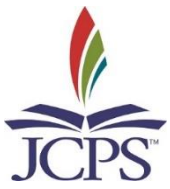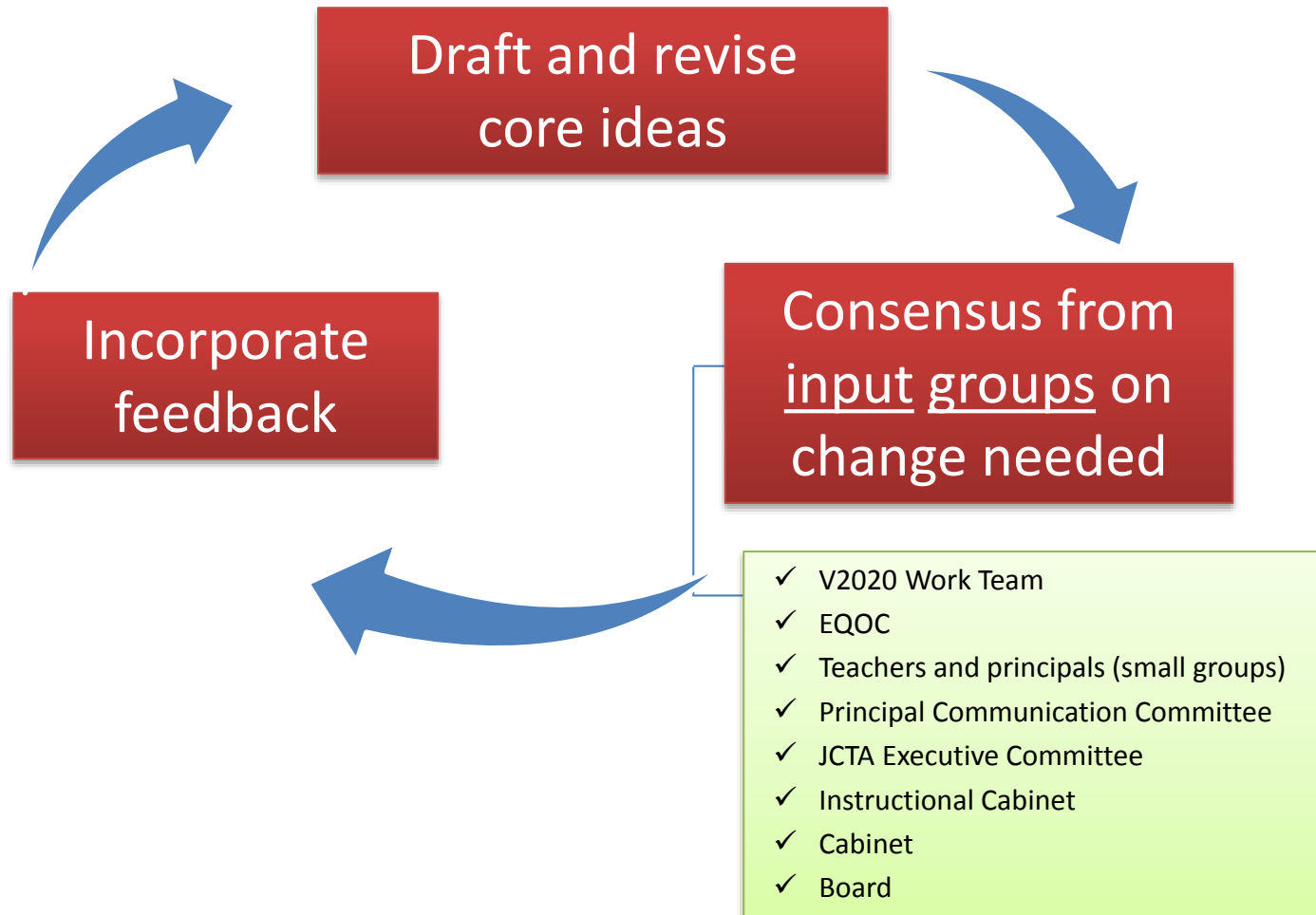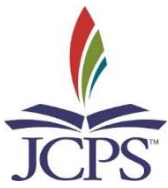# Vision 2020 (2.0)

- Purposes
  - Review timeline for revision
  - Share engagement and writing processes
  - Gather your feedback on current directions

- Non-purposes
  - Wordsmith (we realize it needs some work)
  - Finalizing metrics, formats, visuals

Overall Process and Input Groups

Goal: Make Vision 2020 more clear, coherent, actionable and measurable.

Draft and revise core ideas

Consensus from input groups on change needed

Incorporate feedback

- ✓ V2020 Work Team
- ✓ EQOC
- ✓ Teachers and principals (small groups)
- ✓ Principal Communication Committee
- ✓ JCTA Executive Committee
- ✓ Instructional Cabinet
- ✓ Cabinet
- ✓ Board

Key Points of Focus As We Revise

- Stay true to core values … Vision 2020 is about developing and improving: (1) **people/relationships**, (2) **experiences**, and (3) **environments.**

- **Don't change Vision or essence of Goals.**

- **"Keep the main thing the main thing."** (it's an outward-facing communication)

- **Keep it level.** (department-level strategies, KPIs, and district initiatives can be captured in CDIP and work plans.)

- **Cluster work around goals.** (not as much positions/departments – we can always create teams)

- **Get the core concepts right first.** (exact wording, formats, and visuals will come once we agree on what we most need to do)

- **Remember short term focus** (32 months until December 2020).

We need a graphic to show how Vision 2020 fits together
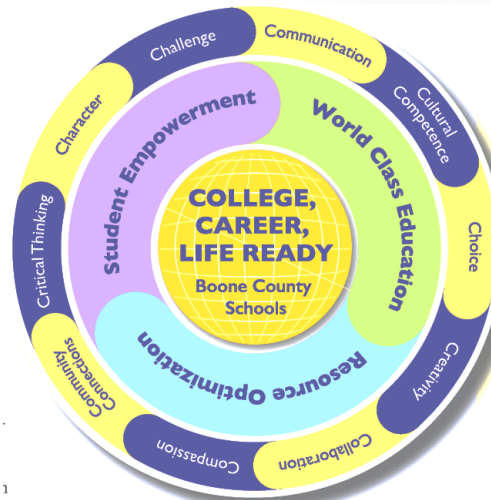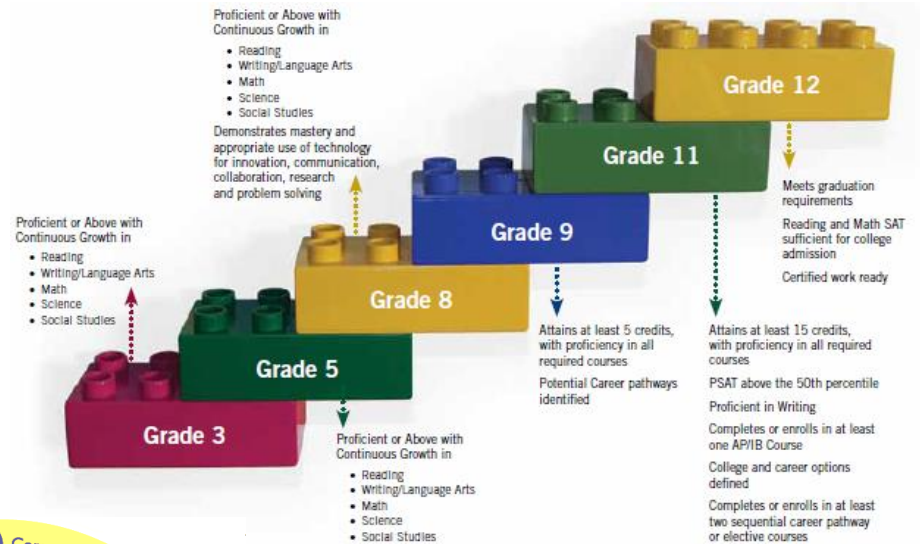
These are not it.
But we kind of like the look and message

Goals and Work

What Does Success Look Like? (goal, THEN statement)	How Do We Make It Happen? (strategy, IF statements for action) If educators and student support staff …	How Do We Know It's Working? (targets, specific outcomes, …as demonstrated by)	What Is It Worth? (est. $$)
I. Students are <u>active participants</u> in their learning.	A. Increase student <u>voice</u>, <u>choice</u>, and <u>agency</u> in designing and communicating their learning.		R
	B. Implement <u>socio-emotional</u>, <u>behavioral</u>, and <u>cognitive</u> <u>practices</u> to increase student engagement.		$
II. Students <u>demonstrate</u> <u>capacities</u>, <u>dispositions</u>, and <u>skills</u> needed to transition successfully.	A. Create options for <u>deeper, more personalized learning experiences</u> with every student.		$$
	B. Improve <u>quality</u> of student work and provide ongoing <u>feedback</u> guided by <u>standards.</u>		N
	C. Provide regular <u>opportunities</u> for students to <u>capture</u> and <u>demonstrate learning</u> and <u>strengths</u> in diverse ways (e.g., exhibitions, performances, evidence and artifacts) and for families and community to access these demonstrations. **(1.1.7, 2.1.1, 3.3.2, 3.3.3)** C. Increase <u>transition readiness</u> by empowering students to <u>capture</u> and <u>demonstrate</u> their learning, strengths, and success skills.	- Backpacks - Exhibitions - Defenses - MAP	

> Agree on core idea and then make concise

$ = up to 1 million; $$=1-5 million; $$$ more than 5 million; R = repurposed funds; N = no cost

Next Steps

- Refine Language
- Work on Metrics
- Develop Messaging Options
- Get Feedback at each point along the way

- Once approved, develop work plans and schedules for regular reporting