

Curriculum and Instruction Strategic Plan Stakeholder Engagement



Stockton Unified School District
Since 1852

Let's Connect!

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Would you rather?

What is a Strategic Plan and Why Now?

The Curriculum and Instruction Strategic Plan is a road map to guide our actions. The Plan will focus on a narrow set of priorities and strategic actions for the next three years.

- ▶ Involves a variety of stakeholders
- ▶ Support our learning community for the next three years
- ▶ Addresses the instructional and socioemotional needs of our students
- ▶ A call to action for all members of the SUSD community as we improve our educational framework



Questions to Consider during the Presentation:

1. What does each priority area mean to you?
2. Are there other student outcomes that are important to you?
3. Which strategies have the greatest potential to address the unfinished teaching and learning that have been increased by the pandemic?
4. Are there other strategies that you think would have greater impact than the ones shared today?



[Stakeholder Feedback Form](#)

Our Priorities

Priority	Definition
Equitable Instructional Framework	An Equitable Instructional Framework focuses on teaching and learning that honors diversity, responds to all cultures, and embraces the unique and individual needs of each student through exemplary, research-based instructional practices.
Actionable Assessment Framework	An Actionable Assessment Framework includes timelines and guides for administering a variety of assessments. It's purpose is to use evidence of student learning to help students meet their goals, guide our instructional practices, and help us make decisions. The Assessment Framework provides a means to evaluate standards mastery at each grade level as well as program effectiveness.
Irresistible School Culture	An Irresistible School Culture is a welcoming, inclusive, collaborative and celebratory culture that values everyone and embraces everyone as lifelong learners.

Student Outcomes

High School Success: A system of learning that differentiates for each student's academic success. Provides equitable access to college and career readiness courses and experiences. Students are both seen and see themselves; they feel both ownership and accountability to live a life with many opportunities and choices available to them.



Student Outcomes

Community Readiness: To be community ready means students will be able to meaningfully engage in society after high school, engage in goal setting about issues and policies that matter to them, and successfully navigate the challenges and setbacks that come along with it. A community ready student leaves high school with resilience and purpose, and the social/emotional skills to make them so.



Student Outcomes Continued

Student Connectedness:

Academically: Students see themselves reflected in the curriculum; students have the skills to be successful in the 21st century and have strong communication and presentation skills.

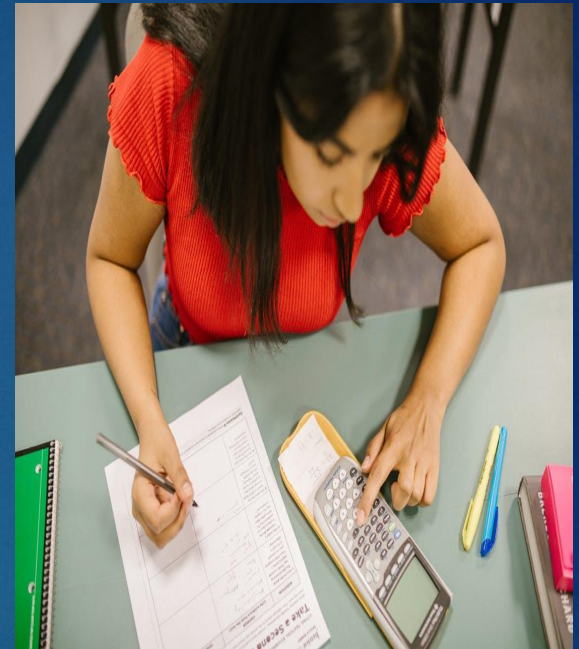
Social/Emotional/Civic: Students feel connected to the school and community culture and see themselves reflected in it (a sense of familiarity) and feel valued and respected by adults and students on campus.



Student Outcomes Continued

Multilingual Student Progress and Growth: Percentage of EL students who have been reclassified into RFEP (Redesignated Fluent English Proficient) status, and progress on state/district assessments.

English Language Arts and Math Achievement: Student performance in math and English Language Arts, based on grade level standards.



Are there other student outcomes that are important to you?



Equitable Instructional Framework

An Equitable Instructional Framework focuses on teaching and learning that honors diversity, responds to all cultures, and embraces the unique and individual needs of each student through exemplary, research-based instructional practices.

Equitable Instructional Framework Strategy #1

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Focused and Ongoing Professional Development

- ▶ Every student will benefit from teachers that are supported by comprehensive, ongoing, and job-embedded professional development
- ▶ Develops teacher-to-student relationships
- ▶ Addresses educating the whole child
- ▶ Ensures that teachers are equipped to help students master grade level standards



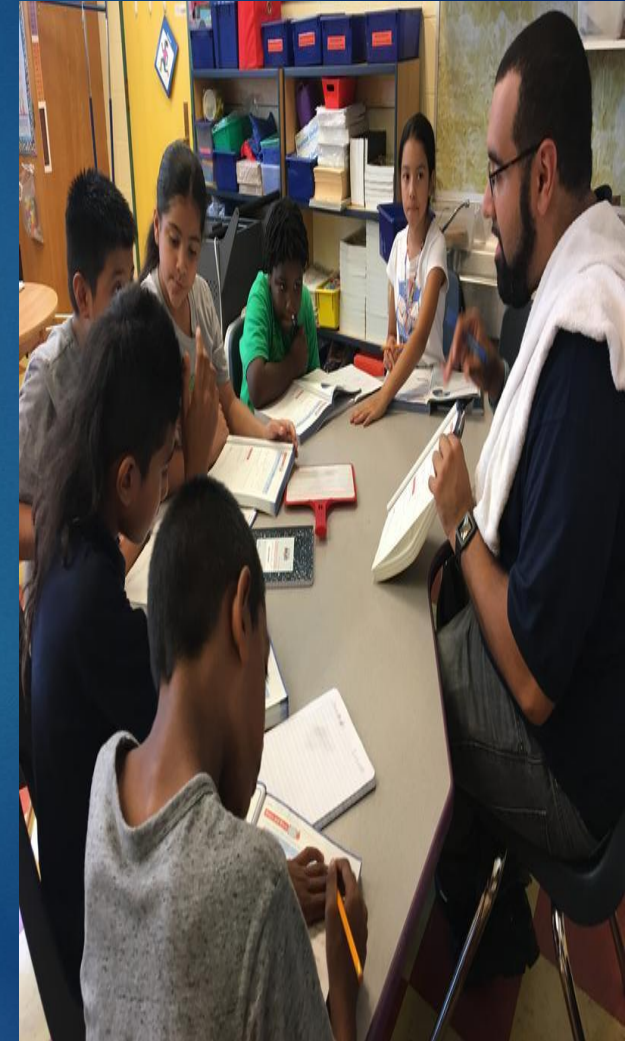
Equitable Instructional Framework Strategy #2

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Access to Exemplary Instruction

In order to reach mastery of grade level skills, each student will have:

- ▶ Teachers use research based strategies that provide appropriate scaffolding, routinely support small group intervention, and provide ongoing feedback
- ▶ Experience the development of student ownership in their own learning
- ▶ Experience a learning environment that integrates Culturally Responsive Teaching and actively pursues the mitigation of bias and systemic racism

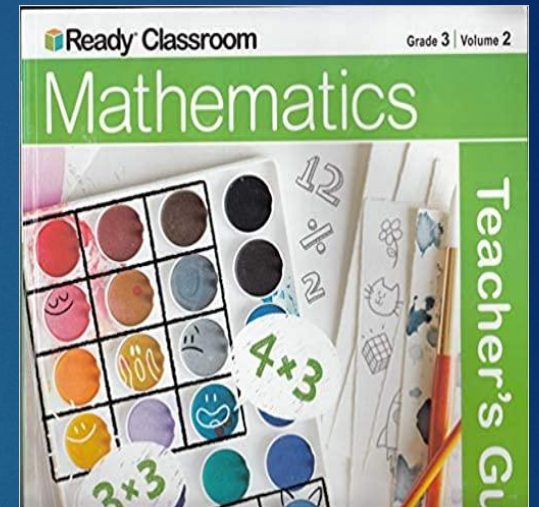


Equitable Instructional Framework Strategy #3

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Access to District Adopted Curriculum

- ▶ Aligned to grade level standards
- ▶ Addresses students' social and emotional needs
- ▶ Authentically portrays the experiences of diverse cultures
- ▶ Provides instructional feedback to teachers and students
- ▶ Has appropriate supports for students to reach the standard
- ▶ Effective intervention for student in need of additional learning support
- ▶ Opportunities for challenging enrichment



What does an equitable instructional framework mean to you?



Actionable Assessment Framework

Actionable Assessment Framework Strategy #1

Assessment Framework

All teachers, students, staff and families will have access to and understand Stockton USD's assessment framework which includes:

- an assessment calendar
- an assessment guide
- a platform for administration
- clearly defined learning outcomes for students at all grade levels.

Test	Which Test?	Administration Dates	Who To Test?
ELPAC English Language Proficiency Assessments for California	Initial Assessment	If enrolled on first day of school: Aug 2 – Aug 31; Ongoing (30 calendar days from enrollment)	TK – Grade 12 students with non-English home language who have never taken CELDT or ELPAC
	Summative Assessment	Feb 1 – May 23, 2019	All English Learners
CAASPP California Assessment of Student Performance and Progress	CAST and CAA (Science)	Apr 29 – May 3, 2019	Grades 5, 8, 11 <small>(and Grade 12 students who have not participated in CAST)</small>
	SBAC and CAA (ELA and Math)	Mar 25 – Apr 26, 2019	Grades 3 - 8, 11
MAP Measures of Academic Progress	Grades K-2	Fall: Aug 13-31, 2018 Win: Dec 3-21, 2018 Spr: May 1-21, 2019	Reading: K-11; EL 12 Math: K-11
	Grades 3-11; EL 12	Fall: Aug 2-24, 2018 Win: Nov 26-Dec 14, 2018 Spr: May 1-21 <small>(Spring MAP - Optional for Grade 11 only)</small>	Science: 5, 8, 11 SDC Mod/Severe exempted
PSAT Program	PSAT 8/9	Oct 23-26, 2018	Grade 8
	PSAT NMSQT	Oct 24, 2018	Grade 10
PFT Physical Fitness Program	Fitnessgram	Feb 1 – May 3, 2019	Grades 5, 7, 9
NAEP National Assessment of Educational Progress	Various subjects	Selected by CDE	Selected schools and grades

Actionable Assessment Framework Strategy #2

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Progress Monitoring System

The Stockton USD's assessment system will include:

- ▶ A complete K-12 assessment plan and framework for assessments
- ▶ iReady diagnostic data
- ▶ Common Formative Assessments (CFA's)
- ▶ CAASPP performance
- ▶ Teachers, students, staff, and families will be able to monitor progress towards mastery of standards.



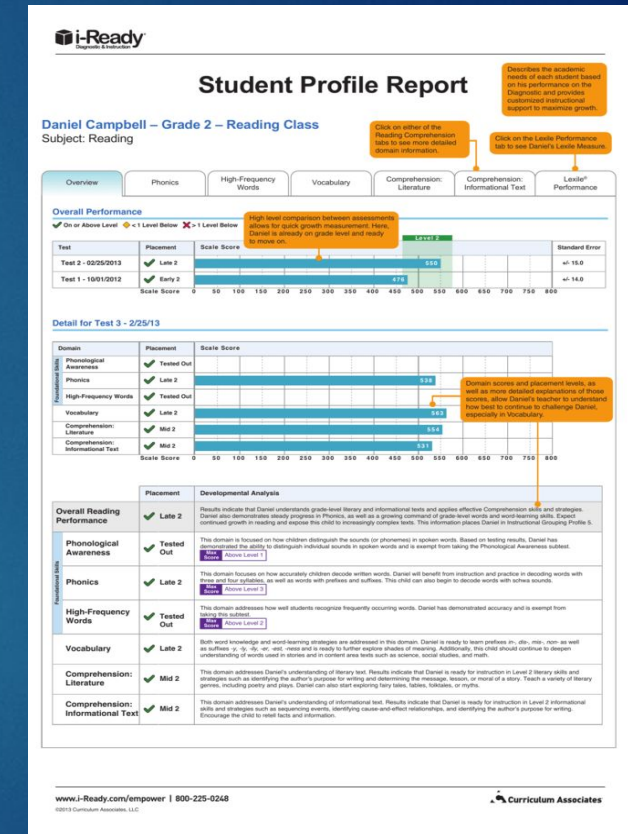
Actionable Assessment Framework Strategy #3

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Professional Learning Supports

Staff will receive professional development on:

- ▶ how to read student data and use assessments to determine strategic intervention strategies
- ▶ a structure and process for collaboration
- ▶ resources to implement measurable actions towards goals
- ▶ means to evaluate growth



What does an actionable assessment framework mean to you?



Irresistible School Culture

Irresistible School Culture Strategy #1

100% of school sites will have collective expectations & norms. These norms will explicitly describe the campus-wide cultural expectations focused on nurturing inclusive, welcoming and equitable learning environments.

This will be measured by:

- ▶ School norm artifacts (handbook, posted rules, policies, rewards, etc.)
- ▶ School climate walkthrough data
- ▶ Student formative focus group data
- ▶ Student survey responses

 <h2 style="display: inline;">The Wildcat Way</h2> 						
	Classrooms and Specials	Hallways and Common Areas	Buses	Cafeteria	Bathrooms	Playground
Respect	<ul style="list-style-type: none"> ★ Raise your hand ★ Whole body listening ★ Hands and feet to yourself 	<ul style="list-style-type: none"> ★ Quiet mouths ★ Walking feet ★ Hands and feet to yourself ★ Stay to the right 	<ul style="list-style-type: none"> ★ Hands and feet to yourself ★ Share seating 	<ul style="list-style-type: none"> ★ Inside voice ★ Wait your turn ★ Follow directions 	<ul style="list-style-type: none"> ★ Inside voice ★ Wait your turn ★ Follow directions ★ Allow privacy 	<ul style="list-style-type: none"> ★ Take turns ★ Share equipment
Ownership	<ul style="list-style-type: none"> ★ Participate ★ Accept consequences ★ Do your best work 	<ul style="list-style-type: none"> ★ Accept consequences ★ Stay in your assigned area 	<ul style="list-style-type: none"> ★ Follow driver's instructions ★ Follow all bus rules 	<ul style="list-style-type: none"> ★ Clean up your area 	<ul style="list-style-type: none"> ★ Clean up your mess ★ Flush the toilet ★ Wash your hands 	<ul style="list-style-type: none"> ★ Listen for line up signal ★ Apologize
Attitude	<ul style="list-style-type: none"> ★ Use kind words ★ Be helpful ★ Work together ★ Believe in yourself 	<ul style="list-style-type: none"> ★ Silent greeting ★ Be helpful and kind 	<ul style="list-style-type: none"> ★ Use kind words ★ Greet driver ★ Be a role model 	<ul style="list-style-type: none"> ★ Say please/ thank you ★ Use kind words 	<ul style="list-style-type: none"> ★ Use kind words 	<ul style="list-style-type: none"> ★ Include others ★ Be a good sport ★ Use kind words
Responsibility	<ul style="list-style-type: none"> ★ Ask permission ★ Be honest ★ Make smart choices ★ Hold doors 	<ul style="list-style-type: none"> ★ Turn in found items ★ Go to your destination quietly and quickly 	<ul style="list-style-type: none"> ★ Walking feet coming and going ★ Accurately report problems 	<ul style="list-style-type: none"> ★ Remained in assigned seat ★ Accurately report problems 	<ul style="list-style-type: none"> ★ Return promptly 	<ul style="list-style-type: none"> ★ Use equipment correctly ★ Accurately report problems

Irresistible School Culture Strategy #2

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100% of school sites have PBIS plans and take part in ongoing embedded professional learning focused on implementation of a positive and equitable learning culture.

Schools will be expected to:

- ▶ develop reciprocal relationships/partnerships among students, teachers, staff, administration, and families
- ▶ create school culture engagement activity calendars
- ▶ provide students and families a needs assessment/surveys



Irresistible School Culture Strategy #3

100% of school sites provide communication, outreach, and opportunities for families to be involved, participate, and collaborate as partners in developing, celebrating, and sustaining an irresistible school culture.

This will be measured by:

- ▶ school family event/activity offerings
- ▶ communication outreach artifacts
- ▶ event sign-in sheets and agendas
- ▶ family survey and focus group data



What does irresistible school culture mean to you?



Of all of the strategies that we discussed, which of these has the greatest potential to address the unfinished teaching and learning that have been increased by the pandemic?

Are there other strategies that you think would have greater impact than the ones shared today?



Questions to Consider

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1. What does each priority area mean to you?
2. Are there other student outcomes that are important to you?
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Thank you!

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