



MISSION

THE BOARD OF EDUCATION'S MISSION IS TO EQUITABLY EDUCATE THE WHOLE CHILD SO THAT EVERY STUDENT GRADUATES WITH THE TOOLS TO REACH THEIR FULL POTENTIAL.

VISION

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

BELIEFS

- We believe that equity is a/the lens through which all policy decisions are made.
- We believe that there should be no achievement gap among socio-economic groups or children of ethnic diversity.
- We believe that the district must meet the needs of the whole child, providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child, including students with disabilities, gifted and talented students, and English Language Learners, so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the district in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision-making.



GOAL | 1

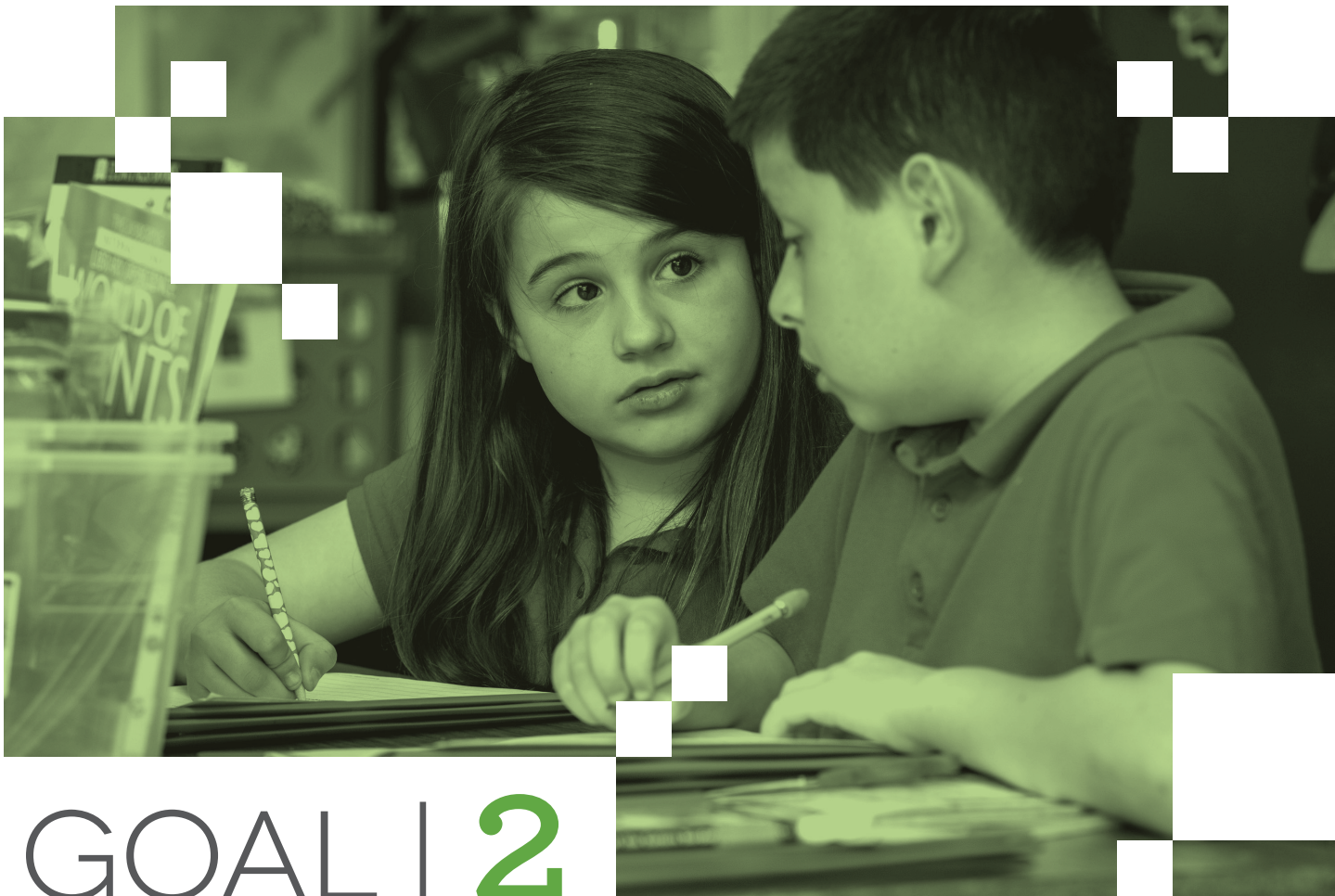
The percentage of students reading and writing at or above grade level for grade 3 through English II will increase by 3 percentage points annually between spring 2017 and spring 2020.

GOAL PROGRESS MEASURE 1.1:

Baseline reading data collected in September on the districtwide screener for students in grades K–12 will show improvement in the percentage of students reading on grade level at the middle and end-of-year testing windows by a minimum of 1.5 percentage points each.

GOAL PROGRESS MEASURE 1.2:

Data will be collected from students in grades 4 and 7 in September, December, and February from student portfolios of writing samples based on a district rubric; the percentage of students receiving a passing score will increase proportionally to 90% in February from the September baseline.



GOAL | 2

The percentage of graduates meeting the Global Graduate standards will increase 3 percentage points annually per year from the 2017 baseline up to 85% by 2022.

GOAL PROGRESS MEASURE 2.1:

The number and percentage of students completing (earning a 70 or better) a career and technical education (CTE) course who are coded as a student taking a coherent sequence (CTE2 or CTE3) will be reported for each semester and will show improvement from the prior year's comparable semester and from fall to spring semesters.

GOAL PROGRESS MEASURE 2.2:

The number and percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course will be reported for each semester and will show improvement from the prior year's comparable semester and from fall to spring semesters.

GOAL PROGRESS MEASURE 2.3:

The number and percentage of students completing (earning a 70 or better) a dual-credit course will be reported for each semester and will show improvement from the prior year's comparable semester and from fall to spring semesters.



GOAL | 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase 3 percentage points annually in reading and in math between spring 2017 and spring 2020.

GOAL PROGRESS MEASURE 3.1:

Monthly progress monitoring of students in grades K–12 identified as being below grade level in reading and/or math on the district’s screener will demonstrate a minimum of one month’s growth each month through the End of Year (EOY) test.



CONSTRAINT **PROGRESS MEASURES**

CONSTRAINT 1

The superintendent shall not permit the district to operate without a community school and feeder pattern framework, including a definition, processes, and goals.

- **CONSTRAINT PROGRESS MEASURE 1.1:**

The district will launch cohort one of Every Community, Every School with a minimum of 15 schools by the end of the 2017–2018 school year and will increase annually until all schools are served in 2022.

- **CONSTRAINT PROGRESS MEASURE 1.2:**

The district will develop tools for campuses to conduct a needs assessment, to access a provider database, a data tracker, and professional development in 2017-2018, and will increase usage annually until all campuses access the tools and training by 2022.



CONSTRAINT **PROGRESS MEASURES**

CONSTRAINT 2

The superintendent shall not require teachers to administer more than two district-created assessments per semester.

- **CONSTRAINT PROGRESS MEASURE 2.1:**

The number of district-required, district-created assessments will not exceed two per semester starting with fall 2017.



CONSTRAINT **PROGRESS MEASURES**

CONSTRAINT 3

The superintendent shall not allow achievement gaps for student groups, including African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs), to increase in reading, writing, and mathematics.

- **CONSTRAINT PROGRESS MEASURE 3.1:**

The reading performance gap will decrease by 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs) through 2020.

- **CONSTRAINT PROGRESS MEASURE 3.2:**

The writing performance gap will decrease by 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs) through 2020.

- **CONSTRAINT PROGRESS MEASURE 3.3:**

The mathematics performance gap will decrease by 1 percentage point annually for African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English language learners (ELLs) through 2020.



CONSTRAINT **PROGRESS MEASURES**

CONSTRAINT 4

The superintendent will not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.*

- **CONSTRAINT PROGRESS MEASURE 4.1:**

The percentage of campus administrators at struggling schools rated as effective or above will increase by 2 percentage points annually to 73% by 2020.

- **CONSTRAINT PROGRESS MEASURE 4.2:**

The percentage of first-year teachers at struggling schools will decrease by 2 percentage points annually to 4% by 2020.

- **CONSTRAINT PROGRESS MEASURE 4.3:**

The percentage of core courses at struggling schools taught by teachers certified in their assigned subject areas will increase each semester until 100% is reached and maintained through 2020.

* Struggling schools will include Improvement Required (IR) schools, former IR schools, and schools in danger of IR. Teacher qualification should consider certification and experience.