

To: Board of Education

From: Kyle Hayden, superintendent

Re: Approval of 2016-2017 Board of Education Goals

Date: October 6, 2016

Background:

Each year, the Board of Education engages in a goal setting process. Using feedback and information from multiple employee groups, the board discusses progress on current goals and charts the course for future ones. Over the past several years, these discussions have focused on Excellence, Equity and Engagement.

Prior to its August 8 and September 12 regular meetings, the board met in goal setting work sessions, discussing many issues related to future goals. From those discussions, administration created goals for the 2016-2017 school year.

Recommendation:

Administration recommends board approval of the goals for the 2016-2017 school year.

Motion:

"I move the Board of Education approve the goals for the 2016-2017 school year."



# Excellence, Equity, and Engagement

## LAWRENCE USD 497 BOARD OF EDUCATION GOALS

### 2016-2017



Engage our school community in providing a student-centered system of support,  
so ALL STUDENTS achieve, succeed, and graduate future ready.

In order to achieve educational excellence and equity for students of all races and backgrounds, the Lawrence Board of Education and Superintendent will establish a learning climate of high expectations, set annual equity and achievement goals, and charge district- and school-level teams with responsibilities for developing strategies to eliminate achievement disparities while improving achievement for all students.

**Mission:** Lawrence USD 497 is a learning community committed to ensuring educational equity and excellence so that students of all races and backgrounds achieve at high levels and graduate prepared for success in college, careers, and life in a diverse and rapidly changing world.

**Vision:** The school board, administration, teachers, and staff build positive relationships, seek multiple perspectives, and hold each other accountable for ensuring that through equitable access to rigorous, culturally relevant and seamlessly aligned curriculum, and effective, research-based instruction, all students achieve at high levels, graduate on time, and are well prepared for their future.

\*Responsibility by Department:

**ES** = Educational Support    **F&O** = Facilities & Operations    **I&T** = Innovation & Technology    **T&L** = Teaching & Learning    **SS** = Student Services

Goal	Action Steps	Responsibility*	Report to BoE
I. Develop and align district expectations for curriculum, instruction, and assessment to raise the achievement of all students.	<b>Learning Forward, Future Ready</b> 1. Gather feedback and student achievement data measuring results of implementation of personalized learning in blended instructional environments for continued expansion and support. <ul style="list-style-type: none"> <li>A. Collect survey data from staff, students, and parents.</li> <li>B. Gather multiple data points, including norm-referenced assessments, criterion referenced assessments, teacher created assessments, grades (6-12), and standards-based progress report information (K-5).</li> <li>C. Compare longitudinal data across grade groupings and report to Board.</li> <li>D. Continue partnership with KU for implementation of effective strategies and skills, utilizing research.</li> </ul>		
	2. Implement 1:1 iPad digital learning at middle schools and develop a plan and process to measure the success of the program. <ul style="list-style-type: none"> <li>A. Collect data from third-party partners - KU-ALTEC</li> <li>B. Create a document of lessons learned and successful practices used in the deployment of the iPads. Report findings to Board.</li> <li>C. Survey teachers, students, and parents about instructional use of the devices, skills, access, district/building environments, and 1:1 policies and procedures. (District Technology Committee/Project Manager)</li> <li>D. Provide middle school Vanguard groups feedback about technology integration needs and processes, and assist colleagues in</li> </ul>		

	<p>technology acquisition skills. (Middle school Vanguard groups)</p> <p>E. Conduct focus groups and walkthroughs, then provide observational data on the use of the 1:1 technology in the classroom and as a learning tool. (ALTEC)</p> <p>F. Report regularly to Board.</p>		
	<p>3. Explore 1:1 digital learning at high schools and make recommendations for implementation for the 2017-18 school year.</p> <p>A. Collect data from third-party partners - ALTEC and BrightBytes.</p> <p>B. Visit two high schools (one that is exclusively 1:1 iPad and one that is 1:1 MacBook) and discuss technology integration, student engagement, and the usefulness of the devices as learning tools with teachers. (Digital Learning Task Force)</p> <p>C. Engage in training on both the iPad and MacBook Air and integrate both devices into classrooms. (High school Vanguard groups)</p> <p>D. Conduct focus groups with staff and students to discuss the productivity, educational usefulness, and pros and cons of each device.</p> <p>E. Report regularly to Board.</p>		
	<p>4. Investigate, plan, and implement measures to ensure equitable access to technology at school and home, including exploring partnerships with the City of Lawrence, Douglas County, and other community partners.</p> <p>A. Continue to seek grants to purchase personal hotspots for student check out.</p> <p>B. Continue to meet with city and county officials to discuss equitable access options.</p> <p>C. Extend library hours in <b>secondary</b> schools to provide Internet access for students.</p> <p>D. Partner with local businesses to encourage students to access free community Wi-Fi.</p> <p>E. Continue to seek low-cost Wi-Fi options for school families.</p>		
	<p><b>College and Career Readiness</b></p> <p>1. Continue to align core curriculum and resources to Kansas College and Career Ready Standards. (<i>Social Studies, K-12; English/Language Arts, K-5; Writing, K-8; Mathematical Practice Standards, K-12; Next Generation Science Standards, K-12</i>)</p> <p>A. Engage staff (departments, grade-level teams, and leadership teams) in the curriculum review process with curriculum facilitators.</p> <p>B. Recommend, as needed, instructional resources to meet KCCRS/CCSS.</p>		

	<p>2. Examine high school course options and graduation requirements and develop a plan to implement recommended changes. <i>(See also Resource Allocation)</i></p> <ul style="list-style-type: none"> <li>A. Gather comparative data of course offerings from surrounding districts.</li> <li>B. Engage high schools, district administration, site councils, and building staff to review findings from other districts and offer input/feedback.</li> <li>C. Develop proposal based on feedback.</li> </ul>		
	<p>3. Evaluate the middle school schedule with a focus on enhancing integrated core and essentials courses, and developing a plan to implement recommended changes.</p> <ul style="list-style-type: none"> <li>A. Establish committees consisting of teachers, building administrators, and district administrators.</li> <li>B. Explore options and gather information from comparative districts in order to make a recommendation for negotiations teams by February.</li> </ul>		
	<p>4. Explore and expand educational options at the College &amp; Career Center and Virtual School and develop a plan to implement recommended changes.</p>		
<p>II. Enhance programming and supports to meet the varied academic, social, emotional, and behavioral needs of each student</p>	<p><b>Ci3T</b></p> <p>1. Implement and institutionalize the Ci3T system of supports for all students in all schools.</p> <ul style="list-style-type: none"> <li>A. Expand access for all building staff to participate in a survey providing the opportunity to give feedback regarding implementation and success of the student support framework.</li> <li>B. Use staff survey feedback and student data to support building and district instructional decision-making. (Ci3T District Leadership Team)</li> <li>C. Support and empower building leadership teams in using staff survey feedback and student data to inform decision-making.</li> <li>D. Use survey feedback to plan for and enhance professional learning for staff.</li> </ul>		
	<p>2. Create a plan and timeline for implementing LGBTQ supports.</p> <ul style="list-style-type: none"> <li>A. Create a district advisory/leadership team comprised of representatives from each level to make recommendations.</li> <li>B. Engage building-based student groups in providing feedback and input on supports.</li> <li>C. Investigate implementation of Culturally Relevant Teaching (CRT) for marginalized groups via AVID facilitator.</li> <li>D. Gather feedback from attendees to CRT.</li> <li>E. Design professional learning opportunities to engage staff in CRT for classroom application.</li> </ul>		

	<p>3. Complete external review of district special education services, provide report to Board, and create a plan for recommended enhancements.</p> <p>A. Create a leadership team to review feedback data and make recommendations to district special education administration.</p>		
	<p>4. Develop and implement plan for mandatory staff suicide prevention training.</p> <p>A. Ensure all district staff are trained by January.</p>		
	<p>5. Continue to explore needs and improve district mental health services.</p>		
	<p>6. Explore extended options to support student academic achievement through the use of flexible scheduling, virtual opportunities, and extended schools day (0 hour, 8<sup>th</sup> hour).</p>		
	<p><b>Wellness</b></p> <p>1. Implement the plan to connect the curriculum to outdoor student learning opportunities.</p> <p>A. Connect gardens to curriculum by broadening the number of students and staff in gardens.</p> <p>B. Access what is currently being done by various teachers at each level to make use of outdoor spaces in their curriculum.</p> <p>C. Include staff-created garden/outdoor learning spaces lessons within the K-5 science course masters for instructional implementation.</p> <p>D. Continue to expand gardens at remaining buildings and establish financial plan for sustaining the gardens.</p> <p>E. Provide professional development to teachers and staff supporting Farm to School Alliance for a Healthier Generation Initiatives.</p>		
	<p>2. Survey and hold focus group conversations with staff, students, parents, and other community stakeholders to gain feedback on modifications to school start times, school day schedules, and the <b>school calendar</b>.</p>		
	<p>3. Continue to implement and improve district health and student wellness initiatives.</p> <p>A. Provide the board with a progress report on what is currently being done and what future plans are in the works.</p> <p>B. Market the benefits of Child Nutrition Programs and Farm to School initiatives</p>		
<p>III. Create a personalized professional learning plan to support students and staff.</p>	<p><b>Equity</b></p> <p>1. Continue to expand Beyond Diversity training for all certified and classified staff.</p> <p>A. Include all new staff in first workshop of the year.</p> <p>B. Continue training certified and classified staff.</p> <p>C. Expand non-employee group participation. (site councils, SROs, etc.)</p>		

	<ol style="list-style-type: none"> <li>2. Take next steps with culturally relevant instruction. <ol style="list-style-type: none"> <li>A. Investigate implementation of Culturally Relevant Teaching (CRT) via AVID with on-staff facilitator or on-site workshops.</li> <li>B. Gather feedback from attendees to CRT to develop a long-range plan for staff participation.</li> <li>C. Design professional learning opportunities to engage staff in CRT for classroom application.</li> </ol> </li> </ol>		
	<ol style="list-style-type: none"> <li>3. Review policy addressing discrimination and harassment with consideration for adding language centered on symbols and micro-aggressions. <ol style="list-style-type: none"> <li>A. Provide professional learning to staff.</li> <li>B. Develop a plan for educating students.</li> </ol> </li> </ol>		
	<ol style="list-style-type: none"> <li>4. Develop a plan to consistently engage communities of color in authentic, meaningful, and purposeful ways through Partnerships for Academically Successful Students (PASS).</li> </ol>		
	<p><b>Professional Learning</b></p> <ol style="list-style-type: none"> <li>1. Develop and support teacher learning and implementation of pedagogy to strengthen personalized learning in blended environments. <ol style="list-style-type: none"> <li>A. Survey staff and share feedback from professional learning opportunities.</li> <li>B. Utilize feedback to inform enhancements to upcoming sessions and support.</li> <li>C. Report feedback from staff attendees to Board.</li> </ol> </li> </ol>		
	<ol style="list-style-type: none"> <li>2. Continue focus on training teachers to effectively integrate technology and digital learning</li> </ol>		
	<ol style="list-style-type: none"> <li>3. Implement a Leadership Academy to develop the skills of internal certified staff and prepare them for future educational leadership roles. <ol style="list-style-type: none"> <li>A. Establish criteria for Academy.</li> <li>B. Select first cohort.</li> <li>C. Evaluate program.</li> </ol> </li> </ol>		
IV. Expand communication and community connections through increased engagement.	<p><b>Engagement</b></p> <ol style="list-style-type: none"> <li>1. Continue to engage the community in school district priorities, including: school boundary changes, 2013 bond issue construction progress, master facilities planning for a new 2017 bond initiative, and school finance and budget challenges. <ol style="list-style-type: none"> <li>A. Meet with boundary committee to review trends in enrollments.</li> </ol> </li> </ol>		
	<ol style="list-style-type: none"> <li>2. Examine 2015-16 survey data and develop a plan to improve workplace climate and culture by continuing to purposefully engage and seek input/feedback from staff, students, school families, and community partners. <ol style="list-style-type: none"> <li>A. Host a professional development workshop with all building and district administrators and teacher leaders on <i>Thriving Culture</i>.</li> <li>B. Create district and building <i>Thriving Culture</i> plans to improve school climate and culture.</li> </ol> </li> </ol>		

	<ul style="list-style-type: none"> <li>C. Repurpose and expand the Employee Advisory Committee (EAC) to provide an opportunity for certified and classified staff to share ongoing input/feedback regarding district goals and other current issues.</li> <li>D. Continue meetings involving the Superintendent and Building Leadership Teams (BLT) to gather input/feedback on district goals and other current issues.</li> <li>E. Host annual staff and parent workshop to gather input/feedback about Board goals. (Superintendent and LEA)</li> <li>F. Utilize Patron Insight to perform a follow-up district climate survey and collect comparative data.</li> <li>G. Continue to conduct building-level climate surveys for staff and parents.</li> </ul>		
	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>1. Evaluate district technology communication systems (e.g. Microsoft Office, Outlook, Google, SharePoint, Skyward, etc.) with consideration for modifications and enhancements. <ul style="list-style-type: none"> <li>A. Form stakeholder group of Skyward users to gather feedback/input on use of Skyward, needs, and possible enhancements.</li> <li>B. Investigate current SIS (Skyward) for alignment to district needs.</li> <li>C. Evaluate district's use of Microsoft Office Suite. (SharePoint, Outlook, etc.)</li> <li>D. Investigate project management software systems for districtwide use.</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>2. Provide mid-year administrative progress reports on board goals.</li> </ul>		
	<ul style="list-style-type: none"> <li>3. Engage principals and parents in the process of evaluating how district- and building-level systems and processes affect families, build consensus around adjustments, and implement changes across the district if warranted.</li> </ul>		
<p>V. Allocate capital and human resources to deliver quality educational programs and services in adaptable, high-performance facilities.</p>	<p><b>Resource Allocation</b></p> <ul style="list-style-type: none"> <li>1. Create a plan to eliminate deficit spending and balance the budget. <ul style="list-style-type: none"> <li>A. Review budget by departments and buildings and identify areas where efficiencies can be gained and/or resources reallocated.</li> <li>B. Engage the Finance Advisory Council in the review and recommendations.</li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>2. Review, adopt, and implement the new Parent Organization Guidebook.</li> </ul>		
	<ul style="list-style-type: none"> <li>3. Create a plan to take steps toward addressing the salary and wage study. <ul style="list-style-type: none"> <li>A. Meet with Educational Management Solutions (EMS) to review data and the evaluation process.</li> <li>B. Prepare committee recommendation regarding priority order to address market study for presentation to Board.</li> </ul> </li> </ul>		

	<p>4. Continue to develop and manage the Capital Improvement Plan (CIP) to maintain and improve facilities and equipment.</p> <ul style="list-style-type: none"> <li>A. Collect CIP requests in November and prioritize requests in collaboration with building administration and F&amp;O staff.</li> <li>B. Present CIP draft and report to Board in December and seek Board approval of CIP in January.</li> </ul>		
	<p>5. Investigate Food Service use of disposable containers and multi-section trays.</p>		
	<p>6. Examine high school course options and graduation requirements and develop a plan to implement recommended changes. <i>(See also Career and College Readiness)</i></p> <ul style="list-style-type: none"> <li>A. Gather comparative data of course offerings from surrounding districts.</li> <li>B. Engage high schools and district administration, site councils, and building staff in review of findings from other districts and offer input/feedback.</li> <li>C. Develop proposal based on feedback.</li> </ul>		
	<p><b>Facilities Planning</b></p> <p>1. Complete the remaining construction projects from the 2013 bond issue and address any punch list and warranty related items.</p>		
	<p>2. Complete the master facility plan for Lawrence High School and other secondary schools with consideration for a 2017 bond referendum.</p> <ul style="list-style-type: none"> <li>A. Engage LHS steering committee and district focus groups in the program planning and schematic design.</li> <li>B. Present master plan recommendations, along with cost estimate summaries, to Facility Planning Committee followed by a Board work session.</li> <li>C. Engage the Finance Advisory Council regarding bond indebtedness and the impact of a potential new bond issuance.</li> <li>D. Board consideration of a bond election.</li> </ul>		
	<p>3. Begin to implement the transition plan for the new Facilities &amp; Operations facility and district-owned warehouse at 711 E. 23rd Street.</p> <ul style="list-style-type: none"> <li>A. Board approval of land transaction with county in September.</li> <li>B. Finalize design for warehouse, instructional resource center, &amp; office spaces.</li> <li>C. Complete construction of warehouse and IRC in the spring and F&amp;O offices in the fall</li> </ul>		
	<p>4. Conduct assessment of current sustainability practices, then investigate, develop, and implement components of a short- and long-range sustainability plan that comprehensively addresses facility design, district operations, and student learning.</p>		



	<p>5. Evaluate current and future use of district facilities and property.</p> <ul style="list-style-type: none"><li>A. Future use of East Heights (Construction Phasing site - Pinckney)</li><li>B. Future use of Wakarusa Valley (Lawrence Virtual School)</li><li>C. Future use of Holcom (C-Tran and Culinary Arts programs)</li></ul>		
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