

# Work in Progress: Strategic Plan Board Update



04.10.2023

This document is a work in progress

# Committee Members

## **Students:**

Edward Herrera  
Sabreena Kapadia

## **Certified & Classified Staff:**

Beth O'Connell  
Elizabeth Vander Woude  
Jennifer Adam  
Julie Hart  
Kevin Harrington  
Kimberly Rich  
Kris Marbutt  
Maura Kenny  
Rebecca Prebble

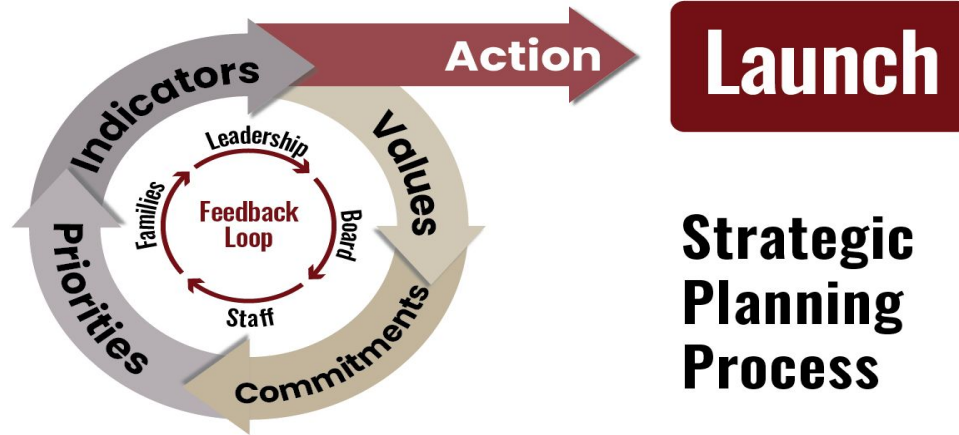
## **Board:**

Kate Bell  
Ed McNally

## **Administration:**

Tracy Taylor  
Shanna Lewis  
Audra Christenson  
Jarrod Buxton  
Tim Loversky  
Gina Shaw

# Feedback Loops



## Timeline



# **Strategic Plan Draft | Feedback**

# Results: Participation

Participants

844

Last activity: 0 days ago

Ratings

23,256

27.6 ratings / participant

Alignment

Low

Thoughts

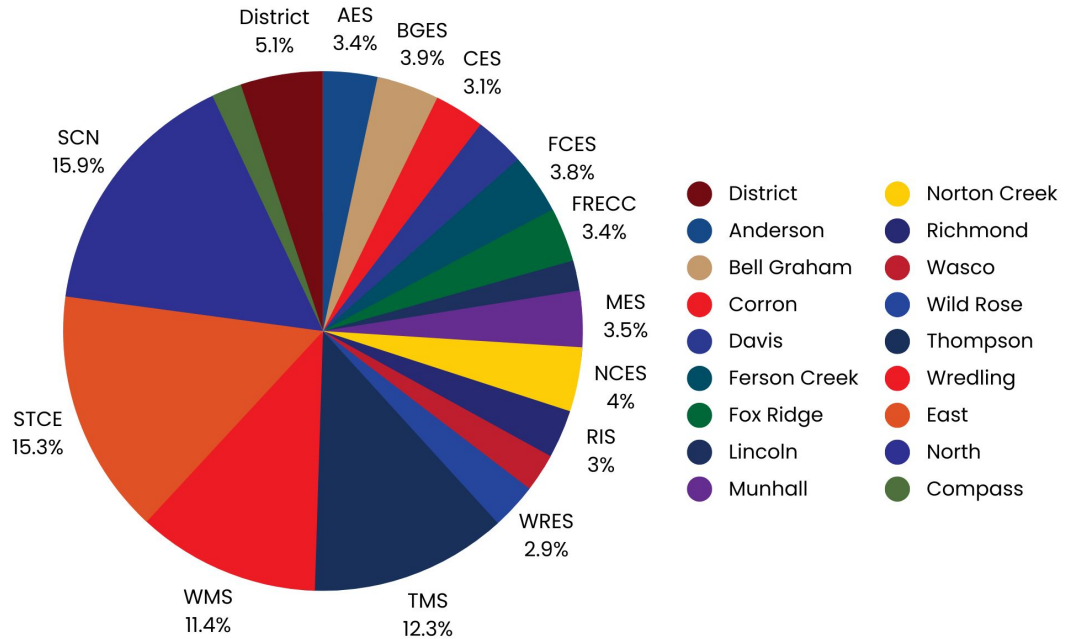
725

0.9 thoughts / participant

Ratings ratio

32

Ratings / thought



# Theory of Action

D303's Theory of Action is HOW We Will Realize Our Commitment for Excellence for Each Student

## District Office

If all district office team members collaborate to create and align evidenced-based systems, resources & support; develop system-aligned instructional leadership capacity, and engage families and community members.

## Principals

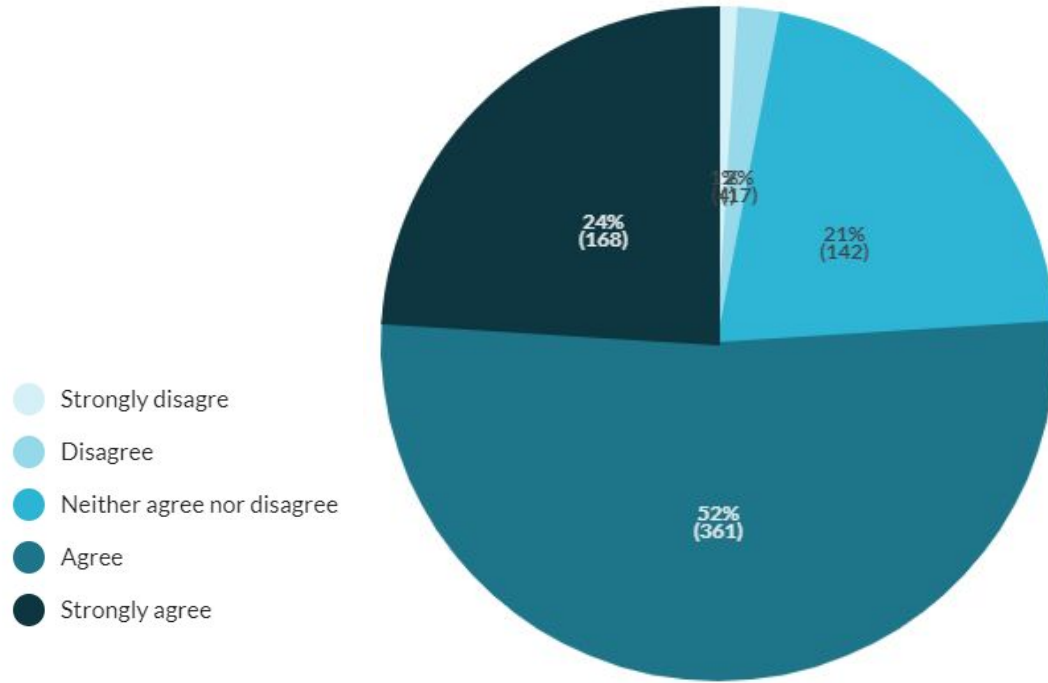
Then, as instructional leaders, ALL principals will collaborate to create highly effective Professional Learning Communities (PLC), develop belonging for students, staff, and families, establish a culture of high expectations by providing professional learning and clear feedback that builds staff capacity to implement standards-aligned, evidenced-based, data-driven, rigorous, and student responsive instruction.

## Teachers and Support Staff

This will support ALL teachers and staff to collaborate through the PLC process to implement standards-aligned, data-driven, rigorous, evidence-based instruction that is responsive to each student's academic and social-emotional learning. Teachers will build a learning environment where each student is deeply known, valued and seen.

## Students

Which will ensure that EACH student graduates college/career ready and achieves at high levels as a result of actively engaging in rigorous instruction, seeing themselves in their learning, using their voice, and feeling a sense of ownership, safety, and belonging.



To what extent do  
you agree with the

## **COMMITMENT STATEMENT?**

692 responses

**76% Agreement**

7

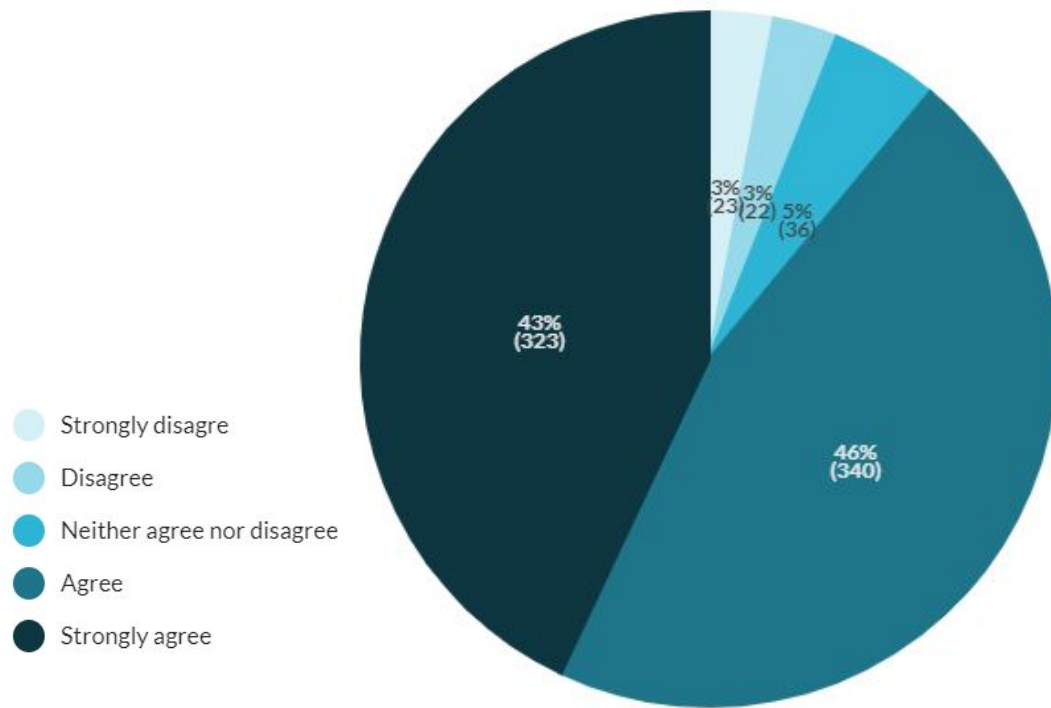
**Commitment Statement**

# Commitment

**Together, building pathways to excellence**



# **Strategic Plan Draft | Values**

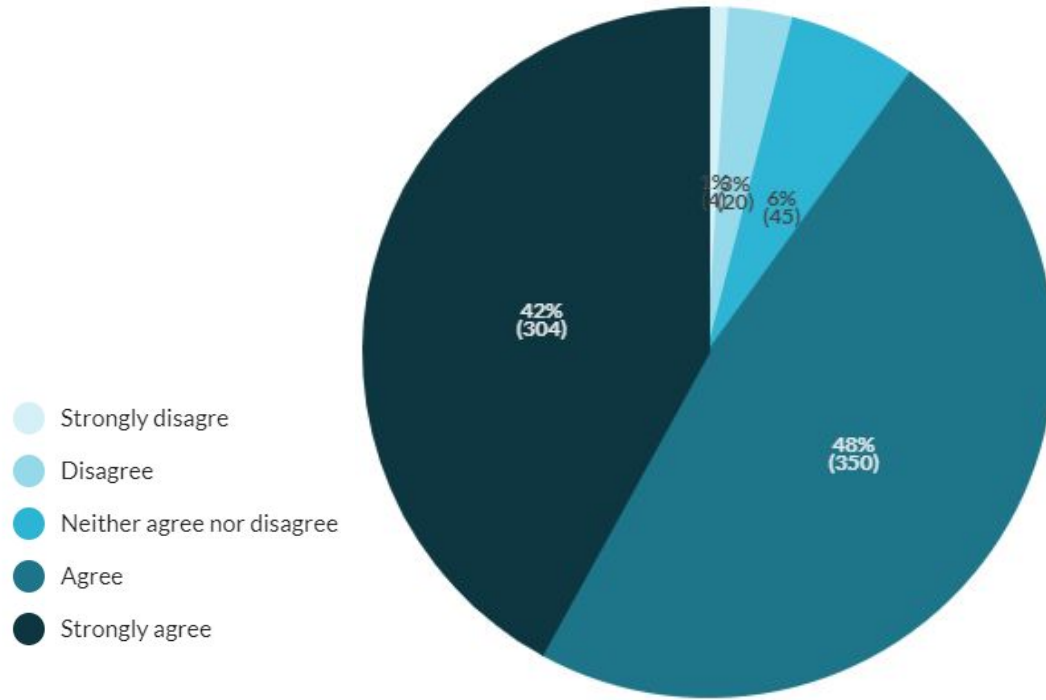


To what extent do you agree with the Core Value definition of

## **BELONGING?**

744 responses

**89% Agreement**

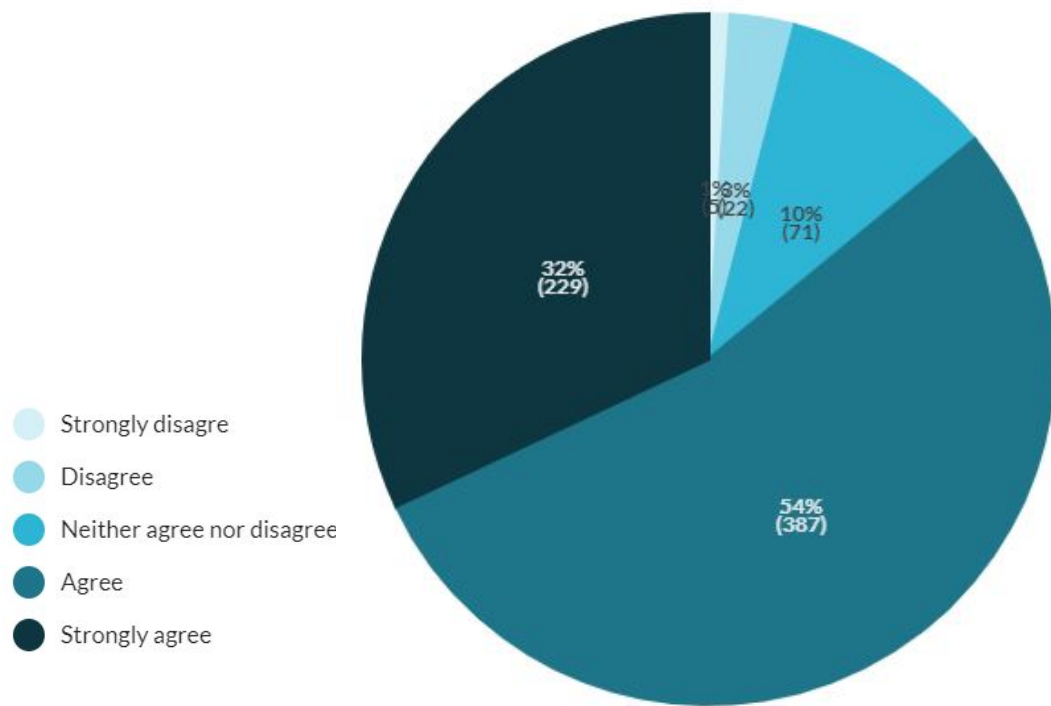


To what extent do you agree with the Core Value definition of

## **PERSEVERANCE?**

723 responses

**90% Agreement**



To what extent do you agree with the Core Value definition of

## **ACHIEVEMENT?**

714 responses

**86% Agreement**

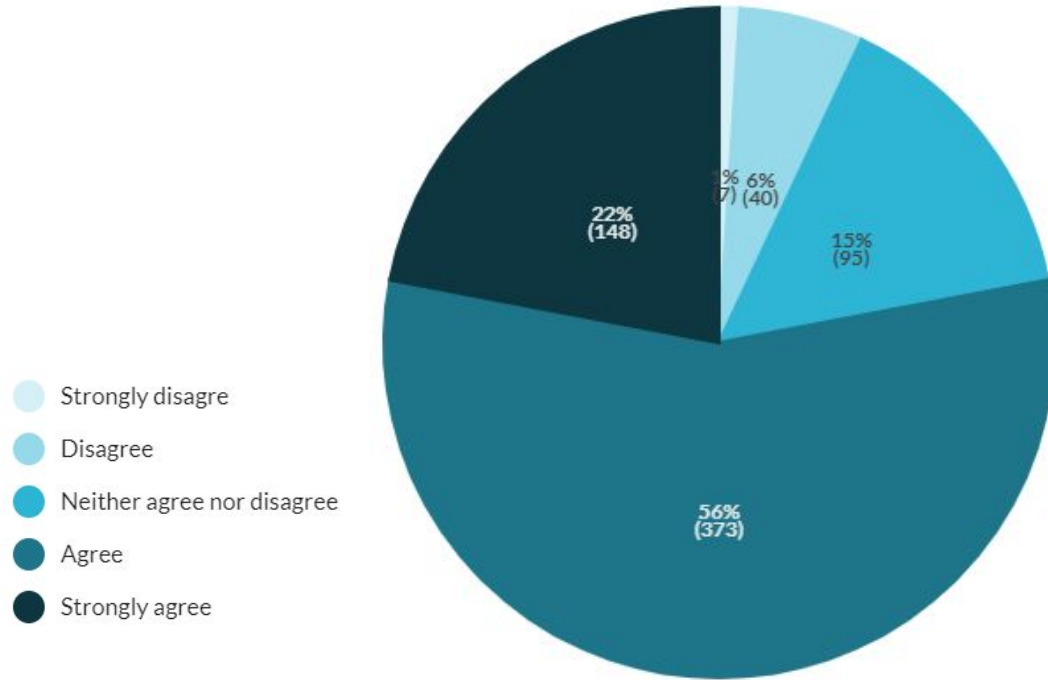
# Core Values

**Belonging:** We honor the dignity of each person by accepting, validating, and appreciating them, and by treating every individual fairly.

**Perseverance:** We face and overcome challenges by being determined and resilient and encouraging one another to develop effective, sustainable solutions.

**Achievement:** We establish high standards, and leverage our talents, time, and resources, to produce exceptional work, engage in continuous improvement and attain ambitious goals.

# **Strategic Plan Draft | Strategic Priorities**



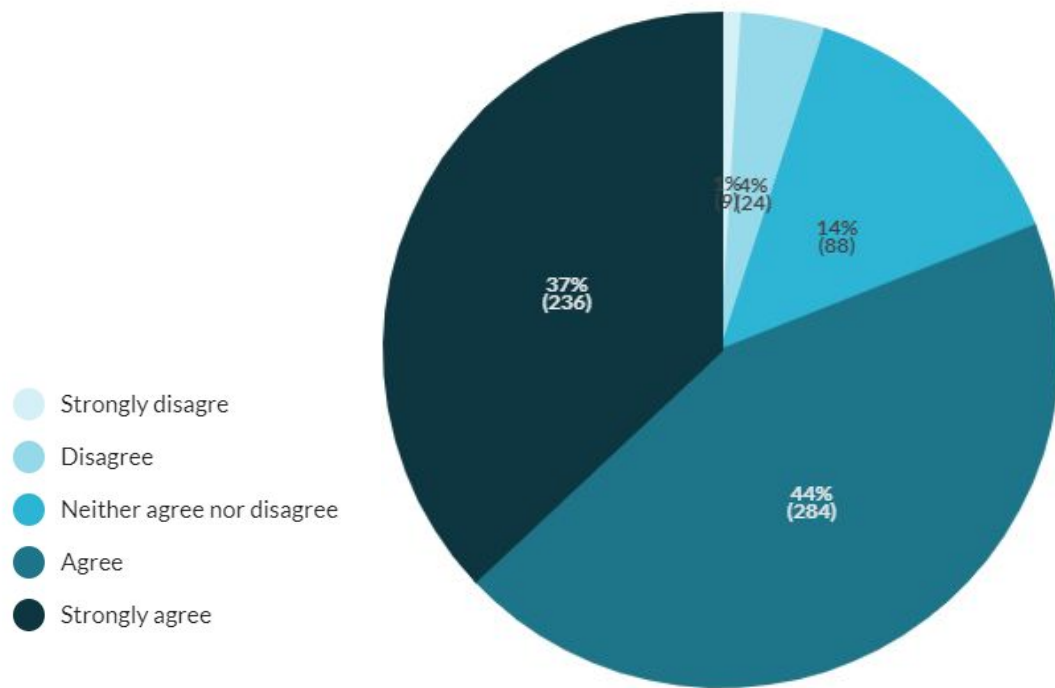
To what extent do you agree with the Strategic Priorities definition of

## **EFFECTIVE COLLABORATION**

and its corresponding action steps?

663 responses

**78% Agreement**



To what extent do you agree with the Strategic Priorities definition of

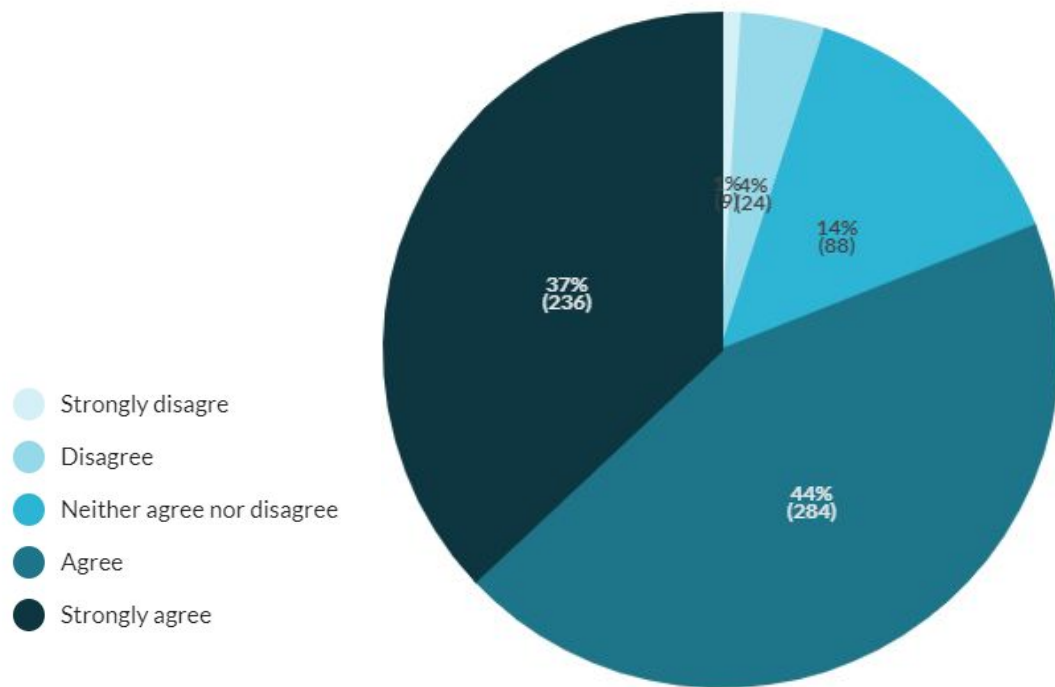
## **INSTRUCTIONAL COHERENCE**

and its corresponding action steps?

649 responses

**76% Agreement**





To what extent do you agree with the Strategic Priorities definition of

## **CULTURE OF DIGNITY**

and its corresponding action steps?

641 responses

**81% Agreement**

17

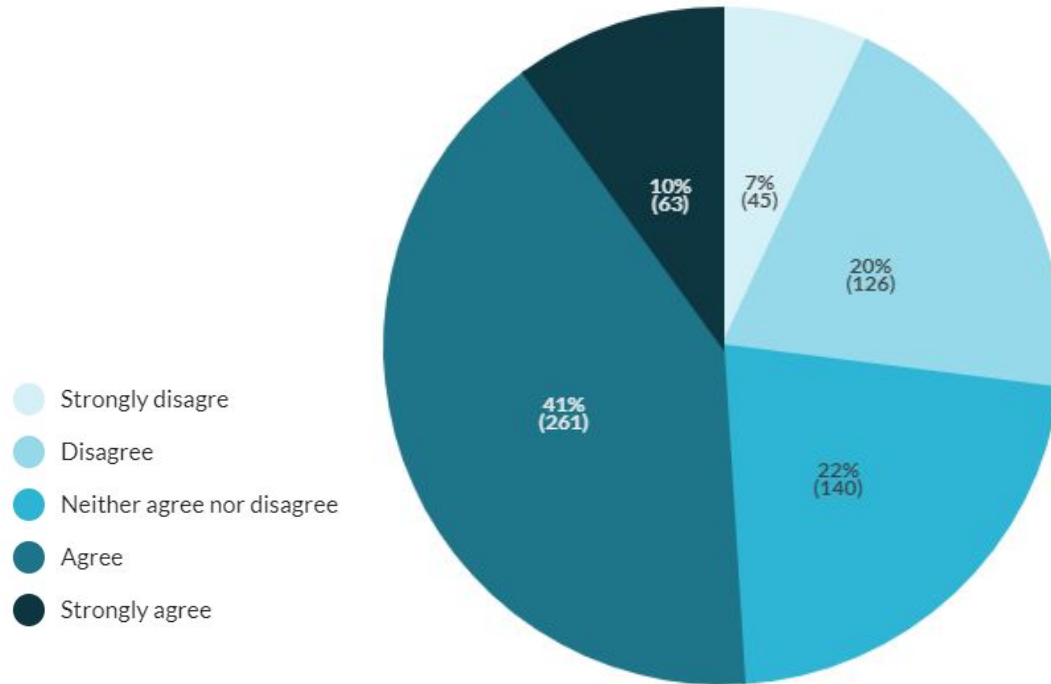
# Strategic Priorities

Effective Collaboration	Instructional Coherence	Culture of Dignity
<p>People work interdependently to positively affect student learning and take collective responsibility for the outcomes of District 303 students, staff, families, and our community.</p>	<p>Every component of the student academic experience is tightly aligned and designed to advance core grade-level and beyond instruction. We build academic and socio-emotional supports that prepare the way for and extend grade-level learning.</p>	<p>All people hold an immense value that is tied to their humanity, regardless of circumstances, social status, or background.</p>

# Strategic Priorities & Outcomes

Effective Collaboration	Instructional Coherence	Culture of Dignity
<b>Outcomes</b> <ol style="list-style-type: none"><li>1. Professional Learning Communities that improve student learning.</li><li>2. Responsible, transparent stewardship of taxpayer resources.</li><li>3. Engage families and community purposefully for the benefit of students.</li></ol>	<b>Outcomes</b> <ol style="list-style-type: none"><li>1. Ensure a guaranteed &amp; viable curriculum which is representative of students and is aligned to grade-level, course, or content standards.</li><li>2. Utilize evidence-based instructional practices that are responsive to each student and include grade-level and beyond learning activities and assignments.</li><li>3. Equitable systems of support that are responsive to student needs, accessible to a diverse group of students, and support each student's goals and aspirations.</li></ol>	<b>Outcomes</b> <ol style="list-style-type: none"><li>1. Honor the dignity of each student, staff, and community member.</li><li>2. Ensure equitable policies, programs, and infrastructures that promote access, excellence, and accountability.</li><li>3. Attract, develop, and retain effective, caring, and culturally competent staff.</li></ol>

# **Strategic Plan Draft | Success Indicators**



To what extent do you agree with the

## **SUCCESS INDICATORS FLOWCHART?**

635 responses

**51% Agreement**

# Success Indicators

<b>report a sense of belonging &amp; attendance rate of 95% or better</b>	<b>read on grade-level or beyond by 3rd grade</b>	<b>demonstrate proficiency in Algebra I by the end of Grade 9</b>	<b>Proficiency of literacy and math and maintain a daily by the end of 7th grade</b>	<b>Attainment of early college credit or industry credentials</b>
As measured by a student survey focused on belonging and teacher/student relationships	As measured by the state assessment	As measured by the state assessment	As measured by student grades and attendance	As measured by AP, dual credit, or industry credit

# The ABCs of School Success in Post Secondary

**Attendance:** At all grade levels, students attend school 95% or greater. Small improvements in attendance are associated with large improvements in later outcomes.

**Behavior:** At all grade levels, Students have 2 or fewer major referrals in a school year.

**Course/Content/Grades:** At all grade levels, students are proficient or beyond or hold a 3.0 GPA or higher in core content courses. In addition, at the high school level, students take a least one AP or Dual Credit course.

# The Research is Clear: The ABCs of Success

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# The Research is Clear: Primary & Intermediate Learners

**Math ability at school-entry predicts later math achievement** (ASR, 2018; ASR, 2010; Bodovski and Farkas, 2007; Claessens et al., 2006; Claessens and Engel, 2013; Crosnoe et al., 2010; Duncan et al., 2007; Harding et al., 2019; Hierbert and Wearne, 1996; Jordan et al., 2009; La Paro and Pianta, 2000; Pace et al., 2018; Pagani et al., 2010; RAND, 2006; Stevenson and Richard, 1986). For example, kindergarten number competence predicted math skill growth rates from 1st through 3rd grade and achievement levels in 3rd grade (Jordan et al., 2009).

**Researchers used nationally representative Early Childhood Longitudinal Study (ECLS) data to determine that pattern recognition, measurement and advanced numbers were the kindergarten math skills most predictive of 8th grade math achievement** (Claessens and Engel, 2013).

**Early literacy ability predicts reading achievement in later years** (ASR, 2018; ASR, 2010; Claessens et al., 2006; Claessens and Engel, 2013; Duncan et al., 2007; Harding et al., 2019; La Paro and Pianta, 2000; Pace et al., 2018; Pagani et al., 2010; RAND, 2006; Scarborough, 2001; Stevenson and Richard, 1986; Storch and Whitehurst, 2002).

**Many of these same studies have also demonstrated that the two subjects are interlinked, and that early math skills are predictive of later reading achievement and vice versa.** (ASR, 2018; ASR, 2010; Claessens et al., 2006; Claessens and Engel, 2013; Duncan et al., 2007; Duncan and Magnuson, 2011; Harding et al., 2019; La Paro and Pianta, 2000; Pace et al., 2018; Pagani et al., 2010; RAND, 2006; Stevenson and Richard, 1986).

**Early social-emotional skills including attention, behavior, and self-regulation and later academic achievement** (ASR, 2018; ASR, 2010; Brock et al., 2009; Claessens et al., 2006; Duncan et al., 2007; Harding et al., 2019; Li-Grining et al., 2010; McCormick et al., 2013; Pace et al., 2018; Pagani et al., 2010; Pianta and Stuhlman, 2004; RAND, 2006; Sabol and Pianta, 2012).

# The Research is Clear: MS & HS Learners

- Often people think of grades as subjective and not good indicators of later performance. They may think that GPAs at early grade levels are particularly subjective. However, if grades were mostly subjective, they would not predict later outcomes. Grades are much better predictors of future performance than indicators that are considered more objective, such as test scores.
- Prior research shows passing classes and earning high grades in middle school are essential for high school and college graduation.
- Grades are more strongly and consistently found to be related to educational attainment than test scores. It is students' grades that ultimately matter more for high school and college graduation than their test performance, and grades are affected by many factors other than test scores. This does not mean that test scores are irrelevant—it is easier for students with higher tested skills to get good grades—but a focus on test scores as the dominant factor affecting college readiness would be misplaced.
- It is crucial that students are engaged and working hard in their classes, as indicated by their course grades. It is by working hard in their classes that students gain the academic skills, the behavioral skills, and the noncognitive skills they need to be successful in college and careers.

Rumburger and Lim (2008); Allensworth and Easton (2007). B Geiser and Santelices (2007); Roderick et al. 2006; Bowen, Chingos, and McPherson (2009). Allensworth (2013). C Farrington et al. (2018); University of Chicago CCSR Research Report | Middle Grade Indicators of Readiness in Chicago Public Schools

# D303 Success Indicators

## Demonstrate the Overall Effectiveness of D303

Primary Learners EC-3	Intermediate Learners 4-5	Middle School Learners 6-8	High School Learners 9-12
<b>Attendance:</b> 1) Student attends 95% or better  <b>Behavior:</b> 1) Student begins developing self-regulation and attention skills  <b>Content:</b> 1) Student is proficient in math and literacy  <b>Percent of students with all 3 indicators</b>	<b>Attendance:</b> 1) student attends 95% or better  <b>Behavior:</b> 1) Student reports a sense of belonging 2) Student has 2 or less major discipline referrals per year  <b>Content:</b> 1) Student is proficient in math and literacy  <b>Percent of students with all 3 indicators</b>	<b>Attendance:</b> 1) student attend 95% or better  <b>Behavior:</b> 1) Student reports a sense of belonging 2) Student has 2 or less discipline referrals per year  <b>Content:</b> 1) Student has B average or better  <b>Percent of students with all 4 indicators</b>	<b>Attendance:</b> 1) student attends 95% or better  <b>Behavior:</b> 1) Student reports a sense of belonging 2) Student has 2 or less discipline referrals per year  <b>Content:</b> 1) B average 1) Earn 1 or more AP/Dual Credits and/or Industry Credits  <b>Percent of students with all 5 indicators</b>

# Next Step - Action Steps to Achieve Priorities & Indicators

1. **Review** all feedback with principals and district leaders
2. **Develop** action steps that support D303 in achieving the Strategic Priorities & Indicators of Success
3. **Feedback** loop to staff
  - a. Review feedback and make any adjustments
4. **Feedback** loop to community
  - a. Review feedback and make any adjustments
5. **Feedback** loop to Board
  - a. Review feedback and make any adjustments
6. **Approve** plan in May



# Work in Progress: Strategic Plan Board Update



04.10.2023

This document is a work in progress

# Deepening Staff Knowledge Action Steps

Design and Execute Professional Development That...

- Builds Staff Capacity in Equity Learning– Culturally Responsive Practices
  - Identify and [eliminate or reduce] organizational barriers to equity and inclusion
  - Seeking to understand and incorporate student backgrounds and experiences into classroom experiences
- Understand, identify, and audit implicit biases within ourselves and the organization
- Increase policies and practices that support student success (ie, discipline, grading, and homework policies)
- Occurs regularly
- Increases PLC capacity to use evidence of student learning to audit instructional practice and the learning outcomes for students from various demographics
- Provide opportunities for staff learning about the cultures, religions, celebrations within their school communities
- Teaches ALL staff how to utilize equitable and culturally responsive classroom management practices

# Deepening Staff Knowledge Action Steps Cont'd

## Commit to...

- Questioning and correcting practices that do not align with the current vision of culturally responsive practices
- Ongoing professional learning and reflection on culturally responsive teaching becoming part of our District culture
- Analyzing evidence of student learning to ascertain the degree of student learning outcomes for students from various demographics
- Listening to students to try to understand and appreciate their experiences, points-of-view, etc.
- Let's just implement standards-based grading already!!! :) (this is Jim - trying to advocate for my own philosophy!) (Jennifer supports this philosophy)
- [Can we] offer reimbursement for EL/Bilingual and/or LBS 1 endorsements?

# Culture of Belonging Action Steps

- Engage in professional learning around Implementing restorative practices (Developing relationships, maintaining relationships through conversations, repair harm when it's done, and develop re-entry plans) (Strategies to Support Equitable School Discipline: Hanover Research)
- Intentionally develop SST staff so that programming can become more effective and collaborative (e.g. small groups, provided lessons, etc.)
- Set up building expectations and values from beginning of the school year and ensure they're visible/pervasive/revisited
- Develop building leadership teams' understanding of implementing Systemic Transformation and Planning for Change
- Develop feedback loops for communication when a discipline issue arises (Example: SST is called, referrals submitted, etc.)

# Culture of Belonging Action Steps Cont'd

- Develop a toolkit/resource for teachers/buildings to access to build belonging in school (Examples: Student club ideas, mentoring, classroom ideas).
- Develop a self-reflection checklist for teachers/schools to identify indicators of belonging for each student in their physical classroom/building/teaching materials.
- Spend some professional learning time on building a positive school culture and climate.
- Offer professional learning/book studies through the district to build staff knowledge.
- Develop a systematic way of reviewing, monitoring, and responding to data around student AND staff Sense of Belonging to develop tiered approaches to supporting and growing belonging
- Promote classroom, schoolwide, and community SEL programming through professional learning, SEL integration, SEL standards and assessment and evidence-based programs
- Implement culturally responsive practices (Cultural knowledge, cultural self-awareness, validation of others' cultures, cultural relevance, validity, and equity). (Strategies to Support Equitable School Discipline: Hanover Research)
- Something about teachers getting into each other's classrooms (not sure what we want this to look like or how to articulate it, but doing so with a strengths-based approach so that teachers can learn from each other and gain new perspective)
- Charge staff with holding their commitments to building and sustaining a Sense of Belonging

# Engaging Families & Community Action Steps

- Identify and expand community resources to support the needs of students and families.
- Identify methods for connecting with individual families at all organizational levels.
- Identify intentional efforts to reach out to the broader community through organizations, parent/family groups, etc
- Engage in transparent dialogues with all stakeholders on the structures and behaviors that support and negate equity
- Create building-level family engagement surveys with qualitative components.
- Create Parent University courses informed by family needs as generated by community members and staff
- Have opportunities for community learning in DEI practices that incorporate staff/admin in the implementation and facilitation
  - Sharing district values, the importance of belonging
- Lean into the social and cultural capital of our community: “learning together” as a community, learning from one another
- Support teachers with strategies for family and community engagement
- Standard Communication Practices – translation services for all, multiple modalities for all district/school resources and activities
- UDL--for community engagement; plan for childcare available without request; food providing for students . . . etc., translation
- Connecting students and families to community agencies and supports /wraparound services (ie, therapy, health screenings/physicals, food, family education)

# Engaging Families & Community Additional Feedback

- How can we bring services and educational expectations to students' homes and neighborhoods/neighborhood schools?
  - I.e., can we do at-home registration? Drop off HS paperwork at one of the elementary schools?
  - "Registration mobile"
- How can we streamline registration practices?
- How does everything only being online present a barrier?
- We regularly discuss parent outreach, parent communication about progress
  - Do we have clear pathways for referrals and providing support?
- Do we have adequate Social Work staffing to meet our students needs and help them navigate supports necessary

# Evidence-Based Responsive and Inclusive CAI Practices

## Action Steps

- Monitor to ensure that instructional experiences are culturally responsive and inclusive of all students and families
- Research different types of common core curriculum and assessments from other districts and how they implement and execute this curriculum
- Offer access to tutoring programs and resource groups during the school day to meet the needs of students unable to attend after-school/before-school programs (perhaps virtual outside of the school day & not affecting core instruction)
- Looking at and assessing current and cultural validity of district assessments
- Professional development for teachers targeting administering assessments (validity & relevancy)
  - Daily lessons/lesson plans as well ([danger of a single story](#) - linked below as well)
- Focus on SEL and students' senses of belonging and the impact it has on student learning
- Reading and writing about [different people and their stories](#) and experiences (marginalized/underrepresented groups)
- Encourage student voice and student choice in opportunities and presentation of learning targets
- Providing students with offsite experiences to enhance and share their learning



# Equitable Policies, Programs, and Infrastructures

## Action Steps

- Revise policies, procedures, and practices through an equity-based lens on a regular basis
- Allocate resources based upon an equitable support model considering the needs of the learning community
  - Every X years look at the impact the allocated resources have had on given school and if needed move said resources to another location in which it is needed, while monitoring prior allocated schools to see if improvement is sustained
- Develop and implement rubrics for evaluating district practices and policies.
- Talk to people impacted by the policies, programs and procedures Hidden rules
- Look at the allocations for all programs - including EC - to be sure that equitable resources are being allocated.
- Continue to look at research and evidence based results about best practices