

Balsz School District

2022-2024 Strategic Plan

Thank You

- Thank you President Knight
- Thank you Vice President Schwarz
- Thank you Governing Board Members
- Thank you to the District Staff, Students and Family Members, and the Community at Large

Thank you all for the the time that I have been offered since February 1st,
Thank you for the opportunity to learn more about the district, the students, and the community.
Thank you all for your patience, your counsel, and your wisdom.

I am excited about our future and what we can add to our proud history of Balsz School District.

Theoretical Framework

Dr. Henry Levin - Accelerated Schools

Dr. Geneva Gay - Culturally Responsive Teaching

Dr. Shaun Harper - Anti-Deficit Achievement Framework

Dr. Signithia Fordham and Dr. John Ogbu - Oppositional Culture Theory

Eight Domains of Wellness Theory

Eight Domains of Wellness



Practical Leadership Philosophy

The absolute best thing we can do to improve the equity of education is to expect excellence in our actions in every area of our district. By creating goals that are quantitatively measured, relevant to our desired culture, regularly assessed for growth, and time bound, we can create spaces for all students to achieve our district vision and mission.

Culture does not happen by accident and if it does, you probably won't like it.

Observation of Academic Assessment Data (State)

Positives:

- ◉ Step growth (irregular) 3rd grade - 4th grade, 4th grade - 5th grade, etc..
- ◉ Specific step growth has led to improved letter grades in the past.

Growth Opportunities:

- The majority of our proficiency rates over the four years have been below 50%.
- Our proficiency percentages for the district frequently falls behind the state's by 20% or more.
- Our recent state assessments are some of the lowest we have seen in five years.

Reflection on the Current State of Academics 21-22

Nationally students were impacted by the pandemic, which equated typically to high achieving students performing at normative growth and lower achieving students not achieving at growth projections.

Based on multiple assessments offered by our district for reading, language usage, math, and science, our students performed low to aggressively low with some rates being in the single digits across grades and schools.

This exacerbates the fact that on average, in schools across the nation, our specific demographic trends several grades behind in proficiency resulting in an academic gap that has been apparent for decades.

Reflection on the Current State of Academics 21-22

While we have schools with “B” letter grades, that is based on growth in 2019, we have not achieved proficiency in math, reading, language usage, and science.

While our teachers and leaders have offered a level of care and provision for our students, we have missed the mark in all schools regarding skills that requires students development based on our vision and mission and organizational sustainability.

It's obvious we have well intended, skilled employees that show up daily and work into the nights for the care of their students, but we are fighting a battle of the “will” of our students as well as skill.

Quantitative Reflection on School Data

- ◉ Step growth (irregular) 3rd grade - 4th grade, 4th grade - 5th grade, etc..
- ◉ This past school year resulted in the lowest proficiency percentages in the past five years for all schools.
- ◉ Based on recent and historic assessments scores regarding skills, we are far from achieving our vision and mission and we are in dangerous territory if we do not change trajectory in the 2022-2023 school year.

Qualitative Data on Schools

All of our schools have strengths and growth areas.

Strengths

- History and tradition
- Authentic care and concern
- Various model teacher leaders @ schools
- Feeling of community
- A good level of family interaction
- Students eager for interaction and engagement

Growth Opportunities

- Inconsistent behavioral expectations based on teacher and school
- Inconsistent pedagogical approach towards academic achievement
- Low rigor and low expectations of academic engagement in pockets of the schools
- Low numbers of staff
- Culture and morale took a hit over the years

Proposed Strategic Plan 2022-2024 Objectives Rationale

- ◉ We know that there is a historic learning gap with our demographic.
- ◉ We know that our district has not been proficient in math, Reading, Language Usage, and Science over the past few years.
- ◉ We know we need more staff, preferably, the highest of quality to interact with our students.
- ◉ We know there are students that are having difficulty socially in our buildings and there are behavior challenges in schools.
- ◉ We know our students need more learning opportunities and the safest spaces to do so.
- ◉ We also know that there are high quality schools that have found success with our same demographics.
- ◉ We know that we have passionate employees.
- ◉ We know that there is work to do and we are ready to do it!

Strategic Plan 2022–2024 Objectives

- 1) Solidify Our Commitment to Excellence as a District.
- 2) Solidify Sustainable Organizational Excellence as a District.
- 3) Embark Towards Equitable Academic Excellence as a District.
- 4) Secure Our Excellence as a District.

SP 1) Solidify Our Commitment to Excellence as a District

Rationale

- Our district has had a few adjustments over the years that were at times ill advised or unsanctioned by the Governing Board.
- The District Office needs far more depth for continued success.
- There are advances in what our district needs based on social conditions and gaps in academic performance that need to be addressed.
- There have been challenges that our school level employees have offered as concerns regarding service from the district office.
- Schools have had a level of autonomy that has created inequities in service provided and certain level fragmentation.
- Various roles and responsibilities are vague and have little or no measurable accountability.

SP 1) Solidify Our Commitment to Excellence as a District

Action Steps

Action Step 1: Improve District Office Efficiency and Efficacy.

Action Step 2: Align and Update District Brand and Identity as one organization under one vision and mission.

Action Step 3: Develop and implement systems of orientation and training of district procedures congruent with current policy.

Action Step 4: Lead through the use of clear expectations with quantifiable goals.

Action Step 5: Grow through the use of consistent systems of accountability and reflection with development and support for all positions and departments.

SP 2) Solidify Sustainable Excellence as a District

Rationale

- ◉ The goal of any organization is to plan for a long term existence.
- ◉ We are in competition with other districts and organizations for human capital.
- ◉ Management of human resources of school districts have changed drastically.
- ◉ Traditional public school districts rely on archaic methods on enrollment while charter schools have been using aggressive marketing strategies that keep their organizations in the forefront of families and possible employees.

SP 2) Solidify Sustainable Excellence as a District

Action Steps

Action Step 1: Increase Brand Awareness

Action Step 2: Attract, Recruit, and Retain High Quality Candidates for Positions

Action Step 3: Increase Enrollment

Action Step 4: Remain Fiscally Responsible



Rationale

- High expectations for all creates equity.
- There are empirical practices that have shown success with students that align with our demographics and academic and social expectations.
- There are empirical pedagogical practices that have been successful with students that align with our demographics and academic and social expectations.
- Students that identify with academic success early in life are more likely to remain academically successful.

Action Steps

Action Step 1) Create and sustain a culture of high academic and social expectations and support at all schools through our professional practices.

Action Step 2) Create and sustain a culture of high academic and social expectations and support at all schools through consistent expectations.

Action Step 3) Create and sustain a culture of high academic and social expectations and support through positive culture building at all schools.

Action Step 4) Increase Student Proficiency in math, Reading, and Language Usage.

Action Step 5) Re-establish and complete the vision for Tillman Middle School.

SP 3) Embark Towards Academic Equitable Excellence as a District



Action Step 1) Create and sustain a culture of high academic and social expectations and support at all schools through our professional practices.

- Empirically Supported Consistent Pedagogical Practices/Teacher Moves in the classrooms
- Consistent curriculum, rigor, and relationship via culturally responsive pedagogy and support in all classrooms
- Summer Jumpstart Professional Development:
 - Stipend based July 12-14 and July 19-21
 - First week more delivery and the Second is more preparation time.
 - Non mandatory, but will offer an increased understanding of the culture ahead of time to build leaders for the support of the others upon return.
- Professional Development and support for teachers and building leaders
 - Organizational Investment in the individual
 - Coaching Model
 - Mentorship
 - Instructional Rounds

SP 3) Embark Towards Academic Equitable Excellence as a District



Action Step 2) Create and sustain a culture of high academic and social expectations and support at all schools through consistent expectations.

Empirically Supported Consistent Pedagogical Practices/Teacher Moves in the classrooms

- Student Code of Conduct
- Specific Building Moves and Expectations
- Uniforms
- Transitions (Into, Meals, Hallways, Exit)

- S.L.A.N.T.
 - Sit Up
 - Listen
 - Ask Questions
 - Nod
 - Track the Speaker
- Teach Like a Champion Teacher Moves
- Examples of Pedagogical Excellence

SP 3) Embark Towards Academic Equitable Excellence as a District



Action Step 3) Create and sustain a culture of high academic and social expectations and support through positive culture building at all schools.

- Celebrations
 - Earned and Expected
 - Earned and Unexpected
 - Unearned and Expected
 - Unearned and Unexpected

- Consistent Socio Emotional Learning Practices
 - Mindfulness
 - Everybody Matters

- Consistent PBIS procedures and methods
 - Data Tracking and Response - [Classcraft](#)
 - Consistent Redirection Model with Explicit Procedures for Staff
 - Celebrations, Traditions and Annual Events

SP 3) Embark Towards Academic Equitable Excellence as a District



Action Step 4) Increase Student Proficiency in Math, Reading, and Language Usage

- Offer additional services after school through teacher lead tutoring.
 - Teacher initiated
 - Paid through ESSER on an hourly rate
 - Reteach opportunities as needed
 - Skill development as needed

SP 3) Embark Towards Academic Equitable Excellence as a District



Action Step 5) Re-establish the vision for Tillman Middle School

Empirically Supported Consistent Pedagogical Practices/Teacher Moves in the classroom

- All of the aforementioned efforts of the district at other school sites.
- Become AVID school in three years.
- Increase the number of students taking and passing Algebra 1A and Algebra 1B by 2023-2024 by 15%
- Improve vertical articulation with Camelback High School with yearly data driven feedback
- Establish increased opportunities for athletics, arts, and overall extra curricular activities.
- Improve facilities such as gym floor, walls, outdoor fields, etc..

SP 4) Secure Our Excellence as a District



Rationale

- ◉ We have a responsibility to keep our students safe and secure.
- ◉ Our environment has a large effect on our identification and our emotional connection with our brand.
- ◉ We want to remain proactive to ensure safety and security in all aspects of our organization.

SP 4) Secure Our Excellence as a District



Action Steps

Action Step 1) Review and Enhance Safety Efforts, Procedures, and Protocols for Emergencies.

Action Step 2) Review and Enhance Facilities for Opportunities.

Action Step 3) Review and Enhance Safety Efforts, Procedures, and Protocols in our Digital Environment .

SP 4) Secure Our Excellence as a District

Action Step 1) Review and Enhance Safety Efforts, Procedures, and Protocols for Emergencies.



- ◉ External, third party review and consultation
 - Phoenix Police Department
 - ALICE Training
- ◉ Utilization of measurable audit

SP 4) Secure Our Excellence as a District

Action Step 2) Review Facilities for Enhancement Opportunities.



- ◉ Safety and Security efforts
 - Fences
 - Increased Privacy
 - Bulletproof enforcement and tints as needed
 - Enclose the lobby at Tillman
 - Additional Garage Storage at District Office
- ◉ Technology Safety
 - Cameras

Thank you

