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.
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 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.
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.