

Strategic Pathway 4: Student-Driven Schools

Why: Shared Vision and Indicators of Progress

- Students who are reflective and have confidence and resilience
- Strong student satisfaction and outcomes
- Variety of valued and celebrated student post-graduate pathways (e.g. college, work and travel)

What: Big Idea*

We will adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal setting and positive risk taking within safe learning environments across the K-12 continuum.

***This Big Idea is based on Bold Statement of Strategic Intent 4:** LMSD students engage in navigating their own learning and growth in close partnership with our professionals. We create an environment where students value self-reflection and inquiry and play a central role in identifying their passions and achieving their goals. We nurture and celebrate the individual strengths of our students and help them to develop competencies that ensure their success beyond the LMSD experience.

How: Implementation Cycle

- **Phase 1-** Identify bright spots that already exist in the system related to this foundational shift; review research related to topics in the foundational shift (e.g. ask questions, read, dialogue and identify potential learning journeys)
- **Phase 2-** Study bright spots to determine the conditions that make them successful (e.g., conduct immersion experiences); propose prototypes based on analysis of research or observations from learning journeys, if applicable
- **Phase 3-** Introduce bright spots in a different setting; carry out prototypes; engage in professional learning
- **Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots introduced in new settings and prototypes; engage in professional learning
- **Phase 5-** Expand bright spots and prototypes into wider practice; follow-up and expand professional learning to build capacity

Strategy: Foster a growth mindset at every level	Strategy: Develop a protocol for student goal-setting and self-reflection	Strategy: Provide students with developmentally-appropriate opportunities to pursue differentiated areas of interest within a framework of a given lesson or subject	Strategy: Provide opportunities for more student voices to be heard across the District and in the classroom	Strategy: Expand enrichment opportunities for students to pursue curricular interests (e.g. summer institutes; Write In creative writing summer program)	Strategy: Create schedules that increase opportunities for students to be flexibly grouped	Strategy: Provide professional learning opportunities
---	--	---	---	---	---	--

Metrics:

- Protocols to measure students' self-reflection, self-confidence, resilience and progress toward personal goals
- Student surveys and exit interviews at each level
- Opportunities for student voices to be heard
- Opportunities for students to pursue personal interests
- A system of schedule review to determine how to flexibly group students
- Evaluations of professional learning