KENT SCHOOL DISTRICT

EQUITY | EXCELLENCE | COMMUNITY

BUILDING BRIDGES

Every *Student.*
Every *Voice.*
Every *Day.*
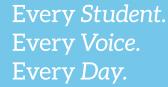
2023-2028 STRATEGIC PLAN

From the Superintendent

It is an honor and privilege to work in the Kent School District. I am humbled by working with truly talented and exceptional students and staff. I am committed to providing an excellent educational experience for all students and firmly believe every student deserves the opportunity to achieve success, regardless of race, ethnicity, socio-economic status, religion, or ZIP code.

Having a Strategic Plan to focus and unify our efforts as a district is necessary for us to achieve our goals. It is with immense pride that I present a refreshed, refocused, and refined Kent School District Strategic Plan. This strategic plan provides direction, framework, alignment, and accountability and serves as a tangible commitment to our mission of successfully preparing all students for their futures.

A strategic plan is similar to a road map. It will help guide us on our journey over the next five years. This strategic plan delivers a clear vision and coherent roadmap to achieve systems coherence and better support students. It will also provide a framework to monitor progress as a school district with key milestones along the way. With any journey, preparing for possible roadblocks or detours is essential. Being adaptable with a growth mindset is crucial when encountering new opportunities or unexpected detours. To that end, our strategic plan will be regularly monitored and updated.

The Strategic Plan refresh began in December of 2022 with stakeholder engagement as an essential element. Stake holder engagement will help keep the school district focused on the strengths and opportunities that impact student success. I believe it is a shared responsibility between the Board of Directors, the superintendent, administrators, teachers, staff, families, and community members to provide an education with equity, excellence, and community embedded at its core with an unapologetic focus on teaching and learning.

I thank the many people, both internal and external, who spent hours of time and effort to refresh this plan. Our commitment to the following goals will guide our priorities and align resources to support student achievement and systems coherence.

- **GOAL 1:** Preparing Students to be Global Citizens
- **GOAL 2:** Expanding Student, Family, and Community Partnerships
- **GOAL 3:** Building Equitable Systems and School Environments
- **GOAL 4:** Investing in a Diverse Workforce and Inclusive Workplace Cultures

I look forward to this journey and invite you to take an active role in helping us achieve our goals and arrive at our destination, which is producing graduates who are ready to excel in college, careers, and life.

Israel Vela

Israel Vela
Superintendent

2023-2028 STRATEGIC PLAN
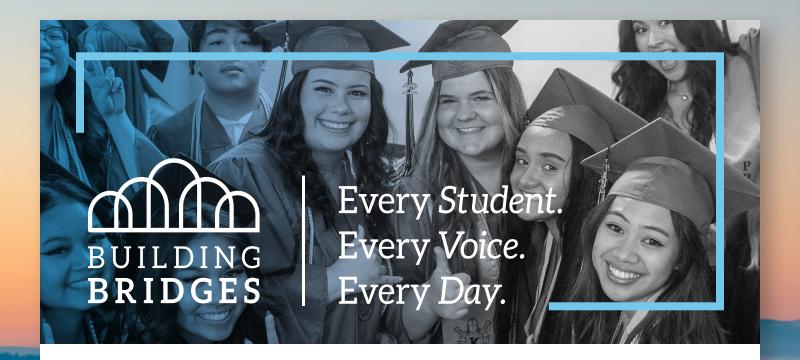
Designing with Coherence

Kent School District's updated Strategic Plan is designed to communicate several key concepts that drive our district forward in its mission to successfully prepare all students for their futures. The content of the Strategic Plan communicates areas of focus for schools and teams, as well as how our progress and impact are measured along the way. The Strategic Plan is the guiding resource for establishing priorities, allocating resources, and holding ourselves accountable to our commitments.

As we co-created the 2023-2028 Strategic Plan together, our students, families, staff, and community were encouraged to share their ideas throughout this process. Opportunities to share input and feedback were created in-person and online to maximize engagement and remove barriers to participation.

To make meaning of the input, feedback and ideas we heard, Strategic Plan Steering Committees were assembled and recommended revisions to the Strategic Plan content in drafts that were shared with our community for further review. This iterative approach ensured the voices of our community guided the commitments and measures for each of our strategic goals.

As this Strategic Plan is enacted, progress towards our commitments and the impact of our strategies will be highlighted annually and shared with our community. Through regular review, opportunities to adapt our Strategic Plan will enable Kent School District to remain responsive to the evolving needs of our students. We are committed to continuous improvement as we work towards systems coherence and the achievement of our strategic goals.

We thank all students, families, community members, educators, staff, school and district leaders who have contributed to the production of the 2023-2028 Strategic Plan. Your voices have shaped this shared vision for a bright future for our students in the Kent School District.

BUILDING BRIDGES

Every *Student.*
Every *Voice.*
Every *Day.*

The World Comes to School in Kent

Kent School District is one of the largest and most diverse districts in Washington State with over 130 languages spoken by its students and families. The world comes to school in Kent. It serves seven separate municipalities spread over 70 square miles of south King County including the cities of Kent, Covington, and portions of Auburn, Black Diamond, Maple Valley, Renton, and SeaTac.

- **25,000+ Students**
- **3,800+ Staff**
- **44 Schools and Academies**

Scan the QR code to learn more about Kent School District and get to know our community.

We value each and every member of our #KSDCommunity. Each student, parent, family member, teacher, administrator and community member are active members of Team KSD. We are Kent School District.

Mission

Our mission explains our fundamental purpose as an organization. Kent School District's mission is successfully preparing all students for their futures.

Vision

Our vision captures the future we seek to create for our students. Kent School District's vision is to produce graduates who are globally competitive learners. Through equitable access to high-quality academic, social, and applied learning, students are ready to excel in college, careers, and in life.

Values

Our core values drive our culture and answer the question, "How do we want to act, consistent with our mission, along the path toward achieving our vision?" Specific values are at the heart of our culture because they are levers that drive us towards achieving a shared vision.

Core Values

Equity

Student equity is ensuring that access to quality staff, courses, resources, activities, services and opportunities are provided for all students to succeed and grow based on their individual needs.

Excellence

As a system and individuals, we strive for excellence through the intentional creation of student-centered and efficient actions that operate with coherence.

Community

Partnership with our community prioritizes proactive involvement of those impacted by school district priorities and decision making.
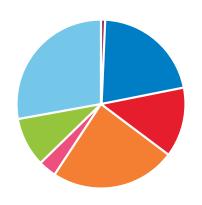
The KSD Community

Who are the students in the Kent School District community?

Diversity is the heart of the KSD community. Our students and families include a wide representation of racial, ethnic, religious, and immigrant communities. Through district and school programs, we ensure every student is provided opportunities to learn in a way that works best for them. These academic support programs include Inclusive Education, Multilingual Education, and Dual Language. Students can earn dual credits for both high school and college, as well as many other supportive services in our schools.

Who are the staff and community who support our students?

To ensure equity and excellence, one of our Strategic Plan goals is to recruit and retain a diverse workforce who reflect the diversity of our community. We cannot do this work alone.
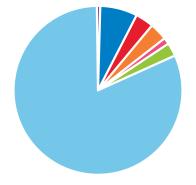Through volunteers and strong community-based partnerships, we are able to expand learning opportunities for students. There are thousands of volunteers and dozens of community partnerships providing much needed support to our students, families, staff, and schools.

KSD Students

- **AMERICAN INDIAN/ALASKAN NATIVE:** 0.3%
- **ASIAN:** 21.8%
- **BLACK/AFRICAN AMERICAN:** 13.4%
- **HISPANIC/LATINO:** 23.4%
- **NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER:** 3.4%
- **TWO OR MORE RACES:** 9.5%
- **WHITE:** 28.2%

*Data from the OSPI Report Card 2022-23 school year

KSD Teachers

- **NOT PROVIDED:** 0.1%
- **AMERICAN INDIAN/ALASKAN NATIVE:** 0.4%
- **NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER:** 0.5%
- **TWO OR MORE RACES:** 2.6%
- **BLACK/AFRICAN AMERICAN:** 3.3%
- **HISPANIC/LATINO:** 4.1%
- **ASIAN:** 7.3%
- **WHITE:** 81.6%

*Data from the OSPI Report Card 2021-22 school year

11.5 yrs

Average years of teaching experience

*Data from the OSPI Report Card 2021-22 school year

57%

Teachers with a master's degree or higher

*Data from the OSPI Report Card 2021-22 school year

GOAL 1
Preparing Students to be Global Citizens

We believe all students can learn, be successful, and graduate prepared for their futures. Through honoring our students' strengths and experiences, they will be prepared with the skills, knowledge and mindsets they need to achieve their life, career, and post-secondary educational opportunities.

Commitments

SUPPORT SYSTEMS
Implement an integrated multi-tiered system of support (MTSS)[1] for student academic, behavioral, and mental health needs.

HIGH-QUALITY INSTRUCTION
Ensure attendance of all KSD staff in professional development that ensures high-quality instruction that is culturally responsive,[2] trauma informed and aligned to best practices in curriculum, instruction, and assessment.

CONTENT PROFICIENCY
Ensure all students meet grade level state standards in English Language Arts (ELA) and Mathematics to support achievement of their post-secondary goals.[3]

LIFE READINESS
Teach transferable life readiness skills such as critical thinking, goal setting, collaboration, and time management in each grade.

GLOBAL CITIZENSHIP
Increase opportunities to acknowledge bi-literacy and to develop a global perspective in our students.

POST-SECONDARY READINESS
Graduate all students by providing multiple pathways for students to demonstrate their skills and knowledge in a way that supports college and career readiness.[4,5]

1. Grossman, J.B. and X.A. Portilla."District-Level Strategies to Improve Students' Sense of Belonging in School."
2. Stroman, C. "Strategies to Support Belonging in Education (Part 1 of 4): Shifting Culture." Student Experience Research Network, 2019.
3. Hanover Research, 2023. Best Practices in Early Literacy Instruction for Pre-Kindergarten through Grade 1.
4. Hanover Research, 2022. Benchmarking One-Time College and Career Readiness Programs.
5. Hanover Research, 2019. Best Practices for College and Career Readiness in Grades K-8.
6. Hanover Research, 2021 Best Practices in Closing the Racial Opportunity Gap for Black Students.

Measures

The following measures are not an exhaustive list of quantitative and qualitative data to monitor progress and the impact of the commitments in this goal area. Some measures include disaggregated baseline data for student race/ethnicity groups for those who have been historically marginalized and are furthest from educational justice. While the measures below have been prioritized for accountability of the Strategic Plan, additional data will be made available through annual reports and data visualizations.

Description	Baseline	Target
% of students graduating in four years	89%	95%
% of students who have the required credits completed at the end of 9th and 10th grade	62%	82%
% of students demonstrating growth on district Reading benchmark assessment	54%	100%
% of students demonstrating growth on district Mathematics benchmark assessment	46%	100%
% of students who are proficient on state English Language Arts assessment	48%	5% Increase annually at each grade level
% of Black/African American students who are proficient	36%	
% of Hawaiian/Pacific Islander students who are proficient	22%	
% of Hispanic/Latinx students who are proficient	36%	
% of students who are proficient on state Mathematics assessment	34%	
% of Black/African American students who are proficient	19%	
% of Hawaiian/Pacific Islander students who are proficient	11%	
% of Hispanic/Latinx students who are proficient	20%	
% of students who are proficient on state Science assessment	40%	
% of Black/African American students who are proficient	25%	
% of Hawaiian/Pacific Islander students who are proficient	16%	
% of Hispanic/Latinx students who are proficient	26%	
% of students earning college credit through International Baccalaureate (IB), Advanced Placement (AP), College in the High School, or Dual Credit courses and/or industry certification	56%	100% by graduation
# of students showing proficiency on the competency-based World Language assessments including those who earn a Seal of Bi-literacy	464	1,200
# of student groups based on federal race/ethnicity categories experiencing disproportionately high incidents of exclusionary discipline	3 of 7	0 of 7
Overrepresentation of students who are Black/African American[6] in % of exclusionary discipline incidents	14.8%	0%
% of staff participating in professional development offerings that support the implementation of core curriculum, high impact instructional practices, culturally responsive practices, and trauma informed practices	81.1%	100%

We believe all students can be successful.

GOAL 2
Expanding Student, Family, and Community Partnerships

We believe students, families, staff, and our community are partners in fostering learning and growth at Kent School District. We celebrate the diverse cultures that enrich our schools and district, as we continually focus on strengthening our connections to the communities we serve. Through our focus on student, family, and community partnerships, we take a collaborative approach to student success and creating an inclusive, caring and welcoming school community.

Commitments

OPPORTUNITIES
Build opportunities for authentic two-way collaboration with students, families, staff, and community members in service of shared decision-making.[7]

STUDENT VOICE
Partner with students[8] to design welcoming learning environments[9] through ongoing input and feedback.

COMMUNICATION
Improve the accessibility of information[10] and services by communicating with families in their home language, and providing translation and interpretation support at meetings and events.

SERVICES
Annually evaluate the impact[11] of district partnerships with community-based organizations and make adjustments to meet the diverse needs of all students.

7.   Hanover Research, 2020. Communication Strategies for Districts and Schools.
8.   Hanover Research, 2022. Best Practices for Elevating Student Voice.
9.   Fernandez, M.-P., S. Doan, and E.D. Steiner. "Use, Capture, and Value of Student Voice in Schools: Findings from the 2021 Learn Together Surveys." RAND Corporation, 2021.
10.   Garcia, M.E. et al. "Toolkit of Resources for Engaging Families and the Community as Partners in Education Part 3: Building Trusting Relationships With Families and Community Through Effective Communication." U.S. Department of Education, Institute of Education Sciences, September 2016.
11.   Gordon, N. and C. Conaway. Common-Sense Evidence: The Education Leader's Guide to Using Data and Research. Cambridge, Massachusetts: Harvard Education Press, 2020.
12.   Joseph, M.X. and C. Ravesi-Weinstein. "4 Ways to Increase Teacher Retention." Edutopia, 2022.
13.   Stroman, "Shifting Culture," Op. cit.
14.   Blad, E. "Chronic Absenteeism Spiked During COVID. Here's What Schools Can Do About It." Education Week, April 2022.

Measures

The following measures are not an exhaustive list of quantitative and qualitative data to monitor progress and the impact of the commitments in this goal area. While the measures below have been prioritized for accountability of the Strategic Plan, additional data will be made available through annual reports and data visualizations.

Description	Baseline	Target
# of students participating in leadership	515	904
% of staff reporting a sense of belonging at work[12]	63%	88%
% of students reporting a sense of belonging at school[13]	47%	95%
% of students with regular attendance[14]	63%	85%
# of schools engaging in youth participatory action research	5	44

We celebrate the diverse cultures that enrich our schools and district.

GOAL 3
Building Equitable Systems and School Environments

We believe our students come to Kent School District with unique assets and strengths. For our students to reach their greatest potential, our systems and environments must be designed to help them excel, reinforcing our core values of equity, excellence, and community.

Commitments

ACCESS
Enhance equitable access to district wide programs and activities.

ENVIRONMENTS[15]
Ensure physical learning environments are equipped with resources designed for students to reach their greatest potential.

IMPROVEMENT
Adopt and use continuous improvement cycles to ensure successful Strategic Plan implementation.

COMMUNICATION
Refine systems of district and school communication focused on coherence and clarity.

REPORTING
Publication of district wide annual report for Strategic Plan accountability.

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15. Hanover Research, 2017. Building Equitable Environments in School Districts.
16. Hanover Research, 2016. Teacher Experience and Student Achievement.
17. Hanover Research, 2016. The Impact of Arts and Athletics Participation on Student Success.

Measures

The following measures are not an exhaustive list of quantitative and qualitative data to monitor progress and the impact of the commitments in this goal area. While the measures below have been prioritized for accountability of the Strategic Plan, additional data will be made available through annual reports and data visualizations.

Description	Baseline	Target
# of core classes being held in a portable building	N/A	0
% of schools and portables with air conditioning	66%	100%
# of schools providing school supplies to all students	0	44
Difference in # of average years of teaching experience between schools operating Title I programs and those that do not[16]	3.0	1.0
Underrepresentation of students experiencing low income in % of extracurricular activity[17] participation	32.9%	15%
# of student groups based on federal race/ethnicity categories experiencing disproportionately low enrollment in Highly Capable services	4 of 7	0 of 7

Our systems must be designed to help students excel.

GOAL 4
Investing in a Diverse Workforce and Inclusive Workplace Cultures

We believe having an inclusive workplace culture that invests in attracting and retaining a diverse workforce allows our students to thrive in our schools and fully engage in their academic experience. Fostering this culture will require collective efforts and resources to achieve a diverse workforce,[18] staff belonging, inclusive spaces, and effective leadership.

Commitments

DIVERSE WORKFORCE
Attract and retain a skilled, highly engaged, and diverse workforce at all levels,[19] with emphasis on ensuring teaching staff and leadership are representative of the communities we serve.

STAFF BELONGING
Proactively create a culture of belonging among staff with responsive and affirming practices where employees' unique talents, skills, and perspectives are valued, and their potential is nurtured.[20]

INCLUSIVE SPACES
Promote enriching connections by designing and sustaining inclusive physical spaces that are accessible, conscious of social-emotional learning needs, environmentally friendly, and culturally affirming.[21]

EFFECTIVE LEADERSHIP
Drive performance excellence,[22] process transparency, and program accountability through effective administrative leadership that inspires and prioritizes the development of innovative ideas and implementation of best practices.

18. Kennedy, Julia Taylor, and Pooja Jain-Link. "What Does It Take to Build a Culture of Belonging?", 21 June 2021.
19. Hanover Research, 2020. Research Priority Brief – Best Practices in Inclusive Recruiting.
20. Hanover Research, 2021. Best Practices for Retaining Diverse Staff.
21. Hanover Research, 2022. Fostering Safe and Inclusive Workplace Communities.
22. Jacobson, Greg. "The Journey toward Performance Excellence." Blog.kainexus.com, 15 Mar. 2019.
23. Hanover Research, 2019. Best Practices for High School Grow Your Own Teacher Programs.
24. Coburn, J. "Teacher Diversity Starts with Belonging." ASCD, 2020.

Measures

The following measures are not an exhaustive list of quantitative and qualitative data to monitor progress and the impact of the commitments in this goal area. While the measures below have been prioritized for accountability of the Strategic Plan, additional data will be made available through annual reports and data visualizations.

Description	Baseline	Target
% participation of employees who identify as BIPOC in mentorship programs[23,24]	26%	55%
% of employees retained annually	83%	90%
Vacancy rate at schools that operate Title I programs	7.5%	<6%
% of classrooms achieving an Inclusive Space design from the Equity Council	0	75%
# of schools achieving an Inclusive School designation from the Equity Council	0	44
Employee satisfaction index for first year employees	63	85
Employee net promotor score	-47	65

A diverse workforce allows our students to thrive.

Data Appendix

The following table highlights the data that is collected and analyzed aligned to each measure in the Strategic Plan, summarizes the data source(s) from which the data are derived, and the timing for measurement.

	Data	Data Source(s)	Timing
Goal 1	Graduation	OSPI	October
	Credits Earned by Students	Student Information System	Spring
	District Reading benchmark assessment	i-Ready Assessment DIBELS Assessment	Spring
	District Mathematics benchmark assessment	i-Ready Assessment	Spring
	State English Language Arts assessment	Smarter Balanced Assessment (SBA)	August
	State Mathematics assessment	Smarter Balanced Assessment (SBA)	August
	State Science assessment	Smarter Balanced Assessment (SBA)	August
	College credits earned by students	Student Information System College Board International Baccalaureate	Summer
	Competency-based World Language assessment	Student Information System	July
	Discipline	Student Information System	June
	Professional development registration	PD Registration System	June
	Industry certifications earned by students	Career & Technical Education Office	June
Goal 2	Student participation in leadership	Student Information System	Spring
	Employee sense of belonging	Staff Climate Survey	Spring
	Student sense of belonging	Student Climate Survey*	Spring
	Attendance	OSPI	February
	School participation in YPAR	Equity & Strategic Engagement Office	Quarterly
Goal 3	Portable use	Capital Facilities Plan	October
	Budget allocation for school supplies	Finance Information System	August
	Building conditions	Capital Facilities Plan	Spring
	Teaching experience	OSPI	Spring
	Extracurricular activity participation	ASB Card & Athletic Participation	Spring
	Advanced learning enrollment	Student Information System	Spring
Goal 4	Mentorship program participation	Teacher & Leadership Development Office	Spring
	Employee retention	HR Information System	Fall
	Inclusive Space designation	School walkthroughs	Quarterly
	Inclusive School designation	School walkthroughs	Quarterly
	Employee satisfaction index	Staff Climate Survey	Spring
	Employee net promotor score	Staff Climate Survey	Spring

* Equity and Inclusion Survey was previously used as the instrument to measure student sense of belonging at school.

Glossary

Accessibility: The process of identifying and providing equitable opportunity and access to knowledge, activities and environments, independent of a person's abilities or circumstances.

Affirming Practice: The intentional use of strategies that give opportunities for people to discover and develop relationships that strengthen connections to their identities, cultural heritage, and communities of origin.

Benchmark Assessment: Benchmark assessments help teachers measure student learning. They provide important insight into how students are progressing toward mastery of learning standards and identify areas of strength or focus.

BIPOC: An acronym that refers to Black, Indigenous, and people of color; its use is intended to center the experiences of Black and Indigenous people.

Commitments: Focused statements connected to a goal that describes the outcomes to be fulfilled.

Culturally Affirming: Culturally affirming and sustaining practices occur at all levels and across schools, including curriculum design, creating empowering classroom dynamic, increase staff and leader capacity.

Culture of Belonging: Being seen for one's assets, efforts, sense of community, supported at work and pride in the mission and values of the organization.

Disproportionality: In education, this term generally refers to racial and ethnic discrepancies that exist in the identification, placement, and discipline of students. Disproportionate impact has been defined using the 80% (0.8) rule which is based on the guidelines in the 1978 Uniform Guidelines on Employee Selection Procedures. For example, if 30% of students identify as Hispanic/Latinx, any percentage under 24% or over 36% would reflect under or over-representation (20% of 30% is 6%).

Diversity: Everything that makes you who you are and what makes you different from someone else, to include race, gender, religion, ability, age, sexual orientation, background, education, experiences talents, skills, and much more.

Dual Credit: Any course where a student can simultaneously earn college credit, often used to reference CTE courses where students earn college and HS credit simultaneously but may also reference College in the High School as well as college credit earned through IB, AP and Cambridge testing.

Employee Net Promotor Score: A scoring system designed to help employers measure employee satisfaction and loyalty within their organizations.

Inclusion: Culture that is welcoming to all people regardless of race, ethnicity, sex, gender identity, age, abilities, religion and everyone is valued, respected and able to reach their full potential.

Inclusive Workplace: Employees have a voice, feel valued, have access to learning and development opportunities, are encouraged to work collaboratively, have access to resources, are strategically aligned with inclusive practices, have access to information about workforce decisions, and are open to and supportive of change.

Low Income: An individual whose family's taxable income does not exceed 150 percent of the poverty level amount.

Measures: Indicators of progress towards achieving a goal or the impact of actions.

Multi-tiered systems of support (MTSS): A framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student.

Performance Excellence: An integrated approach to organizational performance management that leads to 1) continuous improvement 2) improvement of an organization's general effectiveness and capabilities 3) learning for the organization and its employees.

Process Transparency: A call to action that encourages dialog and informed knowledge sharing to improve interactions between decision-makers and impacted stakeholders in an organization in an effort to foster common understanding.

Program Accountability: Encouraging dialog and knowledge-sharing to improve interactions between decision-makers and those who will be influenced by a choice and do so in an effort to broaden understanding and improve program responsiveness.

Regular Attendance: Less than two absences, excused or unexcused, per month on average where at least half the school day is missed.

Responsive Practice: Behaviors and actions that involve understanding and responding to community needs that have an impact on school culture, teacher effectiveness, or student outcomes.

Seal of Bi-literacy: Recognizes public high school graduates who have attained an intermediate-mid proficiency in English and one or more world languages, including American Sign Language and Tribal languages.

Social Emotional Learning (SEL): Social emotional learning is an essential support to academic learning. The process of developing self-awareness, self-control, and interpersonal skills. It is sometimes referred to as "social learning" for efficiency.

Title I: Federally funded program designed to provide supplemental support to students performing below grade level from kindergarten through twelfth grade. School buildings receive their Title I funds according to the percent of students receiving free and reduced-price lunches.

Youth Participatory Action Research (YPAR): YPAR is an innovative approach to positive youth and community development in which young people are trained to conduct systematic research to improve their lives, their communities, and the institutions intended to serve them. YPAR is a cyclical process of learning and action – research is done not just for the sake of it but to inform solutions to problems that young people themselves care about.

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