Date: June 28, 2023

Title: District 303 Strategic Plan

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District 303 Strategic Planning Team

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Background:
On June 12, 2023, The Strategic Plan Development Committee presented the completed strategic plan to the School Board for discussion and action. The strategic plan represents the collective work of the committee, which is built upon the survey and focus groups conducted by HYA, a review of research, and multiple rounds of feedback from staff and the School Board.

Discussion:
Before taking formal action on the Strategic Plan, the Board requested additional information and the opportunity for further discussion at the June Learning and Teaching Committee Meeting.

What are the roles and responsibilities of the Board in the strategic plan?
- The Board's role is governance which includes:
    - Ensure all decisions are in direct alignment with the strategic plan;
    - Monitor progress toward success indicators;
    - Publicly support and be accountable for the strategic plan
- Periodic updates on the success indicators will occur:
    - *Monthly:* Attendance, Belonging, and office referrals
    - *Trimester*: ELA/Math Proficiency (K-5)
        - I-ready data for the 23-24 school year
        - Common assessment data beginning with 24-25 school year
    - *Quarterly:* B or better GPA (6-8)
    - *Semester:* B or better GPA (9-12)
    - *Student Achievement Report:* State assessment (3-12), SAT Superscore (Grade 12), Early College Credit or Industry credit (Grade 12)
- Once the strategic plan and corresponding success indicators are approved, baseline data will be gathered and shared with the Board. It is anticipated that baseline data will be provided at the September Regular Board meeting.

How did the Strategic Planning Team involve the staff and community voice in the Strategic Plan?
- The School Board, staff, students, family, and community received monthly updates on the work and progress of the committee. The Strategic Plan Communication Timeline identifies

each communication's content, platform, date, and intended audience.
- [Through surveys](), the District assessed the sentiment of staff and the community, and feedback helped identify which areas to review further and where clarification on the plan may be needed.
- Engagement with stakeholders will continue as the Strategic Plan is implemented through routine updates and discussions with staff, the Board, and the community.

How will we operationalize the strategic outcome to attract, develop, and retain effective, caring, and culturally competent staff?
- **Definition:** Cultural competent educators create inclusive learning environments and utilize asset-based instructional practices that ensure access and participation in meaningful learning opportunities that result in positive student outcomes regardless of individual characteristics or group membership (Great Lakes Equity Center, 2012, n.p.)
- **Teacher Behaviors that indicate cultural competence:**
  - Appreciates and values the differences and uniqueness of each student
    - Leverages each student's talents, background knowledge, and culture in developing daily lessons and learning activities aligned with grade-level standards
    - Utilizes student voice and choice in creating a learning community and designing learning experiences;
  - Presumes competence of students, sets high expectations and supports students in meeting expectations.
    - Engages students in instruction and learning activities aligned to grade-level standards
    - Scaffolds learning to support success in meeting grade-level standards
    - Provides multiple opportunities and avenues for students to demonstrate mastery
  - Demonstrates skills and knowledge to develop positive relationships with each student, including:
    - Learns and respects their interests, culture, and talent
    - Repairs and restores relationships when necessary;
    - Understands how their own lived experiences impact how they see and interact with the world
- **How will we evaluate and hire for cultural competence?**
  - Culturally competent practices are built into the District's definition of [high-quality instruction](). When hiring, principals seek educators who exhibit these mindsets and skills; it does not involve setting quotas related to the race/ethnicity of staff.
  - The District uses [The Danielson Framework]() to evaluate teachers. The framework includes the behaviors necessary to meet the definition of culturally competent.
- **How will we evaluate the impact of culturally competent staff?**
  - The Success Indicators guide how we evaluate all aspects of the strategic plan, including culturally competent staff. Student groups will have comparable results in obtaining the Success Indicators (achievement gaps are eliminated)
  - The Success Indicators are:
    - Attendance and Belonging survey results;
    - Student discipline referrals
    - B average in coursework
    - State assessments results

- **Why were these success indicators chosen, and how do they connect to prior Board/District goals?**
  - The Success indicators were derived from a significant amount of [research](#) focused on student success and achievement indicators.
  - In addition, the success indicators connect to the Board's [prior goals and benchmark on-track indicators](#) and the most recent monthly data [dashboard](#). It was a great opportunity to bridge the research of the ABCs with prior achievement indicators.

- **By creating multiple "Pathways" for students, is the District creating programmatic differences for every student, which may create real management and budgeting challenges?**
  - The commitment is more than our programs; it also includes how we design learning experiences and respond to student needs within our classrooms and programs. This broader view of pathways allows us to meet the needs of each student and makes the pathways both manageable and financially doable.
  - During the presentation, the examples of pathways focused on the 15% of students who do not attend college following graduation, but it did not accurately reflect the available pathways for college-bound students. Below are a few examples of different pathways to support college readiness:
    - Project Synergy and Project Lead the Way provides additional opportunities and learning for students interested in engineering;
    - Advanced Placement and Dual credit courses that provide students with the opportunity to earn early college credit;
    - Education and Training courses allow students interested in teaching to explore this pathway through courses and a teaching practicum.
    - 31 unique AP courses available at East and 25 at North High School
    - Infinity Program for middle school students
    - AT Math and Literacy available for our elementary and middle school students
    - The District also supports a few students who need more advanced courses to attend college/university courses (virtually) to achieve their pathway.

- **What is the belonging gap? How will we know it is closing? What impact will it have?**
  - Students must have an authentic sense of belonging before engaging in the intellectual risk-taking necessary for learning at high levels. The belonging gap represents the students who do not feel like they are valued, seen, heard or treated fairly within our schools.
  - There is abundant research supporting the importance of academic and social belonging and its impact on students: [National Library of Medicine](#), [MIT](#); [Regional Educational Library](#).
  - Belonging is measured with multiple indicators: Students who feel like they belong have high attendance rates, few, if any, office referrals, and high academic achievement. In addition, students will be surveyed monthly on their sense of belonging.

- **How will this plan help the Board work with Admin to prioritize spending? What part of the activity program will D303 "Stop, Start, Continue" to achieve these goals?**
    - Once the plan is approved, Administration will begin the task of doing the stop, start, and continue the activity. The activity was scheduled to begin last week, but with the delay in the voting, my team needed to bring our focus back to supporting the Board questions on facilities and the strategic plan.

Focus/Goals for Year 1 of Implementation
- **Effective Collaboration:**
    - Engage in the PLC learning cycle for each unit of instruction
- **Instructional Coherence:**
    - Establish a guaranteed and viable curriculum for ELA (K-12), Math (K-8), Algebra I, Algebra II, and Geometry
        - Priority Standards for ELA and Math
    - Collaboratively analyze and respond to evidence of student learning every five days
- **Culture of Dignity**
    - Use the Dignity Framework to create a culture of belonging and to design and implement grade-level and beyond learning experiences and activities.
- **Monitoring Progress of Action Steps**
    - The administration will provide a monthly update on action steps/progress on work plans.

Recommendation: The District 303 Strategic Planning Team and District 303 Administration recommends that the School Board approve the new Five Year Strategic Plan.