

Aligning Actions with Values

Supporting our Students with a
Developing Strategic Plan

I Know Myself and Work
Effectively With Others

Emotionally intelligent
Effective collaborator

I am College and Career
Ready

Core academics
Life and professional skills

I Build Community Through
Understanding and Service

Cultural Awareness
Civic responsibility

I Seek Opportunities and
Challenges of Learning

Critical thinker and problem solver
Ability to stretch, engage, and persist

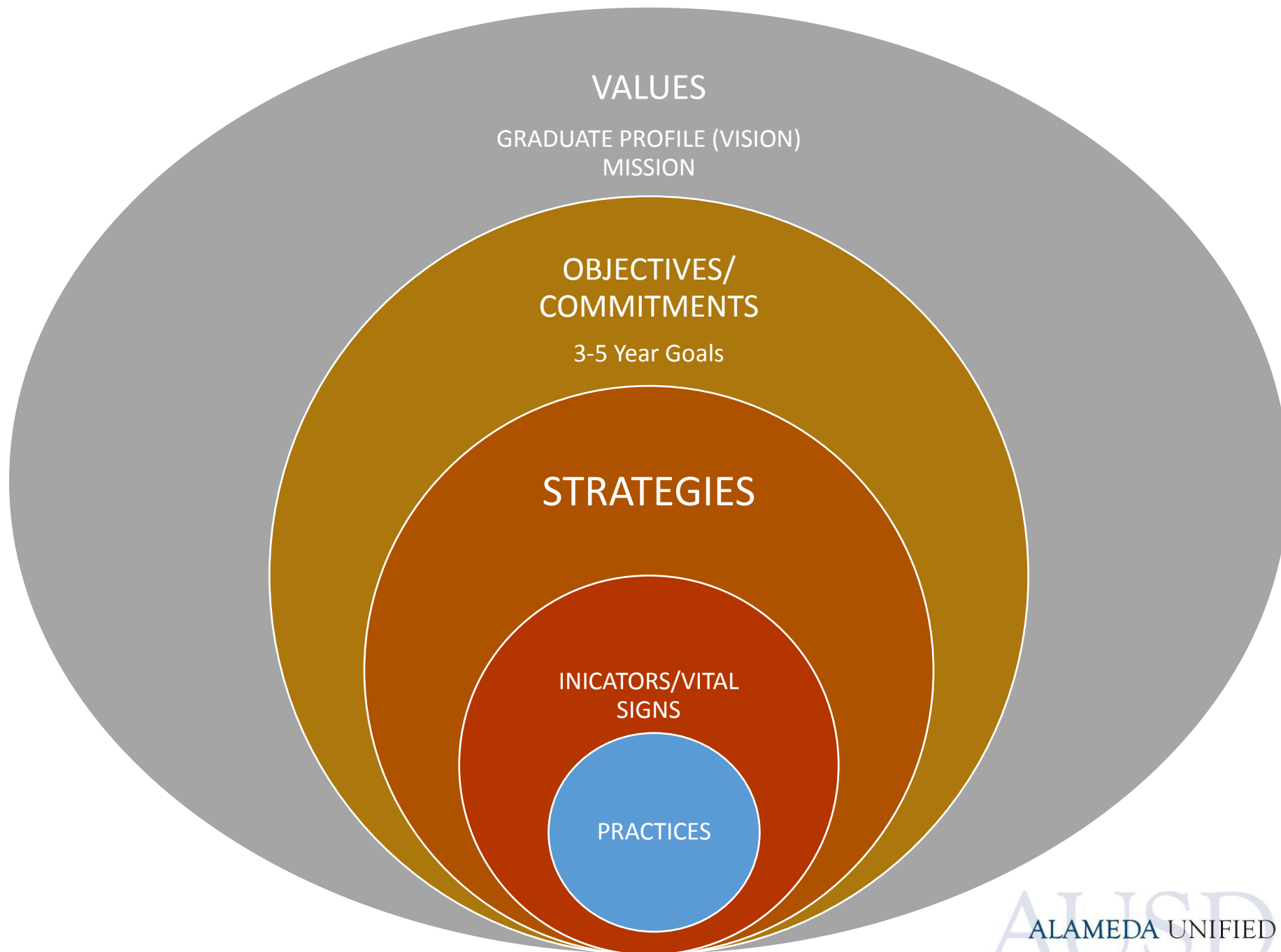
AUSD Graduate Profile

Tonight's Purposes

- **Share developing structure of the strategic plan**
- **Share emergent focal areas and themes from community engagement around graduate profile**
- **Consider strategies common in district's who have been successful in facilitating growth for student groups historically impacted by gaps in outcomes**
- **Bringing philosophical approaches and values to the strategic plan**

During the strategic planning process, an organization does three fundamental activities

- They build or modify their foundational strategic vision and mission
- Commit to objectives or goals that drive the overall health of their organization
- Develop near and longer-term plans to achieve those goals



Examples of Broader Objectives/Goals in Other Strategic Plans

- **Supported Staff and Educators**
- **Balanced Learners**
- **Every child on track to graduate ready for college, career, and community**
- **African-American children and youth excel in school**
- **Social and psychological well-being of all students**
- **High quality infrastructure and organizational structure that fosters positive learning environments**

OBJECTIVE 2: SUPPORTED STAFF

Attract, develop, and retain quality staff in a quality work environment.

Strategy A: Target total staff comp in top quartile of comparable districts.

Strategy B: High quality professional learning for staff capacity that incorporates staff input.

Strategy C: Support teachers in pursuit of innovation and creativity in the classroom.

A-Indicators

B-Indicators: Staff feedback via focus groups, surveys, or other means used to plan and evaluate professional learning.

C-Indicators

Visible Action
Steps/Resourcing

A

Visible Action Steps/Resourcing

B

Highlight innovative or effective teaching practices through instructional rounds, peer observations, lesson study, etc.

Visible Action
Steps/Resourcing

C

Preliminary Needs Assessment

- Based on community and stakeholder engagement process

- Based on current student outcome data

- Deeper look at grades

Emergent or Existing Needs for Focus:

- **African-American Student Achievement**
- **Mathematics**
- **Special Education**
- **Instructional quality**
- **Social and emotional needs of students**

African-American Achievement Gap: Policy Strategies and Solutions

Dr. Bruce Jones, University of South Florida

- Also include a focus on supporting enrichment programming that include the arts, music, athletics and organized after-school student clubs. *Too often enrichment programs get shortchanged in schools with predominant African American student enrollments.*
- The late Stephen Covey, author of the nationally renowned book, *7 Habits of Highly Effective People*, once stated, “All organizations are perfectly aligned to get the results they get.”

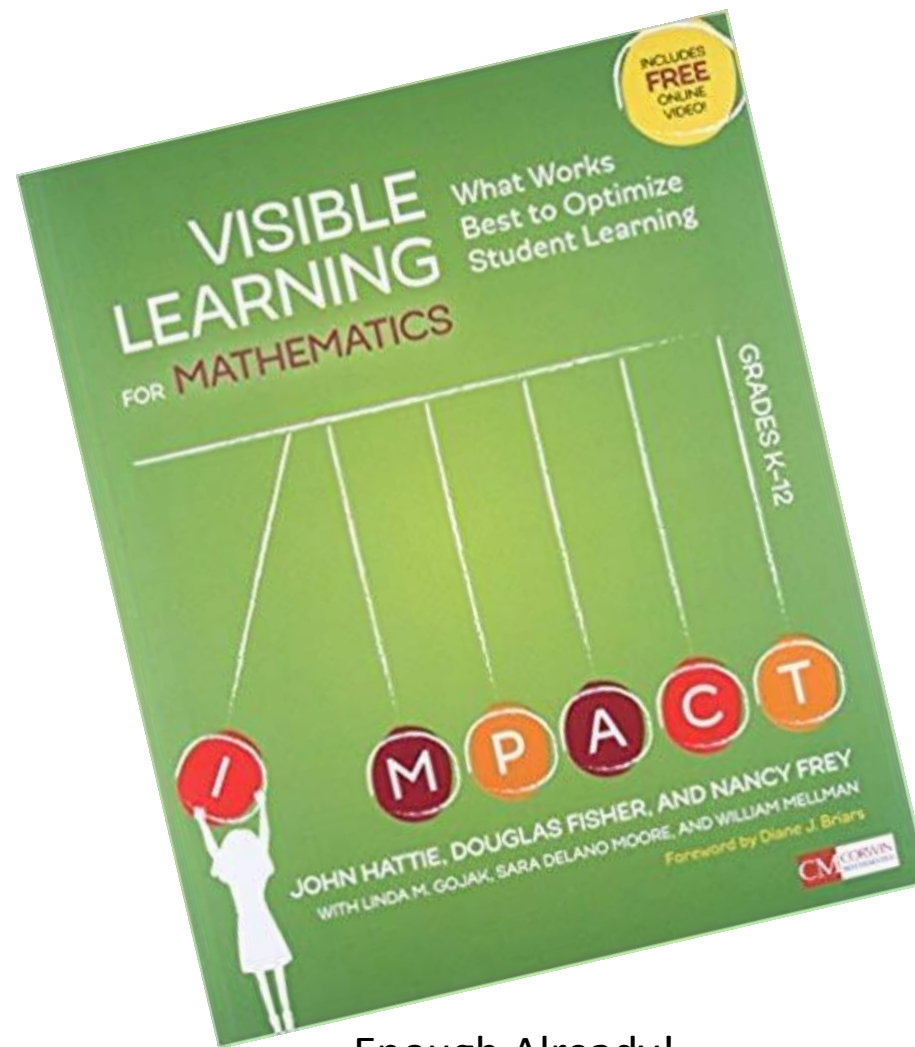
How can we collectively design, develop and administer our schools so that we get the results that we want to eliminate the African American achievement gap?

Theresa Perry's (2010) Theory of Practice for African American School Achievement

- First, African American students must be members of a community of practice, which normalizes achievement. **Think about counter narrative!**
- Second, schools must offer a broad range of supports that allow students to learn, to practice, and to receive reinforcement with regard to the behaviors and practices that are necessary for one to be an achiever. **Explore attendance as symptom of root cause of disconnect, curricular relevance, and engagement.**

Mathematics

- Support K-5 teachers with stronger foundational instructional strategies specific to mathematics
- Math identity issues are real for adults and students
- Transfer Learning- close associations between previously learned tasks and new situations
- Clarity of Concepts- attention to academic language, vocabulary, and patterns of discourse specifically in math classrooms



Enough Already!

Piles of calculation-driven worksheets, assigned night after night, pushing kids through pages and pages of computation practice with little or no context.

Thinking Differently About Mathematics

TED
TALKS



Kenia Zuniga



Arthur Benjamin

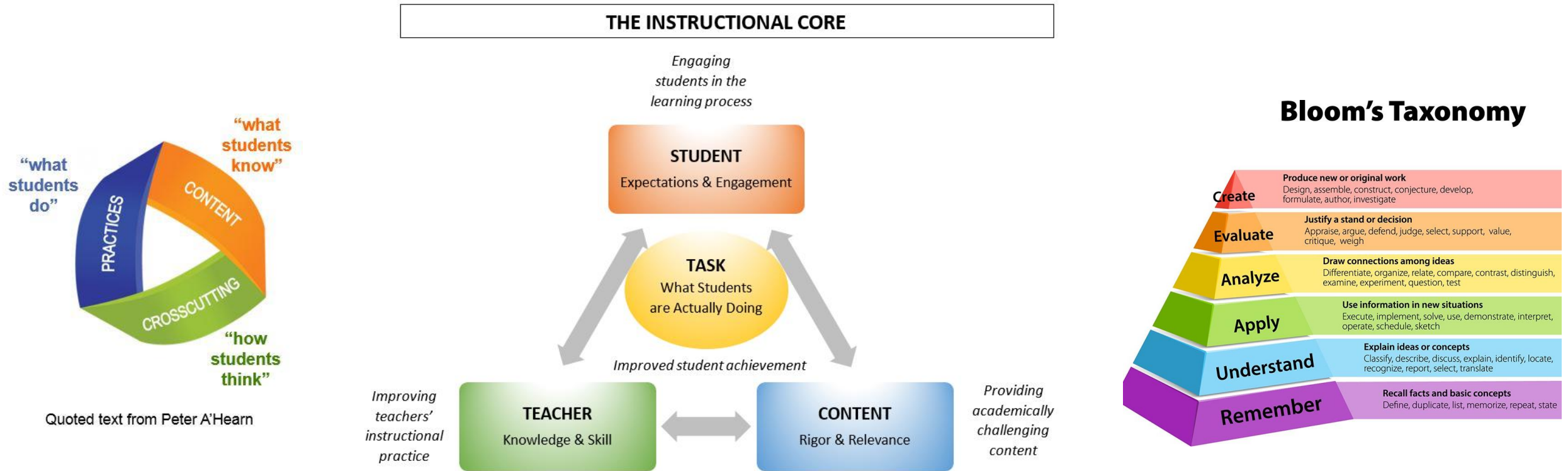


Dan Meyer

Special Education

- Prioritize and get clearer, make a focus
- Retaining staff and building instructional continuity is a priority
- Ensure staff capacity exists to both manage compliance AND push deeper into supporting Tier 1 instruction and IEP processes
- High-quality instruction in the general education environment is the first and most critical element of ensuring that students with disabilities achieve at high levels

Instructional Non-Negotiables



Standards = Instructional Baseline Non-Negotiables

- Knowledge of our base standards (calibration and coherence are critical)
- Common Language around basic expectations: educators, parent partners, peers, evaluators and supervisors
- Standards are not a ceiling for creativity, they are a floor for rigor and a touchstone to ensure we have calibration, coherence, and alignment with what we want kids to learn,
- Horizontal and vertical alignment are equity strategies

Research on 7 Positive Outlier Districts

Learning Policy Institute September 2019

1. widely shared, well-enacted vision that prioritizes learning for every child
2. instructionally engaged leaders
3. strategies for hiring and retaining a strong, stable, educator workforce
4. collaborative professional learning that builds instructional capacity
5. deliberate, developmental approach to instructional change
6. curriculum and instruction focused on deeper learning for kids and adults
7. use of evidence to inform teaching and learning
8. systemic supports for academic, social, and emotional needs
9. engagement of families and community

