

ACTION PLAN 2019-2020

STRATEGIC OBJECTIVE 1:
<p>High Quality Instructional Practices</p> <p>Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>

STRATEGIC PRIORITY 1.1:
Build capacity through a reflective cycle of inquiry.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ELEVATE Team DELTA Team Time	Define criteria and procedures for effective cycles of inquiry.	By August 2019, ELEVATE has defined the criteria and procedures for the effective implementation of cycles of inquiry.
ELEVATE Team Time	Identify method(s) that ELEVATE members will have to implement and to promote a reflective cycle of inquiry within the district.	By June 2020, members of ELEVATE Team will be able to demonstrate quantifiable progress toward the implementation of the cycle of inquiry within their school or department.
Curriculum Directors Principals Administrators Time	Evaluate the District practices relative to: <ol style="list-style-type: none"> 1. gathering evidence of student learning and mastery of content to inform instruction. 2. how accurately our assessments are being used to drive instruction and to reflect student growth and achievement in grades K-12. 	By June 2020, the Curriculum Directors, Principals, and Administrators will have evaluated District’s practices and have created a proposed course of action to enhance the District’s capability to identify evidence of student learning.

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STRATEGIC PRIORITY 1.2:
Build experiences that demonstrate diverse student-centered instructional practices.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
ILT Curriculum Directors Time Data	Identify, learn, and use 3-5 instructional practices, based on research, to strengthen core instruction, and to be adopted school-wide.	By October 2019, the Instructional Leadership Teams will have identified the instructional practices to be adopted school-wide.
ILT Time Professional Training	Develop a targeted professional development plan that builds expertise in selected evidence-based practices.	By November 2019, the Instructional Leadership Teams will have created a professional development plan building expertise in selected evidence based practices.
ILT Time Data	Create an internal accountability system (inspect what we expect) to monitor the implementation of the adopted instructional practices.	By November 2019, the Instructional Leadership Teams will have created an internal accountability system to monitor the implementation of the adopted instructional practices.
ILT Time Data	Develop a targeted plan to engage families and community in supporting the school-wide instructional focus.	By December 2019, the Instructional Leadership Teams will have developed a targeted plan to engage families and community in supporting the school-wide instructional focus.

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STRATEGIC PRIORITY 1.3:
Increase the effective use of data.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Curriculum Directors ELEVATE Team DELTA Team Research and Accountability Specialist	Identify data points needed for each group and establish effective use of data to inform instructional practices.	By June 2020, ELEVATE Team members will demonstrate quantifiable progress toward the use of data to inform instructional practices.
ELEVATE Team DELTA Team Data Research and Accountability Specialist	Monitor the use of data at the classroom, school, and District levels (e.g. CPT, Department Meetings, Principal’s Meetings, professional development days, ILTs, DELTA, ELEVATE.) to ensure the establishment of a positive culture of data inquiry.	By June 2020, ELEVATE team members will provide evidence (quantitative and qualitative) of progress toward building a positive culture of data inquiry.

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STRATEGIC OBJECTIVE 2:
Educating the Whole Child
Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.

STRATEGIC PRIORITY 2.1:
Establish a social-emotional curriculum to ensure a positive learning community at each school.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
SEL Committee Principals Time	Develop a plan to support schools to implement specific changes to existing school structures to make them more comprehensive for students.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.
SEL Committee Principals Time	Analyze and organize school and community resources across the district, and help establish and maintain community partnerships to address student strengths and needs.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.
SEL Committee Principals Time	Develop a plan to support the school-level processes (before, during, and after meetings) for reviewing students in the selected structure.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.

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STRATEGIC PRIORITY 2.2:
Implement the District’s MTSS Framework to support the academic success of all students.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Principals, Curriculum Directors, Building Staff, Time	Complete the MTSS Implementation Tool to identify each school’s and department’s current practices related to each tier of intervention identified in the MTSS Framework.	By June 2020, the Leadership Team will be able to demonstrate quantifiable progress toward the completion of the MTSS Implementation Tool for each school and department.
DELTA Time	Monitor the implementation of the MTSS Tool to map out available and needed resources.	By June 2020, the DELTA Team will review data, on a monthly basis, the implementation of the MTSS Tool.

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STRATEGIC OBJECTIVE 3:
Innovative Educational Practices
Ensure that ALL students are exposed to and engaged in innovative and challenging academic courses and programs.

STRATEGIC PRIORITY 3.1:
Define and expand K-12 pathways that ensure rigorous learning experiences for all students.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Curric. Directors, Principals, Assist. Superintendent, Time, Funding	Develop a committee to analyze and plan the establishment of a Dual Language Program for the 2020-2021 school year.	By June 2020, the Dual Language Committee has produced a plan for the establishment of a Dual Language Program to start in August of 2020.
Curric. Directors, Subject Leaders, Principals, Time	Establish Advisory Boards for each College and Career Pathway to meet twice per academic year.	By December 2019, each College and Career Pathway will have held its first Advisory Board meeting. The second board meeting should be held by May 2020.
Curric. Directors, Subject Leaders, Principals, Time	Analyze data relative to students' current level of access and participation in advanced courses.	By December 2019, the Leadership Team have analyzed student data and provided action steps to increase student access and participation in advanced courses.
Principals, Assist. Superintendent, Survey	Survey secondary students and parents about their interests and potential academic pathways in the future.	By November 2019, the administration has surveyed students and parents regarding their interest for future courses and pathways.
Curric. Directors, Subject Leaders, Principals	Evaluate District's protocol for course referral/offering and student scheduling.	By September 2019, the Leadership Team have evaluated the District's protocol and offered suggestions if necessary.
Curriculum Directors Guidance Principals, Time	Update program of studies at all levels and create a document to clearly define the pathways available for 2020-2021.	By November 2019, the Curriculum Directors and Guidance Department have updated the program of studies to include the pathways available.

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STRATEGIC PRIORITY 3.2:
Expand availability and application of the District-wide 1:1 technology.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
1:1 Technology Task Force Time	Implement and monitor research-based leveled modules of instruction on the appropriate use of Digital Citizenship to accommodate students, parents, and staff needs.	By June 2020, members of the Leadership Team will be able to demonstrate quantifiable progress toward the implementation of research-based leveled modules of Digital Citizenship instruction.
1:1 Technology Task Force Curriculum Directors Principals Time	Implement and monitor effective instructional practices that infuses the core elements of Digital Literacy across content areas.	By June 2020, members of the Leadership Team will be able to demonstrate quantifiable progress toward the implementation of Digital Literacy instructional practices across content areas.
1:1 Technology Task Force, Time, Professional Development	Identify staff's professional development needs to support the implementation of effective instructional practices on Digital Literacy using the 1:1 technology.	By June 2020, members of the Leadership Team will be able to demonstrate quantifiable progress toward the implementation of targeted professional development to support the implementation of Digital Literacy instructional practices.

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STRATEGIC PRIORITY 3.3:
Engage in a cycle of curriculum refinement.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
Curriculum Directors Assistant Superintendent Teachers Time Funding	Examine completed curriculum maps to identify existing and potential research-based practices for integration of technology.	By February 2020 (High School) and August 2020 (Elementary and Middle School) the Curriculum Directors and Assistant Superintendent will be able to demonstrate quantifiable progress toward refining the completed curriculum maps to ensure integration of technology.
Curriculum Directors Assistant Superintendent Teachers Time Funding	Examine completed curriculum maps to identify existing and potential research-based practices for diverse learners.	By August 2020, the Curriculum Directors and Assistant Superintendent will be able to demonstrate quantifiable progress toward refining the completed curriculum maps to ensure its best practices addresses the needs of our diverse learners.

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STRATEGIC OBJECTIVE 4:
<p>Climate and Culture Develop a culture that promotes equity, eliminates opportunity gaps, and empowers students and adults to build strong relationships, psychological safety, and mutual accountability.</p>

STRATEGIC PRIORITY 4.1:
Build a strong community among all stakeholders.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
DELTA Team ELEVATE Team Time	Implement the District Leadership Communication Plan designed to improve internal and external communication with all stakeholders.	By June 2020, members of the District Leadership Team will be able to demonstrate quantifiable progress toward the implementation of the Communication Plan.
DELTA Team ELEVATE Team Time	Build and enhance family partnerships through existing groups (SEPAC, HSA, School Councils, ELPAC).	Demonstrate yearly evidence of communication and participation in events and meeting with various stakeholder groups.
DELTA Team Time	Create partnerships with area businesses and higher education institutions for internships, service learning, sponsorships, and articulation agreement opportunities.	Demonstrate yearly evidence of growth in partnerships with businesses and higher education institutions.

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STRATEGIC PRIORITY 4.2:
Ensure an environment where students engage in age-appropriate social-emotional learning.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
SEL Committee Principals Time	Define and communicate the district’s vision for systemic student support with school teachers, staff, administrators, and community stakeholders.	By June 2020, the S3 Academy Team will demonstrate evidence of the execution of the District-Level Systemic Student Support Plan.
DELTA Team Time Funding	Provide education and promote awareness of Social Emotional Learning practices to key (internal and external) stakeholders.	By June 2020, the DELTA Team has created demonstrable opportunities for Social Emotional Learning education and awareness to multiple stakeholders.
DELTA Team School Counselors	Conduct Cultural Competency training for the Leadership Team and School Counselors.	By June 2020, members of the DELTA Team and School Counselors have completed a Cultural Competency training.

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STRATEGIC PRIORITY 4.3:
Strengthen the effectiveness of the district's Leadership Team.

INPUTS	OUTPUTS	OUTCOMES
Resources	Action Steps	Early Evidence of Change
DELTA Team ELEVATE Team Survey	Develop a culture of mutual accountability among members of the Leadership Team by focusing on the execution of the agreed upon Norms of Collaboration and the District's identified values.	By October 2019, the DELTA Team has developed an Action Plan, with action steps and timeline to effectively address the areas identified through the surveys.
DELTA Team	Develop an Action Plan to address the areas for growth identified through the analysis of the Parent, Student, Staff survey results.	By October 2019, the DELTA Team has developed an Action Plan, with action steps and timeline to effectively address the areas identified through the surveys.
Superintendent Assistant Superintendent	Devote time on Principals, DELTA, Curriculum, and ELEVATE agendas to seek answers to the following questions: 1. What are the key takeaways from this meeting? 2. What decisions were made? 3. What are our next steps?	For each leadership team meeting in 2019-2020 school year, the Superintendent and Assistant Superintendent have devoted time on the agenda for Team participants to respond to each question.