

Action Plans

Our strategies will be accomplished through the following strategic action plans:

- A. Student Learning: We will implement expanded age and ability appropriate learning opportunities to ensure that all students meet state standards, extend their learning, experience challenge and move into their adult roles as responsible citizens.
 - 1. Teachers will use “grade level expectations” as the curriculum foundation for daily lesson plans.
 - 1.1 We will continue to provide professional development for staff in reading and math.
 - 1.1.1 Conduct needs assessment for professional development.
 - 1.1.2 Compile results of needs assessment for 4/24 SIL meeting
 - 1.1.3 Develop professional development plan for 2006/07
 - 1.1.4 Provide professional development for math during the Sept. after school seminars.
 - 1.1.5 Provide professional development for reading during the Oct. after school seminars.
 - 2. Teachers will use “applied learning” as the pedagogical foundation for daily lesson plans.
 - 2.1 We will provide professional development for staff in “applied learning”.
 - 2.1.1 Conduct needs assessment for professional development.
 - 2.1.2 Compile results of needs assessment for 4/24 SIL meeting.
 - 2.1.3 Identify lead teachers. One teacher from each grade, Grades K-5; One teacher from English/Social Studies from each secondary building: MS, JH, HS; One teacher from Math/Science from each secondary building: MS, JH, HS
 - 2.1.4 Identify dates during the summer that Cathy Benedetti and Terrie Geaudreau are available to work with lead teachers and staff development specialists. Cathy B. and Terrie G. are available: June 15, June 16, Aug. 4, Aug. 9, Aug. 10.
 - 2.1.5 Identify date for principal’s workshop: Aug. 16
 - 2.1.6 Develop budget.
 - 2.1.7 Lead teachers, staff development specialists, and Cathy B./Terrie G. develop plan for district focus staff development sessions (morning sessions in Sept, Oct, Feb)
 - 2.1.8 To begin 2006/07 school year, principals lead discussion with staff. What does “applied learning” mean for our building?
 - 2.1.9 Provide staff development for K-5 Grade Level Meetings and 6-12 Dept. meetings on Sept. 25, Oct. 20, and Feb. 16.

2.2 Develop and implement a K-12 Career Awareness Scope and Sequence of Curriculum.
Social Studies Adoption Committee

2.2.1 Social studies committee meet to develop a scope and sequence for career awareness.

2.2.2 Identify current activities.

2.2.3 Analyze grade level expectations.

2.2.4 Identify activities to fill gaps in grade level expectations.

2.2.5 Pilot materials as necessary.

2.2.6 Recommend instructional materials for adoption.

2.2.7 Purchase materials.

2.2.8 Implement new instructional materials and activities.

3. The district will provide academic challenge for all students.

3.1 We will increase the academic rigor at the middle level, i.e. MS and JH (AVID) for students who are currently meeting the standard.

3.1.1 Identify lead teachers from the middle level.

3.1.2 Get information about AVID conferences that will be held in Washington State during the Summer of 2006.

3.1.3 Have an organizational meeting on 4/18/06.

3.1.4 Lead teachers, administrators, and/or other committee members attend AVID Summer Conference in the Summer of 2006.

3.1.5 Committee members meet during the 2006/07 school year to develop plan for implementation at the middle level in 2007/08.

3.1.6 Identify and document "best practice" examples of other schools with academic rigor programs.

3.1.7 Determine cost impact--both direct and indirect costs associated with potential staffing changes, struggling students, etc.

3.1.8 Develop implementation schedule to ensure successful transition, including plan for staffing.

3.1.9 Prepare and distribute materials to inform students, families, and community.

3.1.10 Work with teachers, counselors, families, and students to identify and guide students in the program.

- 3.1.11 Implement plan for new program, including staffing, program delivery, and instructional materials.
- 3.2 We will increase the academic rigor at the middle level for students who have been identified as “highly capable.”
 - 3.2.1 Identify lead teachers from the middle level.
 - 3.2.2 Conduct research on effective practices.
 - 3.2.3 Visit schools that have effective programs for highly capable students at the middle level.
 - 3.2.4 Communicate with families of Grade 5 cohort to get input.
 - 3.2.5 Develop plan during the 2006/07 school for implementation in the Fall of 2007.
 - 3.2.6 Communicate plan to students, families, staff, and school board.
 - 3.2.7 Implement plan in the Fall of 2007.
- 3.3 We will increase our graduation requirements in Math and Science.
 - 3.3.1 Identify and document “best practice” examples of other school districts with academic rigor programs.
 - 3.3.2 Develop preliminary recommended changes in graduation requirements. Current requirements are 2.0 credits in math and 2.5 credits in science.
 - 3.3.3 Develop implementation schedule to ensure successful transition.
 - 3.3.4 Coordinate with advisory group of teachers and administrators to identify issues, concerns, and to build support. Adjust plan per guidance from advisory group.
 - 3.3.5 Present preliminary recommendation for WV School Board approval. Adjust plan per direction from the board.
 - 3.3.6 Conduct Community Forums to gain parent/community insights, awareness, and support. Adjust plan as per guidance from parent/community.
 - 3.3.7 Present final recommendation to WV School Board.
 - 3.3.8 Prepare and distribute materials to inform students, families, and community of change.
 - 3.3.9 Adjust staffing as necessary to implement the change.
 - 3.3.10 Work with teachers, counselors, and students to ensure students plan for the increased graduation requirements.
- 3.4 We will expand ACCEL to support and encourage teachers in obtaining National Board Certification.
 - 3.4.1 Allocate additional .5 FTE for staff development specialist.

- 3.4.2 Allocate additional \$20,000 for substitute time for cohort of teachers to attend ACCEL classes.
- 3.4.3 Work with cohort of teachers to receive guidance, information, and perspective.
- 3.4.4 Document certification requirements.
- 3.4.5 Coordinate with state and foundations to identify incentives.
- 3.4.6 Prepare and distribute materials to inform all teachers of the program.
- 3.4.7 Implement program.
- 3.4.8 Use program to recruit teachers to the West Valley School District.
- 3.4.9 Highlight teachers who pursue National Board Certification - media recognition, etc.
- 3.5 We will partner with a Private Foundation to increase funding for district academic priorities. Long-range goal. Action plan will not be developed for 2006/07 school year.
- 3.6 We will increase student enrollment in AP and College in the HS. Long-range goal. Action plan will not be developed for 2006/07 school year.
- 4. The district will provide academic assistance for students who struggle to meet academic standards.
 - 4.1 We will identify and provide intervention for struggling students (academic and behaviorally) in Grades 4 and 5.
 - 4.1.1 If there were funds available, it would be advisable to expand current Title I/LAP intervention model for reading to include students in Grade 5.
 - 4.1.2 If there were funds available, it would be advisable to expand Title I/LAP intervention model to include math intervention for students in Grades 4 and 5.
 - 4.1.3 School psychologist/counselor time will be allocated to address behavior interventions for struggling students in Grades 4 and 5, in compliance with IDEiA “response to intervention”.
 - 4.2 We will provide an alternative education program for middle level (MS and JH) students.
 - 4.2.1 Request additional staffing to implement program.
 - 4.3 All struggling (on district and state testing) students (K-10) will participate in summer school.
 - 4.3.1 Increase availability of bus transportation for students to attend summer school.
 - 4.3.2 Increase allocation of student achievement fund to summer school in order to reduce tuition costs for student.

4.4 We will reduce MS, JH, and HS class sizes for struggling students (those failing any portion of the WASL) to 15.

4.4.1 Continue to offer “extended” classes at Grades 8, 9, and 10 for math and English.

4.4.2 If funds were available, implement additional intervention classes with low class size.

4.5 We will assess and provide intensive academic remediation for K-10 students upon entry into our district (Newcomer Center).

4.5.1 Maintain ELL (English Language Learners) services for students in Grades 8-12.

4.5.2 If funds were available, expand ELL services for students in Grades 4-7.

4.5.3 Investigate ways to use current staff to assess students upon entry into the district for curriculum placement purposes.

B. Facilities: We will maintain our facilities to a high standard to ensure a safe, secure and healthy learning environment while maximizing the longevity of our facilities and equipment.

1. We will provide and maintain safe and secure campuses.

1.1 Establish basic security guidelines for the district (so that all schools follow the basic guidelines).

1.2 Educate and train personnel on basic security and district’s security expectations.

1.3 Implement the basic security guidelines at each school.

1.4 Semi-annually, test each schools compliance with the basic security guidelines.

2. Buildings and plant equipment will be maintained on a regular basis.

2.1 Develop and implement a reporting system for maintenance issues for all staff.

2.2 Educate district staff about reporting maintenance concerns.

2.3 Develop a preventative maintenance program/schedule for each facility (to include routine and periodic inspections).

2.4 Develop a maintenance profile for each building which includes a list of maintenance needs and the useful life of plant and equipment.

2.5 Develop a long term replacement schedule for the replacement of major plant equipment (e.g. HVAC, carpet, roofs).

2.6 Tie preventative maintenance and long term replacement schedules to operating budgets.

2.7 Develop a training plan and provide ongoing training for M&O staff.

3. We will provide safe student pickup/drop off areas in all our school parking lots.

3.1 Establish written procedures and guidelines for parking lot safety (specific to each school) for distribution. Procedures should include one for reporting hazardous conditions noted in parking lot.

3.2 Regularly educate drivers and students about parking lot safety (consider having a parking lot safety week).

3.3 Train parking lot supervisors how to educate drivers about parking lot safety. Provide training on dealing with unsafe drivers and dangerous activities.

3.4 Annually review the efficiency and design of existing student pick-up and drop-off areas. Assess the deficiencies noted during the annual review and create a plan to address the deficiencies. Fix the deficiencies as practical.

4. We will maintain classroom temperatures at state standard comfort levels.

4.1 Establish procedures for responding to comfort level concerns.

4.2 Educate personnel about thermostats, state temperature standards, and procedures for reporting problems.

4.3 Develop a district rotation schedule to test thermostats. Test thermostats according to schedule.

4.4 Develop and implement a plan for facility preventative maintenance (See strategy #2).

5. We will provide quality indoor air to state standards.

5.1 Designate an indoor air quality manager for the district.

5.2 Develop an indoor air quality profile for each building.

5.3 Address existing and potential indoor air quality problems.

5.4 Educate personnel about indoor air quality.

5.5 Develop and implement a plan for facility operations and maintenance (See strategy #2).

5.6 Manage process with potentially significant pollutant sources.

5.7 Establish procedures for responding to indoor air quality complaints.

C. Diversity: We will expand our ability to understand differing views in a diverse world and we will model acceptance, inclusion, and respect of individuals.

1. The entire West Valley Staff will model acceptance, inclusion, and respect of all individuals.

1.1 We will provide diversity training for trainers in our district.

1.2 Identify and acquire curriculum and other resources to implement into staff training.

1.3 Provide diversity training to staff:

1.3.1 Administrative Team Retreat

1.3.2 New staff orientation

1.3.3 Building level staff meetings

1.3.4 District-wide staff meeting - (Day before school)

1.3.5 Training pertaining to “the culture of poverty” will be continued.

1.3.6 The district will implement diversity training when appropriate, as it relates to aspects of state law on discrimination, (RCW 49.60.010).

1.3.7 Trainings will also be offered focused on providing appropriate educational experiences for special services students and handicapped students within our district.

1.4 Communicate acceptance, inclusion and respect of all individuals throughout the school year during regularly scheduled in-service/meetings:

1.4.1 Staff Development Days - LID, Secretaries, Parapro extra days

1.4.2 Labor management meetings

1.4.3 Include diversity message in annual required update trainings (BBP, Harassment)

1.5. Include diversity information in district written communications:

1.5.1 District newsletters

1.5.2 School newsletters

1.5.3 District-wide emails

1.5.4 Special communications

1.6 Solicit feedback from staff on successes and areas for improvement throughout the year.

*Training should be designed to transform the individual first, to develop our cultural proficiency.

2. West Valley students will have systematic exposure to differing views in our diverse world.

2.1 The school district will ensure that each school engages in awareness programs for students.

2.1.1 Students K through 12 will experience school-wide and/or curriculum generated awareness training/exposure each year.

2.1.2 Programs and/or curriculum will focus on a variety of areas.

- 2.1.3 In order to move toward systemic change, each classroom's expectations will include zero tolerance for lack of acceptance of differences.
- 2.2 West Valley School District will establish systemic movement toward acceptance of differences.
 - 2.2.1 School sites, including district buildings and classrooms, will promote zero tolerance of slander anywhere in our school district and will establish consequences appropriate for any abusers and their situations.
 - 2.2.2 The District and the West Valley Education Association will look into potential inclusion of "sensitivity to differences" into the evaluation process.
 - 2.2.3 West Valley School District will pursue diversity in hiring practices.
- 2.3 Our district will support student exchanges.
 - 2.3.1 International student exchanges will be facilitated to promote differing world perspectives.
 - 2.3.2 If national or inter-state exchange programs become available, West Valley will pursue involvement.
 - 2.3.3 West Valley High School will initiate student exchange agreements within our valley as well as statewide. Participation will allow students to see their community and/or state through differing perspectives. Within the exchange, students will partner with another student to best understand their school's culture.
- 2.4 The district will solicit feedback district-wide from staff on successes as well as suggestions for necessary improvements for trainings each year.
- 3. West Valley Schools will share with our community the importance of appreciating and accepting diversity.
 - 3.1 Through diversity training for our staff and students, we will model acceptance, inclusion and respect of all individuals while at school, school functions and out in the community.
 - 3.2 We will include diversity information, in both English and Spanish versions, in district written communications that go out to the community:
 - 3.2.1 "West Valley Schools Today"
 - 3.2.2 School Newsletters
 - 3.2.3 Special Communications
 - 3.3 We will offer open community workshops to provide diversity training to the community.
 - 3.4 We will have interpreters available for school district/community meetings:
 - 3.4.1 School Board Meetings

- 3.4.2 Parent/Teacher school conferences
- 3.4.3 PTSA/Boosters meetings
- 3.4.4 School Open Houses
- 3.4.5 Community forums
- 3.5 We will educate students to understand the value of talking openly about diversity with their parents and family members.
- 3.6 We will have an open door policy for students and parents to feel comfortable to talk to staff members and seek help with diversity issues.
- 3.7 We will post signs through the schools and community about the importance of acceptance, inclusion and respect of all individuals.
- 3.8 We will solicit feedback from students, parents and community members on successes and areas for improvement throughout the year, and use this information to improve our diversity training.
- 4. West Valley School District will actively recruit and retain a diverse staff.
 - 4.1 Develop relationships with CWU, Heritage and YVCC.
 - 4.1.1 Build relationships with placement services.
 - 4.1.2 Travel to colleges and meet with students in education program.
 - 4.1.3 Provide value-added service to students while “getting our name out”
 - 4.2 Advertise in more diverse publications.
 - 4.3 Use In-district employees with diverse backgrounds for recruiting efforts.
 - 4.4 Travel out-of-state to recruit more diverse staff.
 - 4.5 We will pair new-hires with mentors to build relationships and connection to our school.
 - 4.6 Develop informational materials for potential staff that includes diversity goals and information.
- 5. West Valley School District will implement measuring tools to evaluate our growth in cultural proficiency.
 - 5.1 We will research and select a variety of measuring tools to evaluate cultural proficiency in our District. (Differing staff groups may use different assessment tools).
 - 5.1.1 Administrators
 - 5.1.2 Teachers (via evaluation)
 - 5.1.3 School Board Members

5.1.4 Community Members

5.1.5 Students

5.2 Measuring tools to be used for evaluation of cultural proficiency in our district will be given to diversity trainers to introduce and explain to staff during the diversity training. Specific areas for measurement include:

5.2.1 Evaluation of what each student learned from our diversity day. We have each filling out a Passport and recapping the day.

5.2.2 The number of schools that recognize a diversity day sometime in the year.

5.2.3 Bulletin boards in schools addressing diversity.

5.2.4 Parent reaction to what their child learned at our diversity day.

5.2.5 Instructional materials that represent diversity.

5.2.6 Libraries have multicultural materials available to students.

5.2.7 Assemblies reflecting different cultures, such as MLK Day, but others not required.

5.2.8 Accommodations/treatment of least capable students.

5.2.9 Number of referrals to office that are incidents regarding racial problems.

5.3 Administrators, teachers, students, school board, and community members will evaluate and be evaluated in the area of cultural proficiency at least once during the school year.

5.4 Results from cultural proficiency evaluations will be analyzed to give direction to future diversity training to improve cultural proficiency. (strengths and weaknesses)

5.5 Communicate results of cultural proficiency measuring tools throughout the school year during regularly scheduled in-service/meetings:

5.5.1 Staff Development Days - LID, Secretaries, Parapro extra days

5.5.2 Labor management meetings

5.5.3 Include cultural proficiency in annual required update trainings (BBP, Harassment)

5.6 Include cultural proficiency in District written communications:

5.6.1 "West Valley Schools Today"

5.6.2 School newsletters

5.6.3 District-wide emails

5.6.4 Special communications

5.7 Solicit feedback from staff on successes and areas for improvement throughout the year.

D. Communications and Involvement: We will build trust, ownership and collaboration throughout West Valley by enhancing communication* and involvement** within our community.

*communication is two-way, listening and providing information

**involvement is two-way, community involved in the schools and schools involved in the community.

1. WV Staff at all levels are informed about District activities and appropriately involved in decision-making.

1.1 Develop a procedure that:

1.1.1 identifies the type and scope of decisions governed by the procedure;

1.1.2 sets timelines for notification of meetings where issues will be discussed and decisions made;

1.1.3 makes some statement of values behind shared decision making so that we can look back and judge the procedure's effectiveness.

1.2 Communicate to all staff in a timely manner the important decisions (e.g. policy changes) that are to be made or that have been made in the District that may affect them; include who to contact and how to contact them; use methods most appropriate to staff positions including e-mail, bulletin boards and supervisor updates.

1.3 Ensure all decisions will be data-driven; make use of the Appreciative Inquiry process where appropriate.

1.4 Provide training to District employees in active listening, appreciative inquiry and/or other communication or decision-making procedures adopted by the District.

2. Staff are trained and supported regarding two-way communication with families.

2.1 Develop a "Community Helpers" type of program, where key communicators in the community are identified, recruited, trained and supported to improve communication between the schools and communities.

2.2 Create a "parent station" at each school where parents can access Skyward and the District website and gather information (in brochure form) about school and other community programs, use of this "station" could also be part of the community helpers' training.

2.3 Include communication with parents in annual District in-service trainings; tools to help with communications: back to school night, parent conferences (regular and as needed), phone calls about problems, involving parents in the classroom (for younger grades but why not others too?), clear list of requirements for each class stating expectations, parent letters, class newsletters; e-mails and web site related communication could be used here.

- 2.4 Identify appropriate second-language support staff persons (translators) and procedures for each building by:
 - 2.4.1 Developing a standard for ensuring appropriate translation credentials and second language abilities;
 - 2.4.2 Increasing the number of Spanish/English bilingual/bi-literate employees at each building.
- 2.5 Provide staff training relative to working with families by offering:
 - 2.5.1 Spanish in the workplace or Spanish for teachers' classes;
 - 2.5.2 Culturally appropriate communication techniques.
- 2.6 Develop a District-wide parent contact policy that establishes expectations for staff.
- 3. Students and their families are successfully transitioned from year to year, building to building, and into the community.
 - 3.1 Continue the successful transitions from the elementaries to middle school, from the middle school to the junior high school, and from the junior high school to the high school; emphasis needs to be placed on making sure parents are informed about transition events and activities.
 - 3.2 The District will intentionally contact the preschools and daycare providers in the community to disseminate information regarding the kindergarten program, kindergarten readiness, and registration procedures.
 - 3.3 An opportunity to conference with incoming kindergarten parents will be provided during the staggered start at the beginning of the school year.
 - 3.4 Schedule time to coordinate the advisor/advisee programs at the junior and senior high schools with each other.
 - 3.5 Develop a program of both student and parent mentors who can help provide a smooth transition for students and parents new to a school.
- 4. A variety of media are used for sharing and gathering information.
 - 4.1 Identify District staff to act as liaisons between the school district and West Valley community groups to which they already belong.
 - 4.2 Develop an outreach setup that can be checked out by "approved" District representatives for use at community locations; this outreach setup includes the following:
 - 4.2.1 The purchase of a laptop system to access District web sites from remote locations and demonstrate how parents can access information about schools and their individual children's classrooms including Skyward access;
 - 4.2.2 The development of surveys to solicit information from the community;

4.2.3 The development of brochures or other written information that can be to given to the public.

4.3 Continue to sponsor focused community forums with the school board and consider:

4.3.1 Publicizing board meeting agendas in as much advance as possible to involve as much community input as possible;

4.3.2 Adjusting the location and time of forums relative to audience you need to hear from.

4.4 Continue using multiple forms of mass media to get issues and information out to the public and allow for gathering information from the patrons and community by:

4.4.1 Arranging for regular, scheduled radio and public television time with superintendent fielding questions, explaining issues, and addressing specific concerns, so patrons and the community can participate;

4.4.2 Utilizing reader boards at schools and businesses.

4.5 Continue to use print media such as West Valley Schools Today and school newsletters to convey information and improve ways for patrons to give input considering the following:

4.5.1 Each issue should include a variety of ways for patrons to contact the District and staff through a hotline, e-mail, and web sites for help, or to address concerns;

4.5.2 Continue to convey more positive happenings in the schools and with the students.

4.6 Take advantage of electronic media by:

4.6.1 Getting individual school web sites up and running to provide easy access to school information to groups such as community members, patrons, and new move-ins.

4.6.2 Posting school newsletters on each website for easy access to events and the like.

4.6.3 Creating a “blog of the week/month” with a question to answer to collect information from patrons and community.

4.6.4 Looking into ways to send newsletters (on school and District levels) electronically, via e-mail for those patrons interested.

5. WV District facilities are used more by the community.

5.1 Develop partnerships with organizations from the community which have needs that could be met by the use of our facilities; these may include (but are not limited to) the following:

5.1.1 Sports teams (AAU basketball, soccer, baseball, etc.)

5.1.2 Allied Arts

5.1.3 Senior Center

5.1.4 FFA, etc.

5.1.5 Adult classes: (ESL, computers, Medicare info, etc)

5.1.6. 4H

5.1.7 Arboretum

5.1.8 Hospital classes

5.1.9 City or County departments

5.1.10 Churches

5.1.11 Scout packs/troops

5.1.12 YVCC

5.1.13 Parks & Recreation

5.1.14 YMCA

5.1.15 EPIC - Head Start

5.1.16 Health Department

5.1.17 Fire Departments

5.1.18 Child Care Resource and Referral (STARS training)

*Focus should be on groups who do not currently have contact with the schools.

5.2 Promote and advertise the availability of District facilities.

5.3 Purchase facility scheduling software (e.g. Resource 25 (R25) @ YVCC) to coordinate all the scheduling.

6. Manage changes and increased responsibilities for communication to and with families, in part, by hiring a Media Specialist or Public Relations person.

6.1 Investigate the possibility that this person could also teach courses in media, journalism, or communication.

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