

# Themes from Vision, Mission and Equity Statement to Represent in Goals

**Dismantling racism**  
- seeing this is so  
important. The  
word dismantle  
especially.

**Investment of  
caring adults**

**Ownership -  
by all  
stakeholders**

**Changing  
from ALL to  
EACH student.  
Subtle but  
important  
change.**

**Acknowledge  
- powerful  
word**

**Deliberate  
ownership of how  
hard the work will  
be and how we  
need to stay the  
course and be  
honest.**

# Considerations to sharpen and focus our goals

## Theme 1: Include non-academic goals

Goals need to be an outgrowth of Mission-Vision-Value. I don't think you can simply pull "goals" out of the thin air with certain a-priori assumptions and then build a strategic plan around them.

**Including stakeholders and community**

**Include a community/resident goal**

Don't forget the operational (non-academic) workforce

I really like the idea of including a community based goal, working more closely with the community

## Theme 2: Data/Benchmarks

**Specificity on closing gaps between subgroups**

**Add specific benchmarks of progress from year to year**

**Can we start measuring data earlier?**

**Can we measure data earlier so we can intervene earlier**

**Focus on the bottom segment and the overall system will rise**

I would also like to see us monitoring specific cohorts so our data is more valid

Are there demographic shifts? When are students entering? Demographic shifts. How do we project?

What demographic or other cultural data are we not taking into consideration?

## Theme 3: Equity

I liked addressing equity specifically in every goal. We need metrics in the goals, but they should be realistic. The idea of setting annual goals is a great one.

**Inclusive equitable school community**

**Incorporate equity into the individual goals**

**Embed equity into each goal**

We can't skirt around specifics. If we want to speak about equity, then we cannot be afraid to address difficult topics and explicitly focus on differences in performance regarding students of different races and ethnicities.

**K-2 needs more attention with an equity lens**

**Strong focus on Equity and Inclusion**

**Add a stronger focus on equity in each of our goals**

## Other

**Workforce training and support to work with students whom are performing at lower levels**

Consider what is working. Reaching out to leaders, teachers who have been effective with our most at-risk groups. How do we bring these practices to life in other classrooms?

**Workforce readiness**

**list training needed under each goal?**

# Phase 1 Feedback Survey Themes

## Possible Theme 1: Stakeholder Wellbeing

- ❖ Focus on Mental Health, School Safety, Anti-bullying, Health and Wellness

## Possible Theme 2: Academics

- ❖ Focus on Curriculum Scope and Content, Equity, Limits of Test Preparation, Post-COVID-19 Academic Recovery

## Possible Theme 3: Supportive Community

- ❖ Focus on Family Involvement, Community Outreach, District Support of Schools, Staff Support & Morale

## Possible Theme 4: Preparing for the Future

- ❖ Focus on Post-Graduation Preparation, Life Skills, Technology, Choice Programs



# Considerations for Goals

## School Safety

## Priorities

Workforce readiness  
Prep for the future

Goals should include what's expected of families and the community; not just what's expected of schools. How will the District also hold itself accountable; not just school accountability

No specific focus on wellness and mental health, which was a priority in the surveys

Community and stakeholder involvement

Educate everyone on equity

Supportive Community

Graduation and workforce readiness is a priority

Mental Health is a priority

Incorporate equity into the individual goals

In most recent, equity has been placed under academics - isn't it well-being too?

Test preparation limits

Non Academic - Mental well being

How can we improve those who we could not serve well

Working more closely with the community is directly linked to having more supportive community which is linked with mental health resilience.

Our goals should be about our promise to students. Not their performance.

satisfy the needs of employers

defining words like access, ownership, investment...

concern is that the SDPBC is not a social laboratory...but a school system. I see more emphasis on societal issues than on reading, writing and arithmetic. Only one of the goals focuses on "academics". While addressing these

Removing barriers vs. Support and Accommodations

Wellness as a priority is only on slide 3

academics and how to measure

Community Involvement

Must align to the vision, mission and equity statement

Wellness and Mental Health, SE wellness

Mental health might not be easy to measure, but it was a concern stated by all stakeholder groups.

Metrics as a requirement on slide 2

Meeting physical, emotional, academic, and social needs. We focused a lot on the academics

Workforce readiness skills

Stakeholder Involvement

Steering Committee feedback more tactical/zoomed-in, community feedback higher level

Closing Gaps

Workforce Readiness

Making sure they are actionable (what does success look like?)

Teacher training and retention will be key to achieving the mission and vision

community/inclusion

Equity

Equity

physical and emotional safety (anti-bullying) work is emphasized in the

Community

College/Career readiness

Community/stakeholders

Community

community/inclusion

# Closing gaps

Student and family responsibilities; not just SDPBC.

Improve Academic Access and Close Opportunity Gaps

Foster Social/Emotional Well-Being and Community Empowerment

Ensure Policies, Systems & Resources Promote Equity

The use of the term "Gap"...deficit language

general

Doesn't match equity in the mission

Ensure policies - subjective

need specifics and action

feels distant and lack action

Terms too technical

Too Vague

They do not land as courageous and bold as the mission and vision are.

Don't see "boldness" like dismantling racism incorporated in these goals

the word fostering does not promote positivity

Fostering is not achieving or creating.

- Aligned to Mission/Vision
- Equity Across All Goals
- Includes Non-Academic Goals
- Connects to Previous Plan and Supports Longitudinal Analysis
- Clear and Concise

Just buzz words

Combining Fostering SE wellness with community - needs to be separate

Community empowerment

Broad

night e too broad

jargon

Ensure Policies

s it too broad

Need bolder language

language suggest steps improve, foster, promote"

Comm Empow

# Closing GAPS

Access for each student

Academic access

Close opportunity gaps

Good summation of our work so far with all feedback

Close opportunity gaps

Formative assessments rather than Diagnostics

Like the prominence of SEL

1 and 2 is aligned with previous strategic plan themes

Promote Equity

equity is embedded into #1 and called out for policy work in #3

Promote Equity? Love it, but anytime a word that was not used previously comes off as a checkbox.

academic access

I like these do a good job capturing all of work we've discussing

Community empowerment

Community Empowerment



# Goal 1: Improve Academic Access and Close Opportunity Gaps

Measure 1:  
3rd Grade Reading

Improve ACADEMIC access and close opportunity gaps, the measures might need to be more specific...for example, % of students (by school and by race & gender) afforded the opportunity for specific type of class

Measure 2:  
H.S. Readiness and Graduation Rate

Measure 3:  
Post Graduate Success

Comments: Keep

- Aligned to Mission/Vision
- Equity Across All Goals
- Includes Non-Academic Goals
- Connects to Previous Plan and Success
- Clear and Concise

How are we measuring Post graduate success

Consider/modify/add

Keep a reading assessment

be specific about closing the gap for minority students

potential measure of # of teachers trained in AICE, IB, AP?

Measures focused on K-12 duration

Add math and science as a measure. Not just ELA

concerned with discussing how this is best done and then creating a goal that aligned with that

add participation and passing of accelerated coursework (AP, AICE, IB, DE) by race, grade level, and gender

define access: access to accelerated courses master teacher program

Can we start earlier and fill in the gap between 3rd and HS readiness??

Close opportunity gaps - but be specific

Keep measures, but separate HS Readiness and graduation rate

Add participation and passing of courses to prepare for accelerated coursework in elementary and middle school.

Add specifics about measuring disparities: we want to see race/ethnic

Too broad and hard to measure

This is way too broad, need specifics

Goal seems to be around access (to accelerated courses?) and opportunity gaps, but the measures are about standard

Realistic measurement to access post graduate success

Should be outcome focused

measure college entrance vs vocational

Literacy goal

Keep 3rd Grade Reading

Math, science, social studies?

Alignment with a "portrait of a successful graduate"...i.e. where does financial literacy fit?

We need to measure subgroup progress.

Students should have equitable access to advanced/accelerated coursework in all areas in all schools. Students no matter where they live should be able to take

Add other reading and math

What are the additional factors that need to be addressed to enhance 3rd-grade reading performance. What additional measure in K-2, which can assure success in 3rd grade

Keep 3rd

Measurement based on sub groups