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

<table>
<thead>
<tr>
<th>Priority</th>
<th>Impact Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will graduate prepared for citizenship, post-secondary education, and workforce entry levels as evidenced by multiple indicators of lifelong learning competencies.</td>
<td>3.83</td>
</tr>
<tr>
<td>Increase the number of students accruing college credits and career pathway credentials prior to graduation.</td>
<td>3.33</td>
</tr>
<tr>
<td>Increase the efficacy of our instructional staff by developing the pedagogical expertise essential to contemporary learning.</td>
<td>3.16</td>
</tr>
<tr>
<td>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.</td>
<td>2.5</td>
</tr>
</tbody>
</table>
All students will graduate prepared for citizenship, post-secondary education, and workforce entry levels as evidenced by multiple indicators of lifelong learning competencies.
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
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

- Number
- Percent
Seniors graduating with industry credentials

- 13-14: 103
- 14-15: 122
- 15-16: 81
- 16-17: 417
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
PRIOIRITY THREE KEY METRICS

Fully Funded PDRP Applications

- 2014-2015: 71.4%
- 2015-2016: 93.5%
- 2016-2017: 100.0%
Note: 16-17 stats are through April and will increase prior to the end of the year.
Number of applicants for screening interviews

- 2015: 529
- 2016: 627
- 2017: 714
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

- 2015-2016: $246,313
- 2016-2017: $404,797
- 2017-2018: $0
Percentage of CIP budget spent on non-maintenance items

- FY17: 35%
- FY18: 76%
- FY19: 70%
- FY20: 1%
- FY21: 1%
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.

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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