OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Mission
Oakland Unified School District (OUSD) will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Vision
All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Graduate Profile
Resilient Learners | Collaborative Teammates | Community Leaders
Critical Thinkers | Creative Problem Solvers

Our Values
- ► **Students First:** We support students by providing multiple learning opportunities to ensure students feel respected and heard.

- ► **Equity:** We provide everyone access to what they need to be successful.

- ► **Excellence:** We hold ourselves to uncompromising standards to achieve extraordinary outcomes.

- ► **Integrity:** We are honest, trustworthy and accountable.

- ► **Cultural Responsiveness:** We resist assumptions and biases and see the gift of every student and adult.

- ► **Joy:** We seek and celebrate moments of laughter and wonder.

Our Goals
Goal 1: All students graduate college, career, and community ready.
Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.
Goal 3: Students and families are welcomed, safe, healthy, and engaged.
Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Goal 5: Students, families, and staff have the resources and supports necessary to address the impacts of the COVID-19 pandemic.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Performance Outcomes

Goal 1: All students graduate college, career, and community ready.	Metric (aligned with LCAP)	BASELINE (2019-20) *data from 18-19 **data from 20-21	GROWTH IN THE NEXT 3 YEARS	DESIRED 22-23 OUTCOME	Notes
Early learners are achieving.	Increase the percentage of K and 3rd graders reading at grade level on Spring i-Ready assessment.	GrK: 52.0%** Gr3: 30.2%**	12 (6 per year for two years)	GrK: 64.0% Gr3: 42.2%	LCAP 1.13 for K; 3rd grade is not on the LCAP.
Middle grade students are prepared for high school	Increase average distance from standard on smarter balanced/SBAC state assessments in 8th grade Mathematics	-104.4*	15	-89.4	LCAP 1.14 for only 8th grade.
OUSD graduates are A-G ready	Increase the A-G completion rate with a grade of C graduates who complete HS in 4 years and those who completed HS in 5 or more years.	4-year: 58.1% 5 or more years: 10.1%	6	4-year: 64.1% 5 or more years: 16.1%	LCAP 1.05; LCAP does not distinguish between 4 and 5 years.
Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	**LCAP Metric(s)**				**Notes**
English Learners are gaining English proficiency	Increase the English Learner (EL) reclassification rate.	5.6%	9	14.6%	LCAP 2.10

Black, Latinx, and foster youth are reading at grade level.	Decrease the percentage of grade 6-11 students in targeted groups reading multiple years below grade level on Spring Reading Inventory.	Black: 41.9%* Latinx: 50.1%* Homeless: 64.7%*	-9	Black: 32.9% Latinx: 41.1% Homeless: 55.7%	LCAP 2.09
Goal 3: Students and families are welcomed, safe, healthy, and engaged.	**LCAP Metric(s)**				**Notes**
Students attend school every day.	Reduce chronic absenteeism rates (missing 10% or more of school days) for all students.	17.3%	-1.5	15.8%	LCAP 3.02
Schools are inclusive of all students	Reduce the out-of-school suspension rate and student expulsions for Black and SWD.	Suspension Black: 7.1% Suspension SWD: 6.8% Expulsion Black: 18 Expulsion SWD: 2	Suspension: -3 Expulsion: -6	Suspension Black: 4.1% Suspension SWD: 3.8% Expulsion Black: 12 Expulsion SWD: 0	LCAP 3.03 and 3.04. Focus on Black and SWD.
Students and families are connected to schools	Increase the number of schools with at least 70% of students and parents who feel connected to their school.	27	6	33	This is a combo of 3.06 and 3.07 and will need to be re-calculated.
Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	**LCAP Metric(s)**				**Notes**
All teachers at all schools are prepared and successful.	Increase the one-year teacher retention rate.	Black teachers: 84% Latino teachers:	1.5	Black teachers: 85.5% Latino teachers:	LCAP 4.02. Focus on Black and Latino teachers.

		83%		84.5%	
All staff at all schools are trained to serve the students we have historically most marginalized.	Increase the number of sites engaged in equity/anti-racist learning.	52%**	48%	100%	LCAP 4.08

<table>
<tr><td colspan="4">Initiative #1: Ensuring Strong Readers by the Third Grade
Accelerating City Wide Efforts to Guarantee Literacy for all Third Graders</td></tr>
<tr><td>Focus Area 1:

Let's Get Aligned

Clarifying the roles of schools, district, families and community-based organizations, better aligning instruction and services across schools to build excitement about reading and writing across the city</td><td>Actions</td><td>Deliverables</td><td>Supt Deliverables</td></tr>
<tr><td></td><td>Create a city-wide vision for quality language and literacy practices that aligns PK-5 educators, families, partner organizations, and philanthropy</td><td>Alignment of curriculum and instruction to city-wide vision; parents understand what students should be learning and receiving; clearly articulated literacy and biliteracy models (Dual Language); commonly held "look-fors" for quality instruction and daily schedules</td><td rowspan="3">● Develop a Language and Literacy Implementation Plan that includes: 1) curriculum implementation dashboard, 2) professional development plan to build capacity of leaders and teachers, 3) Publicly-available Literacy Dashboard disaggregated by race/ethnicity, and 4) Calendar for Family Literacy curriculum and training.</td></tr>
<tr><td></td><td>Build plans and systems for sharing data across the city in order to identify areas of need</td><td>Community data plans, including stories and experience in addition to hard numbers</td></tr>
<tr><td></td><td>Create a community asset map to understand and align resources to our goals</td><td>Community asset map, highlighting the strengths of our linguistic and cultural diversity</td></tr>
<tr><td></td><td>Actions</td><td>Deliverables</td><td></td></tr>
</table>

Focus Area 2: Put families in the driver's seat *Increasing parent and family capacity to advocate for and support literacy and building more powerful home-school partnerships*	Interview local parent organizations to understand 2021-22 education and social justice priorities	Additional parent organizations added to literacy working group or their input incorporated into the implementation plan; plan for alignment of parent organizations in service of early literacy	
	Hire and train diverse, multilingual family literacy tutors to support in classrooms and community based organizations	Extra support for children from adult tutors throughout OUSD	
	Provide multilingual literacy training for parents with clear curriculum focused on accessible learning	Family literacy training curriculum that reflects multilingual learners	
	Hire parent liaisons focused on building parent literacy leadership	Number of schools using this model	
	Increase community literacy supports, such as literacy spaces, guest speakers, and culturally connected events	Availability of literacy supports	
Focus Area 3: **Invest in our educators** *Ensuring that teachers have the coaching and professional*	**Actions**	**Deliverables**	
	Implement high-quality curriculum and assessment materials to all teachers to drive PK-5 alignment and coherence	Scope and sequence of PK-5 curriculum for language and literacy; critical student milestones for every grade; district-wide assessment system and calendar	
	Implement a robust system of support, including baseline training and ongoing	Professional learning plans; teacher and educator feedback on	

development they need to grow their practice and learning from our teachers as they implement curriculum and research-based practices	coaching and collaboration with curriculum, reading research, and equity practices	impact
	Increase teacher time for professional development (PD), peer observation (especially of teachers who have closed literacy equity gaps), collaboration and professional learning communities, and planning	Increase in paid time focused on literacy in 2021-22; plans to expand in 2022-23; PD to learn the new curriculum
	Increase staffing and training for differentiation, including tutoring and small group supports	2021-22 staffing and professional development plans; use of data and cycles of inquiry to target supports
	Develop and refine district-wide leadership structures for teachers and principals to co-lead planning	Membership, roles, and responsibilities
Focus Area 4: **Use data to make the best decisions** *Using data to allocate resources equitably, support effective implementation of core reading*	**Actions**	**Deliverables**
	Work with families to create, communicate, and use a community-friendly dashboard to track progress with the strategic plan	Publicly-available literacy data dashboard, including data about English language development
	Work with educators and principals to create, collect, communicate, and use data on new K-5 ELA curriculum implementation	Curriculum implementation dashboard that includes conditions and indicators (e.g. percentage of teachers trained)
	Work with families to create effective tools for communicating children's progress in a	New template and approach for K-3 report card section for ELA

instruction, celebrate growth, and learn from best practices	way that develops shared ownership between educators, students, and families	ready to pilot; family-friendly customized reading plan based on assessment data	
	Collect qualitative data from Black, Brown and multilingual community members to understand the imperatives and opportunities for literacy in Oakland	Insights from the stories and perspectives of community members	

Initiative #2: Supporting Empowered Graduates *Developing Essential Skills to Secure Post-Secondary Success*			
Focus Area 1:	**Actions**	**Deliverables**	**Superintendent Deliverables**
Empowered students prepared for post-secondary success *Aligning systems to ensure students are able to earn certifications, college credit, and/or apprenticeships through the completion of a pathway and increasing the number of students*	Develop a 9th-12th grade continuum for college and career awareness, exploration, and preparation	Increased quality and integration of curriculum that begins in 9th grade	• Develop and Post Secondary Success Implementation Plan that includes: 1) Integrated continuum of curriculum, 2) Increased work based learning and internship opportunities, 3) Increased student supports for A-G completion, 4) Teacher participation in externships • Develop a post secondary dashboard to support the
	Collaborate with Peralta District and industry to design early college credit and certificates that align with short-term or immediate employment	Increase in number of students earning college credit and industry-recognized certifications prior to graduation	
	Ensure equitable access to college and career opportunities through data monitoring and broad-based supports; collaborate with partners to leverage resources in support of student success	Increase in the number of students participating in rich, relevant work-based learning opportunities and transitioning successfully to post-secondary opportunities	

transitioning successfully to a post-secondary opportunity	Pilot Employment Center and aligned post-OUSD resources to better connect students to supported employment experiences pre- and post-graduation	Increase in the number of students successfully transitioning into employment opportunities	reauthorization of Measure N. ● Recommend a Vision for Alternative Education that includes: 1) programmatic vision and 2) recommendations for placement.
	Implement quarterly student and parent/guardian engagements focused on increasing awareness of pathway and career opportunities (starting in middle school), and on graduation, A-G, college and career requirements	Empowered students and parent/guardians who have access to and are able to attend centralized parent/student engagement events	
Focus Area #2: **Developing Systems of Personalized supports** *Investing in and creating systems of targeted supports for our most marginalized students*	**Actions**	**Deliverables**	
	Improve data monitoring systems to develop an early warning and acceleration system	Increase in the number of students who are on track to graduate and are A-G eligible	
	Increase the academic and socioemotional supports for 9th graders, such as tutoring and mentoring	Increase and incorporation of academic interventions and wraparound supports into existing academic spaces	
	Increase and incorporate wraparound supports into existing academic spaces (e.g. counselor, case manager, restorative justice coordinator, mental health and administrators) at schools with greater needs	Increased monitoring and intervention around student progress	

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Focus Area 3: **Integrated real world learning** *Deepening the integration of career technical education and work-based learning opportunities with our core content areas within and outside of school walls to ensure a relevant and authentic learning experience for students*	Actions	Deliverables	
	Professional development and ongoing support of high-quality, integrated literacy and Algebra 1 practices in 9th grade	Educator knowledge, skill, agency, and collective efficacy around equitable literacy and math instruction	
	Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrates core content, career technical education, and work-based learning	Development of a calibrated, high-quality, pathway-aligned 10th grade performance benchmark	
	Expand and deepen academic and career technical education teacher industry externship participation and hosts	Teacher participation in industry externships; curriculum that reflects teacher learning; dedicated industry hosts who become deep partners	
	Implement Work Experience Education programming at focus schools to support deeper learning and career ladders for working students	Schools implementing high-quality work education programming leading to an increase the number of students in supported employment	
	Identify and support a set of focus schools to implement robust and deep year-round internship programs, including differentiated support for paid internships and supports to ensure student access and success	Increased number of students in semester- or year-long internships	

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Initiative #3: Creating Joyful Schools *Reimagining schools to be places of joy, inclusion, and beauty*			
Focus Area 1:	**Actions**	**Deliverables**	**Superintendent Deliverables**
Centering and listening to youth and families *Authentically engaging and involving youth as leaders in their education experience, building authentic relationships with families with two-way communication in primary languages, centering the experiences and voices of Black and Brown youth and families to define joy, beauty, and inclusion while building community consensus*	Schedule additional ongoing engagement sessions that honor primary languages, cultures, and modes of collaboration to gather additional feedback from youth and families	Empathy interviews with students and families about their definitions of joy, beauty, and inclusion	● Develop integrated structures and resources to close opportunity gaps for targeted students, including district wide anti racism training, through the following plans: 1) **George Floyd Design Safety Plan: Phase 2: Transforming Culture**, 2) **The Black Students Thriving Plan**, including the Black Student Indicators and Back Students Fund 3) **The Comprehensive Coordinated Early Intervening Services Plan** to address significant disproportionality ● Recommend an Attendance Strategy and Implementation Plan
	Expand home visits to build and strengthen relationships to ensure students and families feel welcomed and engaged as they return to school. Incorporate opportunities for students and families to share their visions for joy and beauty	Parent Teacher Home Visit Project expanded to additional schools with high absence rates	
	Leverage all educators including community partners to conduct one-to-one outreach for students with higher absences to ensure all students have a relationship with at least one caring adult	Students with high absences identified and provided with at least one of the following: one-to-one outreach and/or home visits to welcome back to school; a mentor/case manager; a plan for one-to-one student support for future years	
Focus Area 2:	**Actions**	**Deliverables**	

Investing in Restorative practices *Ensuring restorative practices are truly integrated into the fabric of our schools, with monitoring of implementation*	Create Intentional Healing and Restorative Community Spaces for students, staff, and community to rebuild community and process the time away	Students will participate in community circles throughout the school year	● Codify the process for engaging the community for Measure Y Facilities Projects to support creating spaces of joy, beauty and environmental sustainability. ● Propose and Implement Citywide Plan Recommendations for Redesigning Schools and Facilities Use
	Increase educator capacity to create restorative learning environments	Restorative justice professional learning series for educators in multiple roles	
	Develop and implement peer leadership structures to increase student capacity to facilitate restorative practices with peers	Secondary students will participate in Restorative Peer leadership	
Focus Area 3: **Culturally responsive and linguistically sustaining practices** *Creating welcoming practices and intentional work around bias and racism*	**Actions**	**Deliverables**	
	Develop and implement a professional learning series to increase educator capacity to implement culturally responsive and linguistically sustaining practices	Learning series designed, with advisory as potential structure	
	Launch foundational anti-racist, healing and culture building learning series for all Educators	All educators will participate in initial foundational professional learning and reflect on their anti-racist practices	
	Assess opportunities for students to demonstrate their learning in new and creative ways	Pilot a shared set of final projects for grade spans developed by community partners and educators	
	Develop and implement opportunities to celebrate the joy and beauty of our	Districtwide "Town Joy Week" that celebrates schools and honors	

	students, families, and school communities	specific groups planned by youth, staff, and partners	
	Assess the current strategies, programs and curricula for culturally responsive and linguistically sustaining practices with a focus on Black and Brown students	Develop initial recommendations for programmatic or curricular shifts to ethnic studies offerings for K-12; Launch Ethnic Studies Learning cohort	
Focus Area 4: Ensuring inspiring learning environments *Facilitating joyful learning spaces from home to school; re-imagining classrooms and school environments that support the needs of the most marginalized children and reflect the values of the community, increasing opportunities to incorporate joy and multiple ways of thinking and being; providing spaces for the community to gather and celebrate*	**Actions**	**Deliverables**	
	Develop structures for schools to reflect on their current learning environments, and areas for improvement	Schools will engage with community to conduct asset mapping and have an initial assessment of their progress towards implementing inspiring learning environments; district will develop a school support structure to address areas identified for improvement	
	Lead schools through an intentional process of re-imagining the school experience, centering on the needs of the most marginalized students and best practices required to support their learning	Schools develop a framework for high quality teaching and learning, steeped in community values and vision; district provides training and support on improvement process and framework development	
	Create joyful learning environments through arts integration	Identify opportunities to increase art, music, and living schoolyard spaces at schools. Leverage Measure Y and other funds to facilitate joyful	

each other; and expanding outdoor spaces for youth		spaces.	
	Increase opportunities for community to access school facilities for engagement and celebration	Assess interest or opportunities for community to engage with the school facilities and programs	

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Initiative #4: Growing a Diverse and Stable Staff *Attracting and retaining staff reflective of Oakland's rich diversity*			
Focus Area 1: **Aspiring Black and Brown educators in high school or college**	**Actions**	**Deliverables**	**Superintendent Deliverables**
	Create a mentoring, counseling, and cohort-based system of support for aspiring educators who are OUSD grads, engaging current educators of color who are OUSD graduates as mentors	Roster of OUSD graduates who are aspiring educators, with progress monitoring metrics and ensure support over time	● Develop a Recruitment Implementation Plan that includes strategies to recruit: 1) Aspiring Black and Brown educators in high school or college, 2) Aspiring Black and Brown educators with a BA, 3) OUSD's 9 Grow Your Own Educator Pathways, and 4) Develop an external facing Organizational Wellness/marketing plan ● Develop a Retention Implementation Plan that includes: 1) Early Career Black and Brown educators, 2) Early Career Black & Brown Educators, and 3) Practicing Black and
	Develop district-community taskforce with leaders from Linked Learning, Peralta College system, Talent, and the High School Network to create a high school cohort model of aspiring educators	List of graduating seniors seeking teaching positions; connecting those interested with available district positions; quarterly meetings to assess progress	
	Provide internships with OUSD for high school and college students across majors; map employment opportunities that relate to teaching and develop pathways	Expanded learning opportunities available to local college students interested in a path to teaching; website highlighting opportunities	
Focus Area 2: **Aspiring Black and Brown educators with a BA**	**Actions**	**Deliverables**	
	Provide structured cohort opportunities with mentors, testing support, financial support, professional development, community, and relationship building	Roster of aspiring educators supported by mentorship, counseling, and career opportunities	

	Ensure test preparation is available and paid, including testing vouchers and licensure coaching and support	Enrollment of aspiring educators in test preparation supports with the availability of test vouchers		Brown veteran Educators
	Explore creation of in-house OUSD teacher credential program targeted at high needs subject areas (e.g. Bilingual Multiple Subjects, Mild/Moderate Special Education)	Summary report with recommendation		•
	Develop partnerships with local universities to provide clear pathways for graduating seniors into employment in OUSD	List of local university partners and students seeking employment in OUSD		
Focus Area 3: **Early career Black and Brown educators**	**Actions**	**Deliverables**		
	Expand partnerships with credentialing experts to provide enhanced test preparation for current educators who are still working toward a credential. Reimburse all teachers for the cost of credentialing assessments.	Teachers passing licensure exams, making progress on their path to a California credential		
	Develop a pathway program that integrates strong mentorship, coaching, and tuition support for Black and Brown educators pursuing alternative licensure routes	Cohort of educators who are supported in pursuing alternative licensure		
	Develop community and belonging among new educators who have entered through one of OUSD's 9 Grow Our Own Educator Pathways	Redesigned communications strategy that highlights aligned pathway and entry points, with prospective Black and Brown		

		educators in mind, including educators from diverse linguistic backgrounds such as Spanish, Mam, and Arabic
	Further develop the range of affinity-based support structures available to new educators as core elements of their professional learning systems	Variety of affinity-based support structures for Black and Brown early career educators
	Leverage collective resources to further develop coordinated systems of professional learning and mentorship differentiated for early career educators	Insights from school leaders used to develop a common set of practices; experienced mentors of color and other leaders supporting diversity initiatives; a differentiated set of central supports; pilot a year-long professional learning series on foundational anti-racist teaching practices that can also count as pre-service requirements with select intern credential programs
Focus Area 4: **Practicing Black and Brown veteran educators**	**Actions**	**Deliverables**
	Enhance recruitment of Black and Brown mentors to increase representation in teacher leadership roles and opportunities for affinity-based pairing in new teacher mentoring programs	Measurement of initial impact on teacher experience and practice

	Elevate the practices and voices of experienced educators of color in our district's professional learning spaces	More paid opportunities for experienced educators to share practice and engage in peer-facilitated professional learning spaces	
	Scale up retention initiatives for Black and Brown educators focused on debt relief and BCLAD (Bilingual, Cross-Cultural, Language and Academic Development)licensure	Loan forgiveness program providing partial reimbursement for student loans in exchange for years of service	
	Further develop our data dashboard to reflect the student population and staff population by job class with hiring decisions and teacher turnover; use this equity dashboard for hiring and to drive process changes in service of more equitable staffing outcomes	Staff Equity Audit dashboard highlights the intersections of retention and hiring decisions with a focus on hiring decisions related to Black and Brown educators	
	Explore opportunities to support induction for Oakland leaders to develop a common set of mentoring practices and leadership competencies	Decision to pursue accreditation for OUSD as an administrative credential sponsor and/or to strengthen partnerships with existing accredited programs who are serving our employees well	
	Build stronger teacher-to-administrator preparation systems, with focus on the development of Black and Brown leaders	Cohort of aspiring principals who meet quarterly to discuss job-embedded growth in alignment with Leadership Growth and Development System, paired with paid	

		leadership mentor to debrief developmental opportunities.	

Initiative #5: Creating a Sustainable and Thriving District			
Focus Area 1: **Ensuring a Fiscally Thriving District**	**Actions**	**Deliverables**	**Superintendent Deliverables**
	Identify cost savings and reductions to eliminate structural deficit	Balanced Budget for 2022-23 school year Developing recommendations of recommendations to changes in BP 3150 and other policies regarding the equitable and impaction allocation of resources.	● Create recommendations for cost savings, budget reductions and revenue generation to have a balanced budget for the 22-23 school year ● Developing recommendations of recommendations to changes in BP 3150 and other policies regarding the equitable and impaction allocation of resources. ● Develop recommendations to update the Open Enrollment Policy
	Identify additional revenue generation opportunities using our district assets to support district programming at schools	Asset Management Plan	
	Monitor the spending and implementation of the Covid One Time Funds	Report to the board on the progress of the use of the one time funds	
Focus Area 2: **Ensuring Equitable**	**Actions**	**Deliverables**	
	Monitor the progress on implementation of	Report on the progress of the implementation of the	

Access and Sustainable Enrollment at all schools	the Enrollment Stabilization Policy	Enrollment Stabilization Policy	● Create and adopt a 5 Year technology plan
	In consultation with the Equitable Enrollment Working Group and other community partners, consider changes to OUSD's enrollment policies	Recommendations on changes to OUSD Enrollment policies	● Create and adopt a strategic plan for nutrition services roadmap that includes integrating upgrades at school site kitchens and dining spaces.
Focus Area 3: **Access to Nutritious Food for all Students**	Increase the student participation in OUSD "Incredibles" meal program by breaking down barriers that limit student access to food. Improve the fiscal health of Fund 13 so that the ongoing revenue can cover the overall expenses charged to the fund.	Central kitchen begins producing student meals Launch a new menu that Increases the number of scratch cooked meals for students Breakfast after the Bell in schools with Title 1 schools Improve cafeterias at 8 Schools with the new branding and improved service for students..	
Focus Area 4: **Access and Strategic Use of Technology to support teaching and**	Ensure that all students have access to a computer and internet access at home and at school to engage in robust learning opportunities.	Technology 5 Year Plan Track the use of EdTech investments that monitor student progress toward identified strategic goals	

learning			

Board Feedback on DRAFT 2021-22 Superintendent Work Plan

Group #1

Questions	Ensuring Strong Readers by the Third Grade	Supporting Empowered Graduates	Creating Joyful Schools	Growing a Diverse and Stable Staff	Creating a Sustainable and Thriving District
What do you like?					
What's missing?					
What do you have questions about/what is unclear to you?					

Group #2

Questions	Ensuring Strong Readers by the Third Grade	Supporting Empowered Graduates	Creating Joyful Schools	Growing a Diverse and Stable Staff	Creating a Sustainable and Thriving District
What do you like?					
What's missing?					
What do you have questions about/what is unclear to you?					

Group #3

Questions	Ensuring Strong Readers by the Third Grade	Supporting Empowered Graduates	Creating Joyful Schools	Growing a Diverse and Stable Staff	Creating a Sustainable and Thriving District
What do you like?					
What's missing?					
What do you have questions about/what is unclear to you?					