



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**

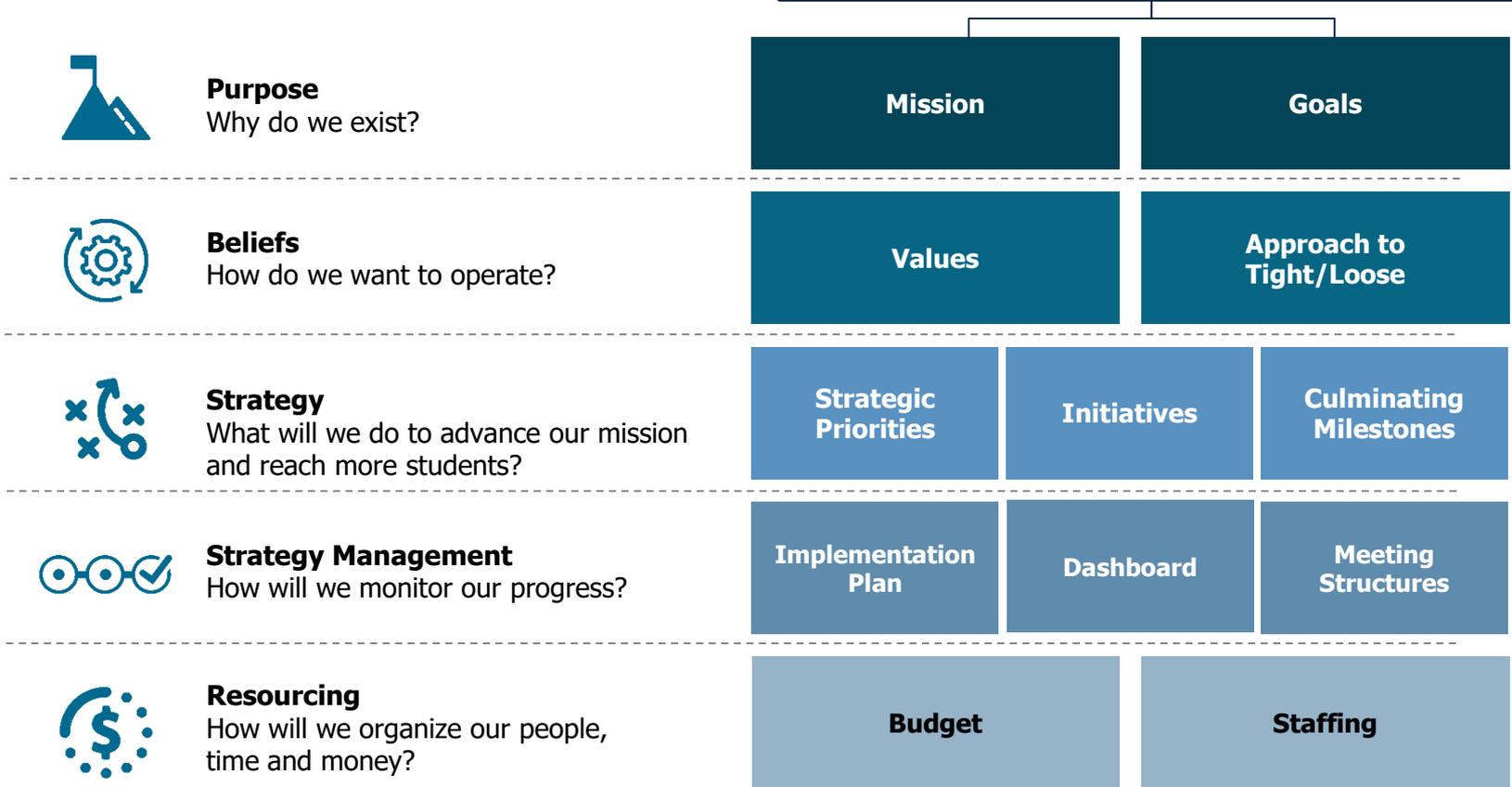
“If you don't know where you are going, you'll end up someplace else.”

— 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



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

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](#)

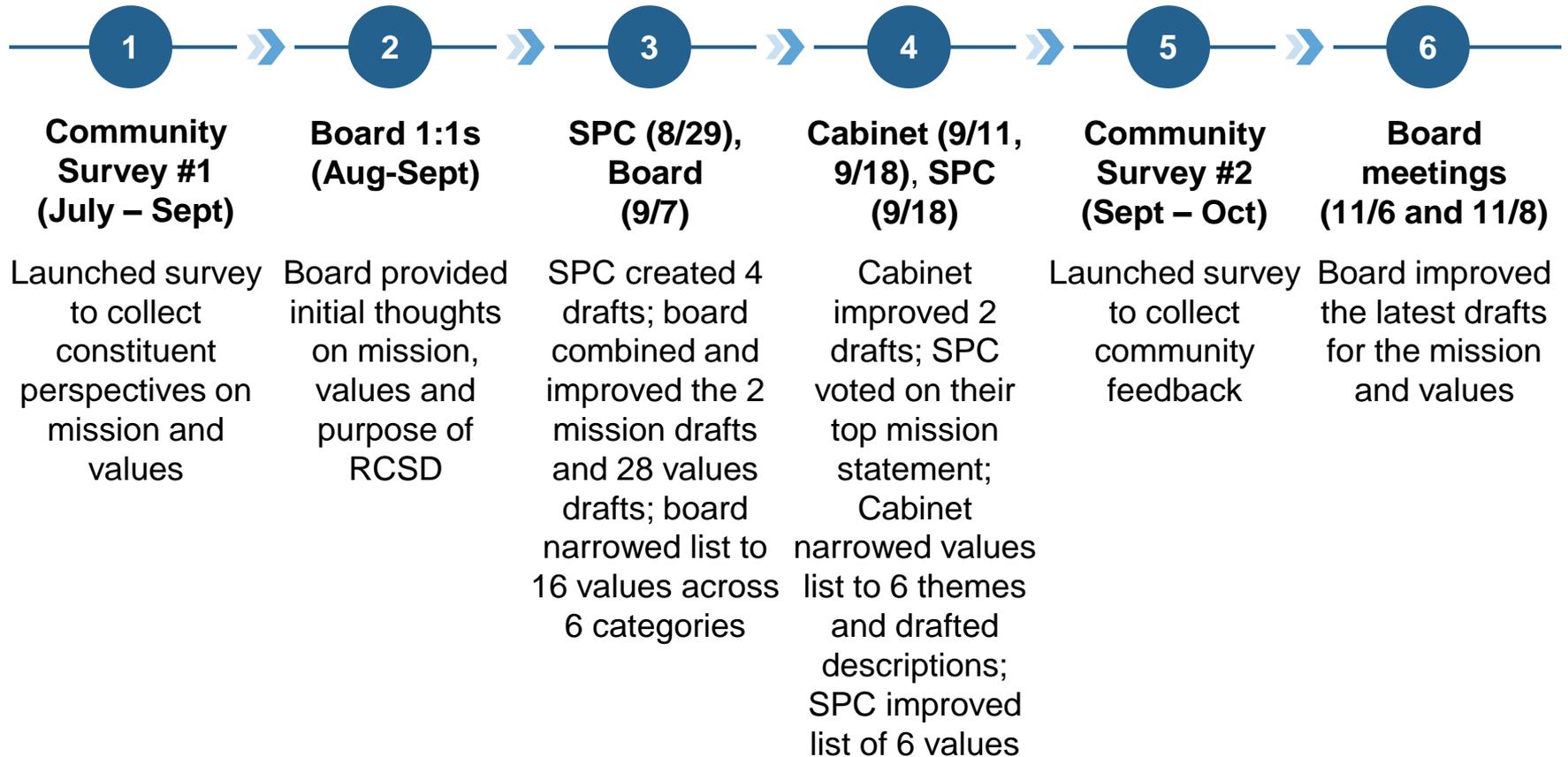
The board intends to actively monitor the district's progress towards realizing its goals and intended outcomes using a new dashboard

Mission Outcome Measures	
Mission: 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.	
Success K-8	
Achievement: % 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	
Achievement: % of students meeting or exceeding standards on Math SBAC and by subgroup	
Overall	
English Learners	
SPED	
Pacific Islanders	
African Americans	
LatinX	
Growth: Progress towards meeting standards in district average SBAC Math score on CA Dashboard	
Growth: Progress towards meeting standards in district average SBAC ELA score on CA Dashboard	
SEL Measure: TBD (e.g., Panorama)	
Students We Serve	
Serving the community: % 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 6/21, 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	Research and design	Implement at scale	Continuously improve and sustain		
			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).	By 6/21, report out on SY20-21 K-5 ELAAT findings and recommendations for next steps in 21-22.	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).	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, 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).	By 6/21, report out on SY20-21 6-8 ELAAT findings and recommendations for next steps and areas of focus for 21-22.	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).		
				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.	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.		
					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.		
			By 6/20, publish analysis of current state of coaching for K-8 ELA teachers as well as goals for SY20-21.	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.	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.		
#	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	Research and design	Pilot and test (ELA focus in a limited number of classrooms)	Implement at scale	Continuously improve and sustain	
			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.	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.	By 9/22, begin improved structure of MTSS plan by implementing process at all sites	By 9/23, implement improvements to MTSS structure at all sites	
			By 9/20 Create a clear list of Tier I, Tier II, and Tier III interventions for SP 1.2 and with supporting resources.	By 9/21, create a clear list of Tier I, Tier II, and Tier III interventions for SP 1.1 and with supporting resources.	By 6/23, determine plan for continuous improvement for following SY	By 6/24, determine plan for continuous improvement for following SY	
			By 11/20 Create a clear list of Tier I, Tier II, and Tier III interventions for SP 2.1 and with supporting resources.	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			
			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.	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.)			
			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).				

[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	22-22	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
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.