SUNNYVALE SCHOOL DISTRICT

2024 - 2030

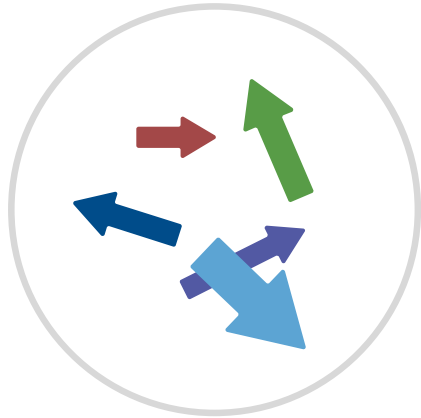# Strategic Plan

Sunnyvale, CA | May 2024

OUTLINE
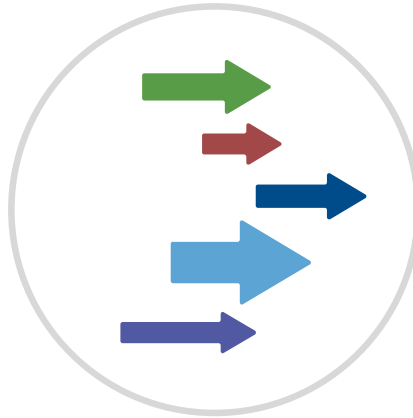
Strategic Planning Process

The Power of Alignment

Misalignment

Alignment

A primary aim of *planning* is unity of purpose, or **alignment**

Alignment: *getting people, process, program and structure on the same page, going in the same direction.*

Embracing Diverse Voices & Perspectives

Meaningful engagement strengthens understanding, appreciation and commitment.

Diverse Voices, *aligned to a* Unified Direction

- Building/District Administrators
- Instructional Staff
- Support Staff
- Students
- Families
- Community Organizations
- Community Members
- Association Leadership
- School Board
- Teachers
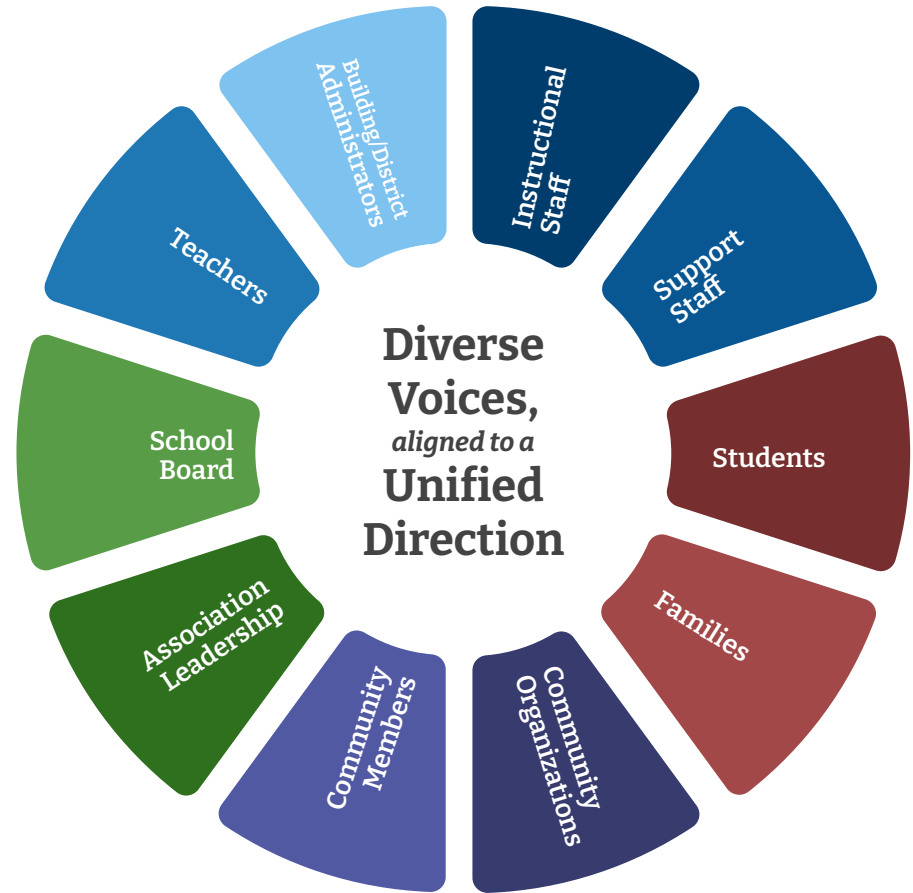
"Reality Check" Teams & Listening Sessions

SVT	Student Voice Team
CPT	Core Planning Team
FAM	Family Team
IFT	Instructional Focus Team
S/D	Schools/Departments
P/A	Principals/Administrators Team
ALT	Alignment Team
BD	School Board
CF	Community Forums
SLT	Superintendent's Leadership Team
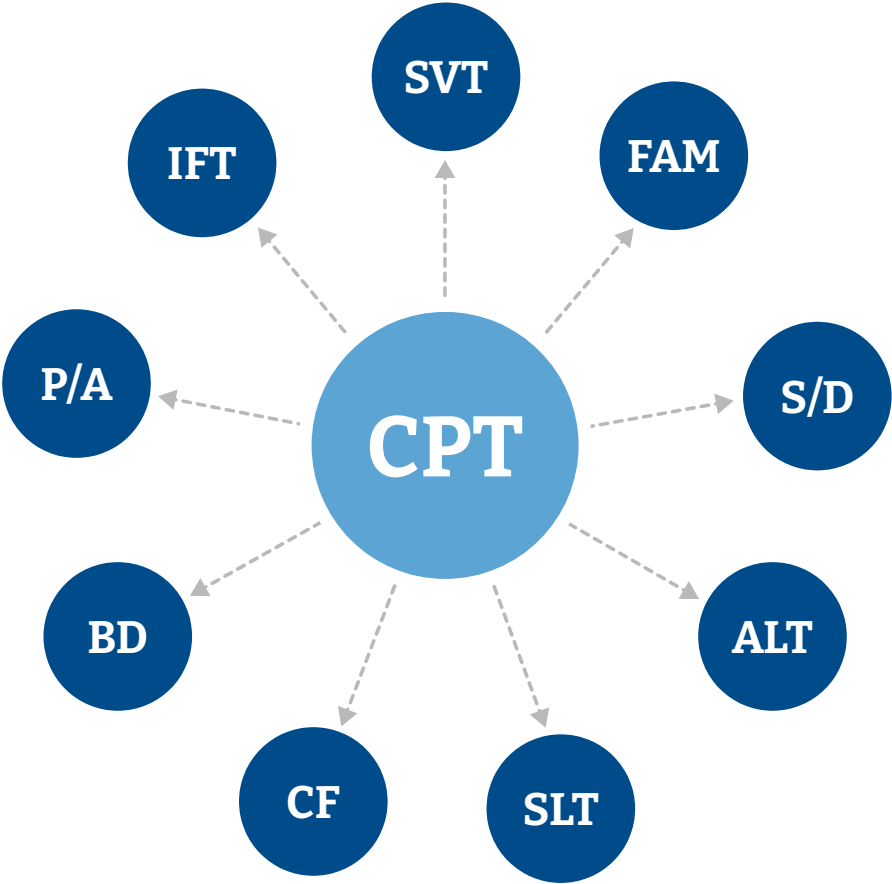
Participants & Engagements

Over the last 6 months…

35 planning sessions, with over 415 participants
including over **6** *family sessions and* **4** *community forums*

OVER 230

STAFF, FAMILY & COMMUNITY MEMBERS

CONTRIBUTED THEIR VOICE!

Strategic Planning Meetings

DATE	TEAM	
Nov 27, 2023	Core Planning Team	CPT
Nov 27, 2023	Alignment Team	ALT
Nov 28, 2023	Core Planning Team	CPT
Dec 4, 2023	Instructional Focus Team	IFT
Dec 4, 2023	Community Forum	CF
Dec 5, 2023	Instructional Focus Team	IFT
Jan 9, 2024	Student Voice Team: Elementary	SVT
Jan 11, 2024	Board Study Session	BD
Jan 16, 2024	Family Team: BLACK/BROWN	FAM
Jan 17, 2024	Family Team: All	FAM
Jan 18, 2024	Core Planning Team	CPT
Jan 18, 2024	Family Team: SPED	FAM
Jan 22, 2024	Alignment Team	ALT
Jan 22, 2024	District Leadership/Principal/Admin	DLT
Jan 22, 2024	Community Forum	CF
Jan 29, 2024	Instructional Focus Team	IFT
Jan 30, 2024	Student Voice Team: Hisp Elementary	SVT

DATE	TEAM	
Jan 30, 2024	Student Voice Team: Middle School	SVT
Feb 9, 2024	Family Team: BLACK/BROWN	FAM
Feb 12, 2024	Community Forum	CF
Feb 13, 2024	Student Voice Team: Elementary	SVT
Feb 13, 2024	Family Team: All	FAM
Feb 13, 2024	Board Study Session	BD
Feb 15, 2024	Alignment Team	ALT
Feb 27, 2024	Family Team: SPED	FAM
Feb	Mar	School/Departments: Reality Check	S/D
Mar 14, 2024	District Leadership/Principal/Admin	DLT
Mar 14, 2024	Board Review: Update	BD
Mar 25, 2024	CPT: Final Draft Review	CPT
Mar 25, 2024	IFT: Final Draft Review	IFT
Mar 28, 2024	District Leadership/Principal/Admin	DLT
Apr 11, 2024	District Leadership/Principal/Admin	DLT
Apr 25, 2024	Board Study Session	BD
May 9, 2024	Board: Final Approval	BD

Core Planning Team

Name	Role		Name	Role		Name	Role
Alia Wilson	Communications Coordinator		**Esteban Ybarra**	Principal		**Paul Slayton**	Director of Student Support Services
Allison Joe	School Administrative Assistant I-Floater		**Gladys Mazeriegos**	Social Worker		**Rachel Bacosa**	SEL Teacher on Special Assignment
Amy Su			**Gloria Marchant**	Principal		**Rachelle Romander**	Principal
Angela Chan	Youth and Family Resource Manager		**Jeremy Nishihara**	Asst. Sup of HR & IT Systems		**Renee Wedell**	Behavior Supervisor
Brandt Burns	Director of Facilities and Operations		**Jim Stark**			**Robert (Kenneth) Burnsed**	Resource Specialist
Carly Sturm	Principal		**Joanna Carson-Young**			**Ruth Ann**	Director
Chin Chin Chiu	Coordinator of Behavior Intervention Services		**Jonathan Watts**	Coordinator of Curriculum, Instruction & Assessment		**Stacy Esquibel**	Preschool Program Manager
Christina Ballantyne	Director of Curriculum, Instruction & Assessment		**Julia Salvador**	Kindergarten Teacher		**Tara Lubrano**	Principal
Dagmar Paul	District Nurse		**Karina Soto**	4th Grade Teacher		**Tasha Dean**	Chief Teaching & Learning Officer
Daniel Poo	Principal		**Kathryn Armstrong**	Principal		**Trudy Gross**	Associate Superintendent
David Hernandez	Chief Programs Officer		**Laurie Carlson**	Principal		**Vince Iwasaki**	Principal
Devin Rider	SDC (Mild/Mod) Teacher		**Lisa Rademacher**				
Elly Patnaik			**Michael Gallagher**	Superintendent			
Erin Cunning	Psychologist		**Michelle Maginot**	Board Member			

Instructional Focus Team

Ana Robles	Transitional Kindergarten	**Iman Abdo**	Paraeducator-KLAS	**Michelle Torres**	Social Worker
Angelica Amaya	Health Assistant	**Jaclyn Cerna**	4th Grade Teacher	**Mindy Grace**	Teacher on Special Assignment
Ariana Harris	Kindergarten Teacher	**Jane Chen**	Curriculum, Instruction & Assessment Program Manager	**Mirell Kazos**	Teacher on Special Assignment-Inst. Coach
Bridget Watson	Board Member	**Jenna Bender**	Occupational Therapist	**Risa Bernasconi**	District Nurse
Carmen Bliss	School Outreach Assistant	**Joann De Leon**	Paraeducator - SPED	**Rommy Kushner**	Bilingual Paraeducator
Catherine Ruelas	Behavior Specialist	**Jonathan Watts**	Coordinator of Curriculum, Instruction & Assessment	**Shana Riehl**	Asst. Principal
Chalesea Schuler	Teacher on Special Assignment	**Kathryn Armstrong**	Principal	**Sheena Jacobson**	5th Grade Teacher
Chin Chin Chiu	Coordinator of Behavior Intervention Services	**Katie Cincotta**	Teacher on Special Assignment	**Stellie Powers**	Teacher on Special Assignment
Christina Ballantyne	Director of Curriculum, Instruction & Assessment	**Kim Anh Thi Le**	SDC Preschool Teacher	**Stephanie Fischer**	Principal
Christina Brown	Teacher on Special Assignment-Inst. Coach	**Linda Van Manmouwerik**	Director of Special Education	**Stephanie Malcolm**	Asst. Principal
Chrystal Gonzales	Psychologist	**Lindsay Jacobson**	Asst. Principal	**Tanya George**	Paraeducator Behavior Technician
Danielle Wheaton	1st Grade Teacher	**MaryBeth Allmann**	Director of Human Resources	**Tasha Dean**	Chief Teaching & Learning Officer
Erin Cunning	Psychologist	**Melissa Abousamra**	1st Grade Teacher	**Vicky Tarumoto**	Asst. Principal
Gloria Marchant	Principal	**Michael Gallagher**	Superintendent	**Wayne Johnson**	Behavior Intervention Services Supervisor
Hector Gonzales Rodas	5th Grade Teacher	**Michelle Koo**	Math Teacher		

Alignment Team

Ann Ehresman	*CHAC Interim CEO*
Dan Woods	*El Camino Health's CEO*
Daniel Cao	*Policy Aid to the Supervisor*
Dr. Debbie Gorgulho	*Asst. Superintendent*
Isabel Jubes-Flamerich	*Board President*
Jacqueline Guzman	*Assistant City Manager*
Jon Cowan	*Senior Director, Government Relations & Community Partnerships, El Camino Health*
Marie Bernard	*Executive Director - Sunnyvale Community Services*
Mee Vang	*Senior Director of Strategy, El Camino Health*
Michael Gallagher	*Superintendent*
Michelle Eugeni	*SEF President*

Naomi Nakano-Matsumoto	*FUHSD Board President*
Oscar Jauregui	*CSEA President*
Tasha Dean	*Chief Teaching & Learning Officer*
Wendi Smith	*SEA President*

Superintendent's Leadership Team

Alia Wilson	*Communications Coordinator*
Brandt Burns	*Director of Facilities and Operations*
Chin Chin Chiu	*Coordinator of Behavior Intervention Services*
Christina Ballantyne	*Director of Curriculum, Instruction & Assessment*
Jeremy Nishihara	*Asst. Sup of HR & IT Systems*
Jonathan Watts	*Coordinator of Curriculum, Instruction & Assessment*
Michael Gallagher	*Superintendent*
Michelle Maginot	*Board Member*
Paul Slayton	*Director of Student Support Services*
Rachel Bacosa	*SEL Teacher on Special Assignment*
Tasha Dean	*Chief Teaching & Learning Officer*

Board of School Directors

Bridget Watson	*Board Vice President*
Eileen Le	*Board Clerk*
Isabel Jubes-Flamerich	*Board President*
Michelle Maginot	*Trustee*
Nancy Newkirk	*Board Clerk*

Student Data: High-Priority Strengths & Concerns

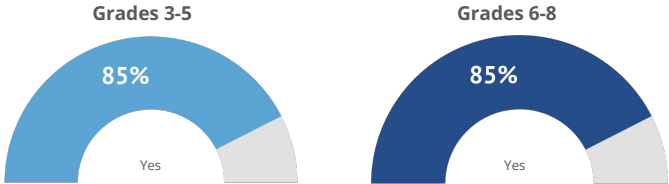# High-Priority Strengths & Concerns about Student Outcomes

THEMES FROM DATA ANALYSIS	BASELINE DATA VIEW BOOKLET >	STRENGTH	CONCERN
Supportive Relationships FIGURE 1	85% of G3-5 and G6-8 students responded favorably to, "have someone in school who you can count on to help you, no matter what" (Fall, 2023-24) 87% of G3-5 and 78% of G6-8 responded favorably to, "How helpful are your teachers in supporting your learning right now?"	✗	
Diverse Student Body FIGURE 3	The District-wide snapshot show a diverse representation of race and ethnicities that make up the SESD student body	✗	
Perceptions of Safety FIGURE 2,7	95% of G6-8 students responded favorably to, "are you being bullied, either at school or online?" 81% of G3-5 and 71% G6-8 students responded favorably to, "do you feel safe at school?" (Fall, 2023-24) Only 37% of G6-8 responded favorably to, "how often are students disrespectful to each other at school?"	✗	✗
Student Engagement FIGURE 8	Only 40% of G3-5 responded favorably to, "during the last week, how often did you feel bored at school?"		✗
Academic Achievement for ALL students FIGURE 5	11/20 Ss meeting standard ELA, 10/20 in Math, and 9/20 in Science (22-23) Highest performance: ELA Asian (16/20), Math Asian (16/20), Science Asian & Two or More (14/20) Lowest performance: ELA SPED & ELL (3/20), Math Hispanic, PI, ELL & SPED (3/20), Science ELL (1/20) SPED (2/20) & Hispanic (3/20)		✗
Chronic Absenteeism FIGURE 4	12% of SESD students are chronically absent (2022-23) Lowest chronic absenteeism rate: Two or More Races (0%), Asian (7%) 5th grade (9%) Cumberland (4%) Highest chronic absenteeism rate: Pacific Islander (25%), AA (23%), English Learners (22%), Kindergarten (23%), Ellis Elem. (23%)		✗
Disproportionality in Student Discipline FIGURE 6	Hispanic/Latino students account for 34% of SESD student body, and 4.2% are suspended Asian students account for 27.5% of SESD student body, and 0.6% are suspended White students account for 19.4% of SESD student body, and 1.2% are suspended (2021-22)		✗

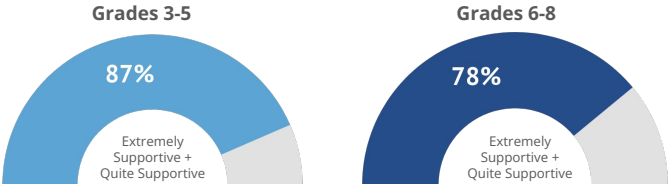# High-Priority Strengths (*themes from Data Analysis*)

FIGURE 1
Positive Student Perceptions of **Supportive Relationships**

"Do you have someone in school who you can count on to help you, no matter what?"

Grades 3-5 — 85% Yes

Grades 6-8 — 85% Yes

"How helpful are your teachers in supporting your learning right now?"

Grades 3-5 — 87% Extremely Supportive + Quite Supportive

Grades 6-8 — 78% Extremely Supportive + Quite Supportive

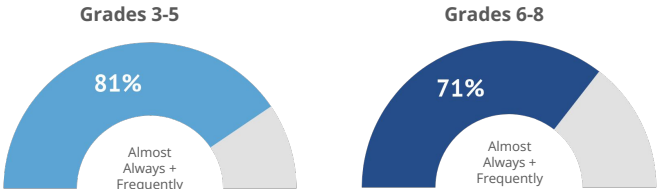*Source: Fall 2023-24 Panorama Student Survey*

FIGURE 2
Positive Student Perceptions of **School Safety**

"Do you feel safe at school?"

Grades 3-5 — 81% Almost Always + Frequently

Grades 6-8 — 71% Almost Always + Frequently

"Are you being bullied, either at school or online?"

Grades 6-8 — 95% No
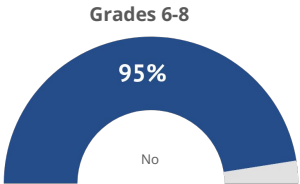
Source: Fall 2023-24 Panorama Student Survey

High-Priority Strengths (*themes from Data Analysis*)

FIGURE 3
Diverse Student Body

2023-24 SY
Out of every 100 SESD students...

2 **are African American** (1.7%)

1 **is American Indian/Alaskan Native** (0.5%)

26 **are Asian** (25.6%)

4 **are Filipino** (4.2%)

41 **are Hispanic/Latino** (41.2%)

1 **is Pacific Islander** (0.7%)

9 **are Two or More Races** (8.8%)

17 **are White** (17.4%)

29.9%
English Language Learners

30.0%
Socio-economically Disadvantaged

12.6%
Special Education

High-Priority Concerns *(themes from Data Analysis)*

FIGURE 4
Chronic Absenteeism Rate

12%

of students are chronically absent

● 2023 Chronic Absenteeism Rate

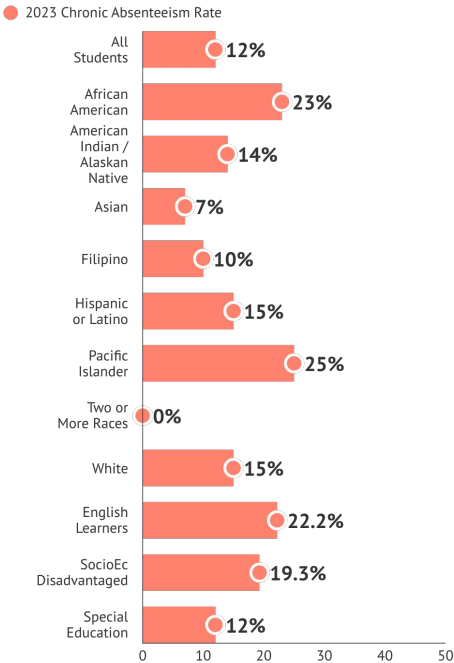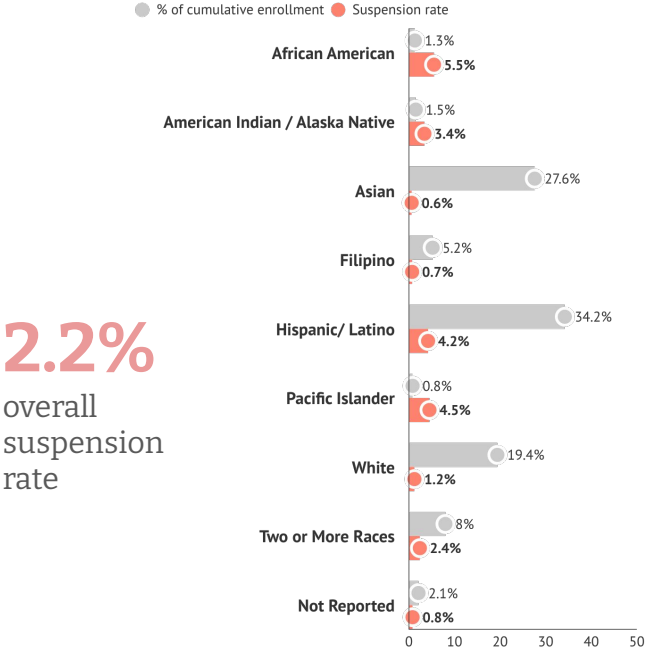| Group	Rate
All Students	12%
African American	23%
American Indian / Alaskan Native	14%
Asian	7%
Filipino	10%
Hispanic or Latino	15%
Pacific Islander	25%
Two or More Races	0%
White	15%
English Learners	22.2%
SocioEc Disadvantaged	19.3%
Special Education	12%

FIGURE 5
Academic Achievement for ALL Students

# of students out of every 20 Meeting Grade Level Standards on State Assessments 2022-23	ELA/Literacy	Math	Science
All Students	11	10	9
African American	7	5	4
American Indian / Alaskan Native	8	6	4
Asian	16	16	14
Filipino	12	11	8
Hispanic or Latino	6	3	3
Pacific Islander	6	3	6
Two or More Races	14	13	14
White	13	12	12
English Learners	3	3	1
SocioEc Disadvantaged	6	4	4
Special Education	3	3	2

High-Priority Concerns *(themes from Data Analysis)*

FIGURE 6
Disproportionality in **Student Discipline**

- % of cumulative enrollment
- Suspension rate

African American
- 1.3%
- 5.5%

American Indian / Alaska Native
- 1.5%
- 3.4%

Asian
- 27.6%
- 0.6%

Filipino
- 5.2%
- 0.7%

Hispanic/ Latino
- 34.2%
- 4.2%

Pacific Islander
- 0.8%
- 4.5%

White
- 19.4%
- 1.2%

Two or More Races
- 8%
- 2.4%

Not Reported
- 2.1%
- 0.8%

(x-axis: 0 10 20 30 40 50)

2.2%
overall suspension rate

FIGURE 7
Lower Student Perceptions of **School Safety**

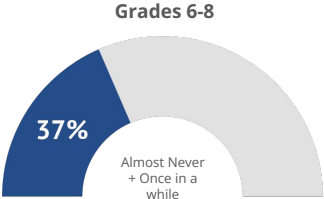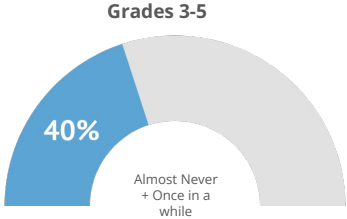*"How often are people disrespectful to others at your school?"*

Grades 6-8

37%

Almost Never + Once in a while

FIGURE 8
Lower Student Perceptions of **Student Engagement**

"During the past week, how often did you feel bored at school?"

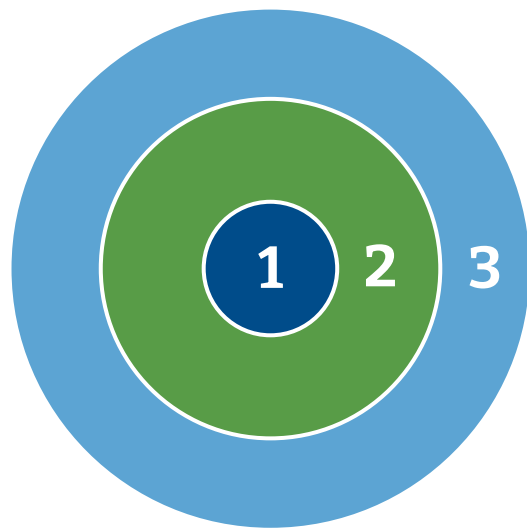**Grades 3-5**

40%

Almost Never + Once in a while

Strategic Planning Framework

Equity-Centered Strategic Planning

"Keeping ends and means in proper sequence."

1. Student Learning

➜ **Our Equity Statement, Our Core Values**
➜ **Our Promise**
➜ **Portrait of a Graduate**
➜ **Goals for Student Success**
➜ **Measures of Student Progress**

2. Instructional Effectiveness

➜ **Strengthening the Instructional Core**

3. Empowering Infrastructure

➜ **Signature Strategies**
➜ **Key Actions**
➜ **Roadmap for Disciplined Implementation**

The Plan

OUR EQUITY STATEMENT

In Sunnyvale School District, we believe that equity and anti-racist practices lead to learning without limits.

We commit to:

» **Addressing the individual supports that each student requires** in order to flourish in partnership with families, staff, students, and the community.

» **Mitigating structural barriers and biases** that hinder students' ability to thrive and creating a system where success is not determined by identity factors.

» **Engaging in reflective practices**, including two-way communication with all community members, evaluation of resource allocation, and examination of policy and practice.

» **Empowering all learners** by recognizing the cultural assets that students and communities hold in order to provide a tailored education with support, access, and opportunities so they reach their full, unique potential.

OUR CORE VALUES

Joy

We cultivate a love of learning, a sense of purpose, and joy and fulfillment in our experiences.

Compassion

We care for one another and are considerate of each other's feelings, perspectives, and potential.

Justice

We believe in creating a world that is just, anti-racist, culturally responsive and inclusive. We act with integrity to take actions aligned with our knowledge and understanding of right and wrong, and our impact on the world.

Courage

We create opportunities for positive change by boldly facing challenges as individuals to break down barriers, stretching our abilities, taking chances, trusting one another, and imagining new possibilities.

Excellence

We hold high expectations of ourselves and others, strive for continuous improvement, and accept accountability for the outcomes we produce, individually and collectively.

CIRCLE #1

Student Learning

1 2 3

→ **Our Promise**
→ **Portrait of a Graduate**
→ **Goals for Student Success**
→ **Measures of Student Progress**

Every student is known by **name**, **strength** and **need**, ready to excel in high school and beyond, and to lead a **life of joy** and **purpose**.

Portrait of a Sunnyvale Learner

Critical Thinker & Effective Communicator

» Expresses thoughts clearly in writing and speech, or other modalities

» Embraces curiosity and connects learning in creative ways

» Explores multiple perspectives to analyze information

» Evaluates and uses digital and non-digital resources to solve challenging problems

Resilient Lifelong Learner

» Takes responsibility for learning with integrity, confidence, and pride

» Approaches challenges with a growth mindset, and learns from mistakes

» Utilizes acquired strategies and skills to ensure success in their learning

» Perseveres towards mastery of academic standards and functional daily living skills

Healthy Mind & Body

» Uses healthy coping strategies to manage emotions and challenges

» Expresses feelings effectively through multiple modalities and advocates for personal needs

» Makes healthy choices for a joyful life, including nutrition and exercise

» Cultivates a mindful relationship with technology and digital content

Effective Collaborator in a Global Society

» Acts with empathy and kindness to create welcoming settings for all

» Appreciates the uniqueness of others, and embraces diverse perspectives to achieve common goals

» Responds appropriately to personal and social cues

» Advocates for more inclusive communities and a green, vibrant environment

Goals for Student Success

GOAL 1

STUDENTS EXPERIENCE AN
Inclusive & Nurturing Environment

GOAL 2

STUDENTS RECEIVE
Equitable Opportunities for Growth

GOAL 3

STUDENTS DEMONSTRATE
Responsibility for Learning

GOAL 4

STUDENTS ACHIEVE
Mastery of Core Content Areas

Every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely supports.

MEASURES OF STUDENT PROGRESS

1.A Student perception of safety, belonging, and social-emotional well-being

1.B Student regular attendance in school and class

1.C Reduced suspension rates within each student group

1.D Increased positive behavior indicators across student groups

# GOAL 2: STUDENTS RECEIVE **Equitable Opportunities for Growth**

Every student will receive personalized academic and nonacademic assistance necessary to grow at a pace that closes opportunity, language, and achievement gaps.

MEASURES OF STUDENT PROGRESS

2.A Minimum one-year annual growth for each English Learner on the *English Learner Progress Indicator* (ELPI)

2.B Student awareness of and access to mental health resources when needed

2.C Student participation in academic enrichment and intervention programs
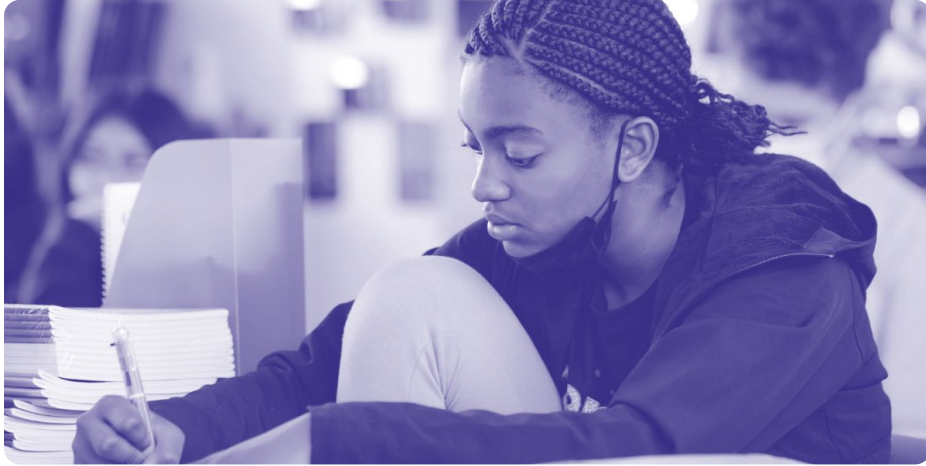
Every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

MEASURES OF STUDENT PROGRESS

3.A Student engagement in setting and monitoring personal learning goals

3.B Student perception of student voice, leadership, and involvement in making the school community better

3.C Student participation in leadership activities across student groups

Every student will demonstrate continuous academic growth at a rate that will lead to mastery of core standards and skills at key transitional grade levels.

MEASURES OF STUDENT PROGRESS

4.A More than one-year growth for students not yet at grade-level; at least one-year growth for students at/above grade-level

4.B Student proficiency on State tests across student groups

4.C Increase participation and success in Algebra 1 within each student group

# Instructional Effectiveness

→ **Strengthening the Instructional Core**

Strengthening the Instructional Core

Continuous improvement of instructional programs demands the alignment of the six components of a **standards-aligned instructional system** (SAIS).

Sunnyvale Elementary School District completed the analysis and recommendations in the following core areas: English Language Arts, Mathematics and English Language Development.
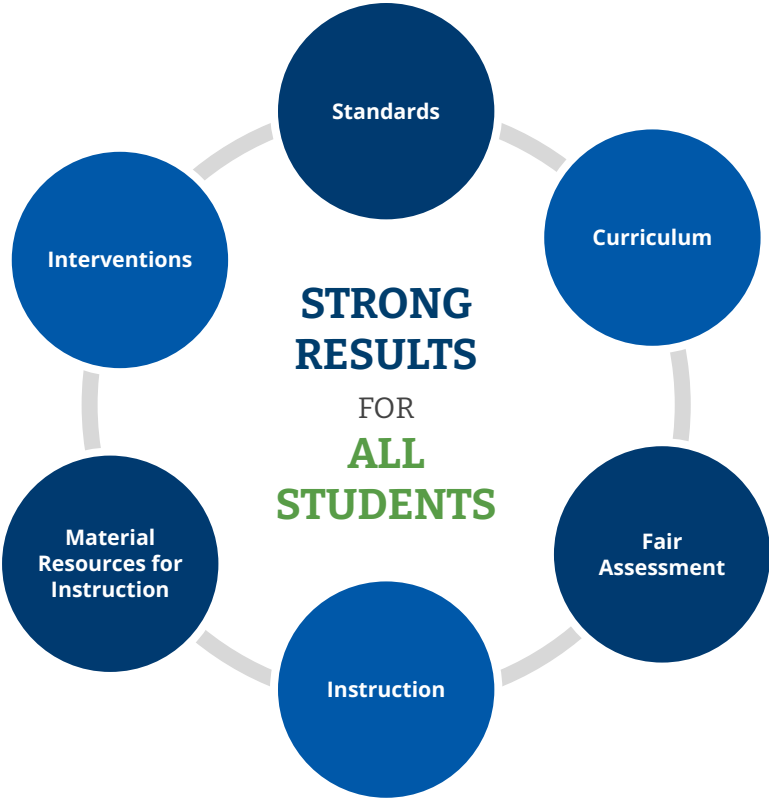
Standards

» Implement and consistently use standards-aligned, K-8 curriculum.

» Connect the curriculum to standards.

Assessment

» Implement common assessments (diagnostic/formative/summative) for K-8.

Curriculum

» Develop curriculum documents to ensure clarity around the use (limited, full, etc) of various curricular materials.

Instruction

» Develop a system to ensure the implementation and use of instructional best practices, materials, and assessment.

Instructional Materials

» Review supplemental materials K-8 to develop curriculum documents, including meaningful independent work practices.

» Develop best practices and procedures to block applications that do not meet instructional outcomes.

Interventions

» Establish a system to monitor and evaluate the fidelity of pull-out intervention.

» Explore extended day intervention services provided by outside agencies.

Professional Development

» Centrally map out PD focus areas for annually.

» Support site principals in designing a framework for professional development and collaboration (PLC/Data Teams) at their site.

» Provide professional development for teachers and administrators on effectively implementing and utilizing standards-based curricular materials and resources for expected student learning.

» Provide ongoing professional development for PLC/Data teams on best practices and teacher collaboration, such as best instruction in literacy, deepen understanding of data cycles, and improve capacity to analyze formative and summative assessment data to inform instruction and timely in-class intervention.

Assessment

- » Ensure all formal instruments used for Triennial evaluations are administered effectively and align with the IEP for Mild/Moderate K-5.
- » Explore additional assessment options to strengthen evaluations for Extensive Student Needs K-8, including Brigance.

Curriculum

- » Establish a system to monitor the effective implementation and use of district adopted curriculum for Mild/Moderate & Extensive Student Needs K-8.
- » Develop curriculum documents to ensure clarity and alignment with district adopted curriculum in special education and general education for Mild/Moderate, Extensive Student Needs K-8.
- » Explore and select supplemental curriculum aligned to the Science of Reading for Extensive Student Needs K-8.

Instruction

- » Build on current system of observations and coaching to strengthen the quality of instruction, including timely data-driven intervention, to impact student learning for Mild/Moderate K-8.
- » Create a system to ensure fidelity of instructional strategies for Extensive Student Needs K-8.

Instructional Materials

- » Pilot and adopt a writing curriculum for Mild/Moderate K-8.
- » Explore Benchmark Phonics Intervention for Extensive Student Needs K-8.

Professional Development

- » Develop a professional learning plan, including follow-up and additional coaching, for teachers to develop capacity to and reflect on challenges on implementing the district adopted curriculum for Mild/Moderate K-8.
- » Provide professional development for Extensive Student Needs teachers to learn to implement curriculum, resources, and instructional best practices to increase rigor and student learning, including Handwriting without Tears and Unique.
- » Provide professional development for paraprofessionals to develop their knowledge and skills in supporting effective teaching and learning.
- » Allocate time (e.g. 3 days a year) for grade-level/role-alike collaboration to engage in common planning and develop best practices for Mild/Moderate & Extensive Student Needs, K-8.
- » Provide professional development for general education staff to enhance skills, collaborate with special education staff, and improve outcomes for students in special education.

Standards

» Implement and consistently use standards-aligned, K-8 curriculum.

» Connect the curriculum to standard.

Assessment

» Implement common assessments (diagnostic/formative/summative) for K-8.

Curriculum

» Develop curriculum documents to ensure clarity around the use (limited, full, etc) of various curricular materials.

Instruction

» Develop a system to ensure the implementation and use of instructional best practices, materials, and assessment.

Instructional Materials

» Review supplemental materials K-8 to develop curriculum documents, including meaningful independent work practices.

» Develop best practices and procedures to block applications that do not meet instructional outcomes.

Interventions

» Establish a system to monitor and evaluate the fidelity of pull-out intervention.

» Explore extended day services provided by outside agencies and a summer math intensive to support intervention.

Professional Development

» Centrally map out PD focus areas for annually.

» Support site principals in designing a framework for professional development and collaboration (PLC/Data Teams) at their site.

» Provide professional development for teachers and administrators to deepen knowledge of mathematics and content standards, and effectively implement the district adopted problem-based learning curriculum and instructional routines.

» Provide ongoing professional development for PLC/Data teams to deepen understanding of data cycles, and improve capacity to analyze formative and summative assessment data to inform instruction and timely in-class intervention.

Assessment

» Develop individualized plans to target a student's learning needs and skill development based on multiple assessment sources, (i.e., formal instruments used for Triennial evaluations, NWEA, Classroom-based assessments) for M/M K-5.

» Explore additional assessment options to strengthen evaluations for Extensive Student Needs K-8, including Brigance.

Curriculum

» Establish a system to monitor the effective implementation and use of district adopted curriculum for Mild/Moderate & Extensive Student Needs K-8.

Instruction

» Create a system to ensure fidelity of instructional strategies, including whole group, small group and one-on-one instruction, for Mild/Moderate & Extensive Student Needs, K-8.

Instructional Materials

» Develop curriculum documents to ensure the effective use of varying of instructional materials aligned to student needs and learning for Mild/Moderate and Extensive Student Needs K-8.

Professional Development

» Develop a professional learning plan, including follow-up and additional coaching, for teachers to develop capacity to differentiate instruction (multimodal, whole group, small group, one-on-one) according to students individual needs to close assessed skill gaps using the district adopted curriculum for Mild/Moderate & Extensive Student Needs, K-8.

» Provide professional development for paraprofessionals to develop their knowledge and skills in supporting effective teaching and learning.

» Allocate time (e.g. 3 days a year) for grade-level/role-alike collaboration to engage in common planning and develop best practices for Mild/Moderate & Extensive Student Needs, K-8.

» Provide professional development for general education staff to enhance skills, collaborate with special education staff, and improve outcomes for students in special education.

Standards

» Deepen understanding of the ELD standards.

Assessment

» Research, select, and implement multiple assessments to measure progress of ELD standards.

Curriculum

» Explore and select curriculum aligned to ELD standards K-5.

» Explore and select curriculum aligned to ELD standards for students at lower lexile levels grades 6-8.
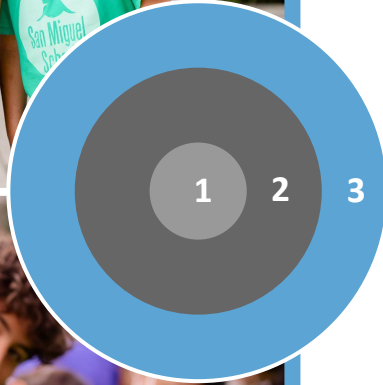
Instruction

» Develop a system of observations and coaching to strengthen the quality of ELD instructional moves and best practices to impact student learning K-8.

Interventions

» Continue to prioritize EL students when implementing interventions K-8.

» Create guidelines for newcomer intervention groups K-8.

» Review and create effective intervention pathways, curriculum and practices for English Learners in grades 6-8 (placement, curriculum, instructional practices, assessment, movement).

» Provide language support in content courses.

Professional Development

» Centrally map out PD focus areas for annually.

» Support site principals in designing a framework for professional development and collaboration (PLC/Data Teams) at their site.

» Provide/Explore alignment of ELA and ELD professional development for teachers and administrators to improve outcomes for students designated as English Learner.

» Provide professional development for teachers and administrators on effective ELD instructional moves and best practices to impact learning.

Empowering Infrastructure

1 2 3

→ **Signature Strategies**
→ **Key Actions**
→ **Roadmap for Disciplined Implementation**

Signature Strategies

GOAL 1	STUDENTS EXPERIENCE AN **INCLUSIVE & NURTURING ENVIRONMENT**	GOAL 2	STUDENTS RECEIVE **EQUITABLE OPPORTUNITIES FOR GROWTH**	GOAL 3	STUDENTS DEMONSTRATE **RESPONSIBILITY FOR LEARNING**	GOAL 4	STUDENTS ACHIEVE **MASTERY OF CORE CONTENT AREAS**

GOAL 1

SIGNATURE STRATEGY 1.1:
Trusting Relationships with Students & Families

SIGNATURE STRATEGY 1.2:
District-Wide Social Emotional & Culturally Responsive Practices

GOAL 2

SIGNATURE STRATEGY 2.1:
Timely In-School Intervention

SIGNATURE STRATEGY 2.2:
Accelerated Supports for English Learners & Students with IEPs

SIGNATURE STRATEGY 2.3:
Enrichment Opportunities

GOAL 3

SIGNATURE STRATEGY 3.1:
Open Forum for Dialogue

SIGNATURE STRATEGY 3.2:
Student Goal-setting, Monitoring, & Reflection

GOAL 4

SIGNATURE STRATEGY 4.1:
Aligned Instructional Best-Practices

SIGNATURE STRATEGY 4.2:
Deep Knowledge of Core Content

SIGNATURE STRATEGY 4.3:
Data-informed Professional Collaboration

SIGNATURE STRATEGY 1.1

Trusting Relationships with Students & Families

Strengthen home-school connection by providing opportunities and resources aligned to each student's needs and interests; embracing each family's cultural and language background as assets; promoting anti-racist and anti-bias mindsets and behaviors; involving students and families in leadership roles and in decisions that affect them; and celebrating progress and accomplishments.

KEY ACTIONS

1. Strengthen knowledge and skills of teachers and staff regarding effective practices that build welcoming environments for students and families.

2. Integrate anti-racist and anti-bias awareness into professional learning convenings for staff and conduct at least one Equity Summit annually.

3. Create multiple channels for parents to access formal and informal support networks, including multilingual parent ambassadors at each school site, parent affinity groups, school-based family forums and celebrations, and participation in school decision-making.

SIGNATURE STRATEGY 1.2

District-Wide Social Emotional & Culturally Responsive Practices

Implement a standardized, district-wide system focused on social-emotional health and wellness of all students, including common curriculum, designated instructional time, proven SEL practices, and ongoing training and support for all teachers and staff.

KEY ACTIONS

1. Reaffirm district-wide standards for social-emotional learning (SEL) for all students and establish clear guidelines and roadmap for implementing them at each school site.

2. Conduct a series of formalized, continuous professional learning opportunities focused on continuous improvement of social-emotional learning and trauma-informed practices.

3. Create a representative team to periodically assess the effectiveness of implementation of SEL practices at each school and district-wide.

4. Define a core set of culturally responsive teaching practices and provide ongoing training and support for all teachers and staff.

SIGNATURE STRATEGY 2.1

Timely In-School

Personalize in-class and in-school intervention to each student's strength and need, utilizing approaches such as co-teaching, Tier 2 small-group instruction, paraprofessional support, subject-focused teachers and instructional blocks, extended day, and formalized tutoring.

KEY ACTIONS

1. Develop a catalog of effective social, emotional, and cultural supports for students, including classroom lessons and small-group interventions.

2. Provide training for teachers and paraprofessionals on effective Tier 2 classroom intervention practices, tailored to meet the needs of our diverse students.

3. Institute timely monitoring of student progress through professional learning communities (PLC), rapid data cycles, and targeted strategies.

4. Conduct annual evaluations of the Multi-Tiered System of Support (MTSS) process district-wide and at each site.

SIGNATURE STRATEGY 2.2

Accelerated Supports for English Learners & Students with IEPs

Develop and implement a systematic framework of proven practices for accelerating academic and nonacademic growth and achievement of English Learners and students with Individualized Education Plans (IEP).

KEY ACTIONS

1. Identify common best practices for English Learners, provide training to build teacher capacity, and conduct regular instructional walkthroughs to ensure disciplined implementation.

2. Implement a research-validated Newcomer curriculum for students during their first year of schooling.

3. Implement a Designated English Language Development (ELD) curriculum at the elementary level.

4. Implement a district-wide inclusion plan for students with an Individualized Education Plan (IEP).

SIGNATURE STRATEGY 2.3

Enrichment Opportunities

Create structures for students to enrich their learning through experiences such as advanced Math courses, creative writing, language courses, arts, music, sports, summer activities, mentorship, STEM activities, and project-based learning.

KEY ACTIONS

1. Expand equitable access to affordable after-school enrichment opportunities through district staffing and partnerships with local organizations.

2. Identify the barriers to participation in after-school enrichment opportunities and develop targeted strategies to enhance inclusive access.

3. Develop a vision for a comprehensive arts and music program, Prekindergarten-Grade 8.

4. Pilot a comprehensive STEM program, Prekindergarten-Grade 8.

SIGNATURE STRATEGY 3.1

Open Forum for Dialogue

Provide multiple pathways for students to develop the skills to express their voice, including student-led discussions; advocating for opportunities and resources that enhance their schooling experiences; playing leadership roles in school and class; and having their voice and choice valued in decisions that affect them.

KEY ACTIONS

1. Provide professional development for teachers and staff on strategies to solicit and respond to student voice.

2. Expand opportunities for student-to-student and student-to-staff interactions focused on developing advocacy skills, and building resilience.

3. Increase student participation in developmentally appropriate discussions about Student Success Teams (SST), 504 Plans, Individualized Education Plans (IEP), disciplinary meetings, etc.

4. Increase inclusion and participation rates of underrepresented students in student leadership roles and create additional options for those students to extend their schooling experiences.

SIGNATURE STRATEGY 3.2

Student Goal-setting, Monitoring, & Reflection

Strengthen ownership of learning by engaging each student in setting and monitoring their academic and non-academic goals in age- and developmentally-appropriate ways, utilizing student-led conferences to reflect on their successes and opportunities for improvement with their peers, family, and teachers.

KEY ACTIONS

1. Incorporate student goal-setting and reflection into structures such as small-group instruction, teacher conferences, Open House, student portfolios, Back-to-School Night.

2. Provide parent/guardian education programs, in multiple languages, to enhance their knowledge, skills, and confidence regarding learning expectations, standards-based assessments and grading, and age-appropriate methods for building student ownership of their learning.

3. Recognize and celebrate student growth and achievement at multiple intervals during the school year.

SIGNATURE STRATEGY 4.1

Aligned Instructional Best-Practices

Ensure each student access to standards-aligned curriculum and materials; effective tiered instructional practices, including Universal Design for Learning (UDL) and research-validated strategies for targeted student-groups; authentic assessments of student progress; and standards-based continuous professional learning.

KEY ACTIONS

1. Ensure that all students have access to the core curriculum, instruction, and assessments.

2. Implement Universal Design for Learning (UDL) strategies.

3. Provide continuous professional learning for teachers and staff regarding consistent implementation of standards-based reporting of student progress.

4. Strengthen the instructional leadership capacity of principals and administrators through differentiated coaching and ongoing collaborative learning based on the professional leadership standards.

SIGNATURE STRATEGY 4.2

Deep Knowledge of Core Content

Engage students in authentic and meaningful tasks that excite their curiosity, imagination, and creativity about the core content areas, and challenge them to apply their learning to new situations.

KEY ACTIONS

1.   Connect classroom learning to real-life applications across content areas.

2.   Provide training and support to ensure all students access grade-level instruction, with appropriate support and challenge.

3.   Expand opportunities for all students to discover their passions and expand their understanding through curricular connections such as field trips, assemblies, projects, arts/music, STEM, language, etc.
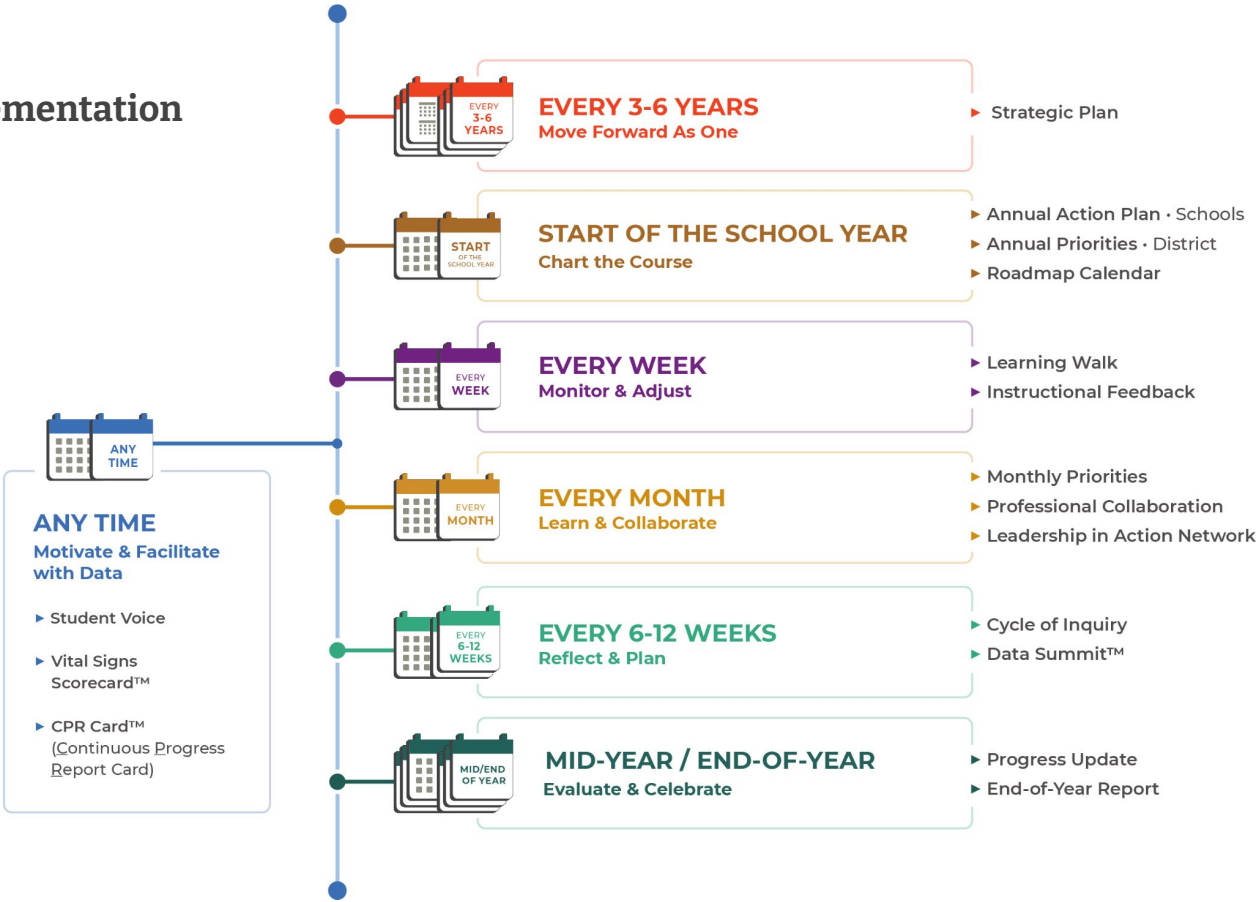
SIGNATURE STRATEGY 4.3

Data-informed Professional Collaboration

Develop a culture of continuous improvement of professional practices through authentic assessments of student progress, consistent engagement in collaborative cycles of inquiry (i.e., "data cycles") that include instructional planning, monitoring, and evidence-based reflection (e.g., "data summit").

KEY ACTIONS

1. Articulate a district-wide framework for professional collaboration (i.e., collective teacher efficacy) and data-informed continuous improvement of instruction.

2. Conduct ongoing, site-specific training to enhance the capacity of teacher-teams in areas such as: formative assessments, effective data utilization, collaborative analysis of student work, and collegial accountability.

3. Provide coaching for site administrators regarding curriculum-embedded assessments, instructional monitoring, teacher feedback, and the development of a culture of effective practices school-wide.

Roadmap for Disciplined Implementation

EVERY 3-6 YEARS
Move Forward As One
▸ Strategic Plan

START OF THE SCHOOL YEAR
Chart the Course
▸ Annual Action Plan · Schools
▸ Annual Priorities · District
▸ Roadmap Calendar

EVERY WEEK
Monitor & Adjust
▸ Learning Walk
▸ Instructional Feedback

EVERY MONTH
Learn & Collaborate
▸ Monthly Priorities
▸ Professional Collaboration
▸ Leadership in Action Network

EVERY 6-12 WEEKS
Reflect & Plan
▸ Cycle of Inquiry
▸ Data Summit™

MID-YEAR / END-OF-YEAR
Evaluate & Celebrate
▸ Progress Update
▸ End-of-Year Report

ANY TIME
Motivate & Facilitate with Data
▸ Student Voice
▸ Vital Signs Scorecard™
▸ CPR Card™ (Continuous Progress Report Card)

Thank You!