Strategic Plan Presentation

Presented Nikki Grubbs-Office of School Leadership
September 3, 2024

Goal 2-Responsible, Resilient, Empowered Learners

Outcome C-Increased Opportunities for Student Voice

All Students Empowered and Future-Ready

Goal 2

Responsible, Resilient, Empowered Learners

Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

c. Increased opportunities for student voice.

Student Voice: Interpretation

- Refers to the expression of values, opinions, beliefs, and perspectives of individuals and groups of students in a school.
- Refers to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.
- These can be measured by items in the CEE survey, data collection during Learning Walks in each school, and eliciting student voice via Principal and Superintendent Student Advisory Councils, as well as student representatives on the School Board.

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Student Voice Opportunities

Accomplished/Well Established:

- Student Advisors on School Board
- Superintendent's Student Advisory Council
- Principal's Student Advisory Councils (All 24 schools)
- Student Surveys- used by principals to inform school improvement plans

****All the above forms of student feedback have been used for decision making at the classroom, school and district level.**

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Rationale for Student Voice:

- Important for empowering and engaging students in their learning.
- 7xs more likely to be academically motivated.
- Increased self-worth, engagement, and purpose in school.
- Impacts level of effort and persistence, which is one of the most important factors that affect achievement.

(Quaglia Institute for School Voice and Aspirations-

Research of 239 schools and 14 states)

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Student Voice is directly linked to all district initiatives:

ALL SCHOOLS			ELEMENTARY	SECONDARY
RESTORATIVE PRACTICES	**INCLUSIONARY PRACTICES UDL**	**SOCIAL EMOTIONAL LEARNING**	**ELA & SOCIAL STUDIES CURRICULUM ADOPTION**	**SECONDARY GRADING PRACTICES**
Why: Students can focus on learning when they feel a sense of belonging and community. **What:** Restorative practices promote positive discipline focused on building relationships and using dialogue to resolve conflicts. **How:** Restorative centers are open at each of our high schools, and we are working toward offering CTE credit to trained student advocates. All schools have received restorative practices training.	**Why:** Removing barriers empowers student engagement, learning, and growth. **What:** Universal Design for Learning is a guiding framework utilizing variability, helping all students achieve the same goals and grade-level standards. **How:** We are focusing on lesson-design frameworks with a clear goal aligned to state standards, options for student choice in the methods and materials of their learning, and opportunities for student self-reflection.	**Why:** Social Emotional Learning (SEL) instruction provides students with a foundation for positive and safe learning and success in school and life. **What:** SEL curriculum focuses on clear communication, responsible decision making, practical problem solving, and relationship building. **How:** All middle and high school students will complete at least 25 CharacterStrong SEL lessons during advisory this year, and elementary students devote 20 minutes a day to Second Step.	**Why:** It is best practice to refresh curricula every 7 to 8 years. We are aligning this adoption with the completion of our participation in the federal MTSS-R reading study. **What:** A curriculum committee is reviewing K-5 ELA and social studies curricula. The ELA curricula will align with the science of reading, including strong foundational skills, vocabulary, comprehension, and building knowledge. Our experience with the MTSS-R study from the past three years will inform our efforts. **How:** We are field testing curricula in fall 2024, with a recommendation to the Board in spring 2025.	**Why:** Ensuring consistent grading across grade levels, courses, and schools increases equity in instruction and assessment. **What:** District-wide standards and practices allow students options and opportunities to demonstrate their learning and provide families with regular student progress communication. **How:** Middle and high schools are implementing improved grading practices this year. Educators will receive ongoing training and support during the school year.

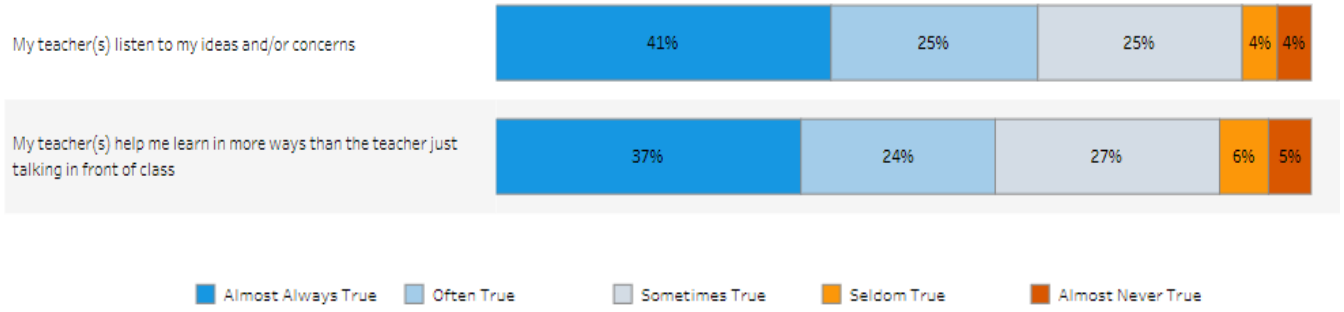
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Center for Educational Effectiveness Survey (CEE) baseline data



We aim to increase the number of students who report *almost always true* in the CEE item "My teacher(s) listen to my ideas and/or concerns" from 41% in spring 2022 to 50% in spring 2024.

We aim to increase the number of students who report *almost always true* in the CEE item "My teacher(s) help me learn in more ways than the teacher just talking in front of the class" from 37% in spring 2022 to 45% in spring 2024.

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Student Voice Opportunities-Next Level of Work

Increase student choices in *how* students learn new content (instruction,) ways students engage, and how they express what they know and can do (assessment).

"Empowering is about ownership and agency. Providing opportunities for voice and choice in learning experiences is how we create learning experiences that empower learners." -Katie Novak

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Student Voice Opportunities-Next Steps

Strengthening our current approaches to student voice:

1. Measure growth in CEE survey items, “My teachers listen to my ideas and/or concerns.”
2. Measure growth in CEE survey item, “My teachers help me learn in more ways than just the teacher talking in front of the class.”
3. Add CEE item: ***My teacher(s) find other ways for me to learn things I find difficult*. (from 59% positive to 65%)**
4. Add CEE item: ***My teacher(s) help me learn by challenging me with interesting activities in class.*** **(from 55% positive to 60%)**

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Student Voice Opportunities-Next Steps

Strengthening our current approaches to student voice:

5. Measure perception survey regarding student voice in our Superintendent's Advisory Council meetings.
6. Collect more school evidence of responding to student voice.

We are in partial compliance.

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Monitoring Report

Questions???



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