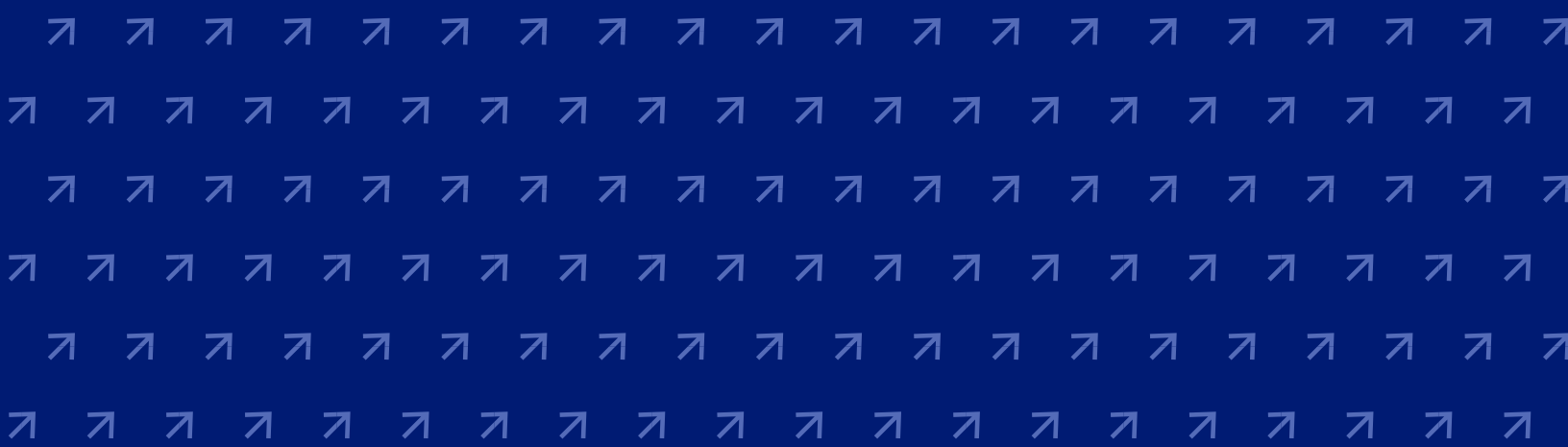




2021 - 2022

# Superintendent Targets



**PRIORITY:**  
**Health and Safety**



**Community Based Accountability Pillar:**

**Safety & Well-Being**

**Strategy I:**

We will foster a safe and nurturing environment.

**Result 1:**

An intentional focus on safety and security.

<b>Fidelity Metrics</b>	<b>Check Point</b>	<b>Effectiveness Metrics</b>	<b>Check Point</b>	<b>Impact Metrics</b>	<b>Check Point</b>
To what extent have we implemented our action steps?		What evidence do we have that these actions have led to a change in effectiveness?		Are we seeing indications that these changes are leading to long term, sustainable impact?	
We have a responsive, tiered system of mitigation strategies that are designed to influence changes in data in our COVID-19 dashboard.	Nov.	Mitigation strategies are consistently followed. Ongoing audits of select exclusions of staff and students beginning September 20, 2021 indicate that 90% of reviewed exclusions occurred in accordance with district parameters.  Qualitative information from classroom, campus, and district observations also indicates consistency.	Feb May		
Mental health resources and supports for students exist at each campus.	Nov.	Students, staff, and families have access to and utilize resources and supports based on individual need, including connections with community partnerships and individual/group student conferencing.  Each secondary student will have a visit with a counselor during the 2021-2022 school year that includes a check-in regarding social, emotional, and/or mental wellness. At the secondary and elementary levels, the average number of student visits with a counselor that include a check-in regarding social, emotional, and/or mental wellness will be three and one, respectively.	Feb	Students report on surveys they feel their mental well-being is supported by the campus and/or district.	May

**PRIORITY:**  
**Literacy Development**



**Community Based Accountability Pillar:**

**Student Readiness**

**Strategy II:**

We will design and implement learning experiences that inspire student achievement, agency, and growth.

**Result 3:**

Learning opportunities to ensure each student achieves high levels of learning.

<b>Fidelity Metrics</b>	<b>Check Point</b>	<b>Effectiveness Metrics</b>	<b>Check Point</b>	<b>Impact Metrics</b>	<b>Check Point</b>
To what extent have we implemented our action steps?		What evidence do we have that these actions have led to a change in effectiveness?		Are we seeing indications that these changes are leading to long term, sustainable impact?	
Resources have been created, revised, and promoted and teams have been established.	Dec.	90% of classroom walkthrough visits from January through March during the Kindergarten and first grade literacy block indicate that instructional practices based on the science of teaching reading are being implemented.	Mar.	Growth in reading proficiency will be demonstrated based on the percentage of students reading on-grade level as evidenced by BAS.	May 2023
95% of K-1 teachers have participated in and completed Reading Academies.	Jun.				

**PRIORITY:**

# Engaging First-Time Instruction



**Community Based Accountability Pillar:**

**Student Learning & Progress**

**Strategy II:**

We will design and implement learning experiences that inspire student achievement, agency, and growth.

**Result 1:**

Expanded learning opportunities to foster growth for each learner.

<b>Fidelity Metrics</b>	<b>Check Point</b>	<b>Effectiveness Metrics</b>	<b>Check Point</b>	<b>Impact Metrics</b>	<b>Check Point</b>
To what extent have we implemented our action steps?		What evidence do we have that these actions have led to a change in effectiveness?		Are we seeing indications that these changes are leading to long term, sustainable impact?	
Teachers receive high quality professional learning tied to providing engaging first-time instruction through Wave 1 of the personalized learning initiative.	Nov.	Classroom walkthrough data and perceptual survey data provide evidence that teachers in Wave 1 schools are increasingly using personalized learning strategies to engage students, as reflected by growth from baseline surveys and walkthroughs to subsequent surveys and walkthroughs.	Mar. May		
We have highly functioning Professional Learning Communities (PLCs) that commonly source, from available and created assessments, formal and informal data.	Nov.	A formative program gauge, including focus groups, observations, and a review of PLC agendas will yield qualitative observations regarding the effectiveness of PLCs and how to improve them.	Mar. May		

# PRIORITY: Budget Planning



## Community Based Accountability Pillar:

### Fiscal & Operational Systems

#### Strategy IV:

We will expand the organization’s capacity to accomplish our strategic intent.

<b>Fidelity Metrics</b>  To what extent have we implemented our action steps?	<b>Check Point</b>	<b>Effectiveness Metrics</b>  What evidence do we have that these actions have led to a change in effectiveness?	<b>Check Point</b>	<b>Impact Metrics</b>  Are we seeing indications that these changes are leading to long term, sustainable impact?	<b>Check Point</b>
We have a 3- to 5-year financial plan that has options for expenditure reductions and revenue enhancements.	May	We make financial decisions that align with our long-term planning and our district does not use more than 20% of capital or contingency funds in any given fiscal year.	May	Our multi-year financial plan effectively informs financial decisions in support of our strategic plan as indicated by the perception of Trustees, cabinet members, and community members.	2023-2027