

Tonight's Objectives



- **Present the Strategic Plan for Board approval on August 11**
- **Understand the overview of how we will approach implementation of the 5 year strategic plan.**

35

Listening Sessions

665

Participants

1.4k

Survey Responses

35k

**Ratings and
Comments**

(Parents, Students, Educators, Staff, Community Members, Business Leaders)

Pillars And Priorities



1

Academic Excellence & Future Readiness

PRIORITIES:

- Rigorous & Engaging Learning
- Responsive Teaching & Learning
- Growth-Focused Assessment
- Future-Ready Competencies
- Authentic Problem-Solving



2

Student Wellness & Safety

PRIORITIES:

- Safe Learning Environments
- Resilience & Adaptive Mindsets
- Student Voice
- Mental Health & Wellness
- Affirming School Culture



3

Family and Community Engagement

PRIORITIES:

- Two-Way Communication
- Community Connections
- Family Partnerships



4

Investing in Staff

PRIORITIES:

- Recruiting & Retention
- Staff Wellness
- Continuous Learning Culture
- Leadership Development



5

Operational Excellence

PRIORITIES:

- Efficient Resource Management
- Informed Decision Making
- Infrastructure Alignment
- Responsive Service

Pillar 1: Academic Excellence and Future Readiness



1

Academic Excellence & Future Readiness

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Pillar 1: Academic Excellence and Future Readiness



STRATEGIC PRIORITIES:

1A: Rigorous & Engaging Learning

Deliver challenging, standards-aligned experiences that develop deep conceptual understanding through inquiry, collaboration, and high expectations that support every student's academic growth.

1B: Future-Ready Competencies

Integrate critical thinking, creativity, digital literacy, global awareness, initiative-taking, and innovation mindsets with core academic content, preparing students for careers and challenges that don't yet exist.

1C: Responsive Teaching & Learning

Design flexible, student-centered learning experiences that honor individual strengths, interests, and pace while maintaining rigorous expectations and multiple routes to mastery.

1D: Authentic Problem-Solving

Engage students in real-world challenges that require interdisciplinary thinking, community partnerships, and innovative solutions, demonstrating the impact of learning beyond school walls.

1E: Growth-Focused Assessment

Implement comprehensive assessment systems that capture academic progress, skill development, and mindset growth through multiple measures, fostering student self-reflection and data-informed instruction.

Pillar 1: Academic Excellence and Future Readiness



2 Student Wellness & Safety

PRIORITIES:

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- Mental Health & Wellness
- Resilience
- Student Leadership

3 Family and Community Engagement

PRIORITIES:

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- Family Partnerships
- Community Outreach

4 Investing in Staff

PRIORITIES:

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1D: Authentic Problem-Solving

Engage students in real-world challenges that require interdisciplinary thinking, community partnerships, and innovative solutions, demonstrating the impact of learning beyond school walls.

Integrate critical thinking, problem-solving, and communication skills into core academic disciplines, addressing real-world challenges that require interdisciplinary thinking.

1C: Responsive Teaching & Learning

Design flexible, student-centered learning experiences that honor individual strengths, interests, and needs while maintaining rigorous expectations for mastery.

Implement formative and summative assessment systems that measure student growth, skill development, and mindset shifts, fostering student ownership of learning.

Pillars And Priorities



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In June we...

- Learned about how to **systematize ourselves** for successful implementation.
- Set in motion an **implementation framework** with regular progress monitoring, communication strategies, and mechanisms for addressing challenges that arise.
- Began to establish **success measures** for each action plan, including both **process measures** and **outcome measures** that support ongoing monitoring and adjustment.

The work of *teaching, coaching, and leadership* involves...

constantly juggling
multiple - and
often competing -
demands

urgent - and often
rushed - decision
making and
problem solving

fostering and
responding to
unpredictable
human relationships

acting within complex
and entrenched
systems and broader
communities and
political contexts

It's easy to fall into habitual and long-standing ways of making sense of, and doing, our work... even when we are trying to do something new.

Theory of Action

When we:

- Design engaging learning experiences that challenge students to think critically, creatively, and deeply
- Connect classroom learning to real problems that matter to students and our community
- Build strong relationships that support diverse perspectives and effective collaboration
- Give students increasing ownership over their educational journey
- Help students understand how their learning connects to both local and global contexts
- Create safe environments where students can take risks, learn from mistakes, and grow

**a
significant
change**

Then:

- *Every student will develop the academic knowledge, essential skills, and adaptive mindsets needed to be **READY TO SHAPE THEIR FUTURE** with confidence and purpose.*

a
**significant
change**

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**a significant
change**



**How do we make
sure this isn't just
another "thing" that
results in everyone
basically just **doing
the same thing?****

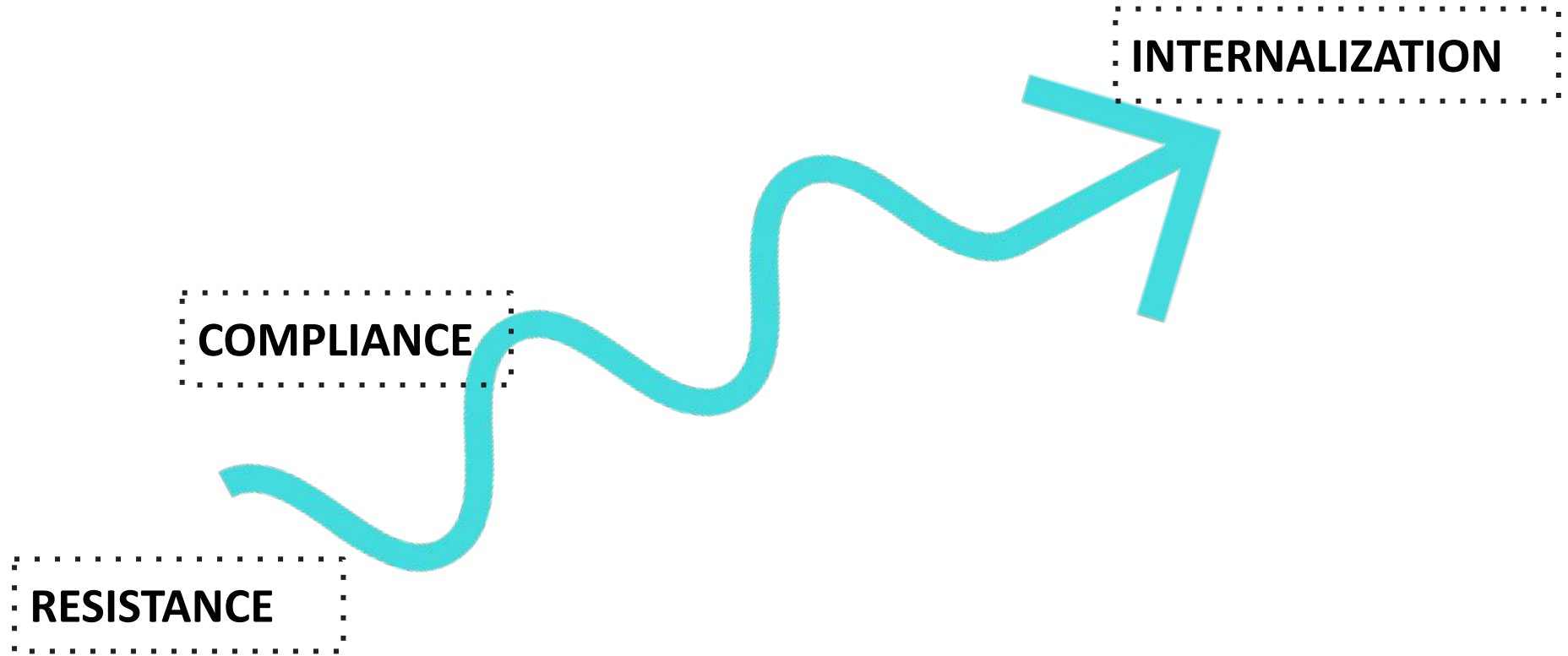


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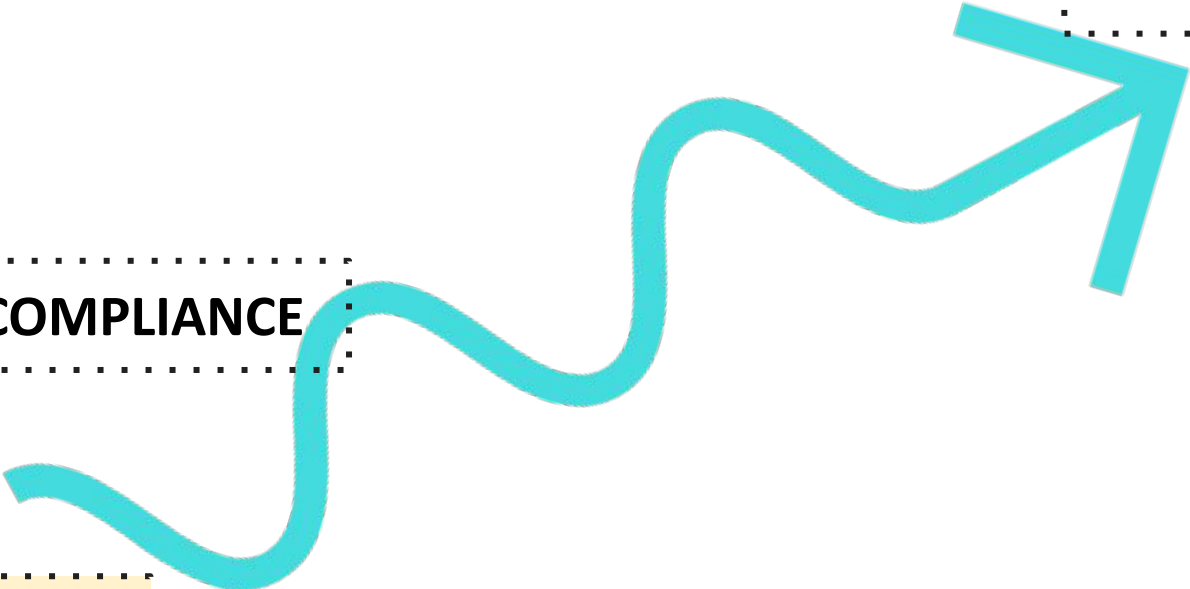


What do we need
to do to
systematize
ourselves and
make **real**
change?

How does adult learning unfold?



How does adult learning unfold?



COMPLIANCE

INTERNALIZATION

RESISTANCE

Educators actively resist or oppose new expectations for practice - see them as **constraining, ineffective, unreasonable.**

How does adult learning unfold?

Educators start to enact new practices in a **superficial, inflexible way**. They largely do so out of obligation to others - still seems arbitrary. Don't adapt in meaningful ways.

COMPLIANCE

RESISTANCE

INTERNALIZATION

How does adult learning unfold?

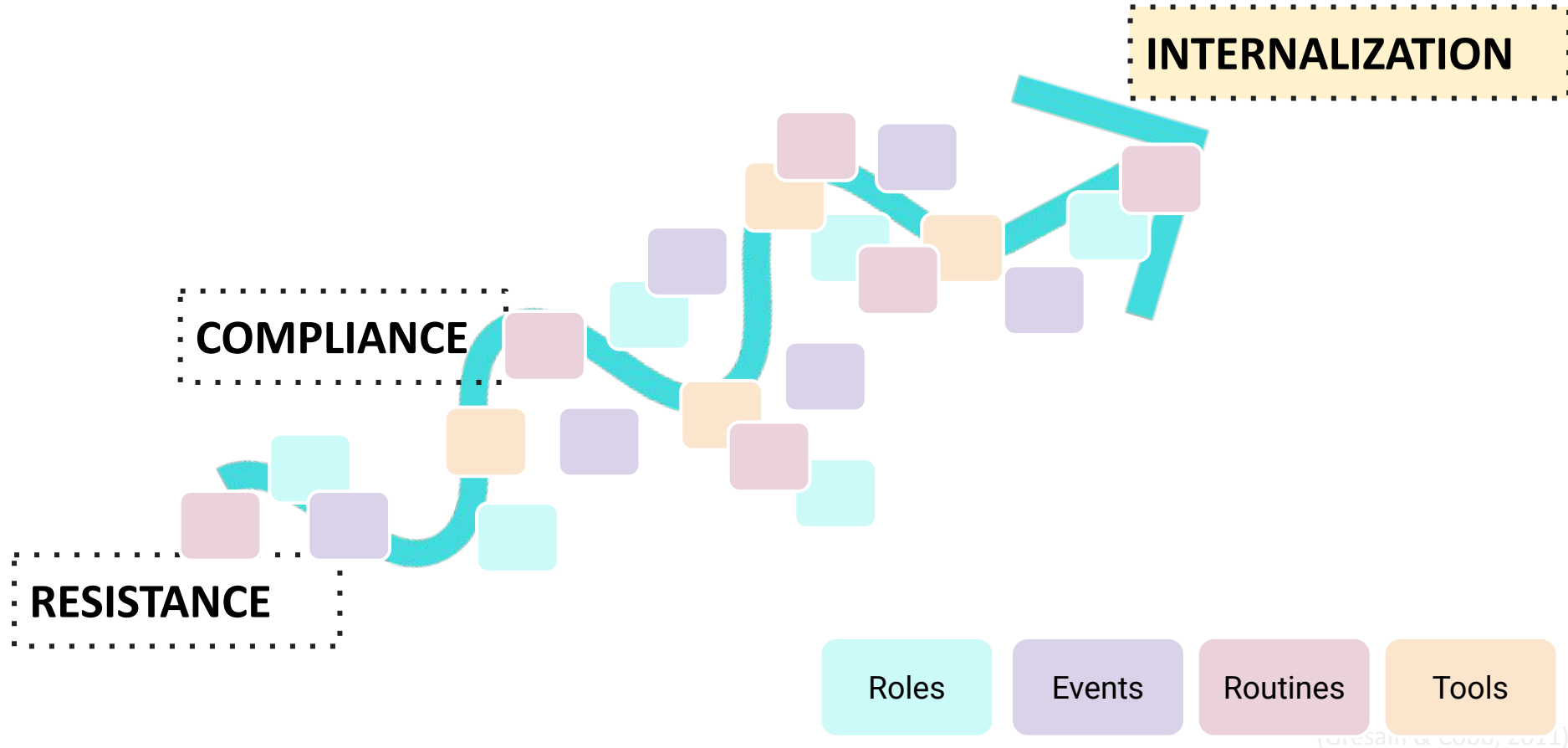
COMPLIANCE

RESISTANCE

INTERNALIZATION

Educators enact new practices flexibly and responsively. Do so out of obligation-to-self. See new practices as enabling, powerful, negotiable, and attainable.

How does adult learning unfold?



Systems to Support Learning



Roles

The **way roles are designed and enacted** based on responsibilities, expectations, and forms of practice.

Events

Planned events (e.g., meetings, professional learning sessions) **and incidental events** (e.g., hallway conversations)

Routines

Recognizable, repeatable, and common practices of interaction (e.g., data analysis protocol, observation cycles)

Tools

Tangible materials (e.g., resources, website) and **intangible materials** (e.g., the ideas within a district's context)

Systems to Support Learning



Roles

The **way roles are designed and enacted** based on responsibilities, expectations, and forms of practice.

Board	Monitor progress, ensure resource alignment, evaluate superintendent, and ensure public transparency
Superintendent	Lead district implementation, manage resources, set metrics, evaluate district and building leaders, and report progress
District Leaders	Support schools, align systems, and coordinate initiatives
Principals	Implement strategic priorities, evaluate staff, and lead school improvement efforts
Staff	Execute action plans, gather and share feedback
Community	Stay informed, celebrate successes, and participate in engagement

Systems to Support Learning

Events

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Board Workshops	3 per year (August, January, May)	Review strategic priority progress and action plans with principals
Board Committee Meetings	Monthly	Align strategic priorities with initiatives and mid-year rollouts
District Leadership Meetings	Weekly	Real-time addressing of needs and problem-solving
Continuous Improvement Meetings	Quarterly (4 per year)	School teams analyze data, problem-solve, and adjust plans
Board Retreats	2 per year (Oct, Feb)	Discuss long-range plans and realign governance team
Administrator Retreat	1 per year (June)	Realign leadership team around district priorities
District Professional Development	4 full days + 8 after-school hours annually	Support teachers with strategic plan-aligned training

Systems to Support Learning

Routines

Recognizable, repeatable, and common practices of interaction (e.g., data analysis protocol, observation cycles)

Strategic Priority Alignment	Connecting all agenda items and decisions to strategic pillars
Academic Data Review Cycles	Quarterly assessment of data trends and implementation status across the district
Action Plan Updates	Reviewing and adjusting building and district implementation plans
Resource Alignment	Evaluating budget decisions against strategic priorities
Public Reporting	Establishing a cadency for transparently communicating progress to community

Systems to Support Learning

Tools

Tangible materials
(e.g., resources,
website) and
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(e.g., the ideas within
a district's context)

Tangible materials	Intangible materials
Public-facing Strategic Plan	Shared vision of student success
Building and District Action Plans	Common language around strategic priorities
Strategic Plan Dashboard on website	Culture of continuous improvement
Training resources and professional development plans	Collective commitment to implementation
Planning templates	Trust in a process
Board reports and meeting minutes	Organizational identity aligned with community values

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