

Board Presentation Summary: Belonging Framework Update
Dr. Fidel Montero

Central Question: How are we ensuring that every child experiences dignity, connection, and academic opportunity in our schools?

Section 1: Where We've Been and Where We're Going

Guiding Question: *How has our journey shaped our next phase of improvement?*

Since 2021, DSD has moved from compliance-driven response to system-wide cultural transformation. The Belonging Framework 2025 defines belonging as foundational to school effectiveness, improvement and positions it as the perfect complimentary structure to our High Reliability Schools (HRS) framework.

Belonging is embedded into district systems.

Next Phase: *Deepening integration into academic practice and measurable school improvement.*

Section 2: Our Structures: Ensuring Safety, Accountability, and Trust

Guiding Question: *Do our systems reliably protect and support students? How are is infrastructure of care holding up?*

OEO Office & Operations; review of:

- Policy 11IR-100 and 5S-100 implementation
- Transparent reporting (HDRS) for students, staff, families
- Monthly case monitoring
- Ongoing administrator training and collaboration
- Continuous improvement cycles (Plan–Do–Study–Act)
- Discipline and climate data reviewed regularly
- Alignment with HRS operational model (evidence-based, monitored systems)

Section 3. From Compliance to Culture

Guiding Question: *Belonging as identity of our district.*

Our work has evolved beyond incident response toward proactive culture building. The Belonging Framework compliments HRS by applying a belonging lens to each level.

Belonging as:

- Embedded in School Improvement Plans
- Integrated into Guiding Coalitions and PLCs
- Monitored through surveys and focus groups
- Supported by active MAC groups and a district Belonging Council
- Celebrated through recognition systems and engagement efforts

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Section 4: Academic Spaces and Belonging, Measurable integration

Guiding Question: *How does belonging impact teaching and learning?*

Belonging directly influences engagement, literacy, and Tier 1 instruction.

- Embedding relational classroom practices
- Aligning instructional routines
- Using student perception data to adjust practice
- Connecting school improvement goals to belonging outcomes
- Cross-referencing HRS instructional indicators with belonging strategies
- Establishing a written culture/climate goal
- Communication of progress to families and stakeholders
- A leading indicator (conditions for learning), and
- A lagging indicator (engagement, discipline trends, academic outcomes).

Looking Ahead: Belonging in DSD is now systemically structured, operationally monitored, and academically integrated. The board's continued leadership ensures that belonging remains the foundation upon which academic excellence and organizational effectiveness are built.

Reflection:

What investments and refinements will sustain belonging as the enduring identity of Davis School District?