



STRATEGIC PRIORITIES UPDATE

MAY 25, 2017



OUR GOAL

All students will graduate prepared for citizenship, post-secondary education and workforce entry levels as evidenced by multiple indicators of lifelong learning competencies.

OUR STRATEGIC OBJECTIVES

- **We will engage every student**
- **We will implement balanced assessments**
- **We will improve opportunity and achievement**
- **We will create and expand partnerships**
- **We will optimize resources**



STRATEGIC PRIORITIES

- Specific targets set by the board to help up achieve our objectives and goals
- Adopted and reviewed each biennium



IMPACT RUBRIC

- **1—Absence**—Evidence does not exist to indicate systemic attention to planning or execution for this priority across the Division that will impact outcomes for teaching, learning and operations.
- **2—Development**—Adequate evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of variable implementation and execution through inputs that will impact outcomes.
- **3—Application**—Considerable evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of broad implementation and execution through inputs that will impact outcomes for teaching, learning and operations.
- **4—Integration**—Considerable evidence exists for attention to the priority both in terms of outputs for teaching and learning and for operations. Implementation of the division's vision through purposeful, systemic implementation of this priority is well documented.
- **5—Transformation/Innovation**—Strong evidence exists that the division has attained or nearly attained the core of its vision and goal via this priority. Evidence exists to show that the division is experiencing a demonstrable change in paradigm and outcomes as a result of this priority.

IMPACT SCORES 2016

Priority	Impact Rating
All students will graduate prepared for citizenship, post-secondary education, and workforce entry levels as evidenced by multiple indicators of lifelong learning competencies.	3.83
Increase the number of students accruing college credits and career pathway credentials prior to graduation.	3.33
Increase the efficacy of our instructional staff by developing the pedagogical expertise essential to contemporary learning.	3.16
Achieve a fully-funded capital and operational budget that meets the school system's needs for learning space modernization, instructional innovation, digitized learning, and competitive recruitment and retention of personnel. Optimize the use of all allocated fiscal resources to meet the goals of the division.	2.5

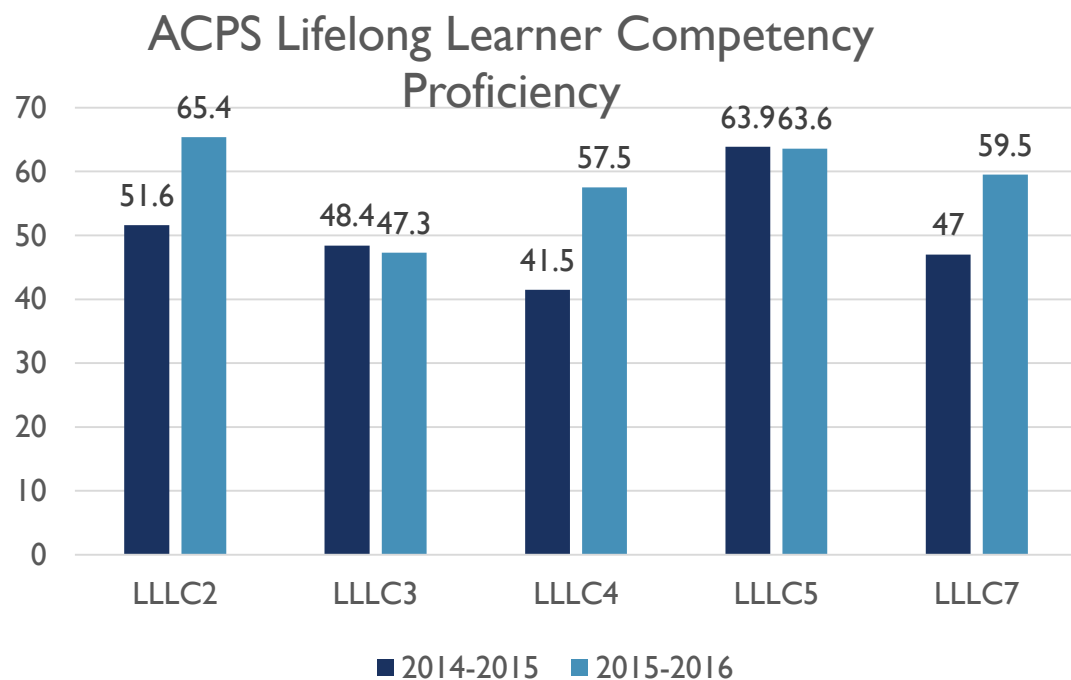
PRIORITY ONE STRATEGIES AND INITIATIVES

All students will graduate prepared for citizenship, post-secondary education, and workforce entry levels as evidenced by multiple indicators of lifelong learning competencies.



- High School 2022
- Interdisciplinary Instruction
- Elementary World Language Program
- Designing for Learning
- Legislative Outreach and Partnerships
- Community Engagement
- Implementation of the EdTech Plan
- One-to-one Technology

PRIORITY ONE—KEY METRICS



- LLLC2--Gather, organize and analyze data; evaluate processes and products; and draw conclusions
- LLLC3--Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions
- LLLC4--Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments
- LLLC5--Seek, recognize, and understand systems, patterns, themes, and interactions
- LLLC7--Acquire and use precise language to clearly communicate ideas, knowledge, and processes

PRIORITY TWO STRATEGIES AND INITIATIVES

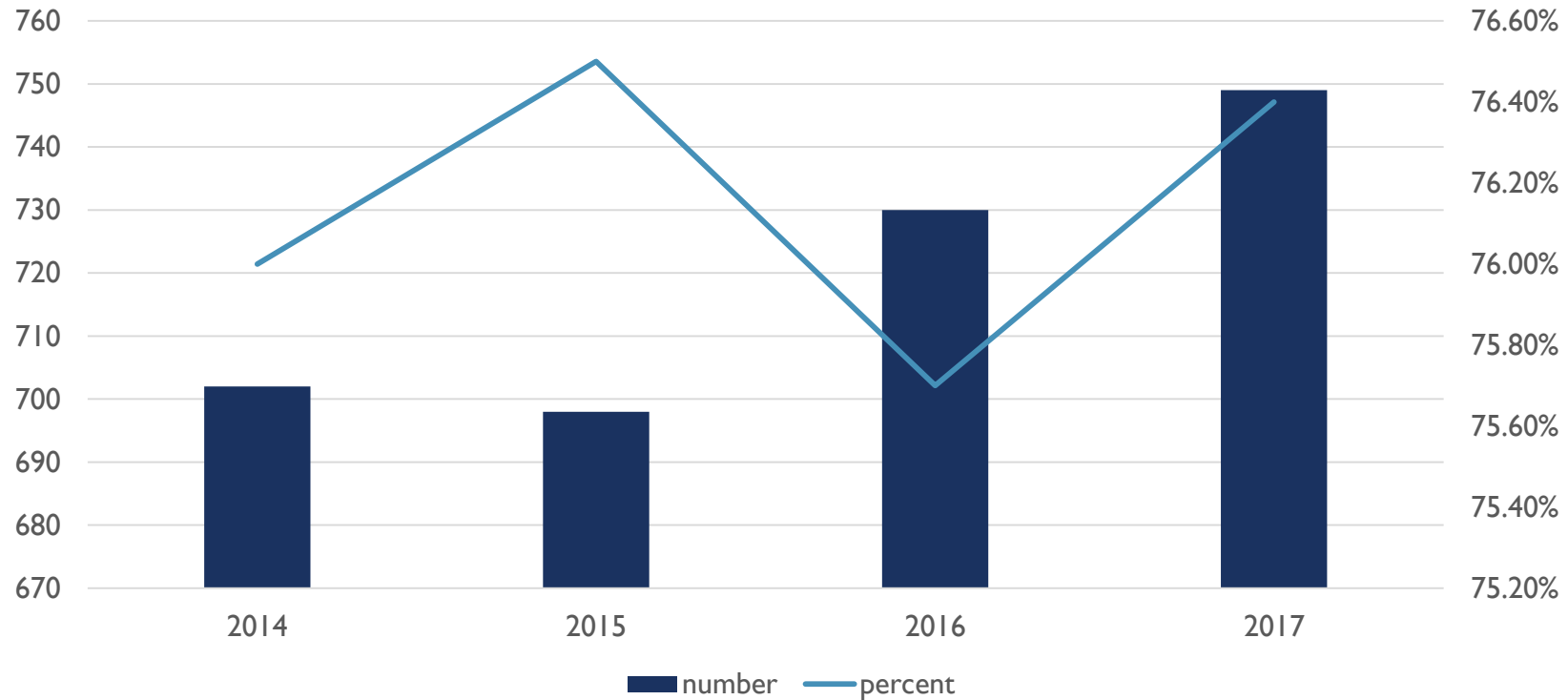
Increase the number of students accruing college credits and career pathway credentials prior to graduation.



- P-Based Learning
- Naviance
- Homework Policy
- Equity and Access Initiative
- Technology Tools
- M-Cubed and High School Scholars
- Diversity Hiring Practices

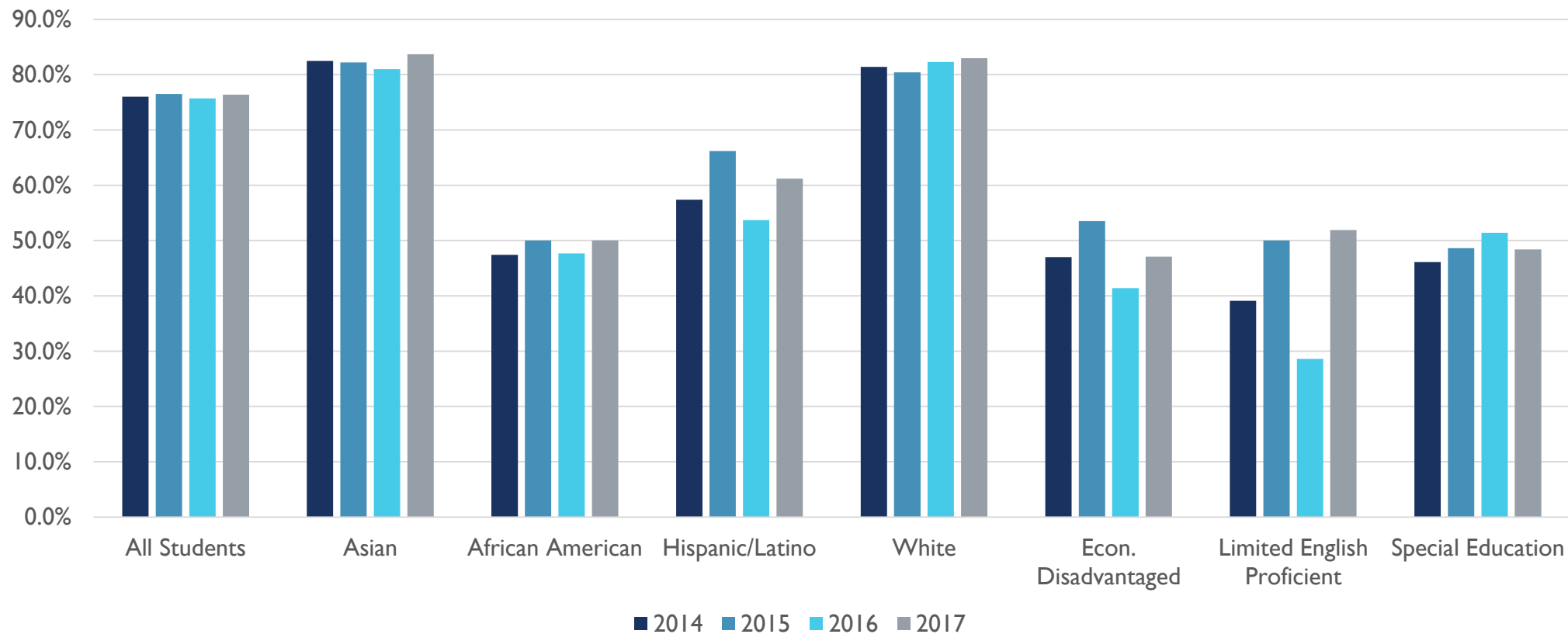
PRIORITY TWO KEY METRICS

Total students earning a potential college credit



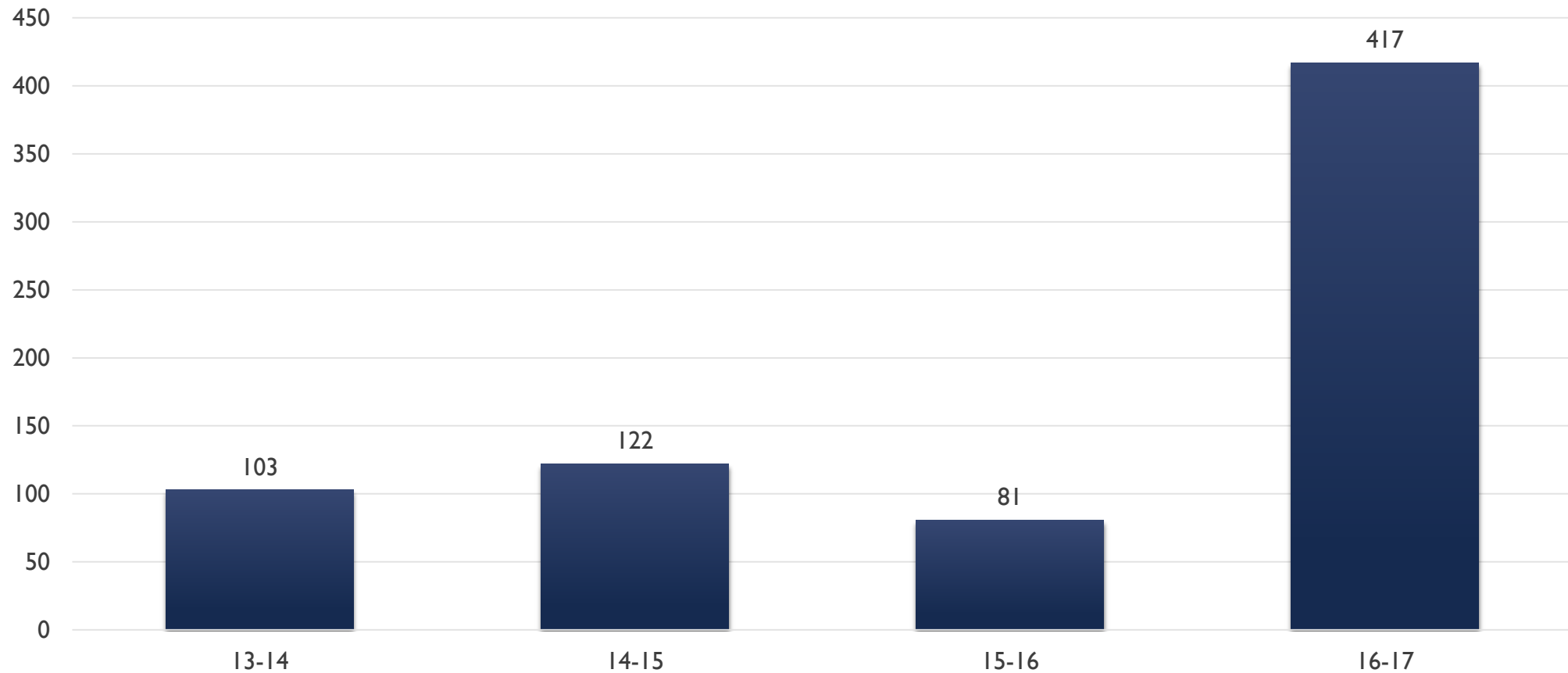
PRIORITY TWO KEY METRICS

Students earning a potential college credit by demographic



PRIORITY TWO KEY METRICS—CONT.

Seniors graduating with industry credentials



PRIORITY THREE STRATEGIES AND INITIATIVES

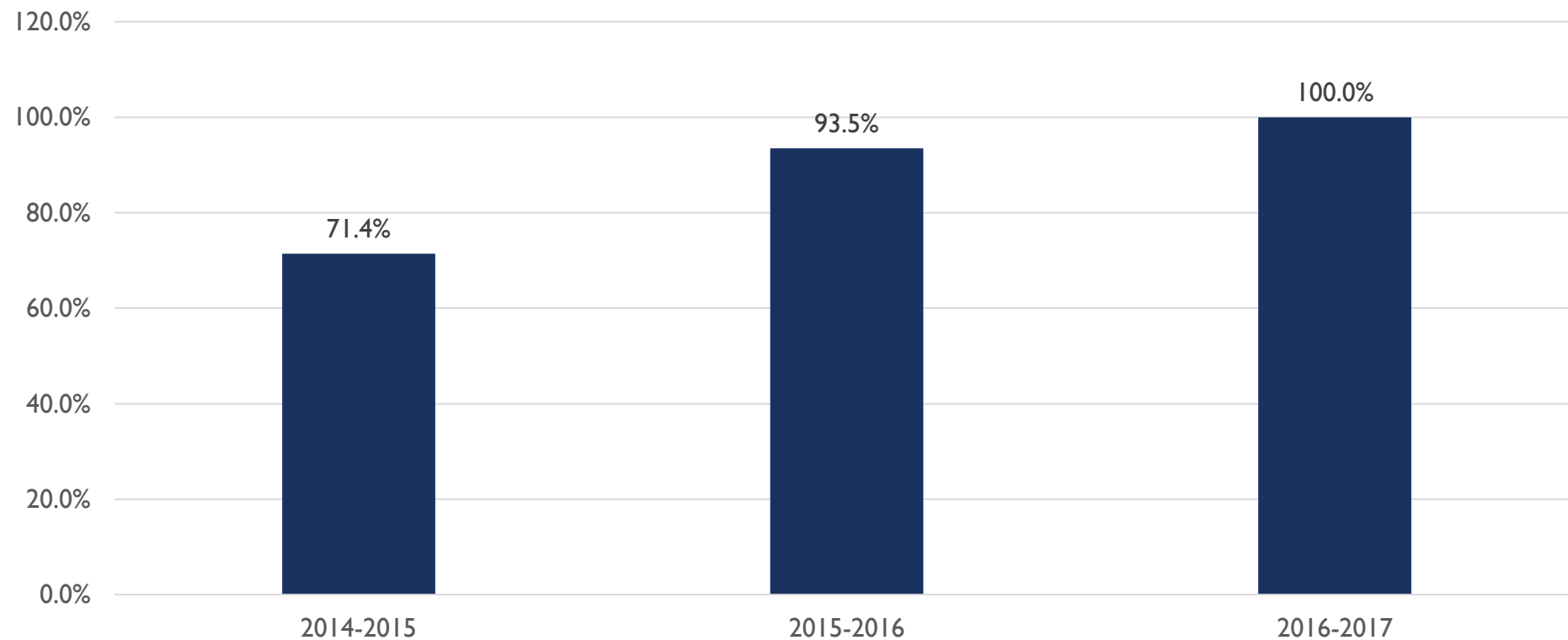
Increase the efficacy of our instructional staff by developing the pedagogical expertise essential to contemporary learning.



- Instructional Coaching
- Professional Development Program
- Learning Technology Integrators
- Culturally Responsive Teaching
- Extended Day Enrichment Program
- Screening Interviews
- Administrator Hiring and Development

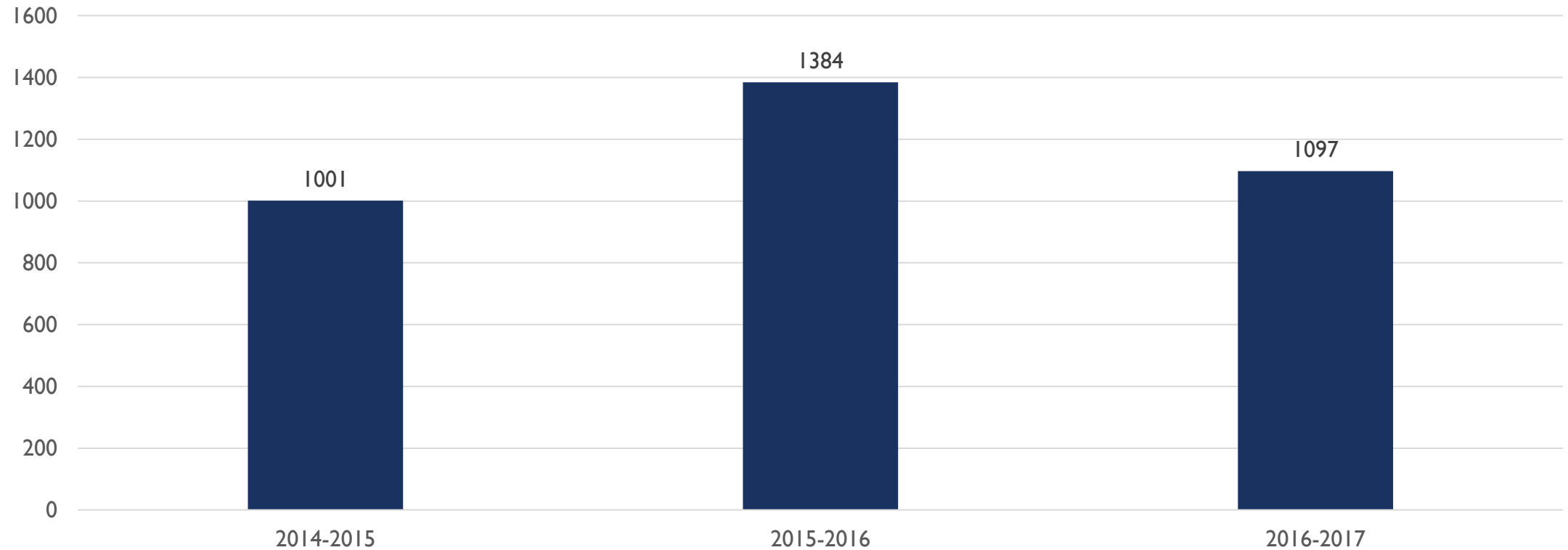
PRIORITY THREE KEY METRICS

Fully Funded PDRP Applications



PRIORITY THREE KEY METRICS

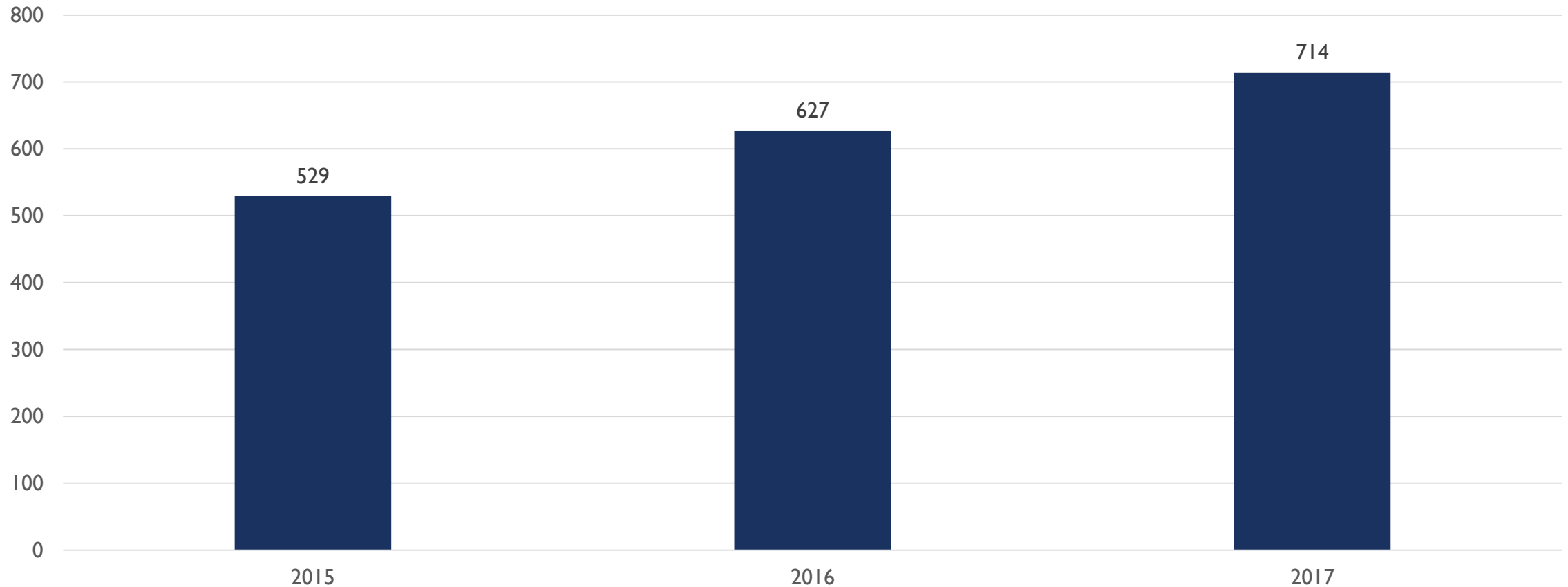
Number of Professional Development Course Enrollments



Note: 16-17 stats are through April and will increase prior to the end of the year.

PRIORITY THREE KEY METRICS--CONT

Number of applicants for screening interviews



PRIORITY FOUR STRATEGIES AND INITIATIVES

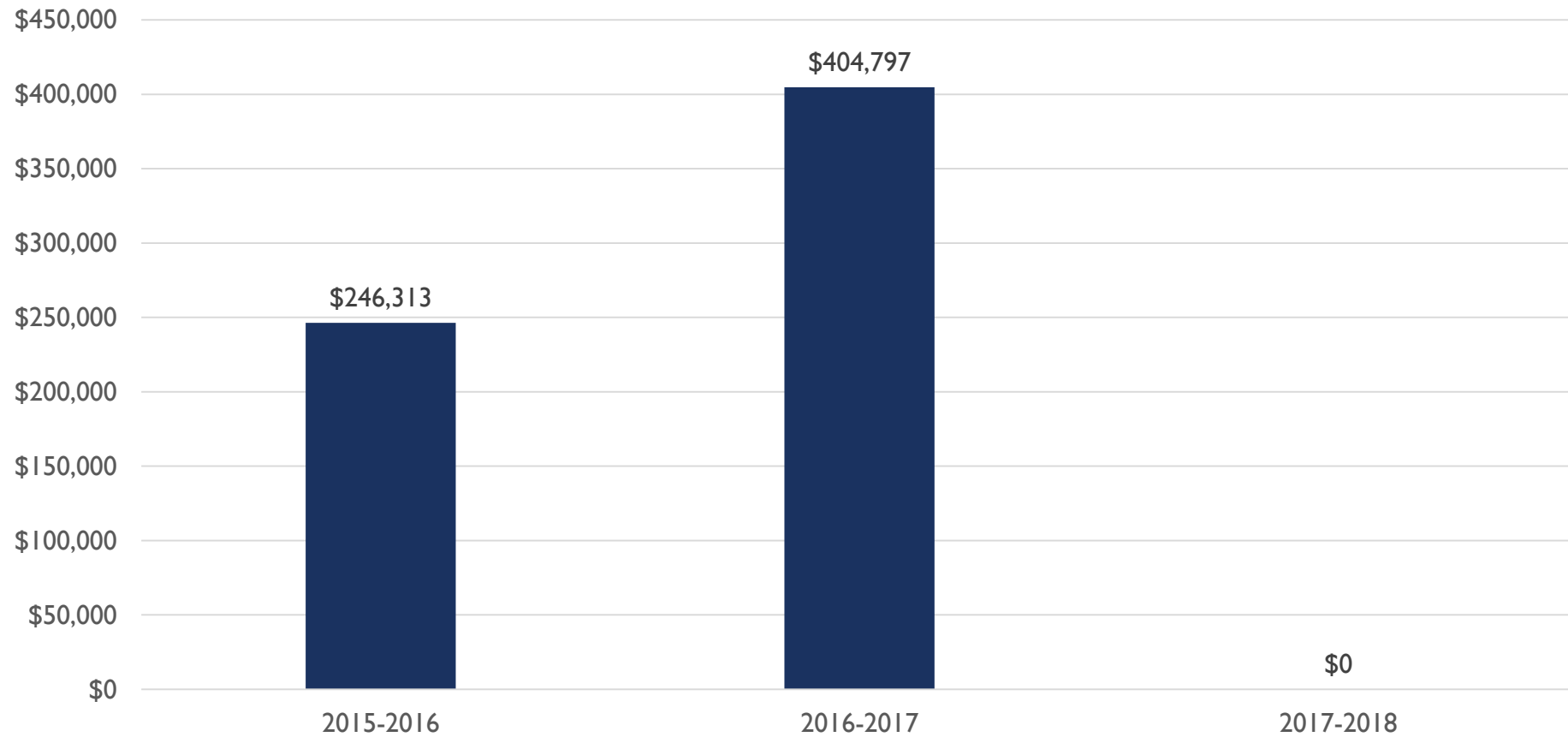
Achieve a fully-funded capital and operational budget that meets the school system's needs for learning space modernization, instructional innovation, digitized learning, and competitive recruitment and retention of personnel. Optimize the use of all allocated fiscal resources to meet the goals of the division.



- Program Evaluations
- Green Ribbon Schools Award
- Construction, Modernization, and Renovation Projects
- Bond Referendum
- Broadband Expansion
- Electronic Records Management

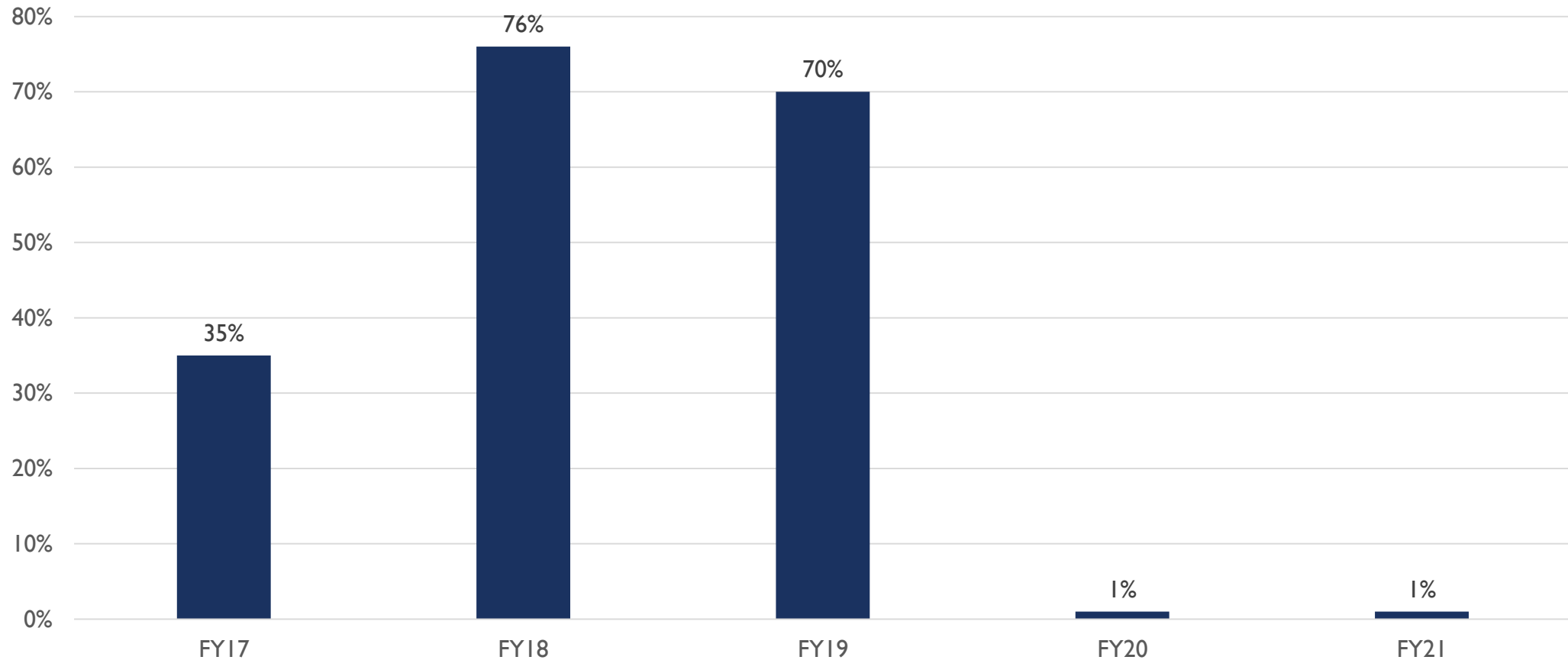
PRIORITY FOUR KEY METRICS

Reductions to balance operational budget



PRIORITY FOUR KEY METRICS

Percentage of CIP budget spent on non-maintenance items



IMPACT RUBRIC

- **1—Absence**—Evidence does not exist to indicate systemic attention to planning or execution for this priority across the Division that will impact outcomes for teaching, learning and operations.
- **2—Development**—Adequate evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of variable implementation and execution through inputs that will impact outcomes.
- **3—Application**—Considerable evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of broad implementation and execution through inputs that will impact outcomes for teaching, learning and operations.
- **4—Integration**—Considerable evidence exists for attention to the priority both in terms of outputs for teaching and learning and for operations. Implementation of the division's vision through purposeful, systemic implementation of this priority is well documented.
- **5—Transformation/Innovation**—Strong evidence exists that the division has attained or nearly attained the core of its vision and goal via this priority. Evidence exists to show that the division is experiencing a demonstrable change in paradigm and outcomes as a result of this priority.

NEXT STEPS



- Determine your impact ratings for each priority
- Submit scores to Jennifer Johnston by June 5
- Board retreat June 12 to begin developing priorities for next biennium