

2022-23 Priorities & Connections - Goal Statements

1. *Student Learning* **The board will invest in a process that reviews formative student learning data in addition to summative data to identify opportunities and challenges that could benefit from board level support.**

Why this goal?

1. It's important for the board to review student learning data.
2. Student learning is our mission.
3. We believe there are opportunities to improve learning outcomes for our students.
4. There are students who could benefit from a more consistent district approach based on analysis of student learning data.
5. We want each student to benefit from the learning services we provide.

Progress Monitoring

- Student Learning dashboard
- 5 data dives including state assessment, grad rates, formative assessment cycles with SEL/academic priority standards

2. *Culture & Climate* **The board will work with the student advisory team to identify a research question related to how we can collectively improve the student experience. The board will monitor progress with the student advisory at regular monthly board meetings.**

Why this goal?

1. It is important that our Board hears directly from our students regarding their experience in our schools.
2. Our students are our priority and their voice must inform our work and next steps.
3. It is important to prioritize resources (time, money, space) based upon the needs of our students.
4. That acknowledges that schools have varying degrees of needs and we can more efficiently and effectively meet our district goals and targets.
5. District goals and targets are set for compliance purposes and, more importantly, to ensure students have what they need to participate in school life and to reach their full potential (flourish).

Progress Monitoring

- Participation/representation from all high schools
- Develop joint research project
- Produce final report with what was learned and recommendations for school board
- Provide input/feedback to the board for identified opportunities

- Student Centered Equity Team Goals (school level)
- Inclusive Practices project - year 2 goals

3. *Curriculum & Evidence-based Instructional Practices* **The board will learn how the PLC process is currently implemented across the district and identify opportunities to further our progress with establishing a guaranteed and viable curriculum and PLC experience across the district.**

Why this goal?

1. Important for the board to understand how PLCs support instructional practices and professional development
2. Job embedded PD is the most effective in strengthening teacher collective efficacy
3. Teacher collective efficacy is the top rated high leverage move for improving student outcomes (Hattie)
4. Supports student access and benefit in the classroom
5. We want each student to learn and benefit at their highest level

Progress Monitoring

- Site visits to PLCs
- Connection to student learning goal
- Possible policy level decisions

4. *Resources/Equity Lens* **The board will progress monitor a program change process to assess how to best use an equity lens to collectively make decisions.**

Why this goal?

1. To understand where we are as a system and why change is needed.
2. To ensure consistency and fairness across the system.
3. To eliminate bias and increase efficiencies in our system
4. Clear and transparent way to communicate to all stakeholders (staff, students, community, business partners) of how decisions are made.
5. To ensure every student has an equitable and enriching experience.

Progress Monitoring

- Highly Capable program recommendation process
- VITA programming recommendation for 23-24
- Possible policy recommendations for programs of choice
- Develop a boundary revision recommendation to our board by March 1 about how to best utilize RBG and VITA in our elementary program model to address enrollment challenges and opportunities

- Budget adoption process - increase access for stakeholders, provide structure that helps establish parameters for change opportunities
- Successful levy renewal

5. *Professional Staff* **The board will identify 2 professional learning outcomes for progress monitoring to help identify opportunities and challenges that could benefit from board level support.**

- (1) I will intentionally plan, instruct and assess so that students have multiple means to access, represent and express their learning.
- (2) I will intentionally foster environments that enhance a sense of belonging by honoring students' perspectives and experiences related to race, class, gender, culture and ability as I create and support learning opportunities.

Why this goal?

1. A knowledgeable, skilled and diversified workforce will provide a better learning environment for our students.
2. A highly trained and diverse staff will be able to serve a student population with complex and dynamic needs.
3. Our increasingly complex and dynamic student population presents new challenges and opportunities.
4. With the ability to address new challenges and capitalize on new opportunities, our staff will feel more prepared to support all students.
5. All students will have the support and be able to achieve at progressively higher levels in the VPS learning environment.

Progress Monitoring

- Learn from VITA lab experience
- Provide formative data about professional learning experiences including equity training for board review

6. *Board Development* **The board will select a WSSDA standard for focus and increase the capacity of individual directors and the collective board through learning experiences aligned to that standard.**

Why this goal?

1. A knowledgeable and experienced board can provide support and guidance to our district team.
2. There are many challenges and opportunities that face our district.
3. Identifying board level priorities will allow staff to direct resources and energy at a deeper level.
4. Improving student opportunities and experiences requires focused energy and engagement from students, staff, families, and community.

5. We want each student to learn and benefit at their highest level

Progress Monitoring

- 2022 Self-assessment, 2021 Self-assessment
 - Board retreats
 - Board meetings and study sessions
 - WSSDA conference
 - Distinguished board application
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7. Other Goal Areas

- Strategic planning: Deliver a plan that reflects stakeholder input, helps prioritize decision making, provides process for continued stakeholder engagement.
- Increase curriculum access for families: Expand access for families so we can better describe what we do
- Boundary review: Develop a boundary revision recommendation to our board by March 1 about how to best utilize RBG and VITA in our elementary program model to address enrollment challenges and opportunities
- Safe & supportive workplace: meet staffing needs, increase staff sense of belonging, staff reflects student body
- Data & technology support: successful migration to gmail, VERN, data governance model
- Program review recommendations: highly capable, multilingual, math pathways, programs of choice including VITA
- Inclusionary practices work: provide high levels of access and benefit to each student