

Priority I: High-Quality Learning for All

- **Goal 1:** All students will have equitable access to a rigorous, high-quality learning experience resulting in equitable outcomes for all learners.
 - **Outcomes**
 - All students are prepared socially, emotionally, and academically for success in kindergarten.
 - All students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.
 - All students are proficient in mathematics by the end of eighth grade, and those who are not have the necessary supports to become proficient.
 - Academic achievement gaps are eliminated with all student subgroups performing equally well.
- **Goal 2:** All students will learn in a safe, nurturing, and culturally-responsive environment.
 - **Outcomes**
 - All students are socially and emotionally supported.
 - All students attend school on a regular basis.
- **Goal 3:** All students will graduate high school prepared for college, career, civic engagement, and community involvement.
 - **Outcomes**
 - All students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.
 - All students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.
 - All students graduate from high school prepared for civic engagement and community involvement.

Priority II: High-Quality Educator Workforce in All Schools

- **Goal 1:** All students will be taught by highly qualified teachers and all schools will be led by highly qualified principals.
 - **Outcomes**
 - All teacher and principal positions are filled with permanent hires.
 - All teachers and principals are highly qualified or receive the necessary supports to become highly qualified.
 - Recruitment and hiring procedures are succinct, efficient, and user-friendly.
 - Retention, mentoring, and personnel support systems are research-informed, robust, comprehensive, and effective.

- **Goal 2:** Complex area and state offices will be comprised of highly qualified staff whose work is aligned to support student learning.
 - **Outcomes**
 - All complex area and state office staff are highly qualified or receive the necessary supports to become highly qualified.

- **Goal 3:** All schools will be fully staffed by competent and caring support staff committed to providing quality services to support students.
 - **Outcomes**
 - All school support staff positions are filled with permanent hires.
 - Recruitment and hiring procedures are succinct, efficient, and user-friendly.
 - Retention, mentoring, and personnel support systems are research-informed, robust, comprehensive, and effective.

- **Goal 1:** All school facilities will be safe, well-maintained, compliant, clean, and attractive to provide a positive and inviting learning environment for students and staff.
 - **Outcomes**
 - All school facilities are Title IX and ADA compliant.

- **Goal 2:** All operational and management processes will be implemented in an equitable, transparent, and efficient manner.
 - **Outcomes**
 - All Board of Education policies align with the goals and outcomes contained within the strategic plan.
 - All Board of Education practices and procedures foster efficient operation, streamline processes, enhance planning, and facilitate decision making.
 - All Department of Education programs, human resources, and finances are structured to accomplish the goals and outcomes contained within the strategic plan.
 - All Department of Education practices and procedures foster efficient operation, streamline processes, eliminate redundancies, and facilitate effective management.
 - All data systems are aligned to meet and measure the goals and outcomes contained within the strategic plan with appropriate metrics.
 - Capital improvement program line items are aligned with the intent of Board Policy 301-10, Equitable Allocation of Facilities Resources. and Capital Improvement Project line items

- **Goal 3:** Families, stakeholders, and staff are informed of and engaged in planning and decision-making affecting students in a meaningful and timely manner.
 - **Outcomes**
 - All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.
 - All families, stakeholders, and staff can easily learn about and participate in decision-making processes at the school, complex area, and state levels.
 - All families, stakeholders, and staff can easily understand and effectively use a process that will assist with the timely resolution of disputes.

BOE Strategic Plan – Draft (as of 12/1/2022)

Priority 1: HIGH QUALITY LEARNING FOR ALL

Goal 1: All students will have equitable access to high quality learning experience resulting in equality of outcomes for all learners.

Goal 2: All students will learn in a safe, nurturing and culturally responsive environment.

Goal 3: All students will graduate high school prepared for college, career, civic engagement and community involvement.

Priority 2: HIGH QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

Goal 1: All students will be taught by highly qualified teachers and all students will be led by highly qualified principals.

Goal 2: Complex area and state offices will be comprised of highly qualified staff whose work is aligned to support student learning.

Goal 3: All schools will be fully staffed by competent and caring support staff committed to providing quality services to support students.

Priority 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

Goal 1: All school facilities will be safe, well-maintained, compliant, clean and attractive to provide a positive and inviting learning environment for students and staff.

Goal 2: All operational and management processes, including resource allocation, will be implemented in an equitable, transparent and efficient manner.

Goal 3: Families, stakeholders and staff are informed and engaged in planning and decision making affecting students in a meaningful and timely manner.

DOE Current Performance Indicators

1. Academic Achievement (Language Arts^{1 2 3}, Math^{1 2 3}, Science^{2 3})
2. School Growth^{1 3}
3. Chronic Absenteeism^{1 2 3}
4. English Language Proficiency^{1 3}
5. Special Education Inclusion Rate^{2 3}
6. Third^{2 3} and Eighth Grade Literacy³
7. Achievement Gap^{2 3}
8. Ninth Grade On-Track^{2 3}
9. CTE Concentrator^{2 3}
10. Graduation Rate^{1 2 3}
11. College-Going Graduates^{2 3}
12. Teacher Positions Filled on August 1^{2 3}
13. Teacher Retention (5 Years)^{2 3}
14. School Climate^{2 3}
15. Repair and Maintenance Backlog^{2 3}
16. Family Engagement^{2 3}
17. Participation Rate in State Testing¹

¹ [Federal ESSA Accountability](#)

² [BOE & DOE Strategic Plan, 2017-2020](#)

³ [STRIVE HI](#)