

Follow-Up Details on the IBR February 2025 Packet

Request: Comfort - 01 - Business Services - SBB

The transition from a centralized budget model to site-based budgeting (SBB) represents a significant paradigm shift. This movement towards greater autonomy, while promising, necessitates a thoughtful and phased implementation, acknowledging the inherent complexities of such a transformation.

By proactively addressing potential vulnerabilities in the early stages, we aim to build a foundation of stability that will allow schools to embrace their newfound autonomy confidently. This approach facilitates a data-driven, iterative process, enabling us to learn from the initial implementation and refine our strategies for long-term sustainability. In the initial stages, even with meticulous planning and proactive engagement, unforeseen circumstances are inevitable.

Of the \$700,000 requested for SBB, a dedicated allocation of \$250,000 has been designated for the Strategic Fund Application. This resource empowers schools to apply for targeted funding to support programming and initiatives that align with their data-based site-specific strategic plans. It empowers the agile deployment of resources as we transition to site-based budgeting, enabling schools to address emerging opportunities and challenges.

The remaining \$450,000 allocation has been established as a Fall Adjustment Stabilization Fund. This fund is designed to address potential fluctuations in enrollment or unforeseen programmatic needs that may arise during the initial implementation period. Should a school experience unexpected enrollment surges or identify critical programming gaps, this fund will provide the necessary resources to ensure uninterrupted educational delivery and maintain a consistent standard of excellence. Again, this is not a perpetual buffer, but rather a transitional measure intended to facilitate a gradual and sustainable shift towards a fully realized site-based budgeting model.

Our ultimate goal is to empower schools to become self-sufficient and strategically adept at resource management. By providing these initial supports, we are not only mitigating potential risks, but also fostering a culture of responsible stewardship and continuous improvement. This approach will ensure that the transition to site-based budgeting is not only successful but also lays the groundwork for a more responsive and ultimately sustainable site-based budgeting process.

Request: Supt-01- Academic Master Plan

Prior to any AMP pathway school launch, programming (SY21-22, SY22-23) included the majority of investments in the following categories:

- **Travel, registration, lodging**
Site visits to schools to develop implementation plans and applications for pathway schools
- **Extra Duty and Sub Pay**
Preparation for applications, implementation plan development
- **Initial Professional Learning for Pathway Sites**
Contracted support, teacher extra duty and sub pay for attendees to engage in learning that makes Dual Language Immersion, STEM, Arts Integration, and Outdoor Education models come to life.
- **R&D Programming**
Schools that were not selected as pathway-designated schools and still wanted to pursue a component of their application were provided with a small amount of funding to execute on an idea within their plan to extend learning opportunities for students.

Once pathway schools launched (SY23-24) the investment categories included the following, with most dollars going toward professional learning and investing in the staff members in the building to implement the pathway:

- **Professional Learning** - Extra Duty Pay, Sub Pay, Contracted Services (PD providers)
- **Marketing and Branding** - aligned to Pathway Designations & Communications
- **Pathway Supplies & Materials** - consumable and sustainable programmatic supports (STEM supplies, art on a cart materials, additional resources for teachers, and materials for students)
- **Transportation** - field trips for students

As the Elementary Pathways continue to implement and refine, the categories above continue to be where dollars are invested. As Middle School Pathways are in zero year planning, their investments are in professional learning as staff build and develop their initial implementation plans.

The Academic Master Plan work that ensures access to pathways is a fundamental strategy to improved outcomes - academically, for enrollment and for student and family access to opportunity through the portfolio strategy. We are requesting \$300,000 for the AMP contingency to continue to fund programming as noted above.

SUPT - 02 - Curriculum - MIS - AGENCY

Student agency is a primary driver of academic strategy in DII and is the vehicle to major improvement in student engagement.

Goal: *Students take responsibility for their learning by engaging in meaningful conversations, expanding their thinking, and collaboratively solving problems. Teachers empower students to develop agency, take ownership of discussions, and independently navigate challenges to foster their growth.*

In order to foster agency in learning, we need to prepare for professional development opportunities, ongoing coaching, support, and resources to create an environment where agency thrives as the result of highly autonomous and reflective learning where students take ownership of their knowledge, track their progress, refine their thinking through meaningful discussions, and demonstrate mastery by integrating multiple skills to meet the full intent of the Standard.

A detailed analysis of our systemic needs is ongoing, ensuring that our investments yield sustainable outcomes. This includes strategic internal investments in our teachers, principals, and students, as well as identifying areas where external expertise can provide crucial technical and transformational support. We recognize that true, lasting change requires a multi-faceted approach.

All investments in this initiative will include:

- **Ongoing Embedded Coaching for Principals and Teachers:** Providing personalized support to ensure effective implementation of agency-driven strategies.
- **Facilitated Learning on Designated DII Professional Development Days:** Creating dedicated time for collaborative learning and skill development.
- **Access to Resources, Tools, and Materials:** Equipping teachers and students with the necessary resources to support agency-driven learning.

By empowering students to take ownership of their education, we are not just improving academic outcomes; we are cultivating lifelong learners and critical thinkers. We are creating a generation that is not just prepared for the future, but actively shaping it. The opportunity before us is significant, and agency activates and engages learners.