

Bridge Strategic Plan – 2023-24

November 27, 2023



SCSD Proposed Project Timeline

Bridge Plan
Summer
2023

New 5 Year Plan Pre-Work

> October – December 2023

New Plan Design

January – July 2024

2023-24 Priorities

Improve sense of belonging for all

A sense of belonging means that every individual feels accepted, respected, included and supported.

When individuals feel they belong they are more energized, motivated, spend more time on task, and choose to be in environments that challenge them and help them grow.

Increase student proficiency in literacy and numeracy

Proficiency in literacy and numeracy means that students are reading, writing, listening, speaking, and solving math problems on grade level across content areas.

Grade level proficiency in literacy and numeracy prepares students for any pathway they choose post graduation. This preparation is the core work of school districts.

Establish a culture of learning and high expectations

A learning culture is a mindset, a set of practices, values, and policies within an organization that facilitate the continuous improvement of students and staff. High expectations are believing that anyone can be successful.

Students perform better when they are expected to do so. We disrupt historical inequities when we have high expectations for all students, including historically marginalized populations. A culture of learning and high expectations must be shared by all relevant parties throughout the community.



Improve Sense of Belonging for All

What

A sense of belonging means that every individual feels accepted, respected, included and supported.

Why

When individuals feel they belong they are more energized, motivated, spend more time on task, and choose to be in environments that challenge them and help them grow.

Goal

Ensure at least 70% of relevant parties complete a sense of belonging survey. Improve positive responses from beginning of year to end of year of at least 10%.

Key Milestones

Quarter 1: Update and launch the survey and develop a focused campaign that communicates the important role the survey plays in relevant parties' sense of belonging.

Quarter 2: Analyze survey results and develop turnkey professional learning for site based leaders to review results with their staff. Identify 3 concrete actions at district offices and at each school that will positively impact relevant parties' sense of belonging.

Quarter 3: Convene a task force of internal and external relevant parties to develop recommendations for sustainable practices to improve sense of belonging.

Quarter 4: Launch year-end survey, compare results to initial round, and convene principal supervisors and principals to examine results, compare to task force recommendations, and develop common practices for accountability and support related to improving sense of belonging.

Increase Student Proficiency in Literacy and Numeracy

What

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Why

Grade level proficiency in literacy and numeracy prepares students for any pathway they choose post graduation. This preparation is the core work of school districts.

Goal

Decrease the number of students performing at the lowest level by 10% in literacy and numeracy. Simultaneously, increase the number of students proficient or above by 15%.

Key Milestones

Quarter 1: Implement a district wide expectation that every student will have a literacy and numeracy goal for the year by the end of the first quarter.

Quarter 2: Provide focused professional development on 3 core instructional practices to be used in Tier 1 instruction throughout the organization: 1) High-quality instruction in foundational skills at each grade span (K-5, 6-8, 9-12); 2) High-quality tasks incorporated into lessons; 3) Critical thinking using student discourse through accountable talk.

Quarter 3: Professional Learning Teams (PLTs) will institute a common process for re-examining student learning goals in literacy and numeracy and identifying at least one promising practice that is improving learning.

Quarter 4: Site based leadership teams update school improvement plans to reflect strategies that worked with a focus on scaling effective strategies.

Establish a culture of learning and high expectations

What

A learning culture is a mindset, a set of practices, values, and policies within an organization that facilitate the continuous improvement of students and staff. High expectations are believing that anyone can be successful.

Why

Students perform better when they are expected to do so. We disrupt historical inequities when we have high expectations for all students, including historically marginalized populations. A culture of learning and high expectations must be shared by all relevant parties throughout the community.

Goal

Everyone can articulate a common definition for a culture of learning and high expectations.

Key Milestones

Quarter 1: Create a Taskforce to present and explore the definition of lifelong learning and high expectations, from different relevant parties' perspectives.

Quarter 2: Cascades the definition throughout the organization through professional development, board updates, superintendent councils, and community forums (internal and external), and through marketing opportunities.

Quarter 3: Ensure community wide collaboration/messaging to deliver expectations. Convene SLT, students, teachers, and other relevant parties in the development of goals.

Quarter 4: Engage a city-wide Professional Learning Team (PLT) to identify where expectations could be higher and develop strategies for improving them.

Workplan Snapshot

Provide focused professional development on 3 core instructional practices to be used in Tier 1 instruction throughout the organization: 1) High-quality instruction in foundational skills at each grade span (K-5, 6-8, 9-12); 2) High-quality tasks incorporated into lessons; 3) Critical thinking using student discourse through accountable talk.	Q2	12 Weeks	List Specific Tasks
			Develop protocols with elementary and PK8 school leaders and coaches on the use of NWEA and DIBELS data to
		1	Develop protocols for student goal setting process, incorporating student perspective, and communicating at Leader
		2	Refine and introduce protocols for student goal setting process, incorporating student perspective, and communic
		3	Engage leaders in goal-setting protocol to check-in on their progress around individual student goals and how the
		3	Determine how student goals will be communicated to relevant parties
		3	Support HS Benchmark and DDI conferences with HS building leaders to arrive at student goal setting that is com-
		3	Define how 1:1 laptops in grades 3-12 will be leveraged to access and track student goals, writing, learning, sharin
		3	Engage in calibration activities around the features of AT and the implementation guide at Leadership Academies
		3	Incorporate in PD how the AT is an equity practice.
		3	Create district indicators and share with building leaders for AT to include math and text look fors
		3	Plan AT PD to include voice from special education and ENL department
		4	Support schools with stage 1 of the implementation guide and collecting base-line data
		5	Collaborate with Professional Development Department to review AT PD to ensure alignment with IFL and the SCS
		5	Use PLC process to analyze data and plan for student learning
		6	Partner with IfL to develop a teacher-facing Implementation Guide for Student Discourse through Accountable Tal
		6	Work with IFL to develop a scope and sequence for knowledge building at all layers of the system.
		6	Work with IFL to develop a plan and calendarize train the trainer PD for Administrators, coaches, teachers
		9	(Is there space for students to be engaged in the development of the protocols for goal-setting and monitoring) How
		9	Identify, define and communicate the priority foundational skills for literacy and numeracy at each grade span
		9	Identify, define and communicate "high-quality task" for literacy and numeracy instruction
		10	Calendarize the teacher and admin support for high-quality foundational instruction and high-quality task