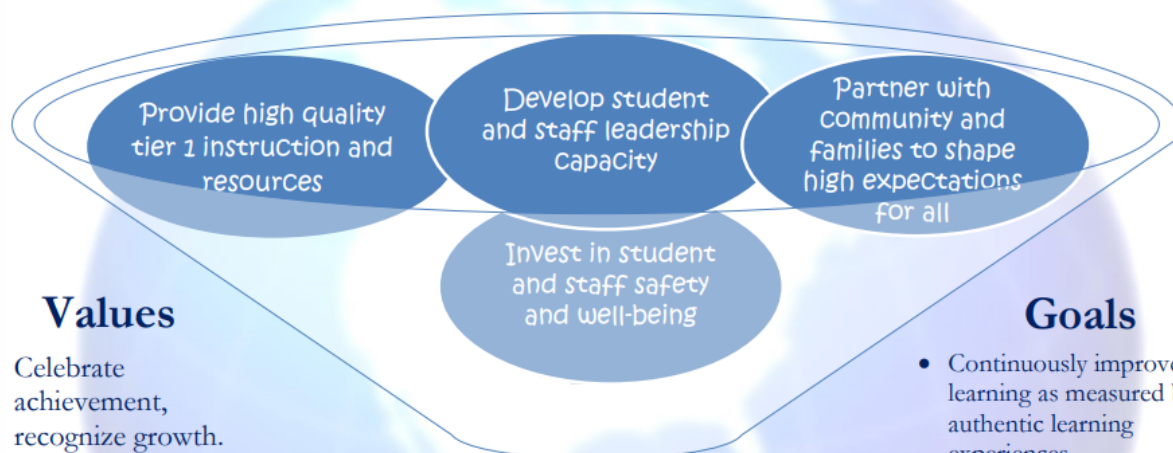


White Pine County School District

District Performance Plan

Updated July of 2022

White Pine County School District Board of Trustees Framework



Values

- Celebrate achievement, recognize growth.
- Collaborate with all.
- Acknowledge concerns.
- Prioritize aligned budget.
- Strive for safety and belonging.
- Exemplify positive attitude.

Our vision is to collaboratively grow leaders who will change the world!



Goals

- Continuously improve learning as measured by authentic learning experiences.
- Increase access for all students to college and career readiness opportunities.
- Cultivate culture of kindness and respect among all stakeholders.
- Update infrastructure in technology, transportation, and facilities, prioritizing safety.

Vision

Our vision is to change the world by collaboratively growing leaders who will change the world!

White Pine County School District

Portrait of a Leader

August 2023 Draft



Our vision is to collaboratively grow leaders who will change the world!!



Mission

Our mission is to promote, support, and ensure high levels of learning for all.

Values

- We will seek first to understand and then to be understood.
- We will present solutions, honor each other through respectful language, and commit to find common ground when problems arise.
- We will focus on what unites us rather than what divides us.
- We will uplift and encourage each other.
- We will gently confront each other when our actions are not in line with the district's mission, vision, and values.
- We will strategically seek funding opportunities that align with our fundamental mission of learning.
- We will continuously seek out professional learning opportunities to improve our performance, implementing evidence based practices.
- We will formally collect and analyze data district wide.
- We will commit to collaborating as the essential method of accomplishing our work.
- We will acknowledge the difficult and messy nature of the change process by celebrating small wins both formally and informally at every level.
- We will maximize all student contact time by utilizing high leverage strategies and limiting distractions.
- We will advocate for high expectations and provide high levels of support for all students.

Theories of Action 2023

The District's Theories of Action are developed through continuous, in-depth, collaborative processes of reviewing achievement data; examining student, family, community, and educator perceptions; consulting with partner organizations; and visioning for the type of learning we want to embody. Through this process, aspirations are developed (encompassed above in the draft Portrait of a Leader). Stakeholders review research, suggestions, evidence-based practices, and innovation-based practices. We reconcile those against the fiscal, human, and other resources available and develop the Theories of Action we believe will most likely lead us toward our vision.

1. Provide high quality instruction and resources.
 - a. Extensive literacy professional development through Pearson Literacy 2017-2018 and 2018-2019. Specific instructional components learned and implemented include the following.
 - i. Selecting text of appropriate rigor level for students to read regularly.
 - ii. Close read strategies and processes.
 - iii. Student centered classrooms where students do more of the work.
 - b. Extensive STEM professional development through Pearson STEM 2017-2018 and 2018-2019. Teachers were paid to attend Friday learning sessions where they explored the Claim, Evidence, Reasoning model, participated in hands-on STEM experiments, linked activities to standards, observed model lessons within their own classrooms, and received feedback on their own instruction.
 - i. Claim-evidence-reasoning model in all classrooms.
 - ii. Inquiry based learning with structured writing as closure.
 - c. Districtwide literacy days 2018-2019 and 2019-2020. K-12 instructional staff were paid to attend Friday learning sessions where they became more assessment literate, built the [World Class Literacy Framework](#), read and discussed research on reading, and writing, delved into MAP data, examined student work, and discussed the district's "system" for literacy.
 - i. Anchor papers.
 - ii. Provisioning academic discourse.
 - iii. Using percentile ranks as the primary analysis of MAP data versus RIT scores.
 - iv. Rigor levels of SBAC, ACT.

- d. Doug Reeves Group consulting 2019-2020. Teachers were paid to build a system of proficiency scales around literacy standards. Reeves himself addressed the K-12 instructional staff in September.
- e. New resources to align with the World Class Literacy Framework. Teachers will be paid for three days of learning in August to begin the launch of the Units of Study reading, writing, and language materials. The Literacy Team identified these resources through a series of meetings in 2018-2019 and 2019-2020. Leaders will have the opportunity to tightly monitor the implementation of these resources as a way to dramatically transform and better align literacy instruction grades K-5.
- f. Districtwide math team meetings for the purpose of alignment 2018-2019, 2019-2020, 2020-2021.
- g. Formalization of [World Class Math Framework in 2021](#). Adoption of high quality instructional resources K-12.
- h. Leveraging of grant funds to pay for instructional and leadership coaches 2017-2018, 2018-2019, 2019-2020, and 2020-2021. Positions at WPMS, DEN, SVHS, WPHS, and Lund have brought in experienced leaders to share the burden. In particular, as 2019-2020 unfolded, leaders had the outstanding opportunity to have many hands to engage in the work of dramatically transforming the organization and making significant progress toward world class status. Instructional and leadership coaches spent 70% or more of the instructional day working directly with teachers and principals supporting the mandate of dramatically improving Tier 1 instruction and implementing the instructional practices learned through Pearson Literacy, Pearson STEM, WestEd Steam, and Units of Study resources.
- i. Investing in instructional positions as funding is available in order to create more and better learning opportunities for students. The Finance Committee's [recommendations](#) were presented and approved by the Board of Trustees in November of 2020. In March of 2021, these positions were posted. It is expected that SB543 will increase funding once the state economy recovers. In the meantime, Covid relief funds, grant funds, and the district's savings account will pay for the positions which will be hired.
- j. Purchase of K-5 Science curriculum and resources in 2022.
- k. Commitment to PEAK K-5 Math resources and professional learning and 6-12 Illustrative Mathematics and ALEKS resources for 2021-2025. Biweekly collaborative team meetings K-5 focused on Math through 2022-2023. Absorption of districtwide Math Coach into general fund budget beginning 2023.
- l. LETRS Science of Reading professional learning secured for 2023-2025. Purchase of Lexia literacy support system beginning in 2023.
- m. Substantial increase in dollars directly to schools for instructional supplies beginning in 2023.
- n. Absorption of ESSER funded positions and increase of seven instructional positions in 2023 based upon [recommendations](#) of the Finance Committee.

2. Build leadership capacity of students and staff. As leaders within the organization grow their individual and collective capacity, the ceiling of those leaders' performance rises. Those leaders are, accordingly, able to positively influence the development of colleagues in three directions: upward, downward, and laterally. Collective responsibility is built, and those within the organization begin to develop a sense of mutual accountability: "I'm going to rise to the occasion and meet whatever challenges come my way because that's what leaders in this organization do--no excuses." The aspiration is to build a sense of synergy among leaders at all levels--that is, that the whole, with all of the contributions of leaders focusing their energy in the same synergistic areas, far exceeds the sum of the parts. The following items are important elements in White Pine's leadership development efforts.
 - a. National Institute for School Leadership (NISL) Executive Development Program 2017-2018. 24 participants spent upwards of 144 classroom hours collectively learning about system alignment, instructional design, and leadership.
 - b. NISL leadership coaches on site to work with principals and leadership teams 2018-2019 and 2019-2020.
 - c. Leveraging of grant funds to pay for instructional and leadership coaches 2017-2018, 2018-2019, 2019-2020, and 2020-2021. Positions at WPMS, DEN, SVHS, WPHS, and Lund have brought in experienced leaders to share the burden. In particular, as 2019-2020 unfolded, leaders had the outstanding opportunity to have many hands to engage in the work of dramatically transforming the organization and making significant progress towards world class status. In particular, instructional and leadership coaches spent 70% or more of the instructional day working directly with teachers and principals supporting the mandate of dramatically improving Tier 1 instruction and implementing the instructional practices learned through Pearson Literacy, Pearson STEM, WestEd Steam, and Units of Study resources.
 - d. District Leadership Team meetings. Instructional coaches, principals, mentors, teachers, and board members meet several times per quarter to revisit important values and review progress towards academic and cultural goals. [This is the District Leadership Team Framework](#).
 - e. Districtwide mentoring beginning in 2017 and continuing through 2024. Five classroom teachers are selected as mentors. In addition, the principals, instructional coaches, and literacy specialists work with new and needful teachers during evening mentoring sessions and in individual classrooms to provide as much support early on as possible. The goal is to provide world class support so that teachers get high performing status as soon as possible and are motivated to truly engage in the work and the organization. [These are the guidelines for mentor teachers](#).
 - f. Collaborative team leaders beginning in 2019 and continuing through 2024. In the ESSA research base, providing a career continuum for teachers is listed as a strategy with "moderate" evidence. In the spirit of providing formal leadership opportunities for many within the organization, [this model was developed](#) to compensate team leaders for the risks they take to lead and the additional work required.

- g. Restorative practices conference summer of 2020. Restorative practices training for all staff in August of 2020. Equity, diversity, and inclusivity training through the Western Educational Equity Assistance Consortium for admin and community members through 2021.
 - h. Launch of the [World Class Relationships Framework](#) in 2021.
 - i. Rigorous [job description](#) developed for formal leadership positions in the spring of 2021. This aspirational document describes the domains of knowledge and skill necessary for world class leaders in the school district.
 - j. 4 Disciplines of Leadership seminar and coaching for district leadership team in fall of 2022.
 - k. 7 Habits training for all secondary staff in fall of 2022 and 2023.
 - l. Expansion of Leader in Me to secondary schools in fall of 2022.
 - m. Lighthouse training for McGill and select DEN staff in fall of 2023.
 - n. Student leadership coaching at secondary schools in 2023-2024.
 - o. Launch and workshop of the [Draft Portrait of a Leader](#) in 2023-2024.
3. Partner with community and families to shape high expectations for all.
- a. Science of Hope professional learning for community and district leadership team fall of 2023.
 - b. Alex Boye You're a 10 student, staff, and community performances along with community barbecue fall of 2023.
 - c. Partnership with parentguidance.org beginning 2023. Resources posted on district and school websites. One-on-one parent mentoring available. Virtual community seminars provided on topics like depression, anxiety, substance abuse through the school year.
 - d. Literacy lunches at DEN and McGill. Families invited onto the campus to read with their students. School carnivals, plays, concerts, athletic events, etc.
 - e. 7 Habits nights at DEN and WPHS throughout the school year.
 - f. Together We Belong, You Are Not Alone
 - g. Time set aside for parent contact and communication.
 - h. Home visit stipend.
 - i. Presentations to Rotary, Lions, City Council, County Commission, Mt. Wheeler, Hospital Board, and others outlining revised Board Framework and Draft Portrait of a Leader.
 - j. School and district Facebook page maintenance.
 - k. Revision of district and school websites, calendars, and upcoming events.
 - l. Key Communicators and Supe's Stories.

- m. Boys and Girls Club partnership supporting students and families before school, during lunch, after school, and on Fridays.

4. Invest in student and staff well-being.

- a. [World Class Relationships Framework](#).
- b. Parentguidance.org partnership, webinars, and coaching.
- c. Leader in Me and SEL surveys.
- d. Increased social workers.
- e. Chartwells partnership.
- f. Together We Belong, You Are Not Alone committee.
- g. Student support team.
- h. More fully developing intervention system at all schools--possibly adopting Panorama as a tool.
- i. Boys and Girls Club partnership supporting students and families before school, during lunch, after school, and on Fridays.
- j.

Theories of Action

The WPCSD believes in three overarching strategies as powerful, unifying vehicles to drive improvements to student learning and build a world class organization. These strategies are

1. Dramatically improving Tier 1 instruction. No intervention system, no special education services, no summer or weekend enrichment program will ever compensate for mediocre Tier 1 instruction. In 2016-2017, the District Leadership Team identified Tier 1 instruction as the single most critical need for the improvement of student performance. Since that time, many resources have been devoted to transforming instruction on an individual teacher level, but more importantly, on a system level. 1003a, Read by 3, and College and Career Ready funds have contributed to system-wide professional development, observation and feedback, and instructional coaching. The district believes that focusing intensive and supportive effort on Tier 1 instruction will yield sustainable improvement in learning.
 - a. Extensive literacy professional development through Pearson literacy 2017-2018 and 2018-2019. Specific instructional components learned and implemented include the following.
 - i. Selecting text of appropriate rigor level for students to read regularly.
 - ii. Close read strategies and processes.
 - iii. Student centered classrooms where students do more of the work.
 - b. Extensive STEM professional development through Pearson STEM 2017-2018 and 2018-2019. Teachers were paid to attend Friday learning sessions where they explored the Claim, Evidence, Reasoning model, participated in hands-on STEM experiments, linked activities to standards, observed model lessons within their own classrooms, and received feedback on their own instruction.
 - i. Claim-evidence-reasoning model in all classrooms.
 - ii. Inquiry based learning with structured writing as closure.
 - c. Districtwide literacy days 2018-2019 and 2019-2020. K-12 instructional staff were paid to attend Friday learning sessions where they became more assessment literate, built the [World Class Literacy Framework](#), read and discussed research on reading, and writing, delved into MAP data, examined student work, and discussed the district's "system" for literacy.
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 - ii. Provisioning academic discourse.
 - iii. Using percentile ranks as the primary analysis of MAP data versus RIT scores.

- iv. Rigor levels of SBAC, ACT.
 - d. Doug Reeves Group consulting 2019-2020. Teachers were paid to build a system of proficiency scales around literacy standards. Reeves himself addressed the K-12 instructional staff in September.
 - e. New resources to align with the World Class Literacy Framework. Teachers will be paid for three days of learning in August to begin the launch of the Units of Study reading, writing, and language materials. The Literacy Team identified these resources through a series of meetings in 2018-2019 and 2019-2020. Leaders will have the opportunity to tightly monitor the implementation of these resources as a way to dramatically transform and better align literacy instruction grades K-5.
 - f. Districtwide math team meetings for the purpose of alignment 2018-2019, 2019-2020, 2020-2021.
 - g. Formalization of [World Class Math Framework in 2021](#). Adoption of high quality instructional resources K-12.
 - h. Leveraging of grant funds to pay for instructional and leadership coaches 2017-2018, 2018-2019, 2019-2020, and 2020-2021. Positions at WPMS, DEN, SVHS, WPHS, and Lund have brought in experienced leaders to share the burden. In particular, as 2019-2020 unfolded, leaders had the outstanding opportunity to have many hands to engage in the work of dramatically transforming the organization and making significant progress towards world class status. Instructional and leadership coaches spent 70% or more of the instructional day working directly with teachers and principals supporting the mandate of dramatically improving Tier 1 instruction and implementing the instructional practices learned through Pearson Literacy, Pearson STEM, WestEd Steam, and Units of Study resources.
 - i. Investing in instructional positions as funding is available in order to create more and better learning opportunities for students. The Finance Committee's [recommendations](#) were presented and approved by the Board of Trustees in November of 2020. In March of 2021, these positions were posted. It is expected that SB543 will increase funding once the state economy recovers. In the meantime, Covid relief funds, grant funds, and the district's savings account will pay for the positions which will be hired.
2. Strengthening systems and structures within the district to better support learning. Over the years, there have been few personnel to develop curriculum guides, build scope and sequence documents, ensure resource alignment, and promote consistency, especially from school to school. The previous two elements in the Theory of Action are all about strengthening the skills of the people currently working in the system. This element is more about developing the system itself so that the improvements being made currently outlast the people and sustain regardless of who the leaders are.
- a. [ELA Resources Google folder](#), posted on the district website.
 - b. [Guaranteed and Viable Curriculum documents](#), within the ELA Resources Google folder, to provide new teachers, collaborative teams, and leaders with guidance on which standards are most important, how they are assessed, and resources.

- c. [STEAM Academy at David E. Norman](#). This idea was born from ESSA research on magnet schools and is designed to create a program in which participants voluntarily engage in rigorous, demanding, college and career ready learning, with the long term goal of raising the culture of expectation in the community.
- d. By name, by face data tracking system. Part of creating systems and structures that support improvement is creating data systems that allow for easily accessible, longitudinal data by student. Teams of teachers have worked to develop some of these tools. However, there has not been an effective and efficient way to provide longitudinal, actionable data to teachers across schools and grade levels. Developing this system is extremely important.
- e. [World Class Literacy Framework](#).
- f. [World Class Math Framework](#).
- g. [World Class Relationships Framework](#).
- h. [Path to World Class Learning](#) initiative launched in 2019 and continued after the pandemic in 2020-2021. The endeavor invites fourth and fifth grade students to spend time on campus on Fridays in order to fill in gaps. Students participate in learning activities in the morning and enrichment activities in the afternoon in partnership with the Boys and Girls Club.
- i. Vetted and districtwide set of resources for ELA K-5, Math K-12, and Science K-5.
- j. Summer Learning 2021. In response to the Covid pandemic, schools will offer seven weeks of learning through the summer of 2021. However, the approach will be different than in previous years. A stretch offering will be offered for students, wherein the goal is to provide very rigorous but
- k. Formal mentoring structure.
- l. Formal collaborative team structure.
- m. Academic intervention services for students.
 - i. Utilizing Title IA and federal relief funds, Title IA served schools each have personnel dedicated to providing academic intervention during the school day.
 - ii. Using Title IA and federal relief funds, each school has intervention activities planned outside of the school day, on Fridays, and in the summer.
 - iii. Partnering with the Boys and Girls Club and its 21st Century program, each school (except Baker and Lund) has access to after school and Friday tutoring programs to enrich academic achievement.

Goals and Measurable Objectives

- 1. Core Academic Achievement and Growth.
 - 1.1. Overall Academic Achievement.

- 1.1.1. In grades 1 and 2, increase the percentage of students scoring at or above the 61st percentile on the MAP ELA to 52% by 2023.
- 1.1.2. In grades 1 and 2, increase the percentage of students scoring at or above the 61st percentile on the MAP Math to 42% by 2023.
- 1.1.3. In grade 3, increase the percentage of students scoring proficient or better on the SBAC ELA from 32.5% to 65% by 2024. **This will yield 5 out of 5 points on the Point Attribution Table.**
- 1.1.4. In grades 3-5, increase the percentage of students scoring proficient or better on the SBAC ELA from 29.6% to 60% by 2024.
- 1.1.5. In grades 3-5, increase the percentage of students scoring proficient or better on the SBAC Math from 25.9% to 42% by 2024.
- 1.1.6. In grades 3-5, increase the pooled average of proficient students from 25.8% to 48% by 2024. **This will yield 10 out of 20 points on the Point Attribution Table.**
- 1.1.7. In grades 6-8, increase the percentage of students scoring proficient or better on the SBAC ELA from 41.8% to 48% by 2024.
- 1.1.8. In grades 6-8, increase the percentage of students scoring proficient or better on the SBAC Math from 26.8% to 34% by 2024.
- 1.1.9. In grades 6-8, increase the pooled average of proficient students from 36% to 44% by 2024. **This will yield 18 out of 25 points on the Point Attribution Table.**
- 1.1.10. In grades 9-12, increase the percentage of students scoring proficient or better on the ACT ELA from 40% to 48% by 2023. **This will yield 6 out of 10 points on the Point Attribution Table.**
- 1.1.11. In grades 9-12, increase the percentage of students scoring proficient or better on the ACT Math from 17.2% to 30%. **This will yield 5 out of 10 points on the Point Attribution Table.**
- 1.1.12. In grades 9-12, increase the percentage of students scoring proficient or better on the Science Proficiency Exam from 29.6% to 39%. **This will yield 3.5 out of 5 points on the Point Attribution Table.**
- 1.2. Student Growth and Closing Opportunity Gaps.
 - 1.2.1. In grades K-3, when considering students performing at less than the 50th percentile, 90% of students will grow at least 3 percentile ranks per year through 2022 as measured by the MAP ELA and Math.
 - 1.2.2. In grades 4 and 5, the Median Growth Percentile for ELA will increase to 52 by 2022. **This will yield 5 out of 10 points on the Point Attribution Table.**
 - 1.2.3. In grades 4 and 5, the Median Growth Percentile for Math will increase to 50 by 2022. **This will yield 5 out of 10 points on the Point Attribution Table.**

- 1.2.4. In grades 4 and 5, the percentage of students achieving their ELA Adequate Growth Percentile will increase from 34.4% to 50% by 2022. This will yield 4 out of 7.5 points on the Point Attribution Table.
- 1.2.5. In grades 4 and 5, the percentage of students achieving their Math Adequate Growth Percentile will increase from 23.9% to 35% by 2022. This will yield 3.5 out of 7.5 points on the Point Attribution Table.
- 1.2.6. In grades 4 and 5, when considering non-proficient students, 45% will achieve their ELA Adequate Growth Percentile by 2022. This will yield 7 out of 10 points on the Point Attribution Table.
- 1.2.7. In grades 4 and 5, when considering non-proficient students, 33% will achieve their Math Adequate Growth Percentile by 2022. This will yield 6 out of 10 points on the Point Attribution Table.
- 1.2.8. In grades 6-8, the Median Growth Percentile for ELA will increase to 60 by 2022. This will yield 8 out 10 points on the Point Attribution Table.
- 1.2.9. In grades 6-8 the Median Growth Percentile for Math will increase to 55 by 2022. This will yield 7 out 10 points on the Point Attribution Table.
- 1.2.10. In grades 6-8 the percentage of students achieving their ELA Adequate Growth Percentile will increase from 33.1%to 50% by 2022. This will yield 2.5 out of 5 points on the Point Attribution Table.
- 1.2.11. In grades 6-8, the percentage of students achieving their Math Adequate Growth Percentile will increase from 22.6% to 31% by 2022. This will yield 3 out of 5 points on the Point Attribution Table.
- 1.2.12. In grades 6-8, when considering non-proficient students, 30% will achieve their ELA Adequate Growth Percentile by 2022. This will yield 7 out 10 points on the Point Attribution Table.
- 1.2.13. In grades 6-8, when considering non-proficient students, 20% will achieve their Math Adequate Growth Percentile by 2022. This will yield 7 out of 10 points on the Point Attribution Table.

2. College and Career Readiness.

- 2.1. In grades K-5, increase the percentage of students participating in CCR programs.
 - 2.1.1. Increase the percentage of students engaging in CCR Math instruction and competition to 20% by 2022.
 - 2.1.2. Increase the percentage of students engaging in CCR ELA instruction and competition to 20% by 2022.
 - 2.1.3. Increase the percentage of students engaging in Art, Library, PE, and Science to 100% by 2022.
 - 2.1.4. Increase the percentage of students engaging in vocal or instrumental music to 25% by 2022.
 - 2.1.5. Increase the percentage of students engaging in the STEAM Academy to 66% by 2022.
- 2.2. In grades 6-8, increase the percentage of students participating in CCR programs.
 - 2.2.1. Increase the percentage of students completing Algebra 1 by the end of the 8th grade year to 33% by 2022.
 - 2.2.2. Increase the percentage of students engaging in vocal or instrumental music to 40% by 2022.

- 2.2.3. Increase the percentage of students engaging in extracurricular Robotics to 10% by 2022.
- 2.2.4. Increase the percentage of students participating in Advanced Math competitions to 20% by 2022.
- 2.2.5. Increase the percentage of 8th graders participating in high school CTE courses to 50% by 2022.
- 2.3. In grades 9-12, increase the percentage of students demonstrating College and Career Readiness.
 - 2.3.1. [By 2023, increase the local graduation rate to 90%.](#)
 - 2.3.2. [By 2023, increase the post-secondary preparation participation from 73.8% to 80%. This will yield 10 out of 10 points on the Point Attribution Table.](#)
 - 2.3.3. [By 2023, increase the post-secondary preparation completion from 30.7% to 45%. This will yield 8 out of 10 points on the Point Attribution Table.](#)
 - 2.3.4. [By 2023, increase the percentage of students earning advanced diplomas from 29.6% to 40%. This will yield 4 out of 5 points on the Point Attribution Table.](#)
 - 2.3.5. [By 2023, increase the percentage of students earning a passing score on the AP exam to 40%.](#)
 - 2.3.6. [Increase the percentage of students participating in vocal and instrumental music to 30%.](#)
- 3. Continuously improve the school culture by impacting adult and student behaviors utilizing the [World Class Relationships Framework](#).
 - 3.1. [By the conclusion 2024, increase attendance rate from 94% to 97%.](#)
 - 3.2. [By the conclusion of 2024, decrease the percentage of students identified as chronically absent from 22% to 15%.](#)
 - 3.3. By the conclusion of 2024, decrease the suspension rate at each school.
 - 3.4. By the conclusion of 2024, increase students' perceptions of their social and emotional learning as measured by the [Nevada SEL survey](#).
 - 3.4.1. Identify student perceptions at the most granular level of the SEL Survey, deliberately choose an intervention, and monitor student perceptions through formative data through the year.
 - 3.4.2. Utilize the "7 Habits" resources and language at all schools.
 - 3.4.3. Sustain the Freshman Achievement, Senior Achievement, and Advisory programs 6-12.
 - 3.4.4. [Develop a formal Social and Emotional learning framework for teachers and students.](#)
 - 3.4.5. Conduct restorative practices training in June and August of 2020.
 - 3.4.6. Utilize professional development time during 2021-2022 to fully implement restorative practices as defined through the World Class Relationships Framework.

- 3.4.7. Conduct community wide equity, diversity, and inclusivity discussions through 2020-2021. Update the district's inclusivity and civility policy in fall of 2021. Devote one full day of instruction to inclusivity involving a guest speaker to begin the discussion with students in fall of 2021.
- 3.4.8. Develop and maintain a formal public outreach campaign, including [Key Communicators](#), district and school websites, Facebook pages for educators and schools, and touring schools with community members.
- 3.4.9. Organize a public school promotion week that highlights accomplishments of each school, as well as teachers and students within the school.
- 3.4.10. Recognize students of the day, week, and month through social media and school announcements and pictures.
- 3.4.11. Continue hosting board meetings at schools celebrating accomplishments.
- 3.4.12. Saturate community and educators with stories that reinforce our vision of changing the world.
- 3.4.13. Regularly revisit the John Draper message of how schools present themselves to the community.
- 3.4.14. Devote time and training to family engagement.
 - 3.4.14.1. Protect 40 minutes of time every two weeks for teachers to make calls home.
 - 3.4.14.2. Track the number of phone calls made at the school level.
 - 3.4.14.3. Each administrator is to make five positive phone calls per week and log these.