



VASHON ISLAND SCHOOL DISTRICT

Strategic Plan Overview



Facilitated by Performance Fact

January 2022



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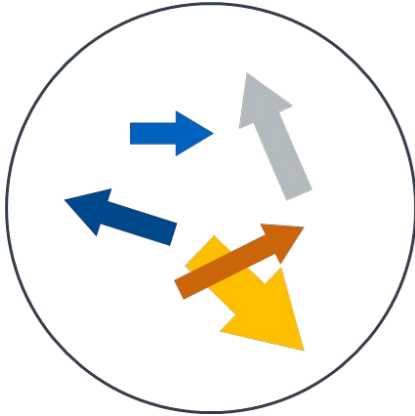


Setting the Stage

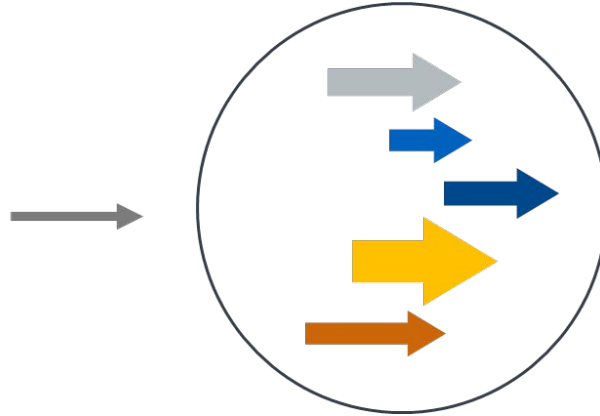


Why Plan?

Misalignment



Alignment



A primary aim of
planning
is unity of purpose,
or **alignment**

Alignment: *getting people, process, program and structure on the same page, going in the same direction.*

Performance Fact Premise

Cause & Effect

“All students will learn at high levels when instruction meets their needs. What a student has not learned well *yet*, is something she/he has **not** been taught well **yet**.”

Student learning, then, is an “*effect*” whose “*cause*” lies in the quality and effectiveness of educational **PRACTICES**.

If we want improved outcomes for students, the starting point must be the **continuous improvement of teaching practices, leadership practices and organizational practices**, because they are the precursors to student learning.”

Mutiu O. Fagbayi (2006)

Embracing Diverse Voices & Perspectives

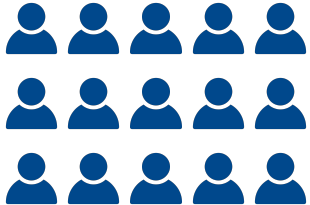


Profile of Our Students

Out of every 20 students...

15

White
[74.9%]



3

LatinX
[13.2%]



2

**Two or More
Races**
[9.3%]

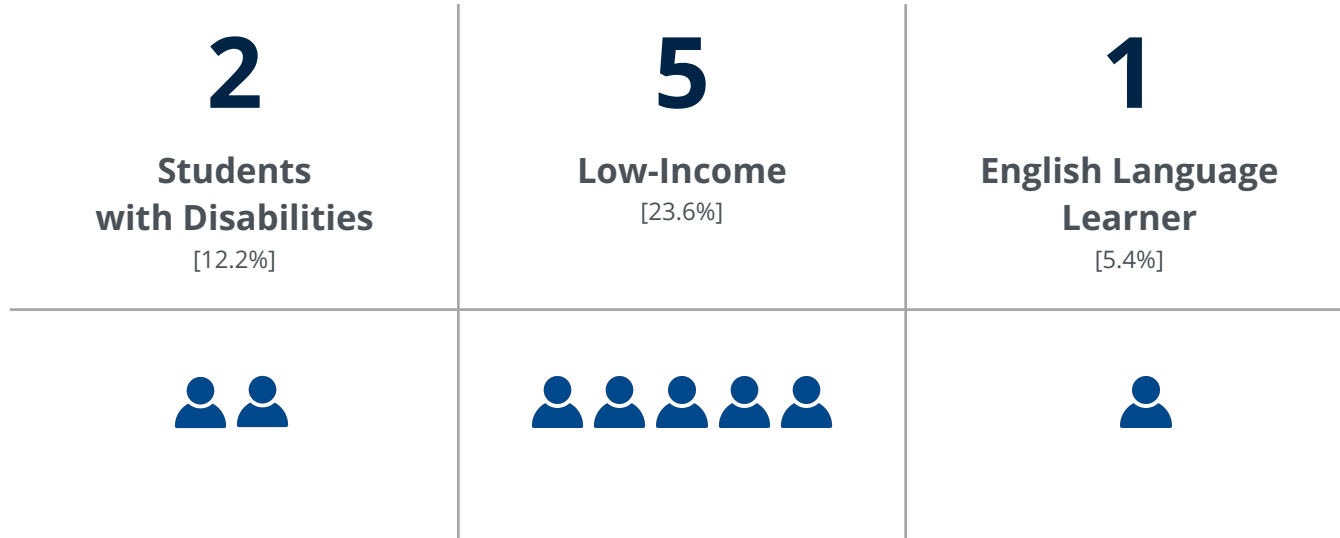


Less than 1

**Other Races
& Ethnicities**
[2.6%]

Profile of Our Students

Out of every 20 students...

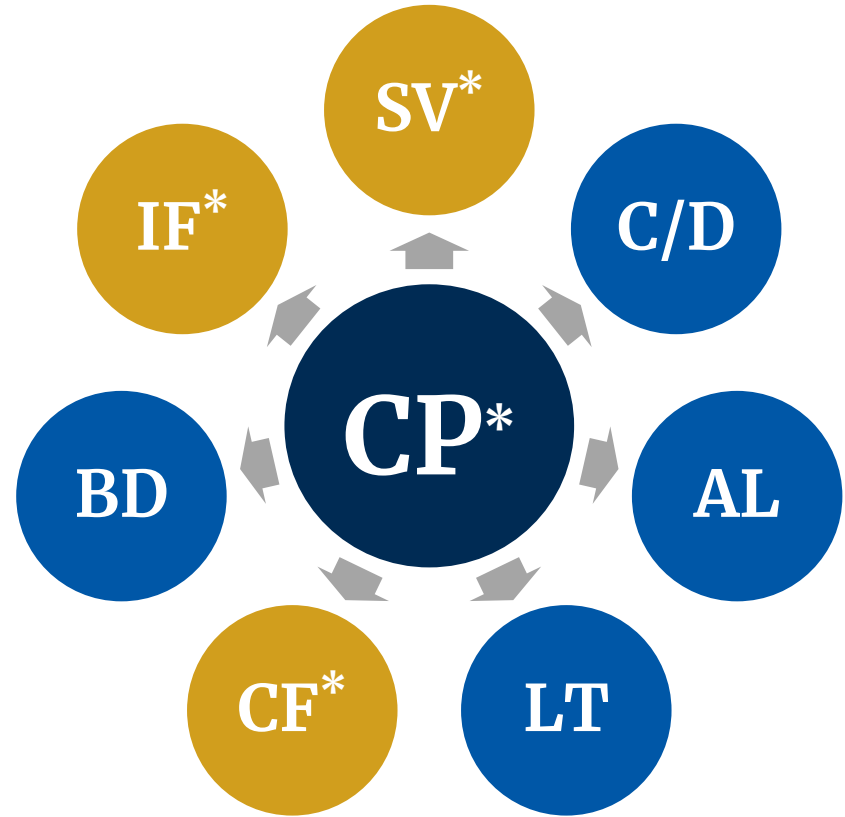


Embracing Diverse Voices & Perspectives



“Reality Check” Teams & Listening Sessions ...

- **SV** = Student Voice Team
- **CP** = Core Planning Team
- **IF** = Instructional Focus Team
- **C/D** = Campus/Department Team
- **AL** = Alignment Team
- **BD** = Board Review Team
- **CF** = Community Forums
- **LT** = Leadership Team



** Required*

Phases of Strategic Planning Process

1	Is everyone ready to go?”	[Community mobilization]
2	“Where are we now ?”	[Assessment of current state]
3	“Where are we going next ?”	[Core purpose, goals, measures]
4	“Is everyone still with us?”	[Stakeholder “reality check”]
5	“How are we going to get there ?”	[Building blocks: practices, strategies, structures]
6	“Have we aligned resources with the Plan?”	[Allocation of people, time, \$]
7	“Do we have the support of our leaders and policymakers?”	[Formal approval]

Strategic Planning Calendar

Date	Participating Stakeholder Group	Group ID	Duration
September 29, 2021	Student Voice	SV	Full Day
October 12, 2021	Leadership Team	LT	2 hours
October 18, 2021	Core Planning Team	CP	Full Day
October 19, 2021	Core Planning Team	CP	Full Day
October 19, 2021	Community Forum: Bipoc Families	CF	1 hour
October 20, 2021	Alignment Team	AL	1 hour
October 20, 2021	Core Planning Team	CP	Full Day
November 1, 2021	Instructional Focus Team	IF	Full Day
November 1, 2021	Community Forum	CF	1.5 hours
November 1, 2021	Community Forum: Bipoc Families	CF	1 hour
November 17, 2021	Superintendent	SUP	30 minutes
November 17, 2021	Leadership Team	LT	1 hour
November 22, 2021	Alignment Team	AL	1 hour
November 22, 2021	Instructional Focus Team	IF	Half Day

Date	Participating Stakeholder Group	Group ID	Duration
November 22, 2021	Core Planning Team	CP	Half Day
November 22, 2021	Board Review	BD	1 hour
December 3, 2021	Campus/Department Reality Check	RC	1 hour
December 14, 2021	Leadership Team	LT	1 hour
December 14, 2021	Community Forum: Bipoc Listening Session	CF	45 minutes
December 15, 2021	Instructional Focus Team	IF	3 hours
December 16, 2021	Core Planning Team	CP	3 hours
December 16, 2021	Alignment Team	AL	1 hour
January 11, 2022	Board Review	BD	1 hour
January 27, 2022	Board Review	BD	2 hours

Core Planning Team (CPT): Community-wide Participants

Greg Allison	Executive Leadership Team	Kevin Dickerson	Executive Leadership Team	Stacey Hinden	Community Partner SVWP
Robert Barrett -Wood	VHS Student	Halbe Dougherty-Wood	Parent	Trudy Ide	Parent
Richard Barrett-Wood	VHS Student	Thomas Elliot	Executive Leadership Team	Heidi Jackson	Community Partner DOVE
Celina Becerra	VHS Student	Rafael Escovedo	McM Student	Jeni Johnson	Community Partner VYFS
Becky Blankenship	Social Studies McM Teacher	Mark Frey	Facilities Manager	Stephanie Johnson Blomgren	Community Partner VAIS
Holly Boyajian	VISD Staff	Will Frith	VHS Student	Raena Joyce	VHS Student
Jodi Burwell	Assistant to Superintendent	Thane Gill	Executive Leadership Team	Torin Kavanagh	McM Student
Gwen Burwell	VHS Student	Rebecca Goertzel	Executive Leadership Team	Craig Klinkam	VSF
Kathryn Coleman	Executive Leadership Team	Cecelia Guenther	McM Student	Whit Linxweiler	McM Student
Angelina Dang	McM Student	Kathy Hall	VESP	Avery Maclean	McM Student
Karie Decker	Parent	Richard Hazzard	Parent	Amie Macnab	Parent
Alara Demir	McM Student				

Core Planning Team (CPT): Community-wide Participants *Continued.*

Zabette Macomber	School Board	Perla Ordonez-Ramirez	McM Student	Ava Stephenson	VHS Student
Finley MacRae	VHS Student	Carrie Power	CTE McM Teacher	Matt Sullivan	Executive Leadership Team
Leigh Anne McKeen	Parent	Danny Rock	Executive Leadership Team	Tallis Sullivan	McM Student
Suzan McMann	Community Partner VARSA	Neko Rogneby	McM Student	Layla Tanner	5th Grade Teacher
Slade McSheehy	Executive Leadership Team	Keziah Rutschow	VHS Student	Ada Umbach	McM Student
Shelley Means	Parent	Nidia Sahagun	Parent	Barb Van Eeckhout	Special Education School Psychologist
Zach Merrigan	McM Student	Amy Sassara	Executive Leadership Team	Eva Watkins	McM Student
Maria Metler	Community Partner VNC	Beth Solan	Special Education VHS Teacher	Peter Woodbrook	VISD Staff Communications
Isaac Newcomb	McM Student	Rheagan Sparks	School Board	Joe Yarkin	Parent
Theo Newcomb	VHS Student	Stephanie Spencer	Executive Leadership Team		
Hazel Nielsen	McM Student				
Anahi Nunez-Hernandez	McM Student				

Alignment Team (ALT): Community-wide Participants

John Affolter	VMICC
Caitlin Ames	Vashon Land Trust
Karen Boyle	Vashon Partners in Education
Elsa M Croonquist	Vashon Maury Island Heritage Association
Vicky de Monterey Richoux	VashonBePrepared
Kathleen Fitch	Sustainable Tourism on Vashon
Geoff Fletcher	VoV and VIPP
Stacey Hinden	Vashon Wilderness Program
Hannah Hirsekorn	Vashon Maker Space/Vashon Artist Residency
Heidi Jackson	The Dove Project
Beth Lindsay	Parent
Zabette Macomber	VISD Board Chair
Slade McSheehy	Superintendent
Matt Sullivan	Executive Director Business and Operations
John McCoy	St Vincent de Paul Society

Chris Peloquin	Localist
Lisa Peretti Stephenson	Drama Dock
Cheryl Pruett	Pandora's Box Pet Products
Raven Pyle-McCrackyn	Vashon Island Professionals, LLT
Rheagan Sparks	VSF, VISD Board Member
Whitney Rose	Gather Vashon
Teri Rutledge	Harbor School
Keith Schorsch	Schorsch Ventures
Emily Scott	Vashon Maury Community Food Bank
Allison Shirk	Vashon Events
Stephanie Spencer	Director of Teaching and Learning
Charlotte Tiencken	Vashon Repertory Theatre
Rick Wallace	VashonBePrepared, Voice of Vashon
Samantha Weigand	Vashon Island Baking Company
Emily Wigley	Orca Eats LLC

Instructional Focus Team (IFT)

Greg Allison	McM Administration
Becky Blankenship	Social Studies/middle school
Siri Bookani	1st Grade Teacher
John Erickson	VHS Administration
Jon Hodgson	CES Administration
Carrie Power	CTE/middle school
John Rees	English/high school
Beth Solan	Special Education/high school
Stephanie Spencer	Director Teaching & Learning
Holly Boyajian	1st Grade Teacher
Layla Tanner	5th Grade Teacher
Barb Van Eckhout	Special Education/6-12

G. Equitable Access to Supportive School and Classroom
Student Survey Results – Ethnicity

	ELEMENTARY STUDENTS		Average % Rating All Elementary Grades (Districtwide)
	Students of Color	White	
udent Engagement and Interest (respondents who said "Agree" or "Strongly Agree")	0	2	68.7%
If I try hard enough	1	5	85.9%
I school	12	-2	52.8%
ing to school	5	2	61.3%
g to school	-5	6	57.7%
to be			
try their best to learn			
udent Support/School Climate (respondents who said "Agree" or "Strongly Agree")	-3	8	81.0%
If safe place to be	4	6	66.3%
ol	5	8	87.7%
go to this school	-4	5	82.2%
of about myself	1	6	87.1%
a person	2	4	79.1%
when I talk to them	-4	7	77.3%
we adults in the school	4	3	73.6%
bring me, there is at least one adult that I can go to and talk	-3	6	57.1%
is about how to make the school better	4	2	61.3%
well-behaved	-6	9	72.4%
about each other	0	8	71.8%
each other when asked	3	5	76.1%
each other with respect			
Teaching and Learning (respondents who said "Agree" or "Strongly Agree")	0	3	73.6%
he catch up if I am behind	-4	7	81.0%
he learn from my mistakes	-2	6	84.7%
heck to make sure I understand what we are learning	-6	8	68.1%
me when I work hard in class	0	2	55.2%
resting to me	1	4	59.5%
	-5	6	61.3%
he to do my best all the time	2	5	84.7%
o explain my answers	8	3	84.0%
Problems in the School (respondents who said "Agree" or "Strongly Agree")			
picked on about their	-14	6	14.1%
	-10	4	9.8%
	-15	7	12.3%
	-10	4	11.0%
	-11	5	9.8%
Equity and Inclusion (respondents who said "Agree" or "Strongly Agree")			
lass have pictures of people of different races	0	4	72.4%

Strategic Planning Model



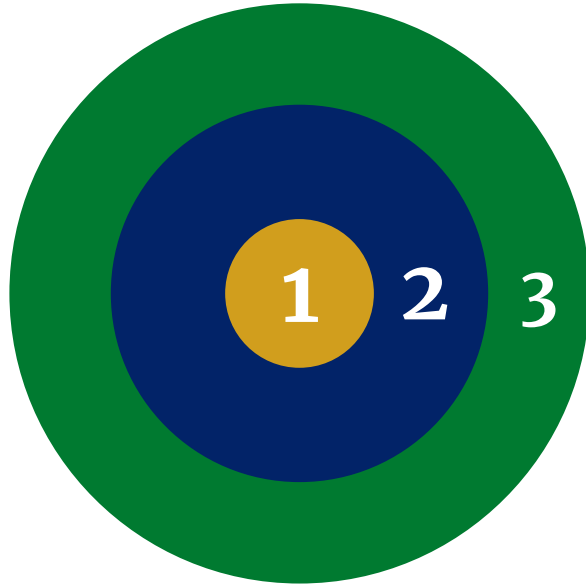
A Data-driven, Equity-focused Planning Process



What data do we have?	What does the data say? <i>and</i> Why does the data look that way?	What are we going to do about it all?
<p>Student Data for multiple sources</p>	<p>Areas of Strength and Areas of Concern based on student data <i>and</i> “Root causes” (underlying causes) of the current state of student learning and achievement</p>	<ul style="list-style-type: none">• Student Learning• Instructional Effectiveness• Empowering Infrastructure

Equity-Centered Strategic Planning

"Keeping ends and means in proper sequence."



1. Student Learning

- Equity Principles
- Portrait of a Graduate
- Promise and Shared Beliefs
- Goals, Measures, and Equity Priorities
- Performance Targets/Benchmarks

2. Instructional Effectiveness

- "Four Pillars" (building blocks)
- Professional Practices
- Aligned Instructional System: Core Subjects
- Educational Strategies

3. Empowering Infrastructure

- Implementation Roadmap
- Mission-focused Supports & Services
- Needs-based Resource Allocation
- Leadership for Results



CIRCLE #1

Student Learning

1

- Our Shared Beliefs
- The Vashon Promise
- Portrait of a Graduate
- Goals, Measures, & Equity Priorities

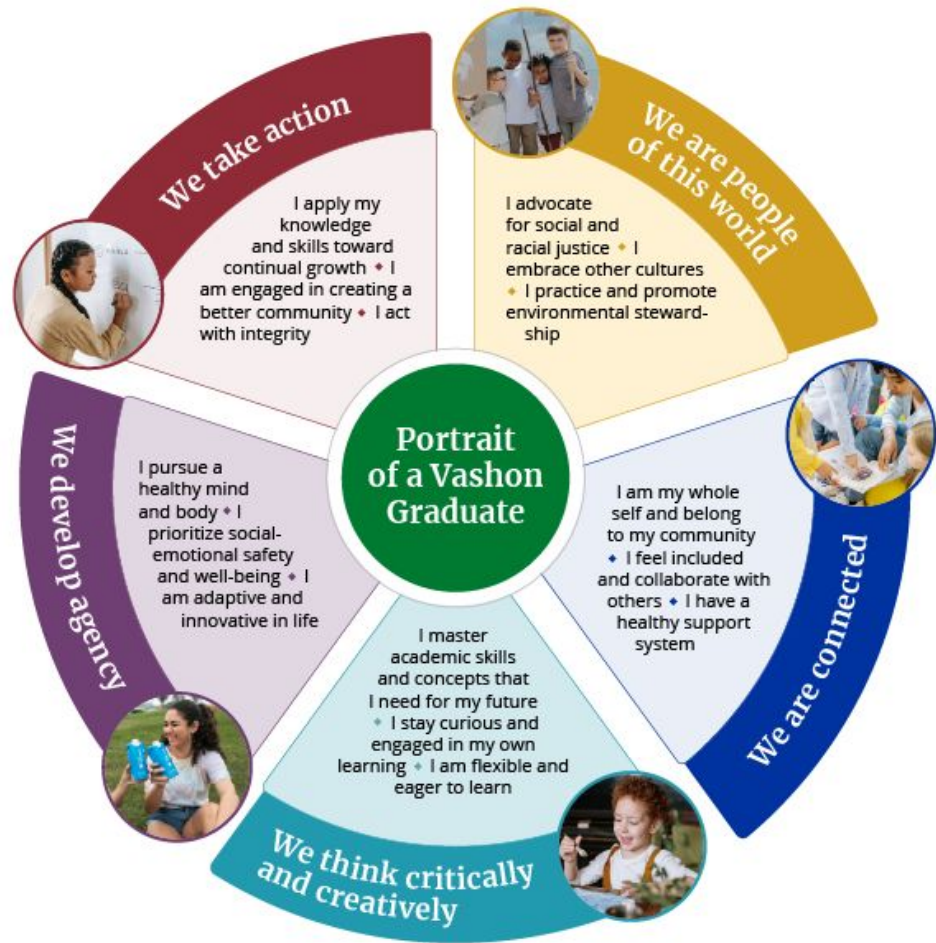
Our Shared Beliefs

1. We believe that *learning is a joyful act* that sparks each student's unique imagination.
2. We believe that *a sense of belonging and feeling valued* increases trust and learning.
3. We believe that *equal outcomes for every student*, without exception, is Vashon's *collective responsibility*.
4. We believe that our *students must have voice and see themselves in their schooling*.
5. We believe that *sustained connections with families and community* build thriving schools.

The Vashon Promise

Every student is welcomed, known, and treasured,
and graduates **confident** and **competent** to thrive in
a future they **imagine**.

Portrait of a Graduate



Goals for Student Success



Goals & Measures of Student Success

Goals	Measures of Student Progress	Equity Priorities
<p>GOAL #1: Strong Roots – Early Learning <i>Cultivating the foundations for learning</i> Every student will develop curiosity, social-emotional skills, the ability to think and reason, and a joy of learning.</p>	<ol style="list-style-type: none"> Students in Grades PreK-2 meeting growth milestones of key developmental domains Students in Grades PreK-2 receiving timely and effective interventions and supports Students in Grades PreK-2 meeting standards in Math and Literacy 	<p>Equity Priorities</p> <p>On average, the majority of Vashon students expressed a favorable opinion of their schooling experiences. However, disaggregated analysis of student surveys results, educational attainment, and assessment of access to opportunities spotlighted consistent challenges for specific student-groups.</p> <p>These equity-priority student groups will receive focused attention as we implement our Strategic Plan.</p> <ul style="list-style-type: none"> • Students of Color (Black, Latino/Hispanic) • Low-income Students • English Language Learners • Students with Disabilities (“IEPs”) • Neuro-diverse Students • Non-Binary Students
<p>GOAL #2: Thriving Students <i>Nurturing safe, engaging, equitable school community</i> Every student will feel safe, supported, and engaged as learners; empowered to use their voice to advocate for equitable treatment and social justice; and grow as informed global citizens.</p>	<ol style="list-style-type: none"> Students feeling safe and welcomed Students connected in healthy, constructive relationships with peers and adults Students advocating for their needs Decreased disproportionality in suspensions 	
<p>GOAL #3: Critical Thinking & Mastery Learning <i>Acquiring core knowledge, skills, and disposition</i> Every student will own their learning, display creativity and confidence in problem-solving, and demonstrate competence in the core learning standards.</p>	<ol style="list-style-type: none"> Students demonstrating mastery of knowledge and skills in multiple ways Students meeting their “IEP” or personalized learning goals Students meeting standards in English Language Arts and Mathematics Students receiving equitable access to advanced courses Students attaining high school credits during their middle school years 	
<p>GOAL #4: Successful Lifelong Transitions <i>Navigating critical junctions and experiences</i> Every student will successfully navigate ALL critical transitions in their schooling, and will acquire the confidence and competence for success during and after their formal schooling years.</p>	<ol style="list-style-type: none"> Students demonstrating successful transitions: PreK <input type="checkbox"/> Kindergarten <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School <input type="checkbox"/> College/Postsecondary experiences Students graduating from high school Students feeling confident about their prior and future transitions Students developing individualized “beyond high school” transition plan 	



CIRCLE #2

Instructional Effectiveness



- “Four Pillars” (building blocks)
- Professional Practices
- Educational Strategies

Four Pillars

The building blocks of the capabilities we must develop to achieve our Goals for student success.

PILLAR A:

"Teaching-&-learning"

**Equitable
Access
to Culturally
Responsive
Teaching
& Learning**

PILLAR B:

"Schools can't do it alone"

**Safe Climate
for Learning
& Work**

PILLAR C:

"Investing in people"

**Accelerated
Intervention
& Supports
for Staff
& Students**

PILLAR D:

"Managing the whole"

**Strong
Partnerships
& Collective
Accountability**

Professional Practices: Instructional

PILLAR A: <i>"Teaching-&-learning"</i> Equitable Access to Culturally Responsive Teaching & Learning	PILLAR B: <i>"Schools can't do it alone"</i> Safe Climate for Learning & Work	PILLAR C: <i>"Investing in people"</i> Accelerated Intervention & Supports for Staff & Students	PILLAR D: <i>"Managing the whole"</i> Strong Partnerships & Collective Accountability
<p>T1. <i>High learning expectations</i> Instructional staff establish high expectations for all students; provide intentional scaffolding and explicit research-based instruction; and make data-informed adjustments to ensure continuous growth.</p> <p>T2. <i>Student ownership of learning</i> Instructional staff nurture student ownership of learning, utilizing high-engagement strategies to validate and connect to the student's identity and experiences.</p>	<p>T3. <i>Engaging families</i> Instructional staff engage families in decisions regarding student learning and social emotional well-being, including intentional outreach to traditionally underserved families.</p> <p>T4. <i>Caring connections</i> Instructional staff facilitate connections between students and caring adults and resources that foster student engagement in learning and improved educational outcomes.</p>	<p>T5. <i>Collegial collaboration</i> Instructional staff use collaboration time to reflect on curriculum, instructional practices, and student progress, and to share effective strategies.</p> <p>T6. <i>Evidence-based feedback</i> Instructional staff seek ongoing feedback through collaborative reflection, analysis of student work, and peer observation to adapt instruction in support of student growth.</p>	<p>T7. <i>Cycles of inquiry</i> Instructional staff use data-informed cycles of inquiry and multiple assessments to monitor and adjust instruction, with intentional focus on traditionally underserved students.</p> <p>T8. <i>Joint progress monitoring</i> Instructional staff engage students and families in creating and monitoring progress on students' social-emotional and academic growth goals.</p>

Professional Practices: Leadership

PILLAR A: <i>"Teaching-&-learning"</i> Equitable Access to Culturally Responsive Teaching & Learning	PILLAR B: <i>"Schools can't do it alone"</i> Safe Climate for Learning & Work	PILLAR C: <i>"Investing in people"</i> Accelerated Intervention & Supports for Staff & Students	PILLAR D: <i>"Managing the whole"</i> Strong Partnerships & Collective Accountability
<p>L1. <i>Teacher-leadership</i> Leadership provides time and resources to foster a culture of teacher-leadership and collegial continuous professional growth.</p> <p>L2. <i>Connecting with the student's context</i> Leadership prioritizes resources (i.e., time, money, materials, people) that teachers need to validate and connect to the student's identity and experiences.</p>	<p>L3. <i>Addressing systemic barriers</i> Leadership team implements a comprehensive system to address systemic barriers to effective teaching and learning and to re-engage disaffected students and families.</p> <p>L4. <i>Linking students with community assets</i> Leadership builds the capacity of the school to connect every student to school or community-based supports that build on each student's unique strengths.</p>	<p>L5. <i>Data-driven collaboration</i> Leadership uses professional learning community (PLC) structure to create ongoing, consistent instructional planning and data-driven collaboration time.</p> <p>L6. <i>Peer observation, feedback, & support</i> Leadership creates a system/structure for peer observation, instructional reflection and analysis of student work.</p>	<p>L7. <i>Tiered supports</i> Leadership provides instructional resources and ongoing capacity-building for a purposely equitable, multi-tiered system of supports that facilitate higher-order thinking.</p> <p>L8. <i>Home/school goal-setting</i> The Leadership team develops a responsive system among schools, students, and families to promote collaborative goal-setting and progress monitoring for all students.</p>

Professional Practices: Organizational

PILLAR A: <i>"Teaching-&-learning"</i> Equitable Access to Culturally Responsive Teaching & Learning	PILLAR B: <i>"Schools can't do it alone"</i> Safe Climate for Learning & Work	PILLAR C: <i>"Investing in people"</i> Accelerated Intervention & Supports for Staff & Students	PILLAR D: <i>"Managing the whole"</i> Strong Partnerships & Collective Accountability
<p>01. <i>Intervention for underserved students</i> School community provides timely intervention for underserved student groups, accompanied by a consistent message of high expectations and high support, without exception.</p> <p>02. <i>Affirming curriculum</i> School community affirms all students as active learners with valuable knowledge, and implements a curriculum that reflects students' identity, culture, and experience.</p>	<p>03. <i>Embracing the family's voice</i> The district uses feedback to create responsive, integrated systems to maximize student and family voice, presence and participation.</p> <p>04. <i>Safe and caring school communities</i> The district supports schools and building systems to link educators, students, and families and the community to create schools that are safe and caring.</p>	<p>05. <i>Culture of collegial learning</i> The District fosters the Professional Learning Community (PLC) through ample resources and structure to support effective collaboration and instructional growth.</p> <p>06. <i>Cadre of Instructional leaders</i> The District intentionally develops a cadre of instructional teacher leaders to strengthen our collaborative culture in support of student growth.</p>	<p>07. <i>Needs-based resource allocation</i> District/School leadership allocates resources (time, personnel, assessment tools, materials, equipment) based on student need.</p> <p>08. <i>Assessments for learning</i> District utilizes high-quality authentic assessments (including surveys) to gauge student's academic and social-emotional progress and to guide continuous improvement of instructional practices.</p>

<p>PILLAR A: “Teaching-&-learning” Equitable Access to Culturally Responsive Teaching & Learning</p>	<p>PILLAR B: “Schools can’t do it alone” Safe Climate for Learning & Work</p>	<p>PILLAR C: “Investing in people” Accelerated Intervention & Supports for Staff & Students</p>	<p>PILLAR D: “Managing the whole” Strong Partnerships & Collective Accountability</p>
<p>Aligned instructional system Ensure curriculum and instructional materials are aligned with the state PreK-Grade 3 standards, and are student-centered and culturally diverse.</p> <p>High student engagement Nurture students’ sense of belonging, curiosity, and engagement by paying attention to students’ cultural identities, social-emotional development, points of connection among students, and place-based, thematic experiential learning.</p>	<p>Personalized learning compacts Share data with families and students regarding strengths, needs, progress towards learning goals, and specific steps to ensure continuous growth.</p> <p>Expanded community partnerships Expand family and community collaboration through community partnerships, wrap-around services, and volunteer opportunities.</p>	<p>Integrated student-care intervention and supports Organize teams of teachers, support staff, paraprofessionals, and administrators to know and advocate for assigned students, and to cultivate a culture of mutual support among practitioners.</p> <p>Culturally responsive pedagogy Offer teachers ongoing professional development about effective culturally responsive and anti-racist practices.</p>	<p>Multiple communication formats Use a variety of communication strategies and formats to promote the benefits of preschool and to facilitate the engagement of parents in school and district activities and culture.</p> <p>Building more diverse workforce Expand and refine recruitment, hiring, and on-boarding practices to include criteria that would attract and retain high-caliber, culturally competent skills that reflects the students and families we serve.</p>

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<p>Extended learning time Increase instructional time for underserved students (e.g., offering summer learning).</p> <p>Language development for ELLs Provide individualized support for English Language Learners based on strength and need.</p> <p>Diverse books and stories <i>Expose students to a wide range of stories to read, depicting stories about different family arrangements and protagonists of different races and cultures.</i></p>	<p>At-home readiness activities Provide families meaningful, at-home early learning activities, with appropriate training on how to use the tools and resources.</p> <p>Shared meaning in lessons and activities Allocate learning time for students to explore points of connection, common understanding, and empathy among students during classroom instruction and related activities.</p>	<p>Instructional differentiation and scaffolding Ensure that all prekindergarten – Grade 3 teachers and staff are trained and knowledgeable in best practices to support students on the autism spectrum, students with high ACEs, English learners, and students with disabilities.</p>	<p>Early identification with targeted intervention Institute a structured, evidence-based process of early-identification and progress monitoring for English Language Learners, Hispanic/Latino students, low-income children, and students with disabilities.</p>

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<p><i>Aligned Social Emotional Learning processes</i> Develop grade-specific social-emotional learning programs within each school and across all the schools.</p> <p><i>Screening and self-assessment tools</i> Identify and utilize a variety of developmentally appropriate screening and self-assessment tools to assist students and teachers in assessing strengths, challenges and progress in SEL.</p>	<p><i>Accessing community partnerships</i> Inventory and enhance community partnerships and ensure that all staff are aware of and can use referral systems to access available resources.</p> <p><i>Strengthen and Develop Fine Arts</i> Support internal talent and community partnerships to echo and enhance Fine Arts opportunities for all students.</p>	<p><i>Mentoring opportunities</i> Expand opportunities for mentorship relationships via a variety of pathways (e.g.: within clubs and sports programs; electives; student-to-student across buildings).</p> <p><i>Staff proficiency using inclusive practices</i> Strengthen staff/faculty capacity to teach inclusively and to put the <i>Universal Design for Learning Principles</i> into day-to-day practice.</p>	<p><i>Culture of safety and belonging</i> Nurture a culture of safety and belong among students; among teachers, staff, and administration; and between students and adults at their school.</p> <p><i>Common standards of practice</i> Enhance staff commitments to working as a team and using agreed-upon approaches to address problems of practices and increase positive collaboration.</p>

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<p>Affinity groups Promote student-centered affinity groups that enable equity priority student-groups to connect, build affirming relationships, and share their experiences.</p> <p>Fair, unbiased screening tools Adapt the identified screening and self-assessments tools to ensure they are differentiated, culturally responsive and unbiased towards our equity priority groups.</p>	<p>Involving families in data gathering Involve families in gathering information about student progress in social-emotional growth and partner with families to develop culturally responsive supports.</p>	<p>Peer-to-peer networks Invest in Peer-Peer programs to bridge connections within and across equity priority student groups and to help navigate the school system and culture.</p>	<p>Connecting students to supports and services Develop a rapid-response process to connect the most challenged student groups to school-based and community programs they need.</p>

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<p>Priority standards with local assessments Identify priority standards for each curricular area, ensure early identification and intervention for each student, and monitor their progress using district-based assessments.</p> <p>Applied learning opportunities Create opportunities for students to apply their learning in a variety of ways, including purposeful play, service learning, local work-based contexts.</p>	<p>SEL partnership opportunities Create more community partnerships that focus on social emotional support for secondary students.</p> <p>Career exploration Strengthen PreK-12 partnerships with local businesses to expose students to engaging college/career experiences.</p>	<p>PD & coaching for staff Provide professional development and consistent coaching to support new and veteran teachers in implementing effective practices in teaching, assessment, and professional reflection.</p> <p>Community Collaboration Collaborate with staff, students, families, and community members to increase student's achievement to the level of mastery or beyond.</p>	<p>District-wide Feedback Develop systems that promote student and family centered feedback utilizing a variety of strategies.</p>

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<p><i>Electives options</i> Expand elective options that appeal to the interests of the priority student groups and provide multiple access points to the curriculum based on student identity, readiness, and preferences.</p> <p><i>Extended learning time</i> Increase extended-day and extended-year learning opportunities for students experiencing learning gaps.</p>	<p><i>Diversity in representation and participation</i> Advocate for more inclusive representation in community groups, and facilitate school-day access to our students by diverse organizations.</p>	<p><i>Student-run clubs</i> Provide more time and guidance to support affinity groups and clubs (SMART, Homeroom, CES Clubs).</p>	<p><i>Targeted allocation of resources</i> Allocate district funding for community partners to support student needs during the school-day, and ensure staff represent the community.</p>

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<p><i>Career-connected learning</i> Implement career-connected learning opportunities preK-Grade 12, including opportunities within the school day for students to engage in their areas of interest (e.g., STEM workshops, writing college essays, etc).</p>	<p><i>Counseling, role models, and alumni</i> Invite alumni and representatives from different fields into discussions with students (PreK-Grade 12) about potential academic and vocational pathways.</p>	<p><i>Peer mentors, cross-age experiences</i> Provide opportunities for staff-to-staff and student-to-student collaboration and support.</p>	<p><i>Transition portfolio</i> Create and maintain a student portfolio system that includes information about each student's strengths and needs at critical transition points (e.g., end of a grad-span).</p>

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<p><i>Cross-school/cross-grade collaboration</i> Share effective practices across schools and grade levels with families of English language learners and students with IEPs.</p> <p><i>Post-Secondary Opportunities</i> Build systems to ensure counselors and other staff provide targeted support for all students to complete FAFSA and College Bound Applications (where the student is income eligible).</p>	<p><i>Targeted alumni representation</i> Focus deliberately on recruitment of alumni who mirror our student demographics.</p>	<p><i>Preferred Qualitiesg - Staffing</i> Attract, develop, and retain high quality staff with preferred qualities/training: Special Education endorsement, English Language Learner endorsement, and bi-lingual.</p>	<p><i>Transition counseling</i> Increase student and family access to easy-to-understand information about effective transition practices and milestones (e.g., choice and timing of classes based on post-high school preferences, participation in Running Start, etc.)</p>



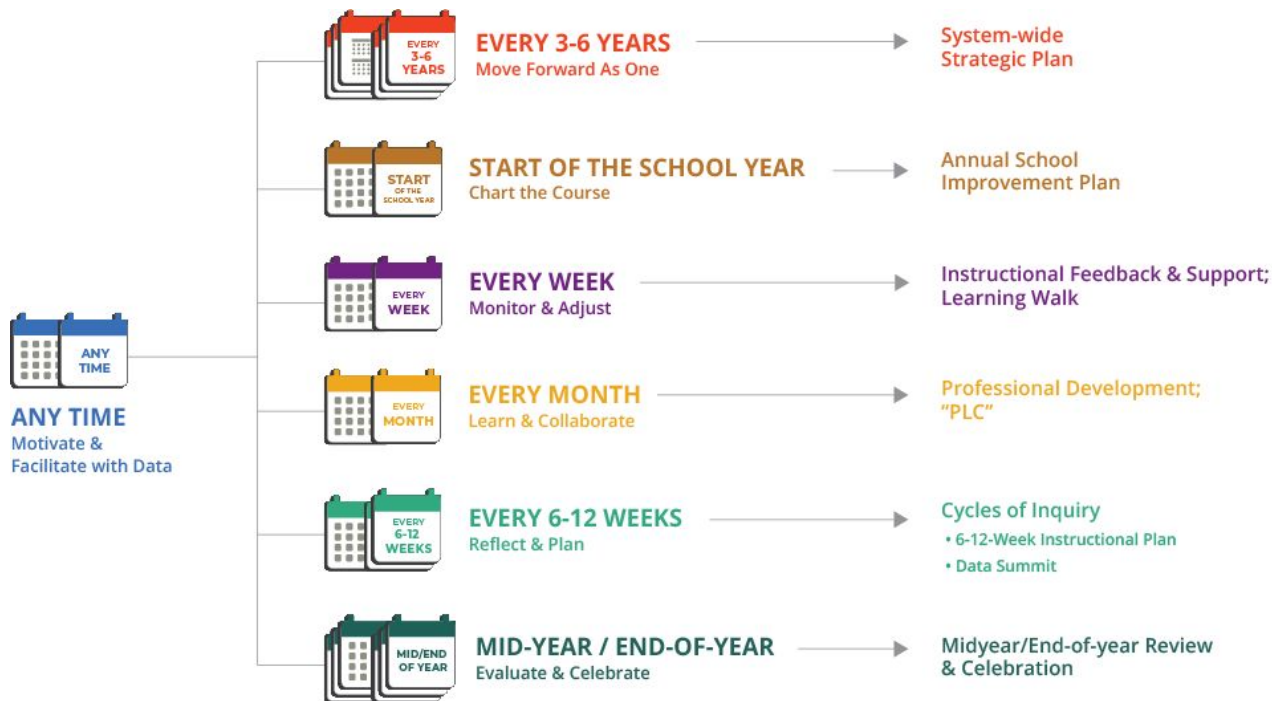
CIRCLE #2

Empowering Infrastructure



- Implementation Roadmap
- Mission-focused Supports & Services
- Needs-based Resource Allocation
- Leadership for Results

Roadmap for Disciplined Implementation





Thank You!