



DeSoto Parish - Strategic Planning

LDOE Strong School Systems initiative pilot

Why are we focused on strategic planning in DeSoto Parish?

The need

- Not all students are achieving the outcomes they deserve.
- Current planning process lacks:
 - Multi-year, long-range vision
 - Formalized implementation/action process
 - Thorough needs assessment from multiple stakeholders



What did our leadership team hope to gain through this work?

- Professional development - members of our leadership team and school board representatives are participating in professional development sessions to develop a shared understanding of best practices in strategic planning, implementation, and progress monitoring, and skill in doing such work.
- Technical assistance - we are working with the LDOE School System Relations team and have been matched with an LDOE-vetted organization with deep expertise in strategic planning, strategy management, and instructional leadership.
- Professional network - we are learning alongside leaders from other school systems across the state.

Why are we focused on strategic planning in DeSoto Parish?

The impact



We want to . . .

- ✓ diagnose where we are as a system
- ✓ define a clear vision for where we want the system to be
- ✓ identify our priorities
- ✓ create a coherent plan to achieve priorities
- ✓ implement initiatives to improve school and system performance (e.g., align budgetary and staffing resources)
- ✓ monitor our progress against the plan and make adjustments

As a result, we expect student outcomes to improve.

What does the strategic planning work look like?

Deliverables through the spring semester; strategic plan complete for June, 2021

Complete diagnostic;
make high-level
decisions

1. Diagnostic
2. Refinement of system's vision
3. Strategic priorities
4. Definition of the role of the center

Develop a strategic
plan

5. Outcome goals
6. Sequenced initiatives and deliverables
7. Decision-making rights

Plan for
implementation

8. Implementation plan
9. Communication plan
10. Plan for allocation of resources
11. Dashboard

Implement and
progress monitor

12. Meeting structures for progress monitoring



What data did we examine to diagnose our strengths and areas for growth?



Performance Data

Review of key organizational data to identify areas of strength, weakness and opportunity



Instructional Quality Review

Quality and equity assessment of specific instructional practices and structures



Constituent Perspectives

Surveys and interviews with community, staff and others to collect perspectives on what to start, stop, continue



Org Diagnostic Report

Key findings have been synthesized into a detailed report covering the organization's strengths and growth areas across the following practices

- ▶ Student culture
- ▶ Curriculum, instruction, and assessment
- ▶ Talent management and development
- ▶ Family and community engagement
- ▶ Operations, finance, and progress monitoring



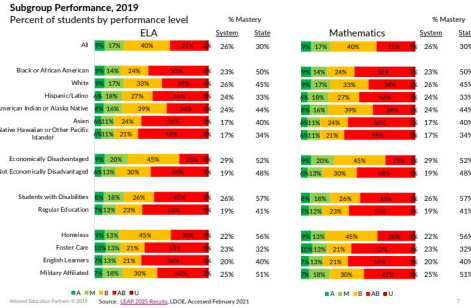
What does the org-diagnostic reports look like? (Sample org-diagnostic reports)

Student population	9,850 students; economically disadvantaged and Black students are concentrated in the north side schools. Enrollment has declined by 6% over the past four years.
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Student outcomes	Academic readiness for college and career
	More than 9 in 10 freshmen have graduated on-time over the past three cohorts; these rates are higher than comparable systems. However, the share of students graduating with no credentials has increased, suggesting lowering levels of readiness for college and career. Graduates tend to matriculate to college and persist to the second year at rates lower than high school graduates statewide.
	High school ACT scores have remained flat over the past five years and fall behind state and demographically similar system averages. Every reported subgroup outperforms state averages in English HS exams; the opposite is true for US History.
	<ul style="list-style-type: none"> Caps in achievement by race are large within the district, with White students mastering English I content at 2x the rate of Black students. High school students are more likely than their peers statewide to master Algebra I content, but less likely to master Geometry. Similar to English and History, White students are more than 2x more likely than Black students to master Algebra I content and more than 3x more likely to master Geometry.

Descriptive finding related to grade 3-8 ach. gaps by race and program

Explanatory text in size 14 font here should summarize any significant trends.



Aligned Education Partners © 2021. Finding is more positive than negative (Green), Mixed finding (Yellow), Finding is more negative than positive (Red), No perspective (Grey)

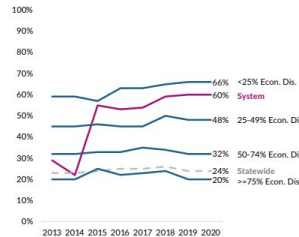
Related EP: Curr., instr., assess.

Descriptive finding related to ACT

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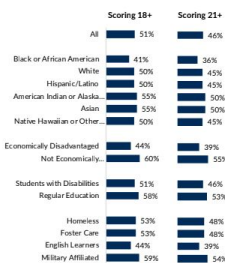
ACT Trend, 2013-2020

Percent of students scoring 18+



Subgroup Breakout, 2020

Percent of students



Aligned Education Partners © 2020. Source: ACT Results, LDOE, Accessed February 2021

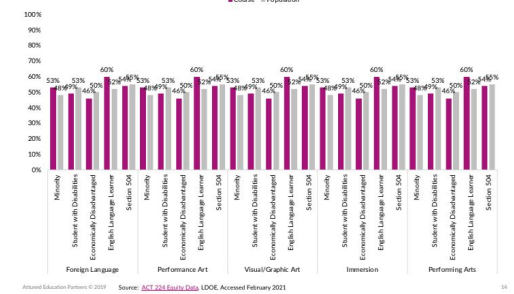
Related EP: Student wellness

Descriptive finding related to course participation

Explanatory text in size 14 font here should summarize any significant trends.

Representation in Arts and Languages Coursework

Percent of students



Aligned Education Partners © 2020. Source: ACT 218 Equity Data, LDOE, Accessed February 2021



How are we mapping multi-year initiatives in our strategic plan?

Sample Mapping

#	SP 1: Engage students with relevant, rigorous and standards-aligned instruction, supports and materials	Owners	2019-20	2020-21	2021-22
1.1	Deepen implementation of rigorous, standards-aligned math instruction with an initial focus on strengthening curriculum, lesson planning, vertical alignment, and language development	C&I Director		Research and design	Implement at scale
1.2	Deepen implementation of rigorous, standards-aligned ELA instruction with an initial focus on strengthening curriculum, lesson planning and language development	C&I Director	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	Special Education Director		Research and design	Pilot and test (ELA focus in a limited number of classrooms)
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	C&I Director	Research and design	Implement at scale, phase 1 (ELA and school culture focus)	Implement at scale, phase 2 (math focus)
#	SP 2: Provide safe, joyful and productive learning environments with the proper social-emotional supports	Owners	2019-20	2020-21	2021-22
2.1	Establish a vision of excellence for student culture and codify strengthened behavior management systems	Student Services Director	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	Student Services Director		Research and design	Pilot and test
#	SP 3: Recruit and retain highly effective and diverse team members	Owners	2019-20	2020-21	2021-22
3.1	Strengthen teacher and leader performance systems, recruitment strategy, compensation, evaluation, rewards and benefits and develop a plan to celebrate high-performers	HR Director		Research and design	Implement at scale



How will we measure impact and progress against the strategic plan?

Sample Scorecard

Mission Outcome Measures	2018-19 Baseline	2019-20 Targets	2020-21 Targets	2021-22 Targets	2022-23 Targets	2023-24 Targets	2024-25 Targets
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	17.6%	20.1%	22.6%	25.2%	27.7%	30.2%	32.7%
English Learner subgroup	10.0%	13.9%	17.7%	21.6%	25.4%	29.3%	33.1%
SPED subgroup	7.0%	7.7%	8.4%	9.1%	9.7%	10.4%	11.1%
Pacific Islander subgroup	18.1%	19.5%	20.8%	22.2%	23.5%	24.9%	26.2%
African American subgroup	19.7%	23.1%	26.5%	30.0%	33.4%	36.8%	40.2%
LatinX subgroup	17.8%	20.2%	22.7%	25.1%	27.5%	30.0%	32.4%
Achievement: % of students meeting or exceeding standards on Math SBAC and by subgroup							
Overall	12.3%	14.4%	16.4%	18.5%	20.6%	22.6%	24.7%
English Learners	5.9%	7.8%	9.7%	11.6%	13.5%	15.4%	17.3%
SPED	3.8%	4.4%	5.0%	5.7%	6.3%	6.9%	7.5%
Pacific Islanders	9.8%	11.5%	13.1%	14.8%	16.5%	18.1%	19.8%
African Americans	8.7%	9.6%	10.5%	11.5%	12.4%	13.3%	14.2%
LatinX	12.3%	14.1%	15.8%	17.6%	19.4%	21.1%	22.9%
Growth: Progress towards meeting standards in district average SBAC Math score on CA Dashboard	-3.8	8.6	8.6	8.6	8.6	8.6	8.6
Growth: Progress towards meeting standards in district average SBAC ELA score on CA Dashboard	-11.5	8.2	8.2	8.2	8.2	8.2	8.2
SEL Measure: TBD (e.g., Panorama)							

