



CREATE A CULTURE OF LEARNING & BELONGING

High-Expertise and Inclusive Teaching and Learning

We nurture individual growth and continuous improvement for all.

1 ACCLIMATE	2 ADVANCE	3 AMPLIFY	4 ASCEND
FUTURE-PREPAREDNESS FRAMEWORK The mindset and foundations in <i>A Cardinal's Journey</i> are identified.	FUTURE-PREPAREDNESS FRAMEWORK The mindset and foundations in <i>A Cardinal's Journey</i> are implemented into practice.	FUTURE-PREPAREDNESS FRAMEWORK The mindset and foundations in <i>A Cardinal's Journey</i> are integrated into practice based on student needs/interests.	FUTURE-PREPAREDNESS FRAMEWORK Students co-design learning experiences aligned to the mindset and foundations in <i>A Cardinal's Journey</i> .
INSTRUCTIONAL FRAMEWORK Educators and leaders assess their understanding of the instructional framework and how it is aligned to <i>A Cardinal's Journey</i> .	INSTRUCTIONAL FRAMEWORK Educators use the instructional framework to design learning experiences for all students.	INSTRUCTIONAL FRAMEWORK Educators routinely analyze the impact of high-expertise and inclusive teaching on student growth.	INSTRUCTIONAL FRAMEWORK Educators demonstrate high-expertise and inclusive teaching that incorporates students' voices.
SOCIAL EMOTIONAL LEARNING Inclusive and Social and Emotional Learning (SEL) strategies are integrated into the instructional framework.	SOCIAL EMOTIONAL LEARNING Inclusive and SEL strategies are embedded in course content, not taught in isolation.	SOCIAL EMOTIONAL LEARNING Evidence of the impact of inclusive and SEL strategies is collected for evaluation and improvement of student outcomes.	SOCIAL EMOTIONAL LEARNING Evidence of learners' advocacy for and use of inclusive and SEL strategies to meet their academic and SEL needs is present.
PROFESSIONAL LEARNING Educators and leaders understand that professional learning should align with the instructional framework.	PROFESSIONAL LEARNING Professional learning experiences are aligned with the instructional framework.	PROFESSIONAL LEARNING Evidence is collected to demonstrate the impact of professional learning on educator practice aligned to the instructional framework.	PROFESSIONAL LEARNING Proven adult learning practices aligned to the instructional framework are shared through the PLC and staff-led professional development efforts.



ALIGN RESOURCES

We are fiscally responsible and prioritize limited resources to maximize their impact on educational outcomes.

1 ACCLIMATE	2 ADVANCE	3 AMPLIFY	4 ASCEND
POLICY Opportunities exist to align policies, procedures and practices with the District goals.	POLICY Policies, procedures and practices are modified to align with the District goals.	POLICY Policies, procedures, and practices for allocation of staff and capital resources are responsibly allocated to align with District goals.	POLICY Ongoing communication with our community about policies that are aligned with the District goals.
ALLOCATION Recognition of how the District invests our resources directly shapes student achievement and educational outcomes.	ALLOCATION Resource allocation is based on data that supports student achievement and educational outcomes.	ALLOCATION Resource decisions are evaluated and adjusted on an ongoing basis to maximize alignment to support student achievement and educational outcomes.	ALLOCATION Ongoing communication with our community about how resources are allocated to support student achievement and educational outcomes.
SYSTEMS Opportunities exist with current district practices and systems that impact resource allocation.	SYSTEMS Practices and systems are evaluated to understand their impact on our ability to align resources that support student achievement and educational outcomes.	SYSTEMS Practices and systems are optimized to best align resources that support student achievement and educational outcomes.	SYSTEMS Ongoing communication with our community on alignment of systems that support student achievement and educational outcomes.



ENGAGE OUR COMMUNITY

We maintain trust, two-way communication and transparency with all stakeholders so that our decisions are better informed and a reflection of our community.

1 ACCLIMATE	2 ADVANCE	3 AMPLIFY	4 ASCEND
ENGAGEMENT The community is invited to conversations about education.	ENGAGEMENT The district engages the community by reaching them in their neighborhood.	ENGAGEMENT The voice of the community is recognized, valued, and included in district decisions.	ENGAGEMENT The community is an ongoing and active partner in district decision-making.
COMMUNICATION The community receives district communication.	COMMUNICATION The community has an increased understanding and involvement with the district due to improved communication.	COMMUNICATION District communication is responsive to the community and includes opportunities for increased participation.	COMMUNICATION District communication is accessible and transparent to engage and empower the community in decision-making.
RESOURCES Community resources are recognized as supporting the strategic plan.	RESOURCES Community resources are engaged to support the strategic plan.	RESOURCES Community resources connect learners with experiences that support <i>A Cardinal's Journey</i> .	RESOURCES Collaborative relationships with community resources advance the Strategic Plan and support <i>A Cardinal's Journey</i> .
ACCESS Families receive clear, culturally responsive communications about <i>A Cardinal's Journey</i> framework through multiple channels (digital, print, in-person) in their preferred language.	ACCESS Families participate in structured learning opportunities that demonstrate how <i>A Cardinal's Journey</i> mindset and foundations directly connect to college, career, and life success.	ACCESS All families are empowered as partners to help their children achieve <i>A Cardinal's Journey</i> mindset and foundations.	ACCESS Families and students co-design <i>A Cardinal's Journey</i> experiences that build on students' strengths and post-secondary aspirations.