



The district is committed to a clearly communicated and purposeful vision, shaped by our mission and defined, prioritized goals, which will ensure student progress and success.

Components:

- A. Establish a clear connection between the district’s Mission and Vision; that is transmitted through administrators, coaches, department heads, curriculum leaders and teachers.
- B. Communicate school and district goals on a consistent and regular basis.
- C. Increase focus on mission-driven work within existing structures.
- D. Enhance communication on how goals were selected, what the goals are and why these goals are vital to the mission.
- E. Align clear, concise goals with student outcomes.
- F. Measure definitively the degree to which goals are being met.
- G. Communicate with and engage all stakeholders to understand the alignment of district goals with the Mission and Vision of a successful graduate.
- H. Engage parents so they can participate in discussions of district goals.



Component A:

Establish a clear connection between the district's Mission and Vision; that is transmitted through administrators, coaches, department heads, curriculum leaders and teachers.

Present State:

- Mission and Vision exist but are not widely, strategically, nor purposefully communicated.

Beginning:

- Mission and Vision are finalized and initial presentations, such as convocation, are delivered.

Progressing:

- Mission and Vision are consistently presented to staff and community through a variety of means and media.

Accomplishing:

- The Mission and Vision of the district are regularly communicated to and known and referenced by all stakeholders.



Component B:

Communicate school and district goals on a consistent and regular basis.

Present State:

- Mission and Vision are used intermittently in goal development and in guiding decision-making.

Beginning:

- Mission and Vision are generally used to help inform and formulate administrator, school, department, grade level, and teacher goals.

Progressing:

- Mission and Vision are consistently used in the decision-making process as well as to inform and formulate district, administrator, school, department, grade level, and teacher goals.

Accomplishing:

- The district's Mission and Vision are explicitly identified in goal development and decision-making.



Component C:

Increase focus on mission-driven work within existing structures.

Present State:

- Existing educational structures and systems are being used for a variety of purposes that are not all necessarily focused on clear, mission-oriented goals.

Beginning:

- An evaluation of existing structures and systems and their purposes is conducted. Their relationship to the mission are defined.

Progressing:

- Initial work, infusing newly designed and newly purposed structures and systems, is developed and work has begun to implement them in day-to-day operations.

Accomplishing:

- Existing structures/systems are strategically used to focus on mission-driven work to achieve defined goals.



Component D:

Enhance communication on how goals were selected, what the goals are and why these goals are vital to the mission.

Present State:

- All stakeholders may not be fully engaged in understanding, shaping, and prioritizing goals.

Beginning:

- The role of stakeholders and processes in understanding, shaping, and prioritizing goals is studied.

Progressing:

- There is an initial process established and outlined to include stakeholders in relation to formulation of goals.

Accomplishing:

- There is a clear, inclusive process as to how goals are selected, prioritized and an understanding of the rationale behind district goals. Goals are aligned to the Mission and Vision.



Component E:

Align clear, concise goals with student outcomes.

Present State:

- Goals, strategies, and initiatives are not consistently aligned between individual schools or stakeholders.

Beginning:

- A re-evaluation of alignment and efficacy of goals, strategies and initiatives has occurred while respecting the needs of individual schools.

Progressing:

- There is a common set of priorities and agreed upon goals that are aligned to Mission, Vision, and student outcomes.

Accomplishing:

- Goals are clear, concise, and aligned with student success and able to be measured for their efficacy.



Component F:

Measure definitively the degree to which goals are being met.

Present State:

- While there are multiple sources of data, there is not a clear data driven process and structure for measuring progress towards the district's goals.

Beginning:

- A process and structure for monitoring progress on district goals is defined. Potential data sources for progress monitoring are identified.

Progressing:

- A district improvement team is formed. Roles, responsibilities, and processes are formed. The team begins to meet regularly.

Accomplishing:

- There is a clear data driven process and structure for measuring progress towards district's goals. District goals are monitored, adjusted, and revised by a standing district improvement team. Progress is communicated to all stakeholders on a "regular" basis.



Component G:

Communicate with and engage all stakeholders to understand the alignment of district goals with the Mission and Vision of a successful graduate.

Present State:

- Limited communication and engagement among stakeholders regarding the alignment of the Vision, Mission, and district goals with the attributes of a successful graduate.

Beginning:

- Emerging consensus among stakeholders regarding the attributes of a successful graduate that will allow them to be successful in life, learning, and work beyond school.

Progressing:

- Clear alignment and consensus of the Vision, Mission, and district goals to produce a successful and productive college or career adult.

Accomplishing:

- Robust communication to all stakeholders of our Vision, Mission, and district goals on the attributes of a successful graduate.



Component H:

Engage parents so they can participate in discussions of district goals.

Present State:

- Limited engagement with parents who participate in discussions of issues and goals.

Beginning:

- Emerging consensus among parents regarding effective involvement in understanding district goals.

Progressing:

- Schools operationalize all the ways for parents to be engaged in the issues and goals surrounding their children.

Accomplishing:

- Evaluating the effectiveness and impact of the robust parent engagement strategies and structures.