



# Ravenswood City School District

Board Strategic Plan Session

March 2020

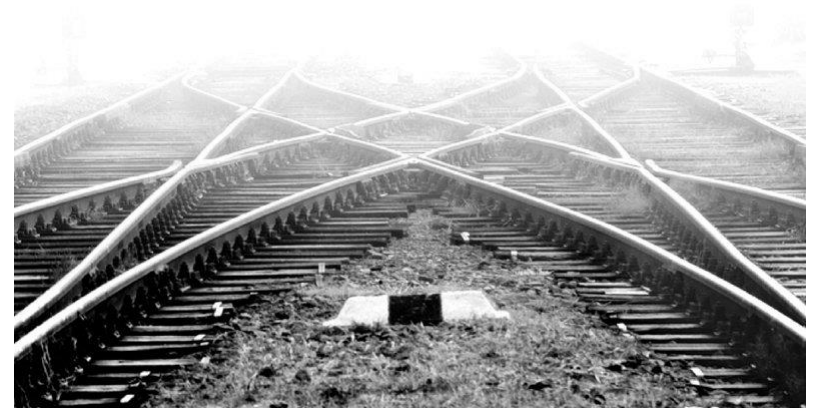
We believe that having a strong strategic plan will position us to deliberately pursue our goals and use our limited resources well

### Why is this strategic plan important?

- Creates a **shared vision** for our future
- It clearly **defines the impact** we as a district intend to achieve and the efforts we believe are most likely to achieve them
- It will help our team and community **narrow and sequence** our efforts
- The board and superintendent will use it to **align and channel limited resources** (people, time and money) into fulfilling a focused set of activities
- It will provide a foundation to enable **reflection and continuous improvement**

“If you don't know where  
you are going, you'll  
end up someplace else.”

— Yogi Berra



Equipped with our organizational diagnosis, we worked through a set of questions about our purpose, beliefs, strategy, strategy management, and resourcing

Mission and goals will include explicit language around student achievement and outcomes which will cascade through the rest of the plan



### Purpose

Why do we exist?

Mission

Goals



### Beliefs

How do we want to operate?

Values

Approach to  
Tight/Loose



### Strategy

What will we do to advance our mission and reach more students?

Strategic  
Priorities

Initiatives

Culminating  
Milestones



### Strategy Management

How will we monitor our progress?

Implementation  
Plan

Dashboard

Meeting  
Structures



### Resourcing


How will we organize our people, time and money?

Budget

Staffing

The strategic plan will be implemented in a manner such that each Ravenswood school can address the academic needs of its specific population of students.

# Our strategic planning process has been led by the board and superintendent with deep input from stakeholder groups

 March 26, 2020

| Group                    | Roles and responsibilities   |
|--------------------------|--|
| School Board             | <ul style="list-style-type: none"><li>• Selected external partner and approve scope of work and contract</li><li>• Shaped and approved the overall process, including timelines, composition of Strategic Plan Committee, and engagement plan</li><li>• Provided initial input and feedback on all aspects of the plan with particular responsibility for shaping mission, goals, and strategic priorities</li><li>• <b>Finalize and consider for approval all aspects of the strategic plan</b></li></ul> |
| Strategic Plan Committee | <ul style="list-style-type: none"><li>• Provided initial input and feedback on all aspects of the plan</li><li>• Analyzed and synthesized community input; made recommendations to the cabinet and board</li></ul>   |
| Cabinet                  | <ul style="list-style-type: none"><li>• Provided initial input and feedback on all aspects of the plan, with particular responsibility for shaping the initiatives, Dashboard and milestones</li><li>• Determine opportunities for strategic abandonment</li></ul>   |
| Community groups         | <ul style="list-style-type: none"><li>• Provided initial input and feedback on key elements of the strategic plan</li></ul>  |
| Attuned                  | <ul style="list-style-type: none"><li>• Supported synthesizing the input across all constituents</li><li>• Facilitated board, strategic plan committee and cabinet dialogues</li><li>• Supported preparation for broader community feedback sessions</li><li>• Documented strategic priorities, initiatives and milestones into a coherent plan</li></ul>  |

# We heard from a wide range of stakeholders throughout the process



## Surveys (available in English and Spanish) were made available and input was received through several means:

- Survey posted on social media, incl. Facebook, district website, Instagram, Twitter, EP Neighbors
- Survey sent to the "Constant Contact" list (1100+ individuals) and to Innovate School's mailing list
- Surveys distributed at "Back to School" nights to all schools and their communities, including PK-3 principals; survey shared with community members at the Health Fair
- Strategic planning details and survey shared with parents/guardians at the October and November DELAC meetings

# We have worked through several phases of strategic planning

## Phase 1

### Organizational Diagnostic

Gather and analyze data to produce an **organizational diagnostic**, including:

- Performance analysis
- Constituent perspectives (e.g., surveys, interviews, focus groups)
- Instructional quality review (e.g., site visits and artifact reviews)

## Phase 2

### Strategic Planning

Facilitate meetings to analyze and respond to organizational diagnostic and define core elements of the **strategic plan**, including:

- Mission and goals
- Values
- Approach to Tight/Loose
- Strategic priorities
- Initiatives and milestones

## Phase 3

### Implementation and Progress Monitoring

Support early implementation of the **strategy management tools**, including:

- Implementation plan
- Scorecard
- Meeting structures

Phase 1 of the process focused on examining our strengths and challenges across a number of sources of data



## Performance Data

Quantitative analysis of student academic/culture data and talent retention



## Constituent Perspectives

Analysis of survey responses from staff, teachers, leaders, parents/guardians, community partners and middle school students on the district's strengths and challenges



## Community Context

The community's shared understanding of RCSD's past and present—initial discussions held during the second SPC session on 9/18 through the “Future Search” activity



## Instructional Quality Review\*

Analysis of artifacts across instructional practice and school culture performed by Instruction Partners



# The organizational diagnostic surfaced a number of **strengths**

## **Performance**

- RMS, Willow Oaks and Cesar Chavez saw gains in ELA and math
- Costano saw gains in math

## **Family and Community Partnerships**

- Local partnerships
- Community connections

## **Student Culture & Wellness**

Progress in the following areas:

- Language
- Art
- Sports
- Science
- Music programs
- Makerspaces

## **Adult Culture and Supports**

- Communication
- Transparency
- Leadership
- Committed educators who have a passion for supporting students and the broader community



# The organizational diagnostic also surfaced a number of **challenges and opportunities**

## **Curriculum, Assessment, and Instruction:**

- Need more consistent and rigorous curriculum
- Improve assessment practices

## **Student culture & wellness:**

- Inconsistent practices to manage student behavior or support students as “whole children”
- High absenteeism and suspension rates

## **Family and Community Partnerships:**

- Community wants more and deeper partnerships, engagement, communication, and transparency in decision making

## **Performance:**

- Academic performance

## **Talent Management:**

- Improve talent management practices and standards for hiring, promotions, disciplinary actions and retention.

## **Finance, Enrollment & Operations:**

- Enrollment is on the decline
- Limited funds to be spent more effectively and efficiently

## **Adult Culture & Supports**

- Develop stronger professional development, coaching, and structures for collaboration
- Staff want to feel more highly valued, celebrated, and compensated

Our mission and values are core components of our strategy and help to define why we exist and how we should operate

## Mission statement

Ravenswood City School District empowers every student to fully engage critically and creatively in their education with the skills and mindsets necessary to successfully fulfill their unique potential.

## Values statements

1. **Integrity:** We model transparency and honesty to build trust, relationships, and community.
2. **Student-centered:** We ensure students are at the center of every decision we make.
3. **Innovation:** We promote and celebrate the creativity and curiosity that sparks the learning and growth in all of us.
4. **Excellence:** We hold high expectations for ourselves and for all students.
5. **Empowerment:** We work in partnership with children, families, and our community to encourage self-advocacy and engage in decision-making.
6. **Respect:** We build upon the strength of our diversity and individuality to create an equitable and just community.

We've established a set of multi-year strategic priorities that address our current strengths and opportunities and that--if implemented with excellence--we believe will radically accelerate progress for kids

## Strategic priorities

- **SP 1:** Engage students with relevant, rigorous, and standards-aligned instruction, supports, and materials.
- **SP 2:** Provide safe, joyful, and productive learning environments with the proper social-emotional supports.
- **SP 3:** Recruit and retain highly effective and diverse team members.
- **SP 4:** Partner with families and the community to support the whole child.
- **SP 5:** Manage people, time, and budget responsibly, equitably, and strategically in service of students.
- **SP 6:** Work collaboratively and share responsibility for our core values.

Our initiatives define our concrete workstreams and align to our strategic priorities (1/2)

## Initiatives

### **SP 1: Engage students with relevant, rigorous and standards-aligned instruction, supports and materials**

- 1.1 Deepen implementation of rigorous, standards-aligned math instruction with an initial focus on strengthening curriculum, lesson planning, vertical alignment, and language development
- 1.2 Deepen implementation of rigorous, standards-aligned ELA instruction with an initial focus on strengthening curriculum, lesson planning, and language development
- 1.3 Strengthen a MTSS process to track and measure student progress and provide targeted interventions, through teacher collaboration and with a particular focus on tier 3 supports for students with special needs
- 1.4 Launch an improved data-driven and vertically aligned professional development plan spanning from teachers to cabinet leaders with a focus on creating structures for teacher collaboration and developing the content-specific knowledge and skills of all educators in the system

### **SP 2: Provide safe, joyful, and productive learning environments with the proper social-emotional supports**

- 2.1 Establish a vision of excellence for student culture and codify strengthened behavior management systems
- 2.2 Adopt and integrate a social-emotional learning curriculum, including a professional development plan for teachers, staff, and admin

# Our initiatives define our concrete workstreams and align to our strategic priorities (2/2)

## Latest initiatives

### **SP 3: Recruit and retain highly effective and diverse team members**

- 3.1 Strengthen teacher, leader, and staff performance systems, recruitment strategy, compensation, evaluation, rewards, and benefits and develop a plan to celebrate high-performers

### **SP 4: Partner with families and the community to support the whole child**

- 4.1 Increase and improve collaboration with families to implement effective models for supporting students' education
- 4.2 Increase equitable access to high-quality community services for schools and students, including, but not limited to academic support, early childhood opportunities, enrichment, extracurricular, health, and social services

### **SP 5: Manage people, time, and budget responsibly, equitably, and strategically in service of students**

- 5.1 Create and implement transparent budgeting and financial reporting processes that include annual assessment of the effectiveness and efficiency of existing personnel, programs, and services and align resources to investments that produce the greatest outcomes for students

### **SP 6: Work collaboratively and share responsibility for our core values**

- 6.1 Improve communication and create feedback loops and structures to communicate plans, results and successes with staff, parents, and the community at large

We have sequenced our initiatives to manage the resources of our team against the highest priority initiatives

| Latest initiative sequencing |   |                 |                     |  |  |                                  |                                  |         |
|------------------------------|---|-----------------|---------------------|--|--|----------------------------------|----------------------------------|---------|
| #                            | SP 1: Engage students with relevant, rigorous and standards-aligned instruction, supports and materials   | Owners          | 2019-20             | 2020-21  | 2021-22  | 2022-23                          | 2023-24                          | 2024-25 |
| 1.1                          | Deepen implementation of rigorous, standards-aligned math instruction with an initial focus on strengthening curriculum, lesson planning, vertical alignment, and language development  | Lara Burenin    |                     | Research and design  | Implement at scale   | Continuously improve and sustain |                                  |         |
| 1.2                          | Deepen implementation of rigorous, standards-aligned ELA instruction with an initial focus on strengthening curriculum, lesson planning and language development  | Lara Burenin    | Research and design | Implement at scale   | Continuously improve and sustain                             |                                  |                                  |         |
| 1.3                          | Strengthen a MTSS process to track and measure student progress and provide targeted interventions, through teacher collaboration and with a particular focus on tier 3 supports for students with special needs  | Jennifer Gravem |                     | Research and design  | Pilot and test (ELA focus in a limited number of classrooms) | Implement at scale               | Continuously improve and sustain |         |
| 1.4                          | Launch an improved data-driven and vertically aligned professional development plan spanning from teachers to cabinet leaders with a focus on creating structures for teacher collaboration and developing the content-specific knowledge and skills of all educators in the system | Lara Burenin    | Research and design | Implement at scale, phase 1 (ELA and school culture focus) | Implement at scale, phase 2 (math focus)                     | Implement at scale, phase 3      | Continuously improve and sustain |         |
| #                            | SP 2: Provide safe, joyful and productive learning environments with the proper social-emotional supports   | Owners          | 2019-20             | 2020-21  | 2021-22  | 2022-23                          | 2023-24                          | 2024-25 |
| 2.1                          | Establish a vision of excellence for student culture and codify strengthened behavior management systems  | Cindy Chin      | Research and design | Implement at scale   | Continuously improve and sustain                             |                                  |                                  |         |
| 2.2                          | Adopt and integrate a social-emotional learning curriculum, including a professional development plan for teachers, staff and admin   | Cindy Chin      |                     | Research and design  | Pilot and test   | Implement at scale               | Continuously improve and sustain |         |
| #                            | SP 3: Recruit and retain highly effective and diverse team members  | Owners          | 2019-20             | 2020-21  | 2021-22  | 2022-23                          | 2023-24                          | 2024-25 |
| 3.1                          | Strengthen teacher and leader performance systems, recruitment strategy, compensation, evaluation, rewards and benefits and develop a plan to celebrate high-performers   | Toni Stone      |                     | Research and design  | Implement at scale   | Continuously improve and sustain |                                  |         |
| #                            | SP 4: Partner with families and the community to support the whole child  | Owners          | 2019-20             | 2020-21  | 2021-22  | 2022-23                          | 2023-24                          | 2024-25 |
| 4.1                          | Increase and improve collaboration with families to implement effective models for supporting students' education   | Cindy Chin      | Research and design | Implement at scale, phase 1                                | Implement at scale   | Continuously improve and sustain |                                  |         |
| 4.2                          | Increase equitable access to high-quality community services for schools and students, including, but not limited to academic support, early childhood opportunities, enrichment, extracurricular, health and social services   | Cindy Chin      |                     | Research and design  | Implement at scale, phase 1                                  | Implement at scale               | Continuously improve and sustain |         |
| #                            | SP 5: Manage people, time and budget responsibly, equitably and strategically in service of students  | Owners          | 2019-20             | 2020-21  | 2021-22  | 2022-23                          | 2023-24                          | 2024-25 |
| 5.1                          | Create and implement transparent budgeting and financial reporting processes that include annual assessment of the effectiveness and efficiency of existing personnel, programs and services and align resources to investments that produce the greatest outcomes for students     | Jim Lianides    | Research and design | Implement at scale   | Implement at scale   | Continuously improve and sustain |                                  |         |
| #                            | SP 6: Work collaboratively and share responsibility for our core values   | Owners          | 2019-20             | 2020-21  | 2021-22  | 2022-23                          | 2023-24                          | 2024-25 |
| 6.1                          | Improve communication and create feedback loops and structures to communicate plans, results and successes with staff, parents, and the community at large  | Gina Sudaria    | Research and design | Implement at scale   | Continuously improve and sustain                             |                                  |                                  |         |

The cabinet developed detailed milestones to track the high-level interim deliverables that need to be completed to keep our initiatives on track

- Each prioritized initiative includes several milestones that are mapped over a five-year time frame.
- The milestones are assigned to owners across the district who will lead the work and include specific start and due dates.
- Progress across the milestones will be tracked on an ongoing basis to ensure that the plan is executed with fidelity and to revise and update the deliverables as needed.

**[Link here for the milestones](#)**



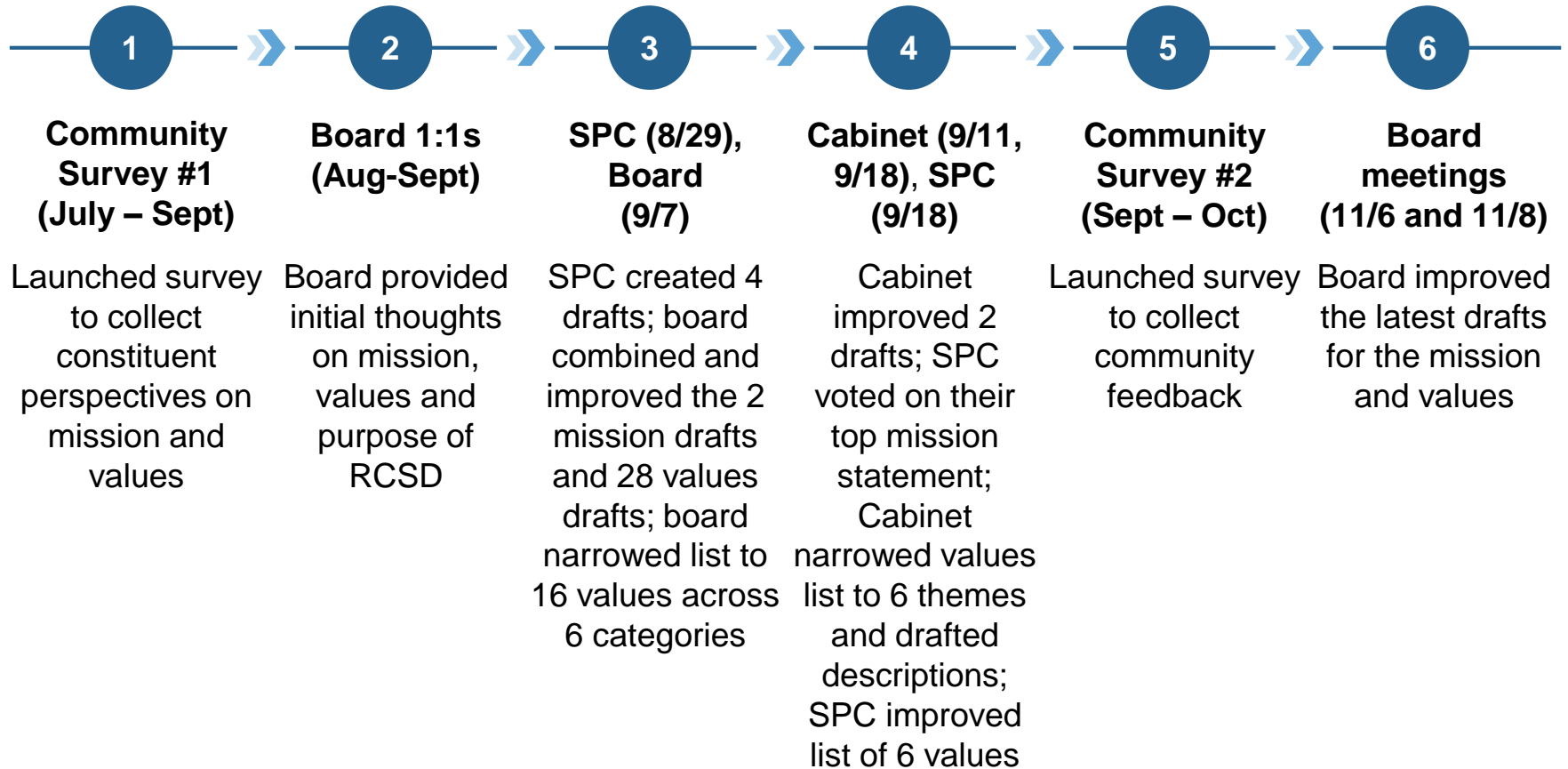
The board intends to actively monitor the district's progress towards realizing its goals and intended outcomes using a new dashboard

| Mission Outcome Measures   |  |
|--|--|
| <b>Mission:</b> Ravenswood City School District educates and empowers every student to fully engage critically and creatively in life with the skills and mindsets necessary to successfully fulfill their unique potential. |  |
| <b>Success K-8</b>   |  |
| <b>Achievement:</b> % of students meeting or exceeding standards on ELA SBAC overall and by subgroup   |  |
| Overall  |  |
| English Learner subgroup   |  |
| SPED subgroup  |  |
| Pacific Islander subgroup  |  |
| African American subgroup  |  |
| LatinX subgroup  |  |
| <b>Achievement:</b> % of students meeting or exceeding standards on Math SBAC and by subgroup  |  |
| Overall  |  |
| English Learners   |  |
| SPED   |  |
| Pacific Islanders  |  |
| African Americans  |  |
| LatinX   |  |
| <b>Growth:</b> Progress towards meeting standards in district average SBAC Math score on CA Dashboard  |  |
| <b>Growth:</b> Progress towards meeting standards in district average SBAC ELA score on CA Dashboard   |  |
| <b>SEL Measure:</b> TBD (e.g., Panorama)   |  |
| <b>Students We Serve</b>   |  |
| <b>Serving the community:</b> % of total school-age children in district choosing RCSD   |  |

[Link here for the dashboard](#)

# Appendix

The mission and values were generated from input provided by a range of stakeholders and then improved through several rounds of their feedback



The board and SPC co-developed a set of criteria for the Ravenswood mission in their initial meetings

### **RCSD mission criteria (co-developed by the board and SPC)**

#### **A strong mission statement should be...**

- Enduring
- Student and family-friendly language
- Aspirational
- Concise and memorable
- Clear, absent buzz words & jargon, and simple
- Inspirational and compelling (e.g., pulls on our heart strings)
- Recognizably ours
- Focuses on the reason we exist, the purpose (the why)
- Defines the playing field
- Names our target audience and focuses on outcomes
- Applies to everyone in our organization

# Our culminating milestones define the key deliverables needed to implement our initiatives

| #   | SP 1: Engage students with relevant, rigorous and standards-aligned instruction, supports and materials  | Owner        | 2019-20 | 2020-21  | 2021-22   | 2022-23   | 2023-24   |
|-----|--|--------------|---------|--|---|---|---|
| 1.1 | Deepen implementation of rigorous, standards-aligned math instruction with an initial focus on strengthening curriculum, lesson planning, vertical alignment, and language development | Lara Burenin |         | Research and design  | Implement at scale  | Continuously improve and sustain  |   |
|     |  |              |         | By 6/21, launch Math Advisory Team (MAT) and name focus for SY21-22  | By 6/22, report out on SY21-22 K-5 MAT findings and recommendations for next steps in 21-22.  | By 6/23, report out on SY22-23 K-5 MAT findings and recommendations for next steps in 22-23 (e.g., bolstering student success with college and career ready texts and tasks through effective student work analysis and action planning).                       | By 6/24, determine plan for continuous improvement for following SY |
|     |  |              |         | By 6/21, launch 6-8 MAT Advisory Team (MAT) and name focus for SY21-22                                     | By 6/22, report out on SY21-22 6-8 MAT findings and recommendations for next steps and areas of focus for 22-23.  | By 6/23, report out on SY22-23 6-8 MAT findings and recommendations for next steps and areas of focus for SY22-23 (e.g., bolstering student success with college and career ready texts and tasks through effective student work analysis and action planning). |   |
|     |  |              |         |  | By 6/22, publish analysis of current state of teachers' collaborative planning/internalization of shared curriculum in K-8 Math as well as goals for SY22-23. | By 6/23, publish findings on progress towards goals in collaborative planning/internalization of shared curriculum in K-8 Math as well as recommended next steps for SY23-24.   |   |
|     |  |              |         |  |   | By 6/23, publish analysis of current state of student work analysis and action planning processes in K-8 Math as well as goals for SY22-23.   |   |
|     |  |              |         | By 6/21, publish analysis of current state of coaching for K-8 Math teachers as well as goals for SY21-22. | By 6/22, publish findings on progress towards goals in teacher coaching in K-8 Math as well as recommended next steps for SY22-23.                            | By 6/22, publish findings on progress towards goals in teacher coaching in K-8 Math as well as recommended next steps for SY22-23.  |   |

[Link here for the milestones](#)

# Our culminating milestones define the key deliverables needed to implement our initiatives

| #   | SP 1: Engage students with relevant, rigorous and standards-aligned instruction, supports and materials  | Owner           | 2019-20  | 2020-21  | 2021-22  | 2022-23   | 2023-24  |
|-----|--|-----------------|--|--|--|---|--|
| 1.2 | Deepen implementation of rigorous, standards-aligned ELA instruction with an initial focus on strengthening curriculum, lesson planning and language development   | Lara Burenin    | <p>Research and design</p> <p>By 6/20, launch K-5 ELA/ELD Advisory Team (ELAAT) and name focus for SY20-21 (e.g., ensuring instruction supports student access to college and career ready texts and tasks through effective teacher coaching).</p> <p>By 6/20, launch 6-8 ELA/ELD Advisory Team (ELAAT) and name focus for SY20-21 (e.g., ensuring instruction supports student access to college and career ready texts and tasks through effective teacher coaching).</p> | <p>Implement at scale</p> <p>By 6/21, report out on SY20-21 K-5 ELAAT findings and recommendations for next steps in 21-22.</p> <p>By 6/21, report out on SY20-21 6-8 ELAAT findings and recommendations for next steps and areas of focus for 21-22.</p> <p>By 6/21, publish analysis of current state of teachers' collaborative planning/internalization of shared curriculum in K-8 ELA and ELD as well as goals for SY21-22.</p> <p>By 6/21, publish findings on progress towards goals in teacher coaching in K-8 ELA as well as recommended next steps for SY21-22.</p>   | <p>Continuously improve and sustain</p> <p>By 6/22, report out on SY21-22 K-5 ELAAT findings and recommendations for next steps in 22-23 (e.g., bolstering student success with college and career ready texts and tasks through effective student work analysis and action planning).</p> <p>By 6/22, report out on SY21-22 6-8 ELAAT findings and recommendations for next steps and areas of focus for SY22-23 (e.g., bolstering student success with college and career ready texts and tasks through effective student work analysis and action planning).</p> <p>By 6/22, publish findings on progress towards goals in collaborative planning/internalization of shared curriculum in K-8 ELA and ELD as well as recommended next steps for SY22-23.</p> <p>By 6/22, publish analysis of current state of student work analysis and action planning processes in K-8 ELA as well as goals for SY22-23.</p> <p>By 6/22, publish findings on progress towards goals in teacher coaching in K-8 ELA as well as recommended next steps for SY22-23.</p> | <p>By 6/23, determine plan for continuous improvement for following SY</p>  | <p>By 6/24, determine plan for continuous improvement for following SY</p>   |
| #   | SP 1: Engage students with relevant, rigorous and standards-aligned instruction, supports and materials  | Owner           | 2019-20  | 2020-21  | 2021-22  | 2022-23   | 2023-24  |
| 1.3 | Strengthen a MTSS process to track and measure student progress and provide targeted interventions, through teacher collaboration and with a particular focus on tier 3 supports for students with special needs | Jennifer Graven |  | <p>Research and design</p> <p>By 8/20, develop an overall MTSS structure that compliments and connects with Strategic Priorities that are in the Implementation at Scale stage and continue with the Strategic Priorities that are at Continuously Improve and sustain.</p> <p>By 9/20 Create a clear list of Tier I, Tier II, and Tier III interventions for SP 1.2 and with supporting resources.</p> <p>By 11/20 Create a clear list of Tier I, Tier II, and Tier III interventions for SP 2.1 and with supporting resources.</p> <p>By 6/20 define the initial list of interventions connected with SP 1.2, 14 and 2.1: Create a clear list of Tier I, Tier II, and Tier III interventions.</p> <p>By 11/20, launch a RCSD MTSS working group (or committee) that will meet at least quarterly during the 2020 - 21 school year to reflect on our current practice as well as other local successful schools or districts. Members of this committee should include a broad spectrum of stakeholders that would include members of other pertinent committees (ie. ELAAT).</p> | <p>Pilot and test (ELA focus in a limited number of classrooms)</p> <p>By 8/21, refine overall MTSS structure that compliments and connects with Strategic Priorities that are in the Implementation at Scale stage and continue with the Strategic Priorities that are at Continuously Improve and sustain.</p> <p>By 9/21, create a clear list of Tier I, Tier II, and Tier III interventions for SP 1.1 and with supporting resources.</p> <p>By 9/21, reaffirm the MTSS reflection committee and set four meetings for the year to reflect on, refine and evaluate the effectiveness of the current process</p> <p>By 6/22, MTSS committee reflects on MTSS process is working now that it is at scale especially considering addressing both ELA and Math and beginning to reflect on how other areas can be addressed (social emotional etc.)</p>  | <p>Implement at scale</p> <p>By 9/22, begin improved structure of MTSS plan by implementing process at all sites</p> <p>By 6/23, determine plan for continuous improvement for following SY</p> | <p>Continuously improve and sustain</p> <p>By 9/23, implement improvements to MTSS structure at all sites</p> <p>By 6/24, determine plan for continuous improvement for following SY</p> |

[Link here for the milestones](#)



# Our culminating milestones define the key deliverables needed to implement our initiatives

| #   | SP 1: Engage students with relevant, rigorous and standards-aligned instruction, supports and materials   | Owner        | 2019-20   | 2020-21   | 2021-22  | 2022-23   | 2023-24   |
|-----|---|--------------|---|---|--|---|---|
| 1.4 | Launch an improved data-driven and vertically aligned professional development plan spanning from teachers to cabinet leaders with a focus on creating structures for teacher collaboration and developing the content-specific knowledge and skills of all educators in the system | Lara Burenin | Research and design   | Implement at scale, phase 1 (ELA and school culture focus)  | By 6/22 - MTSS committee reflects on MTSS process is working now that it is at scale especially considering addressing both ELA and Math and beginning to reflect on how other areas can be addressed (social emotional etc.)  | Implement at scale, phase 3   | Continuously improve and sustain                                    |
|     |   |              | By 6/20, publish a schedule of centrally facilitated K-8 principal training and collaboration touchpoints for SY20-21 aligned with ELAAT recommendations (e.g., focus on effective, content-centered teacher coaching).   | By 6/21, publish summary of evidence of successes and gaps in centrally facilitated K-8 principal training and collaboration touchpoints during SY20-21 and schedule for SY21-22 aligned with ELAAT recommendations (e.g., focus on collaborative planning/internalization of shared curriculum).                             | By 5/22, publish summary of evidence of successes and gaps in centrally facilitated K-8 principal training and collaboration touchpoints during SY21-22 and schedule for SY22-23 aligned with ELAAT and MAT recommendations (e.g., focus on student work analysis and action planning).                                    | By 6/23, determine plan for continuous improvement for following SY | By 6/24, determine plan for continuous improvement for following SY |
|     |   |              | By 6/20, publish a description of the support and resources that will be provided for principal-led K-8 instructional leadership teams for SY20-21 aligned with ELAAT recommendations (e.g., focus on effective, content-centered teacher coaching).                        | By 5/21, publish summary of evidence of successes and gaps in principal-led K-8 instructional leadership teams during SY20-21 and description of the supports/resources that will be provided for SY21-22 aligned with ELAAT recommendations (e.g., focus on collaborative planning/internalization of shared curriculum).    | By 5/22, publish summary of evidence of successes and gaps in principal-led K-8 instructional leadership teams during SY21-22 and description of the supports/resources that will be provided for SY22-23 aligned with ELAAT and MAT recommendations (e.g., focus on student work analysis and action planning).           |   |   |
|     |   |              | By 6/20, publish a schedule and description of centrally provided K-5 ELA and ELD teacher training and development opportunities for SY20-21 aligned with ELAAT recommendations (e.g., focus on improving content delivery through content-centered coaching and feedback). | By 6/21, publish summary of evidence of successes and gaps in K-5 ELA and ELD teacher training and development opportunities during SY20-21 as well as schedule and description of opportunities for SY21-22 aligned with ELAAT recommendations (e.g., focus on collaborative planning/internalization of shared curriculum). | By 6/22, publish summary of evidence of successes and gaps in K-5 ELA, ELD, and Math teacher training and development opportunities during SY21-22 as well as schedule and description of opportunities for SY22-23 aligned with ELAAT and MAT recommendations (e.g., focus on student work analysis and action planning). |   |   |
|     |   |              | By 6/20, publish a schedule and description of centrally provided 6-8 ELA and ELD teaching training and development opportunities for SY20-21 aligned with ELAAT recommendations.   | By 6/21, publish summary of evidence of successes and gaps in 6-8 ELA and ELD teacher training and development opportunities during SY20-21 as well as schedule and description of opportunities for SY21-22 aligned with ELAAT recommendations (e.g., focus on collaborative planning/internalization of shared curriculum). | By 6/22, publish summary of evidence of successes and gaps in 6-8 ELA, ELD, and Math teacher training and development opportunities during SY21-22 as well as schedule and description of opportunities for SY22-23 aligned with ELAAT recommendations (e.g., focus on student work analysis and action planning).         |   |   |

[Link here for the milestones](#)



# Our culminating milestones define the key deliverables needed to implement our initiatives

| #   | SP 2: Provide safe, joyful and productive learning environments with the proper social-emotional supports                           | Owner      | 2019-20   | 20-21  | 21-22  | 22-23  | 23-24  |
|-----|---|------------|---|--|--|--|--|
| 2.1 | Establish a vision of excellence for student culture and codify strengthened behavior management systems                            | Cindy Chin | Research and design   | Implement at scale   | Continuously improve and sustain   |  |  |
|     |   |            | By 5/20, determine recommendations for student culture and strengthened behavioral management systems through analysis of constituent perspectives  | By 8/20, complete behavior management PD by training educators on new routines and procedures for improved behavior management systems | By 9/21, implement improvements to student culture and behavioral management systems determined from prior year                              | By 9/22, implement improvements to student culture and behavioral management systems determined from prior year  | By 9/23, implement improvements to student culture and behavioral management systems determined from prior year  |
|     |   |            | By 6/20, develop shared vision for student culture excellence and codify strengthened behavioral management systems, specifically for the classroom | By 10/20, implement observation and feedback cycle aligned to highest leverage routines and procedures                                 | By 1/22, determine opportunities for continuous improvement and plan to integrate in subsequent school year                                  | By 1/23, determine opportunities for continuous improvement and plan to integrate in subsequent school year  | By 1/24, determine opportunities for continuous improvement and plan to integrate in subsequent school year  |
|     |   |            | By 6/20, finalize and communicate school culture PD plan for 20-21  | By 1/21, determine opportunities for continuous improvement and plan to integrate in subsequent school year                            |  |  |  |
| 2.2 | Adopt and integrate a social-emotional learning curriculum, including a professional development plan for teachers, staff and admin | Cindy Chin |   |  | Pilot and test   | Implement at scale   | Continuously improve and sustain   |
|     |   |            |   | By 1/21, select SEL curricular resources to pilot  | By 8/21, complete SEL PD for pilot schools/classes   | By 8/22, complete delivery of SEL PD for full implementation   | By 1/24, review learnings and determine improvements from full implementation by completing feedback cycle with students, parents, and teachers from pilot |
|     |   |            |   | By 1/21, develop plan for SEL pilot including site selection and SEL curricular structure  | By 1/22, pilot teachers pilot SEL curricula, round 1 and round 2   | By 1/23, review learnings and determine improvements from full implementation by completing feedback cycle with students, parents, and teachers from pilot | By 3/24, finalize revised SEL implementation plan for following SY   |
|     |   |            |   | By 3/21, finalize PD plan for SEL pilot with vendor or consultant  | By 1/22, review learnings and determine improvements from pilot by completing feedback cycle with students, parents, and teachers from pilot | By 3/23, finalize revised SEL implementation plan for following SY   |  |
|     |   |            |   |  | By 3/22, finalize full SEL implementation plan for following SY  |  |  |

[Link here for the milestones](#)

# Our culminating milestones define the key deliverables needed to implement our initiatives

| #   | SP 3: Recruit and retain highly effective and diverse team members  | Owner      | 2019-20   | 20-21   | 21-22  | 22-23  | 23-24  |
|-----|---|------------|---|---|--|--|--|
| 3.1 | Strengthen teacher and leader performance systems, recruitment strategy, compensation, evaluation, rewards and benefits and develop a plan to celebrate high-performers | Toni Stone |   | Research and design   | Implement at scale   | Continuously improve and sustain   |  |
|     |   |            | By 6/20, determine implications/recommendations for recruitment, compensation, evaluation, rewards and benefits based on staff perspectives from end of year survey | By 12/20, research best practices for recognizing and celebrating high-performers from comparable districts | By 9/21, implement revised compensation and benefits plan system pending union and board approval                        | By 6/23, determine improvements to be made to performance systems to be integrated in following school year              | By 6/24, determine plan for continuous improvements to be integrated into following school year across all talent management systems |
|     |   |            | By 6/20, develop staff evaluation rubric for all staff levels with definitions for performance levels, including "high-performers"                                  | By 12/20, research recruitment strategies and best practices from comparable districts                      | By 6/22, determine improvements to be made to performance systems to be integrated in following school year              | By 6/23, determine improvements to be made to recruitment strategy to be integrated in following school year             |  |
|     |   |            |   | By 6/21, develop improved staff evaluation system, process and evaluation schedule                          | By 6/22, determine improvements to be made to recruitment strategy to be integrated in following school year             | By 6/23, determine improvements to be made to compensation and benefits system to be integrated in following school year |  |
|     |   |            |   | By 6/21, develop recommendation for improvements to recruitment strategy                                    | By 6/22, determine improvements to be made to compensation and benefits system to be integrated in following school year | By 6/23, determine improvements to be made to evaluation to be integrated in following school year                       |  |
|     |   |            |   | By 6/21, develop recommendation for long-term celebratory award system and plan for implementation          | By 6/22, determine improvements to be made to evaluation to be integrated in following school year                       |  |  |
|     |   |            |   | By 9/21, implement long-term celebratory award system   |  |  |  |
|     |   |            |   | By 12/20, determine recommendation for improved compensation and benefits system for staff                  |  |  |  |
|     |   |            |   | By 6/21, finalize and communicate revised compensation and benefits plan system                             |  |  |  |

[Link here for the milestones](#)

# Our culminating milestones define the key deliverables needed to implement our initiatives

| #   | SP 4: Partner with families and the community to support the whole child  | Owner      | 2019-20  | 20-21  | 21-22  | 22-23   | 23-24   |
|-----|---|------------|--|--|--|---|---|
| 4.1 | Increase and improve collaboration with families to implement effective models for supporting students' education   | Cindy Chin | Research and design  | Implement at scale, phase 1  | Implement at scale   | Continuously improve and sustain  |   |
|     |   |            | By 6/20, determine best practices for family engagement  | By 9/20, finalize and communicate plan district and community-wide to all parents including determining new practices to implement in existing school year vs. following school year   | By 9/21, finalize and communicate revised plan district and community-wide including improved practices from prior year and new practices to be implemented in existing school year  | By 5/23, gather feedback from parents and other constituents and determine improvements to plan for following school year                     | By 5/23, gather feedback from parents and other constituents and determine improvements to plan for following school year |
|     |   |            | By 7/20, design improved engagement plan for 20-21 and 21-22 by convening lead parents in design process   | By 5/21, gather feedback from parents and other constituents and determine improvements to plan for following school year  | By 5/22, gather feedback from parents and other constituents and determine improvements to plan for following school year  |   |   |
|     |   |            | By 3/20, pilot bi-weekly/monthly touch points organized by teachers, school and central office leaders to engage with families and the community | By 5/21 and throughout the year, maintain and sustain bi-weekly/monthly touchpoints with families and the community piloted in 19-20 and gather feedback from constituents to determine improvements for following school year | By 5/22 and throughout the year, maintain and sustain bi-weekly/monthly touchpoints with families and the community piloted in 19-20 and gather feedback from constituents to determine improvements for following school year |   |   |
| 4.2 | Increase equitable access to high-quality community services for schools and students, including, but not limited to academic support, early childhood opportunities, enrichment, extracurricular, health and social services | Cindy Chin |  | Research and design  | Implement at scale, phase 1  | Implement at scale  | Continuously improve and sustain  |
|     |   |            |  | By 8/20, see initiative 5.1: Develop a methodology to evaluate district programs and services and use the data to make decisions regarding these programs and services   | By 9/21, implement evaluation process for a subset of partners   | By 9/22, implement evaluation process for a subset of partners  | By 9/23, continue evaluation process for existing partners including revisions determined in prior year                   |
|     |   |            |  | By 9/20, determine complete list of all existing partners and services in the districts including descriptions of what they do and which departments they work with  | By 6/22, finalize decisions about a subset of partners based on program evaluations  | By 6/23, finalize decisions about a subset of partners based on program evaluations   | By 6/24, determine improvements to evaluation process for full implementation in following school year                    |
|     |   |            |  | By 12/20, develop program evaluation plan for determining the effectiveness of existing partners and alignment with district plan by applying the defined evaluation methodology   | By 6/22, determine improvements to evaluation process for full implementation in following school year across remaining partners and services  | By 6/23, determine improvements to evaluation process for full implementation in following school year across remaining partners and services |   |

[Link here for the milestones](#)

# Our culminating milestones define the key deliverables needed to implement our initiatives

| #   | SP 5: Manage people, time and budget responsibly, equitably and strategically in service of students  | Owner        | 2019-20  | 20-21   | 21-22   | 22-23   | 23-24   |
|-----|---|--------------|--|---|---|---|---|
| 5.1 | Create and implement transparent budgeting and financial reporting processes that include annual assessment of the effectiveness and efficiency of existing personnel, programs and services and align resources to investments that produce the greatest outcomes for students | Jim Lianides | Research and design  | Implement at scale  | Implement at scale  | Continuously improve and sustain  |   |
|     |   |              | By 6/20, create and communicate a resource allocation process that will result in understandable working budgets for all departments and sites | By 8/20, see initiative 4.2: Develop a methodology to evaluate district programs and services and use the data to make decisions regarding these programs and services  | By 6/22, utilize the adopted resource allocation process for planning the following school year's district budget and in future SYs | By 6/23, utilize the adopted resource allocation process for planning the following school year's district budget and in future SYs | By 6/24, utilize the adopted resource allocation process for planning the following school year's district budget and in future SYs |
|     |   |              | By 6/20, utilize the adopted resource allocation process for planning the 2020-21 district budget and in future school years                   | By 6/21, utilize the adopted resource allocation process for planning the following school year's district budget and in future school years  | By 6/22, determine improvements to resource allocation process and integrate into process for following SY                          | By 6/23, determine improvements to resource allocation process and integrate into process for following SY                          | By 6/24, determine improvements to resource allocation process and integrate into process for following SY                          |
|     |   |              |  | By 6/21, conduct and complete a thorough analysis of district properties to identify opportunities for lease revenue where the property is deemed surplus or not an immediate need of the district for instruction purposes |   |   |   |
| #   | SP 6: Work collaboratively and share responsibility for our core values   | Owner        | 2019-20  | 20-21   | 21-22   | 22-23   | 23-24   |
| 6.1 | Improve communication and create feedback loops and structures to communicate plans, results and successes with staff, parents, and the community at large  | Gina Sudaria | Research and design  | Implement at scale  | Continuously improve and sustain  |   |   |
|     |   |              | By 5/20, develop proposed differentiated communication strategy for each stakeholder group   | By 9/20, develop recognition system specifically for parents/guardians and students   | By 9/21, implement improvements to communication strategy to all stakeholder groups   | By 9/22, implement improvements to communication strategy to all stakeholder groups   | By 6/24, determine improvements to recognition system for following year  |
|     |   |              | By 8/20, implement communication strategy to all stakeholder groups  | By 5/21, determine improvements to communication strategy based on feedback   | By 9/21, implement improvements to recognition system   | By 9/22, implement improvements to recognition system   | By 6/24, determine improvements to communication strategy for following year  |
|     |   |              | By 6/20, develop revised district branding to incorporate new mission and core values  |   | By 6/22, determine improvements to recognition system for following year  | By 6/23, determine improvements to recognition system for following year  |   |
|     |   |              | By 3/20, develop recognition system for core values specifically for staff   |   | By 6/22, determine improvements to communication strategy for following year  | By 6/23, determine improvements to communication strategy for following year  |   |

[Link here for the milestones](#)

Ravenswood is currently developing three different plans that are aligned in goals, actions, and intended outcomes

| Plans  | Description   |
|--|---|
| Strategic Plan                               | A five-year plan that defines an organization's mission, values, strategic priorities, and initiatives necessary to accelerate student achievement and outcomes. The strategic plan includes a detailed implementation plan with milestones, action steps and progress monitoring tools (e.g., dashboard) to measure progress towards implementing the plan and achieving the intended outcomes. The plan will be implemented in a manner such that each Ravenswood school can address the academic needs of its specific population of students.   |
| Local Control and Accountability Plan (LCAP) | The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.   |
| School Plan for Student Achievement (SPSA)   | The School Plan for Student Achievement (SPSA) is an annual site plan created by a school team including the principal, teachers, parents, community partners, and, where applicable, secondary school students. The SPSA is a tool for sites to prioritize particular programs and strategies that will best serve their students, families, and the community. It lays out each school's plan for achieving its goals, and articulates the intersection between the school's goals and actions and the District's Local Control and Accountability Plan (LCAP), which lays out goals for the entire district. |

The development of each plan has been sequenced such that the LCAP will build off the strategic plan and the SPSAs will build off the LCAP



- The board will consider the strategic plan for approval in early 2020
- The next LCAP for 2020-21 to 2022-23 will be developed through June 2020 and will build off of the strategic plan and previous stakeholder engagement
- The SPSAs will be developed in the Spring and will align to the LCAP goals and strategic plan priorities



The LCAP includes all of the district's focus areas and builds off of the strategic plan priorities identified by stakeholders; SPSAs will include additional site-specific strategies aligned to the district's LCAP goals

## **SPSA**

School Plans for Student Achievement that are aligned to the district's LCAP goals and include additional site-specific strategies.

## **LCAP**

Annual planning process to evaluate progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities).

## **Strategic Plan**

Areas requiring significant improvement & new areas of focus.



The process of developing and annually updating the LCAP supports the comprehensive strategic planning process to date

**The 2020-23 LCAP instructions provide the following explicit guidance regarding strategic planning:**

The process of developing and annually updating the LCAP *supports comprehensive strategic planning* (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

**The strategic planning process has provided RCSD an opportunity to deliberate priorities and will provide a foundation to further develop the comprehensive LCAP for 2020-2023**

The LCAP/SPSAs and strategic plan use different terminology to describe overlapping areas of work

| LCAP/SPSA  |   | Strategic plan |   | Description                             |
|--|---|----------------|---|---|
| Goals  | = | Priorities     | = | Multi-year focus areas for the district |
| <hr/>  |   |                |   |   |
| Actions and services (incl. budgeted expenditures) | = | Initiatives    | = | Major workstreams                       |

**Key takeaways:**

- The strategic plan will enable RCSD to establish a limited number of focus areas that are new or require significant improvement
- Districts the size of RCSD typically prioritize 10-12 “initiatives”
- Since the LCAP is a more comprehensive plan, it will include a greater number of “actions and services” than the strategic plan
- The SPSAs will build off of the LCAP to include additional site-specific strategies aligned to the LCAP goals

There are a number of preliminary next steps for the remainder of the 2019-20 school year to develop the LCAP and SPSAs

**Completed milestones:**

- **November 2019:** LCAP/Strategic Plan Stakeholder Engagement Round 1 (e.g., DELAC and school-based teachers and staff)

**Upcoming milestones (preliminary and subject to change):**

- **February 2020:** Complete Draft of LCAP Goals for 2020-2023 Plan
- **March 2020:** LCAP Stakeholder Engagement Round 2
- **March 2020:** Complete Draft of Actions & Services aligned to LCAP Goals
- **April 2020:** LCAP Stakeholder Engagement Round 3 (e.g., teachers, principals, parents, students, local bargaining units)
- **April 2020:** Align Budget Information to LCAP Goals, Actions, Services (after 2nd Interim Budget is approved)
- **May 2020:** LCAP Goals, Actions, Services, & Budget Amounts are finalized
- **May & June 2020:** SPSA development for 2020-2021 begins, aligned to LCAP goals
- **June 2020:** LCAP for 2020-2023 adopted by the Board of Trustees and submitted to the San Mateo County Office of Education

If the board approves the strategic plan, Attuned will continue partnering with the district to complete several deliverables

**If the board approves the strategic plan, immediate next steps will include the following:**

- Partnership with the superintendent and senior leadership team plan to develop or finalize:
  - an implementation plan that incorporates specific action steps and associated due dates and owners;
  - an aligned set of meeting structures that prioritize progress monitoring the timeliness and quality of the plan's implementation as well as its impact
- Partnership with ERS to ensure prioritization of resources to align to the plan
- Recommendations on organizational structures to align to the plan



Thank you.