SRVUSD... Dedicated to academic excellence where all students thrive and succeed in innovative and inclusive learning environments.

Success means our students:

- Achieve academically
- Experience social and emotional well-being
- Develop curiosity, confidence and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning

Success means all work is guided by our shared priorities:

Equity   Deep Learning and Innovation   Social and Emotional Well-Being

Success means our teams create and nurture:

- ***Equity --*** Safe, equitable and caring school communities where all students enjoy and take ownership for their learning leading to independent and collaborative learners, critical and creative thinkers who excel academically. Equity means that we remove barriers, confront bias and challenge systems that do not support all students.
- ***Deep Learning and Innovation --*** Effective programs, support services and resources so that all students experience relevant learning opportunities, a sense of belonging and purpose, and are supported to achieve their full potential.
- ***Social Emotional Well-Being --*** Multiple strategies aligned with each student's interests, strengths, passions and needs, to engage our students and bring joy to their learning, leading to their success.

- ***Continuous Improvement Cycles --*** Characterized by the following:
    1. Examine data leading to focused improvement goals in each school and department
    2. Determine the evidence that will be collected to show improvement
    3. Create learning plans so that staff may achieve continuous improvement goals
    4. Monitor improvement throughout the year
    5. Engage all stakeholders in all aspects of continuous improvement efforts
    6. Communicate results, celebrating successes and learning from challenges

- ***Shared Leadership, Responsiveness and Community Trust to Enhance Outcomes for All Students --*** By engaging all stakeholders to strengthen relationships, encourage productive student-focused dialogue, confront bias and discrimination, and provide effective service leading to enhanced outcomes for all students.

Success requires that District leadership and the Board provide:

- ***Space, Pace and Resources --*** Our District leadership team commits to a phased approach to planning and resource development, providing each school the time and support needed to create plans that ensure that all *students thrive in innovative and inclusive communities*. (August to January)
- ***Effective Stewardship of Resources --*** Responsible allocation of financial and other resources to provide all students equitable access to programs, services and opportunities.
- ***A Culture of Responsiveness --*** With students' learning and well-being as our priority, we will cultivate a culture of collective responsibility and shared investment in the success of each of our students.
- ***Effective Governance*** -- Our District leadership team will provide on-going information to our Board illustrating progress in the key areas of this strategic plan so the Board may provide continuous oversight and direction.

Success requires systemic shifts in culture and practice:

- Broadening definition of success while maintaining high standards for academic achievement
- Strengthening and enhancing shared leadership and responsiveness
- Prioritizing equity and inclusion as a condition for all students' success
- Changing instruction, assessment, and intervention strategies as necessary to support the strategic directions

Strategic Direction: *Equity* -- SRVUSD will ensure that all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.	
Inclusive Learning Environments **Goal One:** Create learning environments that are safe, equitable, and provide a sense of belonging for all students and staff.	**Strategies** ● Engage all staff in differentiated professional development that focuses on the attitudes, knowledge, and skills needed to create inclusive practices and culturally sustaining learning environments for students and work environments for staff. This includes training specifically in the areas of implicit and explicit bias. ● Develop an Equity Steering Committee composed of individuals from existing diversity, equity, and inclusion groups to advise on equity topics including professional learning opportunities. ● Engage all students in age-appropriate learning opportunities on issues of diversity, equity, and inclusion. ● Utilize restorative practices so students learn from their choices, understand the impact of their choices, and grow personally in their ability to make sound decisions. ● Continue to develop and refine responses to discrimination and hate, including how we effectively use the *Responding to Discrimination and Hate Handbook*. ● Develop a process to increase representation and engagement from underrepresented students, staff, and community members by changing how we engage stakeholders. ● Ensure that appropriate time, space, and structures are provided for student and staff affinity groups to meet. ● Strengthen and clearly communicate the process for reporting complaints of bias and discrimination.
Systemic Inequities **Goal Two:** Create culturally responsive and	**Strategies** ● Perform a system-wide review of policies and practices to determine their

equity-informed policies, procedures, and practices that lead to equitable outcomes for students.	potential impact on disproportionality and/or inequitable outcomes for students. ● Review and revise policies, procedures, and practices that may lead to disproportionate and/or inequitable outcomes. ● Hire a full-time Director of Equity.
Curriculum and Instruction **Goal Three:** Develop teaching and learning experiences that are responsive to and supportive of diverse cultures and identities.	**Strategies** ● Conduct a review of District curriculum and standards to increase the representation of more diverse narratives. ● Engage all staff in differentiated professional development that supports the shift from teachers' personal learning on equity to teachers facilitating learning for all students. ● Continue to enhance course offerings that support students in understanding the importance of diversity, equity and inclusion including the incorporation of Ethnic Studies as an elective at all high schools. ● Increase the cultural competence of all staff to provide the appropriate classroom support for all students to learn at high levels.
Diverse Staff **Goal Four:** Recruit, hire, and retain a more diverse staff.	**Strategies** ● Conduct an audit of current interview and hiring policies, procedures and practices. ● Based on audit, revise recruiting, interviewing, and onboarding protocols to align with the District's strategic direction. ● Engage all staff in professional development regarding anti-bias hiring practices. ● Develop Black, Indigenous and People of Color (BIPOC) facilitated Leadership Development Program for BIPOC staff.

Strategic Direction: *Social Emotional Well-Being* -- SRVUSD is committed to creating and nurturing inclusive learning environments where all students, staff, and families feel deeply connected to their school community.

Strategic Direction: *Deep Learning and Innovation* -- SRVUSD will create learning environments that empower students to take ownership over their learning in order for them to find purpose, meaning, and joy in their education and to excel in post-high school endeavors.

System Coherence	Strategies
Goal One: Create a coherent system that is aligned to support instruction.	● Develop a Deep Learning Steering Committee composed of individuals who have a stake or interest in teaching and learning to advise on issues pertaining to deep learning and innovation. ● Collaborate with stakeholders to develop a graduate profile that describes the essential knowledge, skills, and habits of mind our students need to succeed in our ever-changing global society. ● Develop a shared vision for high quality instruction across the organization based on the graduate profile. ● Consistently deliver high quality, differentiated professional development that meet the needs of our staff and fulfill the goals outlined in the strategic plan. ● Utilize high quality standards-based curriculum that align with our vision for instruction, are updated regularly, and are consistent with the current State standards and curriculum frameworks. ● Align the policies, procedures and practices from all departments (e.g. facilities, human resources, educational services) to support instruction that drives deep learning and innovation.

Instructional Model	**Strategies**
Goal Two: Develop and implement instructional models to engage students in learning at deep levels.	- Create rigorous instructional environments where students meet or exceed all standards and develop their creativity, critical thinking, communication, and collaboration skills through deep learning tasks. - Engage students in learning experiences that are purposeful, relevant, and allow them to apply their learning to new situations. - Engage staff in professional development on instructional strategies that promote deep learning. - Provide access to new and emerging technology resources to support student learning in a one-to-one environment. - Support students to explore the ways they can contribute to the betterment of our community and beyond, by knowing themselves, enhancing their talents, and being of service to others. - Empower students to make more choices about what they are learning and how they are learning it. - Enhance course and program offerings to reflect the needs of all students. - Strengthen and expand Career Technical Education (CTE) pathways to meet the needs of all students. - Strengthen the District and site-level elements that lead to effective Multi-Tiered Systems of Support which reliably and consistently provide the appropriate levels of intervention and extension to students based on data. - Develop equitable access to the visual and performing arts across the system.

LOOKING FORWARD

Assessment	Strategies
Goal Three: Use authentic forms of assessment where students are expected to meaningfully apply essential knowledge and skills to new situations.	- Engage staff in professional development on accurate, authentic, and equitable assessment and grading practices. - Utilize new or existing assessments in order to measure what we want students to know and be able to do. - Leverage our Learning Management System and assessment screening platform(s) to enhance assessment practices. - Review and update existing grading policies, procedures and practices to enhance deep learning outcomes. - Use data to inform instruction and continuous cycles of improvement.

Strategic Direction: *Shared Leadership* -- SRVUSD will create the conditions for shared leadership by building a culture of trust, collegiality, and shared responsibility with students, staff, and families.	
Collective Responsibility **Goal One:** Cultivate a culture of collective responsibility and shared investment in the success of each of our students.	**Strategies** - Focus on school-family partnerships that place student learning at the center. - Support our staff in understanding their role in building community confidence in our schools when engaging with stakeholders. - Encourage and support sites in innovative practices and calculated risk-taking when advancing the goals of the strategic plan. - Develop strategies to include all stakeholders in the improvement process. - Increase efforts to include student voice in all areas of decision-making, particularly the voice of underrepresented students.
Collaboration **Goal Two:** Engage in collaborative decision-making	**Strategies** Provide learning opportunities within the District around effective

with students, staff, and families.	collaborative skills and structures for students, staff, and families. ● Expand and empower student voice through the newly-formed Student Senate, Student Trustee position, and other mechanisms. ● Create systems for two-way communication between staff and District administration to allow for shared decision-making. ● Engage stakeholders in both District and school site cycles of continuous improvement. ● Enhance staff collaboration time to review assessment data to inform instruction and innovative practices.
Trust **Goal Three:** Continue to develop and improve relational trust amongst all stakeholders	● Explore meaningful ways to engage all stakeholders including focus groups, parent education nights, small group discussions, town hall meetings, surveys, and crowdsourcing. ● Ensure that the information gathered through stakeholder input influences our strategies and decisions moving forward.

Strategic Direction: *Effective Stewardship of Resources* -- SRVUSD will maximize resources including time, talent and finances, to advance our student success goals.	
Standard of Excellence **Goal One:** Define the standard of excellence that all SRVUSD students deserve.	**Strategies** ● Collaborate with stakeholders to determine the standard of excellence across all areas of the operation. ● Provide equitable access to programs and resources such as the visual and performing arts, technology, and curriculum materials. ● Provide equitable access to support services such as counselors and social workers. ● Examine/address class sizes and administrative support to equitably support students.

Equitable Resource Allocation **Goal Two:** Ensure that strategy drives budgetary decisions.	**Strategies** ● Assess the organization for system-wide gaps and challenges with regard to equitable allocation of resources. ● Review allocation of resources and where appropriate, identify new models that prioritize resources toward the greatest area of student need.
Advocacy **Goal Three:** Participate in advocacy and community outreach efforts to support our students.	**Strategies** ● Create and implement an advocacy plan to secure the necessary resources to provide the SRVUSD standard of educational excellence.

Strategic Direction: *Culture of Responsiveness* -- SRVUSD will effectively serve all stakeholders by listening, responding to questions and concerns in a timely fashion, changing processes and practices when appropriate, and communicating the rationale for decisions so our students' learning and social emotional well-being remain the focus of our efforts.	
Communication **Goal One:** Ensure timely, relevant and accurate communication with all stakeholders.	**Strategies** ● Respond to questions in a respectful manner, and within two school days. ● Clearly communicate when more than two school days are required to properly address an issue. ● Resolve challenging situations through dialogue and discussion. ● Provide all staff members with opportunities to share what they are learning from stakeholders so this information can improve systems and processes. ● Seek feedback from stakeholders in a variety of ways to improve service.
Decision Making **Goal Two:** Engage stakeholders in decision-making to promote student learning and social emotional well-being in equitable and inclusive learning environments.	**Strategies** All Teams will: ● Gather stakeholder input to examine all processes and procedures that can be improved as part of our commitment to service excellence.

	- Seek out and engage the stakeholder voices, perspectives and experiences that historically have not influenced decision-making. - Communicate the results of feedback/decision-making processes to ensure that stakeholders understand the importance of their role in the decision-making process.
Facilitate Service **Goal Three:** Enhance the service we provide to our community.	**Strategies** - Reflect on the policies, procedures and practices within each site and department in order to increase efficiency, effectiveness, and responsiveness to stakeholders. - Create District and school-based websites that enhance the user's experience by being easy to navigate and by providing updated and relevant information. - Support staff to respond to questions from the community effectively and, when necessary, by directing them to the appropriate personnel.