federal requirements developed
- Comprehensive review of transportation services conducted; plan to address recommendations developed
- Comprehensive review of nutrition services conducted; plan to address recommendations developed
- Ongoing training program to increase digital literacy developed
- Long-range plan to transition to electronic devices to enhance student learning developed
- Options for providing families access to technology implemented
- Technology refresh cycle implemented

EVIDENCE OF IMPACT

- Increase in “proficient” and “distinguished” teacher and principal evaluations
- Expand learning opportunities for students, parents, community as evidenced by increased facilities use
- Increase student transportation on-time delivery and decrease duration of time on bus
- Maintain school nutrition program student satisfaction as measured by student satisfaction survey, parent survey and student feedback on new items
- Deliver timely communication to administrators on work orders completed, revised or denied as measured by maintenance scheduling system

Increase the effective use of technology, as measured by:

- Increased number of portable devices effectively integrated into classroom instruction by students and staff
- Achieve equitable access to state-of-the-art technology for all students in all schools
- Increased number of opportunities for students and staff to remotely access district learning and teaching resources
- Expand the use of technology for integrated learning opportunities across all curriculum areas



Timeline

Strategic Plan Renewal Timeline: 2013-2018

Phase One - Pre-Planning

- **May–September 2013:** Superintendent and 18-member Core Team worked with facilitator to design a process, review district data, and identify a goal framework to set the stage for renewing the strategic plan.

Phase Two - Input & Strategy Formulation

- **October, November 2013:** Focus groups were conducted to generate initial input from employees, students, parents and community. Fifteen sessions with a total of 340 participants provided input on the new goals. In addition, 105 staff members completed the District Effectiveness Survey. The district also elicited input through Thoughtstream, resulting in 4100 participants.
- **February 7, 2014:** Central Valley School District Summit – A representative group of 140 community members, staff, parents, and students met on a Friday evening to provide feedback on the draft goals and develop key actions for achieving the District goals.
- **February–March, 2014:** Extended Core Team: – A group of 22 staff, parents and community members who participated in the Summit met to synthesize the input from the Summit. This team made final recommendations for the key actions. Four goal themes were identified: High Quality Learning and Teaching, Supporting the Whole Child, High Performance School Cultures, and High Reliability District Systems.

Phase Three - Action Planning

- **April–May, 2014:** Superintendent and Core Team finalized the key actions for the new Strategic Plan, including the measures of implementation and impact. The Board of Directors reviewed and provided final comments on the draft plan in a work session on May 12, 2014.
- **July 28, 2014:** Adoption – The Board of Directors approved the Strategic Plan. Implementation begins immediately.

Phase Four – Annual Renewal

- **May 2015:** Plan in place to review and renew Strategic Plan over the next four years.



CENTRAL VALLEY
SCHOOL DISTRICT #356

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