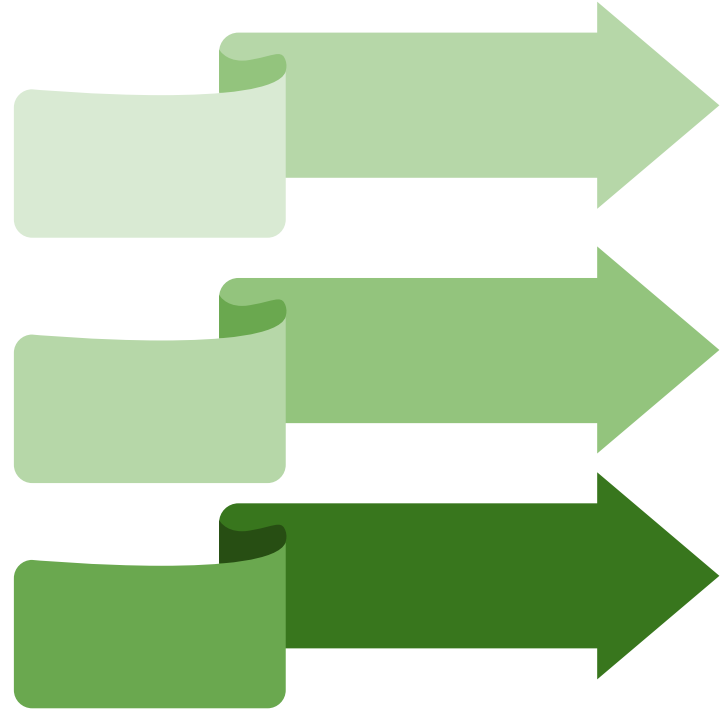




Strategic Plan Update

September 10, 2024





Strategic Plan Goals

Goal 1



Critical Thinking and Problem Solving

Provide authentic learning experiences that require students to ask questions for understanding to address complex real-world issues

Goal 2



Individualized Learning

Provide opportunities for all students to advance their individual academic knowledge, skills, and abilities.

Goal 3



Social Emotional Learning

Develop well-balanced citizens through a robust implementation of State SEL standards to create safe, healthy, and just communities.

Goal 4



Infrastructure

Create adaptable learning environments that are responsive to enrollment trends, HR needs, and curricular programming



Goal 1 - Critical Thinking and Problem Solving

Goal 1



Critical Thinking and Problem Solving

Provide authentic learning experiences that require students to ask questions for understanding to address complex real-world issues

Task 1.1

Research best practices in providing authentic learning experiences across all content areas

Task 1.2

Audit current curriculum for authentic learning experiences.

Task 1.3

Modify, create, and adopt curriculum changes or an instructional model aligned to the goal.

Task 1.4

Review curriculum changes or adopted instructional model

Task 1.5

Evaluate curriculum changes or adopted instructional model



Goal 2 - Individualized Learning

Goal 2



Individualized Learning

Provide opportunities for all students to advance their individual academic knowledge, skills, and abilities.

Task 2.1

Research theory and best practices on individualized learning/interest based learning.

Task 2.2

Create/adopt district level individualized learning model for all students.

Task 2.3

Provide professional development for staff regarding individualized learning.

Task 2.4

Assess effectiveness of model and student learning using student achievement/growth data.

Task 2.5

Evaluate curriculum changes or adopted instructional model



Strategic Plan Goals

Goal 1



Critical Thinking and Problem Solving

Provide authentic learning experiences that require students to ask questions for understanding to address complex real-world issues



Goal 2



Individualized Learning

Provide opportunities for all students to advance their individual academic knowledge, skills, and abilities.



Goal 1 - Critical Thinking and Problem Solving

Goal 2 - Individualized Learning

Goals 1&2



Critical Thinking and Problem Solving

Provide authentic learning experiences that require students to ask questions for understanding to address complex real-world issues

Individualized Learning

Provide opportunities for all students to advance their individual academic knowledge, skills, and abilities.

2022-2023

- Staff attended professional development on inquiry, student agency, critical thinking and problem solving
- Book Study
- Analyzed learning to apply to curriculum

2023-2024

- Staff attended Inquiry Based Learning training with Trevor Mackenzie in the fall 2023
- Staff studied and implemented the Inquiry Based Learning model through book studies, sharing ideas, and feedback from lessons taught
- Staff created and aligned student definitions with the Portrait of a Graduate competencies



Goal 1 - Critical Thinking and Problem Solving

Goal 2 - Individualized Learning

Goals 1&2



Critical Thinking and Problem Solving

Provide authentic learning experiences that require students to ask questions for understanding to address complex real-world issues

Individualized Learning

Provide opportunities for all students to advance their individual academic knowledge, skills, and abilities.

2024-2025

- Staff will focus on subject-based inquiry
 - Math teachers (K-8) will focus on the work of Peter Liljedahl in his book, “Building Thinking Classrooms”.
- Staff will focus on assessing the implementation of Inquiry Learning in the schools using the [Harvard Graduate School of Education Project Zero](#) rubric titled, [Inquiry Driven Teaching and Learning](#).
- Staff will continue to imbed the Portrait of a Graduate language and philosophy into lessons
- Staff will research AI’s role in enhancing inquiry learning



Goal 3 - Social Emotional Learning

Goal 3



Social Emotional Learning

Develop well-balanced citizens through a robust implementation of State SEL standards to create safe, healthy, and just communities.

Task 3.1

Review SEL Tiers to ensure alignment with State SEL standards and MTSS framework.

Task 3.2

Assess students' SEL needs as identified in the Portrait of a Graduate in all grade levels using a research-based tool.

Task 3.3

Align and articulate curriculum, both vertically and horizontally, with SEL standards and student needs

Task 3.4

Institute standard SEL training for all staff members

Task 3.5

Align feedback on student progress with State SEL Standards

Task 3.6

Create standard Parent Education Guides/Program to augment school curriculum



Goal 3 - Social Emotional Learning

Goal 3



Social Emotional Learning

Develop well-balanced citizens through a robust implementation of State SEL standards to create safe, healthy, and just communities.

2022-2023

- Staff analyzed Tiered curriculum
- Created universal screening plan
- Created action plans

2023-2024

- Staff members participated in Kagan SEL training.
- Panorama surveys are conducted twice a year to provide data on the social emotional growth of our students in grades K-8.
- In the spring of 2023, belonging surveys were distributed to students in grades 5-8, with another round administered to students in grades 6-8 in the spring of 2024 to gauge the students' sense of belonging at Daniel Wright.
- SEL surveys for students took place in May of 2024. Over the summer, building teams worked together to align SEL language within the report cards.
 - Families will see these represented within the Learner Characteristics for each school's report card.



Goal 3 - Social Emotional Learning

Goal 3



Social Emotional Learning

Develop well-balanced citizens through a robust implementation of State SEL standards to create safe, healthy, and just communities.

2024-2025

- A new curriculum at Daniel Wright, Better Together Cubed, (BT3), a program that focuses on building empathy, resilience, courage, and connection within school communities, is being piloted in grades 6-8.
- Early Childhood is also implementing a new comprehensive curriculum, Frog Street, which includes a program called Conscious Classroom Curriculum for SEL.
- Administrators will receive enhanced training on analyzing Panorama data, which focuses on aligning the survey results to the students' needs.
- Alignment of behavior intervention practices will take place in grades K-8.
- The District has a new MTSS Coach position this year who will be working with staff across all the buildings to align interventions with Reading, Math, and SEL and supporting staff with resources and problem-solving strategies.



Goal 4 - Infrastructure

Goal 4



Infrastructure

Create adaptable learning environments that are responsive to enrollment trends, HR needs, and curricular programming

Task 4.1

Conduct review of infrastructure needs and update 5-year plans for facilities and technology including staff, family, student and community voices.

Task 4.2

Create community focused recruiting effort to provide a staffing pool that represents the demographic of our community

Task 4.3

Update and analyze fiscal projections to determine funds needed for 5-year plans

Task 4.4

Identity areas in each facility that can be repurposed to maximize learning spaces



Goal 4 - Infrastructure

Goal 4



Infrastructure

Create adaptable learning environments that are responsive to enrollment trends, HR needs, and curricular programming

2022-2023

- Board, administration, staff reviewed infrastructure needs and space concerns
- Researched options for space at Sprague - on site, off site
- Modified facility matrix to prioritize projects and adjust costs
- Analyzed budgets and projections for funding to address space needs
- Conducted job fairs to recruit staff
- Implemented job training at buildings
- Hosted an internship program for future teachers

2023-2024

- The current enrollment trends are steady.
- Financial projections show that the district has a balanced budget and 32% of expenditures in reserves.
- District employees participated in job fairs,
- Staff members recruited their acquaintances and friends when openings arose.
- [Facility matrix](#) was updated and presented to the Board of Education.
- The district worked with a real estate advisory group to review properties within the district boundaries as potential sites for future expansion.



Goal 4 - Infrastructure

Goal 4



Infrastructure

Create adaptable learning environments that are responsive to enrollment trends, HR needs, and curricular programming

2024-2025

- The district will monitor enrollment trends and maintain financial health by upholding a balanced budget and ensuring a positive reserve account.
- Efforts to attract new talent will continue through national advertising and job fairs.
- The district will regularly update the facility matrix to ensure buildings and grounds are well-maintained and operational while
- The district will monitor real estate within district boundaries for future expansion if required.



**Thank you for your partnership in raising our
Leaders in Learning!**

