Town Hall Meeting

Strategic planning update

February 2022

Objectives

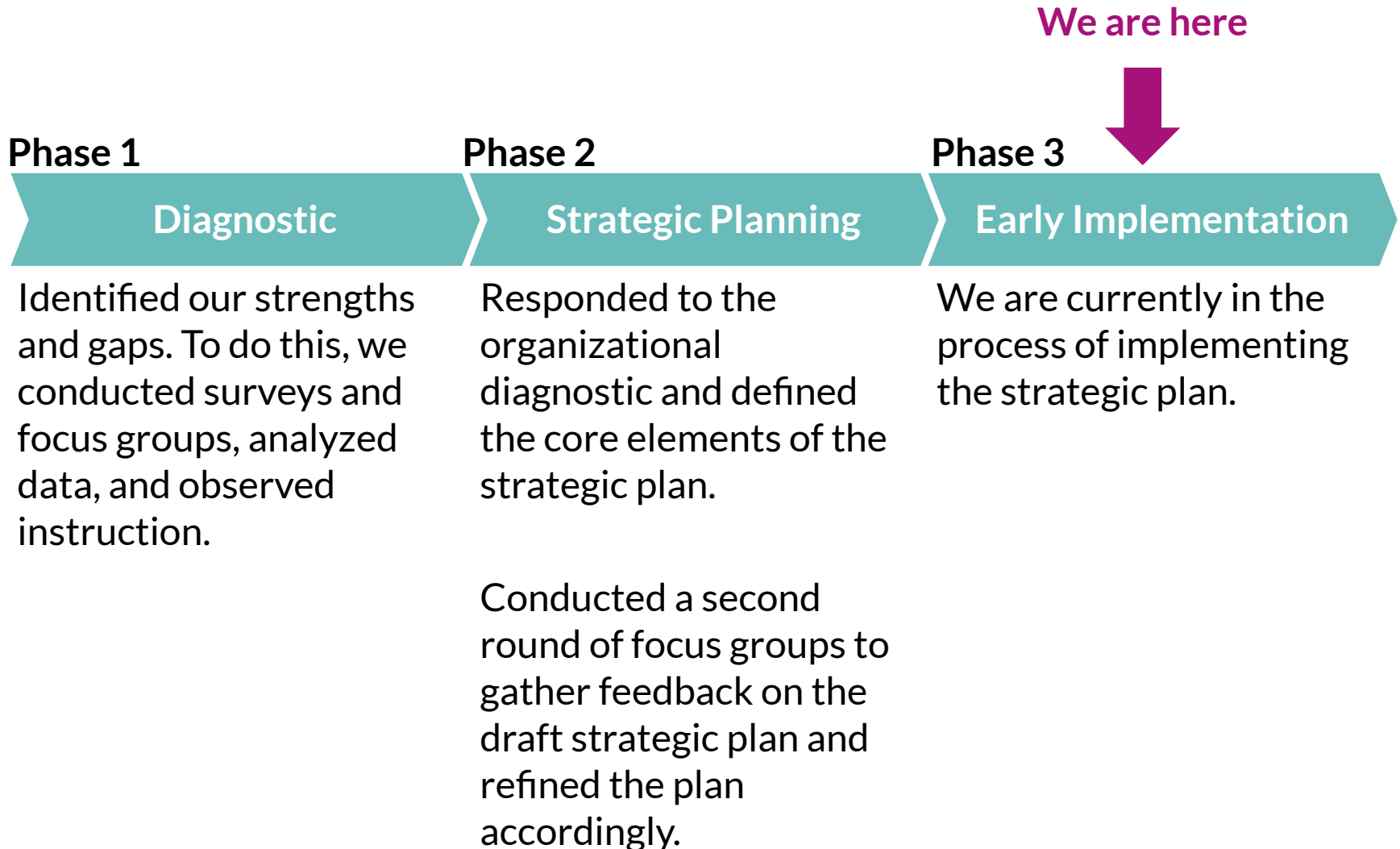Today will be successful if participants:

- Understand our schools' key strengths and challenges

- Understand our plans for the future

- Understand how we plan to measure if our plan is successful

- Help us anticipate any roadblocks as we embark on this plan

Agenda

Time	Activity
5 mins	**Open and welcome**
10 mins	Key strengths and gaps
20 mins	Strategic plan
10 mins	How we'll know if we're successful
15 mins	Next steps and Q&A

We've developed a strategic plan based on feedback and input from hundreds of "stakeholders" (students, families, staff, and alumni)

We are here

Phase 1

Diagnostic

Phase 2

Strategic Planning

Phase 3

Early Implementation

Identified our strengths and gaps. To do this, we conducted surveys and focus groups, analyzed data, and observed instruction.

Responded to the organizational diagnostic and defined the core elements of the strategic plan.

Conducted a second round of focus groups to gather feedback on the draft strategic plan and refined the plan accordingly.

We are currently in the process of implementing the strategic plan.

The strategic plan is intended to realize our mission ...

- redacted for document sharing example -

Agenda

Time	Activity
5 mins	Open and welcome
10 mins	**Key strengths and gaps**
20 mins	Strategic plan draft
10 mins	Progress monitoring
15 mins	Next steps and Q&A

The diagnostic identified several key strengths

Key strengths

- High school graduation rates are higher than the state and similar school systems across Louisiana.

- Silver Leaf schools have adopted high-quality and standards-aligned curriculum across most grades and subject areas.

- Students, family members, and staff noted strong student-teacher relationships within schools and appreciate the small, close-knit community.

- Family members appreciate the strong and frequent communication they receive from Silver Leaf schools.

- Staff believe that schools are well-resourced and that operations run smoothly.

The diagnostic also identified several key gaps

Key gaps

- Student assessment data typically lag state averages.
  - For example, high school students' scores on end-of-course (EOC) exams fall far below those of similar students across Louisiana.
- graduates go to college less frequently than other similar graduates in Louisiana.
- There are gaps in Black and white students' experiences and in their achievement.
  - Gaps in scores on EOC exams are particularly large.
  - There are far more students of color compared to teachers and school administrators of color.
- Though there is high-quality curriculum in place, teachers' delivery frequently resulted in lower rigor for students and few opportunities for students to engage with the material.
- On average, families would not enthusiastically recommend our school system to their friends.
- Staff noted challenges in getting and keeping high-quality, certified teachers across the district.

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We have four strategic priorities for the next five years

Priorities	Challenges that the priorities would primarily address
1) **Renewed vision:** Develop and inspire staff with a vision focused on equity and high expectations for all of our students.	• Many teachers and school leaders appear to have low expectations of some students. • There are significant gaps in achievement between Black and white students.
2) **Great instruction:** Strengthen implementation of our high-quality curricula, with specific attention to early literacy.	• The majority of students do not meet grade level benchmarks in early literacy. • Student outcomes (e.g., on ACT, EOC, ELA and Math LEAP) far fall below state averages. • There is evidence of the need to improve instructional systems so lessons are more effective.
3) **A thriving team:** Recruit and hire diverse and talented teachers, foster a positive staff culture, and increase retention.	• Challenges with attracting and retaining highly-qualified teachers. • Many staff would not recommend to friends or colleagues. • Staff demographics do not reflect student demographics.
4) **An exceptional student experience:** Cultivate a joyful, engaging, and inclusive student culture.	• Many students, alumni, and families would not recommend. • Black and economically disadvantaged students accounted for the majority of out-of-school suspensions. • Stakeholders noted different student experience across schools and some cited bullying as an issue.

These are the initiatives under priorities 1 and 2 we plan to take on starting in our first year of the plan

Initiatives
Priority 1 - Renewed vision: Develop and inspire staff with a vision focused on equity and high expectations for all of our students.
Central office leaders develop a system-wide vision to foster a diverse, equitable, and inclusive community for adults and students
Central office leaders facilitate training to strengthen staff members' mindsets in alignment with the vision
Priority 2 - Great instruction: Strengthen implementation of our high-quality curricula, with specific attention to early literacy.
Central office leaders and principals implement the TAP model to develop principals' capacity to lead leadership teams and teachers' capacity to teach effective lessons
Central Office leaders and principals strengthen implementation of high-quality curricula to develop teachers' capacity to teach effective ELA lessons in grades PK-2.
Central office leaders design and implement a model for differentiated instruction to develop teachers' capacity to catch students up who are behind grade level in ELA and Math.

These are the initiatives under priorities 3 and 4 we plan to take on starting in our first year of the plan

Initiatives
Priority 3 - A thriving team: Recruit and hire diverse and talented teachers, foster a positive staff culture, and increase retention.
Central office leaders develop/ strengthen partnerships with education schools and alternative certification programs to increase the quality and/ or diversity of applicants (e.g. Louisiana Tech and other university partnerships).
Central office leaders design and implement a leadership pipeline program to strengthen the pool of future school leaders
Central office leaders and principals develop and implement a program to increase the retention of effective first-year teachers
Central office leaders design and implement a plan to encourage highly effective teachers to teach in the highest-need schools
Priority 4 - An exceptional student experience: Cultivate a joyful, engaging, and inclusive student culture.
Central office leaders and principals adopt a high-quality social emotional learning curriculum to develop teachers' capacity to teach effective SEL lessons
Central office leaders increase internal staffing or form partnerships to provide more students with mental health support

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We developed these goals to assess how we are living up to our mission

Measure	Baseline	Target (2027)	Target Method and Rationale
1. Percent of students graduating with college and/or career credentials	49.5% (2020)	65%	• Moves from 40th to 70th percentile
2. Percent of K-2 students meeting literacy benchmarks	17% (2020)	50%	• Meets state pre-pandemic state average for Acadience reading
3. Average mastery rate in grades 3-8 in math and ELA (or humanities, depending on the grade level)	16% (2021)	35%	• Moves from 14th to 50th (pre-Covid) percentile • Increases historical improvement from 2 to >3% pts per year
4. Average "top growth" rate in grades 3-8 in math and ELA (or humanities, depending on the grade level)	42% (2019)	55%	• Reverses pre-Covid trend
5. Percent of students reporting a strong social-emotional competencies: growth mindset, grit, self-management, self-efficacy, social awareness	N/A	68% [TBD]	• Corresponds to 80th percentile nationally
6. Mastery achievement gap between historically disadvantaged students and the state average in grades 3-8	-17% (2021)	-7%	• Assumes state improves from 33 to 42% • Aligns to mastery rate improvement above
7. SEL competencies gap between historically disadvantaged students and non-historically disadvantaged students in the district	N/A	[TBD]	

And we'll constantly monitor implementation of the details of our plan

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This is our plan for communicating the plan to the broader community

Stakeholder Group	Aims	Types of /venues for presentations	Presenter	Presentation date(s)
Central office leaders	• Engage district leaders in the details of the plan	SteerCo meetings (all leaders are on the SteerCo)	Superintendent	Ongoing
Principals	• Practice presentation • Engage school leaders in the details of the plan and how to present to the Board	Principal meeting	Superintendent	By May 25
Board	• Have the Board approve the plan	Board meeting	Superintendent	June 9
All school and district staff	• Provide overview of and inspire people about the plan	All-staff meeting	Superintendent	By Aug 7
Students	• Provide overview of and inspire people about the plan	Whole school assemblies	Principals	By Aug 7
Family members	• Provide overview of and inspire people about the plan	Parent Nights/ Open Houses	Principals	By Aug 30
Community members	• Provide overview of and inspire people about the plan	Lion's Club	Superintendent	By Aug 30

Thank you for your time today!

Here is what we need from you ...

Thank you.