

## DRAFT Strategic Plan Implementation Timeline

	JAN 2022	JUNE 2022	JAN 2023	JUNE 2023	JAN 2024	JUNE 2024	JAN 2025	JUNE 2025	JAN 2026	JUNE 2026
<b>Outcomes of Student Learning</b> <b>Portrait of a Graduate (POG)</b> <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Collaboration</li> <li>○ Creativity</li> <li>○ Critical Thinking</li> <li>○ Character</li> <li>○ Content Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● K-12 POG Indicator Development complete</li> <li>● In pilot classrooms K-12 students and teachers are using POG indicators to assess their learning experiences</li> <li>● K-12 Students are sharing their evidence and goals of POG indicators in pilot classroom SLCs</li> </ul>	<ul style="list-style-type: none"> <li>● K-12 Student Learning Plans Developed</li> <li>● Each K-12 student is using POG indicators to assess their learning experiences</li> <li>● K-12 Students in pilot classrooms will evidence their learning through a collection of artifacts, etc. in a digital portfolio</li> </ul>	<ul style="list-style-type: none"> <li>● Each K-12 student is using POG indicators to assess their learning experiences and share their learning in an SLC</li> <li>● Each K-12 student will evidence their learning through a collection of artifacts, etc. in a digital portfolio</li> <li>● Pilot K-12 students in each high school will graduate with:                             <ul style="list-style-type: none"> <li>● Industry recognized certification and/or</li> <li>● AP course credit and/or</li> <li>● College dual credit, and/or</li> <li>● An internship or apprenticeship experience</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Over 50% of students will graduate with:                             <ul style="list-style-type: none"> <li>● Industry recognized certification and/or</li> <li>● AP course credit and/or</li> <li>● College dual credit, and/or</li> <li>● An internship or apprenticeship experience</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● K-12 Students demonstrate full understanding of the POG indicators</li> <li>● K-12 Students use POG indicators to assess their learning experiences</li> <li>● K-12 Students have digital portfolio of learning experiences and growth                             <ul style="list-style-type: none"> <li>○ Electronic badging and record of student performance and demonstration of agency and capacity</li> <li>○ Each student graduate with extended transcript</li> </ul> </li> <li>● Each student graduates with:                             <ul style="list-style-type: none"> <li>● Industry recognized certification and/or</li> <li>● AP course credit and/or</li> <li>● College dual credit, and/or</li> <li>● An internship or apprenticeship experience</li> </ul> </li> </ul>					
<b>Learning Conditions</b> <b>(Teaching Framework)</b> <b>Focus on Students</b>		<ul style="list-style-type: none"> <li>● There is evidence of elements of the Teaching Framework in classrooms.</li> <li>● Professional Language: Teachers and administrators use, own, and integrate the language of the Teaching Framework.</li> </ul>	<ul style="list-style-type: none"> <li>● There are lab host classrooms in each school.</li> <li>● Intentional placement of student teachers in high performing classrooms, as evidenced by the Teaching Framework.</li> <li>● Thinking Strategies Institute (TSI)</li> </ul>	<ul style="list-style-type: none"> <li>● Clear evidence that all teachers and their students are operating at level 2 or above of the Teaching Framework 90% of the time (as determined by instructional observations)</li> <li>● Strong mentorship in Teaching</li> </ul>		<ul style="list-style-type: none"> <li>● Evidence of project learning in classrooms</li> <li>● All content in curriculum cycles- so that in every classroom and in every content area students are experiencing meaningful learning around content that has <b>endurance,</b></li> </ul>		<ul style="list-style-type: none"> <li>● Clear evidence that all teachers and their students are operating at level 3 or above of the Teaching Framework 90% of the time (as determined by instructional observations)</li> </ul>		<p>In the vast majority of classrooms in each school there is clear evidence of peak performance (Teaching Framework) of</p> <ul style="list-style-type: none"> <li>● Planning for deep learning</li> <li>● Community</li> <li>● Workshop</li> <li>● Understanding</li> <li>● Discourse</li> <li>● Assessment</li> </ul>

		<ul style="list-style-type: none"> <li>Students and teachers are using POG characteristics to assess learning experiences.</li> </ul>	<p>host classrooms in some schools</p>	<p>Framework for new teachers</p>		<p><b>leverage, and rigor.</b></p> <ul style="list-style-type: none"> <li>Clear evidence that all teachers and their students are operating at level 3 or above of the Teaching Framework 50% of the time (as determined by instructional observations)</li> </ul>				
<p><b>Drivers</b></p> <ul style="list-style-type: none"> <li>SEL</li> <li>Equity</li> </ul>	<ul style="list-style-type: none"> <li>Continued expansion of Sources of Strength to elementary schools</li> </ul>	<ul style="list-style-type: none"> <li>Staff from each building establishes Equity Learning Communities</li> <li>Making Sense of Your Worth (MSOYW) staff trainings available for staff and secondary students</li> <li>Each building has participated in the 6 hour whole student foundation training and is experimenting with whole student strategies (ex: sensory support, intentional relationship)</li> </ul>	<ul style="list-style-type: none"> <li>System demonstrates clarity regarding trauma informed care/needs &amp; Special Education (SPED) services work for 2022-2023</li> <li>Whole student strategies are regularly integrated as part of the Curriculum at all levels (ex: a check in on regulation prior to and after a rigorous lesson).</li> <li>Language SPED/SEL in IEP's student planning and services aligned work</li> <li>Students have facilitated access</li> </ul>	<ul style="list-style-type: none"> <li>Secondary students receive explicit instruction to develop social and emotional skills that support Portrait of A Graduate indicators and outcomes, (i.e. morning meetings, advisory)</li> <li>Students can assess their progress towards social and emotional competencies that are foundational to POG dispositions (ex: Social Awareness as a tool for effective communication)</li> </ul>		<ul style="list-style-type: none"> <li>Elementary students receive explicit instruction to develop social and emotional skills that support Portrait of A Graduate indicators and outcomes, (i.e. morning meetings, advisory)</li> <li>SPED is a service and not a placement</li> <li>Representative Parent/School Equity Partnerships</li> <li>Widely used process to ensure equitable outcomes for students. Kids are not limited</li> </ul>				

		building, seeing the need behind behavior etc).	to mental health services in community and on site <ul style="list-style-type: none"> <li>Schools show evidence of equity-based Multi Tiered System of Supports (MTSS) process</li> <li>All staff know students-demographics, interests and aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Social and Emotional Skills are regularly integrated as part of the Curriculum at all levels.</li> <li>Integrated and shared vision re: student need vs. traditional behaviorism</li> </ul>		by perceptions or classifications (i.e. EL, SPED, homelife, Giftedness)				
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**SCHOOL LEARNING PLANS and INSTRUCTIONAL LEADER GROWTH**

<b>Resources</b> <ul style="list-style-type: none"> <li>PD</li> <li>Technology</li> <li>Budget</li> </ul>	<ul style="list-style-type: none"> <li>PD in each school is focused on understanding and applying Instructional framework</li> <li>Schools establish leadership teams to learn about equity-based MTSS</li> <li>Teacher Leader Academy (TLA) is designing PD to support District level instructional improvement</li> </ul>	<ul style="list-style-type: none"> <li>Teachers learn and understand the relationship between Danielson framework and POG grade level indicators</li> <li>Schools focus a portion of their PD on equity-based MTSS process</li> <li>Building budget proposal process</li> </ul>	<ul style="list-style-type: none"> <li>Coaching the Coeur and TLA combine to create a network of CDA lab hosts.</li> <li>Instructional Coaches work alongside all admin to design PD that supports <ul style="list-style-type: none"> <li>Learning Labs</li> <li>Teaching Framework</li> <li>Collaboration</li> </ul> </li> <li>TSI based in CDA for PD</li> </ul>		<ul style="list-style-type: none"> <li>Some staff are engaging in PD that centers on Project Based Learning (PBL)</li> </ul>					
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<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>● <b>Assessment</b></li> <li>● <b>System Perf.</b></li> <li>● <b>Curriculum</b></li> </ul>	<ul style="list-style-type: none"> <li>● Pilot P.E.A.K. projects in at least one school pathway.</li> <li>● Initial student presentations in pilot classrooms</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers operate within the curriculum tight/loose framework.</li> </ul> <p>Curriculum Phases:</p> <ul style="list-style-type: none"> <li>● 4: Secondary Math</li> <li>● 3: K-5 ELA</li> <li>● 1: K-5 Math, Secondary Science, Health &amp; PE</li> <li>● 1st analysis with systems performance plan</li> <li>● POG aligned Performance Assessments</li> <li>● University outreach is evidenced by strong teacher prep partnerships focused on the Teaching Framework</li> </ul>	<ul style="list-style-type: none"> <li>● Expanded P.E.A.K. projects in multiple pathways.</li> </ul>	<p>Curriculum Phases:</p> <ul style="list-style-type: none"> <li>● 4: Secondary Math, K-5 ELA</li> <li>● 3: Health &amp; P.E.</li> <li>● 2: K-5 Math &amp; Secondary Science</li> <li>● 1: Secondary ELA, SS &amp; World Language</li> <li>● Common formative assessment development in core classes.</li> </ul>	<ul style="list-style-type: none"> <li>● Expanded P.E.A.K. projects in multiple pathways.</li> </ul>	<ul style="list-style-type: none"> <li>● P.E.A.K. Projects enacted at each level (ES, MS, HS)</li> <li>● Common formative assessments (2x a year) available in all courses</li> <li>● Continuous Improvement Inventory &amp; Reflection</li> </ul>		<ul style="list-style-type: none"> <li>● Common formative assessments (4x a year) available in all courses</li> <li>● Continuous Improvement Inventory &amp; Reflection</li> </ul>		<ul style="list-style-type: none"> <li>● Continuous Improvement Inventory &amp; Reflection</li> </ul>
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**Glossary:**

- CASEL: Collaborative for Academic, Social, and Emotional Learning--Organization to support SEL work
- Coaching the Coeur: Coeur d'Alene PD for Secondary Teachers
- MSOYW: Making Sense of Your Worth--Teacher Training
- MTSS: Multi Tiered System of Supports
- PBL: Project Based Learning
- P.E.A.K.: Purpose, Essential Skills, Agency and Knowledge. From "What Schools Could Be," Dintersmith 2018
- POG: Portrait of a Graduate
- SEL: Social Emotional Learning
- TLA: Teacher Leader Academy--Coeur d'Alene PD for Elementary Teachers
- TSI: Thinking Strategies Institute--Professional Development from PEBC in Denver