

# PATHWAY TO PROGRESS



## BOARD GOALS & GUARDRAILS STRATEGIES & ACTION

### What is SDP doing to achieve the Goals and Guardrails?

The SDP identified five (5) strategies to target root causes that serve as barriers to achieving the Board's Goals and Guardrails. There are eleven (11) associated actions, which outline necessary steps to effectively carry out the broader strategies. Each action has an implementation plan to serve as a guide and inform investments.

During the school year 2021-2022, the Superintendent and SDP leadership are implementing and measuring progress on the following three (3) strategies and five (5) actions. These focus on equitable ways to improve student achievement and get us closer to reaching the Goals and Guardrails.



The Superintendent and SDP leadership consider four criteria in creating the strategies and actions to achieve the Board's Goals & Guardrails:

**FOCUS**  
Solutions are focused at the systems-level.

**IMPACT**  
Solutions impact the Board Goal or Guardrail and create systemic change.

**ACTIONABLE**  
Solutions are within our control and in an achievable timeframe.

**EQUITABLE**  
Solutions support historically underserved students.

#### STRATEGY 1



**Implement an academic framework that includes standards-aligned curriculum.**

##### Actions 1.1

Implement new, culturally linguistically inclusive curriculum and instructional guidance for K-8 literacy to support grade-level instruction for **ELs and students with disabilities**

##### Actions 1.2

Implement new culturally and linguistically include curriculum and instructional guidance for K-8 math to support grade-level instruction for **ELs and students with disabilities**

Curriculum is the common guide teachers use to know what to teach and how to teach and assess it. Culturally and linguistically inclusive curriculum **reflects our students** and makes learning more **relevant and engaging for students**

#### STRATEGY 2



**Implement the Multi-Tiered System of Supports (MTSS) Framework.**

##### Action 2.1

Improve the implementation of Multi-Tiered System of Supports (MTSS) by providing professional learning and supports for school leaders and staff to better understand and utilize the framework. MTSS is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral and social-emotional outcomes **for all students**

#### STRATEGY 3



**Develop leaders and teachers through implementation of evidence-based professional learning and common planning time.**

##### Action 3.1

Redesign professional learning. Professional learning provides school leaders and teachers time to learn new skills in order to improve instruction. Professional learning cycles are ongoing, "nested" cycles of professional development, practice, feedback, and reflection.

##### Action 3.2

Establish Common Planning Time in all schools. Common Planning time is a regularly scheduled, structured time where school leaders and teachers collaborate. Common Planning Time allows school leaders and teachers to work together to improve their own teaching and improve learning for all students.