

West Contra Costa Unified School District Strategic Planning Initiative

The WCCUSD strategic planning process will engage community and stakeholder around major questions in essential areas. Questions to be addressed may include but are not be limited to:

Overall Student Outcomes

- As a school District and community, what do we mean when we say, “all students will be ready for college and career?”
- What is the current state of college and career readiness for our students?
- How do you know if a school is effective?
- What makes a school a “quality” school?
- What are the indicators of school quality?

Curriculum

- How will we implement the Common Core State Standards in ways that improve learning for all students?
- How will a coherent common core curriculum prepare our students for college and career?
- How will we provide the initial training for teachers and the on-going professional development necessary to implement the Common Core State Standards?

Instructional Effectiveness

- What are the core components of a shared understanding of teacher effectiveness that represents the needs and beliefs of all stakeholders?
- What are the supports and conditions necessary to ensure the success of every teacher?
- What are the critical components, and the appropriate scope and sequence, of a five-year plan to realize effective teaching?

Literacy for All

- What elements of a literacy framework need to be present to transform and guide teacher practice to increase the achievement of African-American students and English learners in West Contra Costa Unified?
- How will our approach to PreK-12 Literacy Instruction move us toward College & Career Readiness?
- How can we move our system from a materials approach to reading instruction, while still providing high-quality, effective instruction each day and satisfying the requirements of the *Williams* settlement?

Science-Technology-Engineering-Math:

- How can we encourage and inspire more of our best and brightest students, especially Latino and African American students to study in STEM fields?
- How can we improve the content knowledge and professional skills of the STEM teacher workforce?
- What can the District do to recruit and retain highly-skilled STEM educators?
- How can the community be brought together to improve the resources available for learning STEM subjects;

- What can the District do to encourage better coordination of efforts among all agencies that provide STEM education support?

Technology & Learning

- How can technology aid the learning process?
- What must students know and be able to do to use today's technology and be prepared for the changes that the future may bring?
- What is the role that blended learning could play in organizing for and delivering instruction both in the classroom and through distance learning?
- What must teachers know and be able to do to use today's technology and be prepared for the changes that the future may bring?

Leadership

- How do we keep students at the center of our work?
- How do we distinguish a list of leadership themes of practice for principals and other leaders (assistant principals, central office staff, teacher leaders, etc.)
- How can we include the conditions to support leadership development in our plan?

Achievement Gap

- How do we understand the experience and achievement of African-American and Latino students?
- What competencies, conditions, and culture are necessary to positively affect the experience, achievement, and well-being of African-American and Latino students?
- What have our lessons/data told us about what a system that propels African-American and Latino students needs to look like?

Resources

- How do we align resources for youth and create bridges between cities, county, community-based organizations and the overall social infrastructure to serve students?
- How can we coordinate resources so that we can deliver on our promises?

Community Engagement

- How do we acknowledge historical failures and successes in engaging the community?
- How do we leverage existing relationships and assets to create equitable engagement across communities?
- How do we know if a school is fulfilling the District's mission and vision?
- How do we measure student and community needs and assets to support equitable distribution of resources?
- How should school communities be engaged in the budget decision-making process?

Financial & Operations

- How do we communicate about the financial situation, the underlying assumptions, and actions required to improve learning while resources decline?
- What forums and principles will be used to prioritize instructional programs and central operational activities?