



Strategic Plan: 2016 - 2020

Mission Statement

Student success by design.

Student success will not happen by chance. We must design highly effective instruction, assessment, and support in every classroom to ensure that all students learn at high levels.

Vision Statement

Develop confident learners who think critically, read thoughtfully, write effectively, solve complex problems accurately, and share talents fearlessly.

Core Values

- Student success
- Worth of every individual
- High expectations
- Emotional and physical safety
- Dignity and respect
- Quality educators
- Parent partnerships
- Community involvement

Guiding Principles:

- Focus on students: We will put students' needs first.
- Culture of collaboration: We will work together as teams to achieve student learning goals for which we are mutually accountable.
- Focus on learning: We will focus relentlessly on learning to ensure that all students will learn at high levels.
- Focus on results: We will use evidence of learning to make effective and timely instructional decisions.



District Demographics

<u>Group</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY16 %</u>	<u>FY17 %</u>	<u>FY18 %</u>	<u>Change</u>
All Students	11,827	12,336	12,620	100%	100%	100%	2.3%
Free / Reduced Lunch	5,460	5,046		44.7%	41.3%		-7.6%
Special Education	1,179	1,263	1,359	9.6%	10.3%		6.1%
English Language Learner	621	744		5.1%	6.1%		19.8%
Racial Minority	2,248	2,370		18.4%	19.4%		5.4%
Hispanic / Latino	1,693	1,778	1,705	13.8%	14.4%		5.0%
Asian	161	176	84	1.4%	1.4%		9.3%
Black	155	166	90	1.3%	1.3%		4.5%
Native American	162	162	69	1.4%	1.3%		2.5%
Pacific Islander	77	88	37	0.7%	0.7%		14.3%
Migrant	34	48		0.3%	0.4%		41.2%
Homeless	38	69		0.3%	0.6%		81.6%



1st Grade Readiness

Percentage of kindergarten students reading at spring grade-level benchmark by year.

<u>Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Growth</u>	<u>Goal</u>
2010	56.0%	76.3%	20.3%	
2011	58.0%	76.2%	18.2%	
2012	57.9%	76.0%	18.1%	
2013	56.1%	82.8%	26.7%	
2014	53.3%	82.8%	29.5%	
2015	54.1%	84.2%	30.1%	
2016	51.8%	86.4%	34.6%	78.0%
2017	50.3%	92.4%	42.1%	81.0%
2018				84.0%
2019				87.0%
2020				90.0%

2nd Grade Readiness

Percentage of 1st grade students reading at spring grade-level benchmark by year.

<u>Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Growth</u>	<u>Goal</u>
2010	65.7%	74.4%	8.7%	
2011	64.0%	76.5%	12.5%	
2012	64.4%	76.6%	12.2%	
2013	61.4%	76.9%	15.5%	
2014	65.5%	76.6%	11.1%	72.0%
2015	60.7%	71.9%	11.2%	75.0%
2016	63.1%	74.3%	11.2%	78.0%
2017	63.7%	78.4%	14.7%	81.0%
2018				84.0%
2019				87.0%
2020				90.0%



3rd Grade Readiness

Percentage of 2nd grade students reading at spring grade-level benchmark by year.

<u>Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Growth</u>	<u>Goal</u>
2010	55.6%	74.7%	19.1%	
2011	58.8%	75.0%	16.2%	
2012	59.3%	75.4%	16.1%	
2013	56.4%	76.4%	20.0%	
2014	57.8%	75.6%	17.8%	
2015	58.5%	76.2%	17.7%	75.0%
2016	55.9%	73.4%	17.5%	78.0%
2017	57.0%	74.5%	17.5%	81.0%
2018				84.0%
2019				87.0%
2020				90.0%

4th Grade Readiness

Percentage of 3rd grade students reading at spring grade-level benchmark by year.

<u>Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Growth</u>	<u>Goal</u>
2010	62.5%	77.8%	15.3%	
2011	24.3%	77.2%	52.9%	
2012	24.5%	78.4%	53.9%	
2013	60.3%	77.2%	16.9%	
2014	63.2%	79.2%	16.0%	
2015	66.6%	80.9%	14.3%	
2016	64.8%	77.6%	12.8%	78.0%
2017	63.7%	81.0%	17.3%	81.0%
2018				84.0%
2019				87.0%
2020				90.0%



7th Grade Readiness

Percentage of 6th grade students meeting proficiency benchmark on math and ELA ISAT.

Year	2015	2016	2017	2018 Goal	2019 Goal	2020 Goal
Math	48%	47%	50%	55%	60%	65%
ELA	59%	60%	60%	65%	70%	75%

High School Readiness

Percentage of 8th grade students meeting proficiency benchmark on math and ELA ISAT.

<u>Year</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Math	35%	41%	47%	53%	59%	65%
ELA	48%	51%	55%	58%	61%	65%

Strategies:

1. Use team-developed formative assessments to make instructional decisions to ensure each student is learning the essential literacy standards in all content areas.
 - Provide in-depth training on 10-Step process for Common Formative Assessments.
2. Use the Star Reading assessment to report students' reading levels to parents and students annually.
3. Identify and teach academic vocabulary in all grades and in all subject areas.
 - Instructional coaches, ELA specialists, and ELA champions will provide ongoing, job-embedded professional development to all teachers on teaching academic vocabulary in content areas.
4. Teach literacy strategies and essential literacy standards in all grades and subject areas.
5. ELA specialists and champions will provide ongoing, embedded professional learning to all teachers on effective literacy strategies in content areas.
6. Math instructional specialists champions will provide ongoing, embedded professional learning on evidence-based instructional strategies for math.
7. In middle school, increase the percentage of students completing pre-algebra with a C or better to 95%.



College Readiness

Percentage of 12th grade students meeting college ready indicators identified by www.RedefiningReady.org.

	2016	2017 Goal	2017 Results	2018 Goal	2020 Goal
College Ready Indicators	41%	55%	47%	50%	60%
• Earn a minimum 2.8 GPA on 4.0 scale	72%	75%	67%	75%	85%
• Complete Algebra 2 with a C or higher	74%	75%	73%	75%	80%
• And at least one of the following benchmarks:	47%	55%	55%	60%	75%
○ Complete an Advanced Placement course with a B or higher or AP exam with 3 or higher	35%	35%	38%	38%	40%
○ Complete Dual Credit College English and/or Math (A, B or C)	25%	55%	29%	35%	60%
○ Meet the College Readiness benchmark on the SAT / ACT	30%	33%	27%*	33%	40%

College Ready Strategies:

1. Implement [College and Career Advisement plan](#).
2. Develop and publicize a pathway for all high school students to earn an Associate's Degree through dual credit classes.
3. Increase the percentage of high school students taking dual credit GEM (general education matriculation) dual credit classes to 75%.
4. In middle school, increase the percentage of students completing pre-algebra with a C or better to 95%.
5. In high school, provide every day instruction and increased instructional time in Algebra 1 and geometry to deepen foundational skills for Algebra 2.
6. Provide SAT / ACT preparation courses to all students.
7. Continue to develop common formative assessments aligned to appropriate depths of knowledge to determine students' progress on mastering essential standards.