PIPER UNIFIED SCHOOL DISTRICT 203

VISION PRIORITIES 2026-2031

FUTURE-READY LEARNING FOR ALL

Vision Priority #1: Equipping every student with the core academic knowledge and #FutureReady skills necessary to thrive as defined by the Piper Portrait of a Graduate.

CONNECTED CULTURE AMONG ALL

Vision Priority #2: Empower all stakeholder groups, including staff, students, families, and community partners, to build inclusive systems and meaningful relationships that support social-emotional development, cultural proficiency, and a unified community, ensuring equitable access and outcomes for all learners.

FISCAL RESPONSIBILITY & EFFECTIVE SYSTEMS

Vision Priority #3: Ensuring every resource, system, and process is strategically aligned, transparently managed, and maximized to directly impact student success and advance the District's mission and vision.

HUMAN CAPITAL

Vision Priority #4: Building and sustaining a premier, diversified workforce through intentional recruitment, development, and retention practices that invest in people, develop leaders at every level, and create a culture of excellence where every employee drives student success.

HIGHLY ENGAGED FAMILY, COMMUNITY & BUSINESS PARTNERSHIPS

Vision Priority #5: Forging bold, purposeful connections with families, businesses, and community organizations, transforming outside relationships into shared investments that open doors and expand possibilities for every student.

STRATEGIC OBJECTIVES

STANDARDS-ALIGNED INSTRUCTION: By May 2028, students in all grade levels will experience consistent, standards-aligned instruction with clear learning targets and success criteria, which will ensure a guaranteed and viable curriculum for all learners as captured in district documents.

PORTRAIT OF A GRADUATE GROWTH: By May 2028, 100% of all students will demonstrate growth in the Piper Portrait of a Graduate competencies.

BALANCED ASSESSMENT SYSTEMS: By May 2028, all grade levels K-12 will utilize a balanced assessment system to drive instructional decision-making and intervention.

HIGH-QUALITY INSTRUCTIONAL MATERIALS: By May 2030, all core content areas will have High Quality Instructional Materials (HQIM) adopted and implemented.

GRADE-LEVEL PROFICIENCY: By May 2030, 100% of all students will be at or above grade level in math and reading as indicated by standards-based measures, establishing the foundational knowledge and skills necessary for academic and postsecondary success.

COMMUNITY EDUCATION & PARTNERSHIP: By the end of 2027, the district will strengthen community understanding of student need and resource allocation through intentional communication and transparent decision-making, offering community engagement events and parent education opportunities designed to educate and partner with families, while promoting equity.

FAMILY PARTNERSHIPS: By the end of 2027, the district will increase family and community engagement by implementing intentional outreach strategies that assess needs, reduce barriers, and strengthen two-way communication, with particular attention to families of at-risk learners, in order to build strong partnerships that support student success.

MTSS IMPLEMENTATION: By May of 2028, Piper School District will implement a Multi-Tiered System of Supports (MTSS) that proactively identifies students needing academic, behavioral, social-emotional, or health-related support and identifies the needed resources and interventions with 100% fidelity.

STRENGTHENING COMPLIANCE ACROSS STUDENT SUPPORT SERVICES: By May 2028, the Piper School District will improve performance on federal and state compliance indicators by ensuring 100% adherence to requirements across all student support plans, as verified through internal audits and state monitoring.

CULTURAL CONNECTION, Equity, and Community Awareness: By 2028, the district will continue to increase efforts to support a cultural connection network that reflects diverse backgrounds and strengthens awareness of equity and student need through ongoing communication and community education.

COMMUNITY AWARENESS: By December of 2026, increase community awareness and understanding of school finance by providing ongoing, structured communication through public-facing budget summaries, workshops, and clear explanatory resources.

TECHNOLOGY PLANNING: By May of 2027, develop a comprehensive long-range plan for technology infrastructure and devices by assessing current needs, forecasting future demands, and aligning investments to ensure reliable, secure, and equitable access to technology that supports teaching and learning.

FACILITY PLANNING: By May of 2028, develop and implement a comprehensive long-range maintenance schedule for all buildings and facilities to ensure safe, efficient, and well-maintained learning environments while reducing unexpected repairs and extending asset lifespan.

STANDARD OPERATING PROCEDURES: By August of 2028, the district will increase the use of documented standard operating procedures (SOPs) across business, technology, and facilities departments through districtwide adoption to ensure consistency, continuity, compliance, and efficient operations.

FUND BALANCES: By May of 2030, increase FY2026 fund balances by 5% each year by implementing multi-year financial planning, reducing avoidable costs, maximizing revenue opportunities, and maintaining disciplined budget monitoring to strengthen financial stability and support long-term planning.

LEADERSHIP DEVELOPMENT: By June of 2027, develop a sustainable internal leadership pipeline by increasing the number of employees participating annually in leadership development pathways (e.g., Pirates LEAD) from 0 to at least 10 participants per year.

WORKFORCE DIVERSITY: By October of 2027, build a framework to increase workforce diversity across certified and classified positions to more closely reflect the student population, as measured through annual demographic analysis.

EMPLOYEE SUPPORT: By June of 2028, establish and fully implement a comprehensive employee support and retention framework (including onboarding, mentoring, and stay interviews) from informal practices to a standardized districtwide system.

EMPLOYEE SATISFACTION: By June of 2029, increase the percentage of staff reporting high satisfaction with onboarding, support, and professional growth opportunities from baseline survey results to 85% or higher.

EMPLOYEE RETENTION: By June of 2030, increase overall staff retention from baseline 2024–2025 levels to at least 90%.

COMMUNITY CONNECTION & ENGAGEMENT: By August 2026, build pride and strengthen connections by planning and implementing a series of inclusive flagship events and engagement opportunities that actively involve families, businesses, and community partners throughout the year.

STRENGTHENING FAMILY TRANSITIONS: By August 2026, ensure smooth onboarding and strong connections for new families by partnering with Student Services, Teaching & Learning, and ESOL to implement a comprehensive communication plan and welcome resources, with a focus on supporting multilingual families.

TRANSPARENT & ACCESSIBLE COMMUNICATION: By December 2026, in order to strengthen trust with clear, consistent, and innovative communication tools that reach all stakeholders, complete a comprehensive audit of communication methods and tools in order to implement the best communication strategies by May 2027.

PARTNERSHIP & VOLUNTEERISM: By December 2027, expand collaboration and support for the Piper School District by implementing a database and outreach plan that engages alumni, volunteers, and community groups to grow involvement and a broader network of stakeholders and donors.

PROGRAM ACCESS, PARTICIPATION & COMMUNITY PRIDE: By May 2027, promote equity and belonging by expanding access to athletics and activities, and improving communication through a centralized calendar and survey-informed outreach.