#FUTUREREADY

PIPER USD 203
STRATEGIC PLAN

Connecting the "Dottes" for a Competitive Edge

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FROM THE HELM

A Message *from Dr. Jessica Dain, Superintendent of Schools*

Inclusivity. Innovation. Community. Integrity. Passion.

These core values served as the cornerstone for the founders of the Piper School District who in 1920 opened its doors to 65 students. It was paramount to this community to provide an education that was attainable for ALL children in order to ensure post-secondary success. They had conviction that went beyond the status quo launching a tradition of excellence for the Piper School District, Unified District #203.

Today, the tradition of excellence continues with these same core values driving the work of preparing students in the Piper School District an education with a competitive edge; one that will prepare them to be successful in the Industrial Revolution 4.0.

As futurists, we imaged the future and thought creatively about how Piper students can be empowered for success. We engaged the Piper community and asked them: What do we want our incoming kindergarten students to know and be able to do when they graduate from high school in the year 2033? What skills are essential for post-graduation success? How do we ensure Piper graduates are prepared to lead in our rapidly-evolving world? **How do we ensure they are Future Ready?**

As such, our community created the **Piper Portrait of a Graduate**. This development process involved a sustained conversation leading to a shared agreement focused on a unique community-owned picture of the skills graduates need for future success. The Piper Portrait of a Graduate serves as the North Star for system transformation. The Piper Portrait of a Graduate provides strategic direction for the redesign of the overall education experience for students and reinvigorates and re-engages students, teachers, and community stakeholders.

One of the important shifts we are making within our organizational structure is putting the needs of students as the top priority and how we operate every facet of the organization. The traditional pyramid of a top-down structure has been inverted so that the students that we serve are at the top. We want to create an organizational culture in which everyone focuses on students, student learning, their educational outcomes, and preparing them to meet the competencies outlined in the Portrait of a Graduate.

This organizational cultural shift is important to our strategic plan and our ability to achieve our goals. To that end, our strategic plan will not be a document that lives on a shelf, but rather a guide to navigate short-term and long-term goals and a compass that will support our decision-making. Updates on our progress will be highlighted on our website, and we will provide an annual scorecard to monitor success. This strategic plan is the driving force of our commitment to ensuring that our students are #FUTUREREADY.

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PORTRAIT OF A GRADUATE

Every school system is unique, and is connected by a shared aspiration: that all students have an educational experience preparing them to be successful post-graduation. Now more than ever, that learning experience must not only provide for the acquisition of rigorous academic content, it must also be more intentional about fostering critical thinking, encompass specific 21st century skills, and habits of mind needed to navigate and thrive in a complex, rapidly changing world.

The Portrait of a Graduate process involved a sustained conversation leading to shared agreement focused on a unique community-owned picture of what graduates need for success. Building a Community Advisory team was an integral part of the process. Representatives included communities of faith, business, higher education, community members at large, social service agencies, district leaders, school leaders, families, teachers, and students. Through this inclusive process, the Piper Portrait of a Graduate encompasses the community's collective vision for our students. This process was branded #FUTUREREADY with a focus on

the class of as 2033 when this year's current kindergarten students will graduate from high school.

The Community Advisory Committee's feedback was garnered through two meetings. The first meeting took place in October 2020. At that meeting, competencies were shared in the cognitive, personal and interpersonal realms. Assembling the participants in groups of three, each group was asked to select their top two competencies in the cognitive, personal, and interpersonal categories. At our second meeting in November 2020, the Community Advisory Committee members were provided the prioritized list of competencies based on their work from the October meeting. Participants were once again asked to select their top two competencies from the three categories. In addition to the Community Advisory Committee, the voting on the narrowed categories was opened to the District Staff and all parents in the Piper School District.

The Piper Portrait of a Graduate is the comprehensive result of the Piper community and includes the competencies

that are valued by our stakeholders in order to ensure our students are prepared for learning, work, and life after high school graduation. In addition, the competencies identified in our Piper Portrait of a Graduate drove the creation of our strategic framework which encapsulates the competencies and drives our future work as a district and as a community.
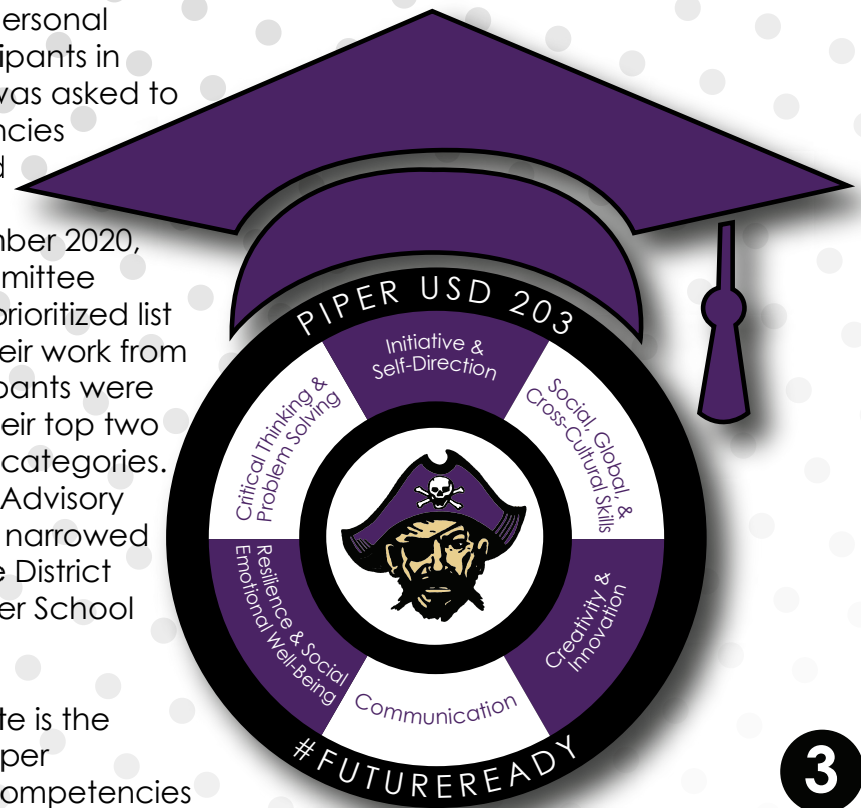
ALL PIPER SCHOOL DISTRICT GRADUATES WILL ACHIEVE COGNITIVE, PERSONAL, AND INTERPERSONAL EXCELLENCE WITH A STRATEGIC FOCUS PLACED ON:

CRITICAL THINKING AND PROBLEM SOLVING

- Collect, assess and analyze relevant information
- Reason effectively
- Use systems thinking
- Make sound judgments and decisions
- Identify, define and solve authentic problems and essential questions
- Reflect critically on learning experiences, processes and solutions

SOCIAL, GLOBAL AND CROSS-CULTURAL SKILLS

- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal work and community contexts and value the individual contributions made by each team member
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- Demonstrate ability to work effectively and respectfully with diverse teams

INITIATIVE AND SELF-DIRECTION

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently
- Monitor, define, prioritize and complete tasks without direct oversight
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process

COMMUNICATION

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, Values, attitudes and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness as a priority as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

RESILIENCE AND SOCIAL AND EMOTIONAL WELL-BEING

- Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions
- Regulate behaviors and emotions in different situations to effectively manage stress and control impulses based on ethical standards, safety concerns, and social norms

CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming, divergent and convergent thinking)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term cyclical process of small success and frequent mistakes

"BUILDING THE FUTURE ONE CHILD AT A TIME"

The strategic goals will serve as a road map to guide the Board of Education, superintendent, superintendent's leadership team, administrators, teachers, employees, and community stakeholders in the development of policies, practices, objectives, strategies, and initiatives in order to achieve the district mission, vision, values, goals, and Portrait of a Graduate. In creating these goals, we will move the strategic framework into action plans that we will pursue in order to close the gap between our current realities and desired performance.
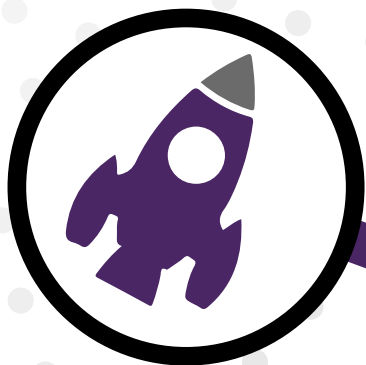
Future-Ready Success for ALL

Fiscal Responsibility & Effective Systems

Connected Culture Among ALL
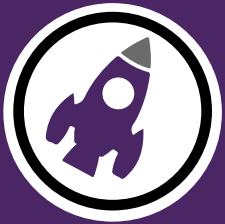
Human Capital

PIPER USD 203

#FUTUREREADY

INCLUSIVITY | INNOVATION | COMMUNITY | INTEGRITY | PASSION

STRATEGIC FRAMEWORK
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GOAL 1: Future Ready Success for ALL

Every student will be challenged and supported to achieve success by demonstrating core academic knowledge and transferable life skills as outlined by the Piper Portrait of a Graduate.

PRIORITY OUTCOME

Competency-Based Learning Instruction: Provide a guaranteed and viable curriculum to ensure all students are on or above grade level and are proficient in academic and Portrait of a Graduate (PoG) competencies to ensure post-secondary success.

INITIATIVES

- Implement the Multi-tiered Systems of Support framework for literacy and math in all of our schools.

- Align the Portrait of a Graduate competencies to the course outcomes of every course PreK-12 and design real-world, performance-based assessments to ensure mastery of the PoG competencies.

- Develop an Individualized Learner Profile for each student that is utilized in the individualized instructional design process to ensure post-secondary success for all students.

PRIORITY OUTCOME

Student-Centered Classrooms: Empower all students in their learning through a wide variety of authentic learning experiences, student-centered instructional approaches, and academic-support strategies that are intended to address the district learning needs, passions, and cultural backgrounds of individual students.

INITIATIVES

- Provide district support of Piper High School's implementation plan for Real-World Learning that allows for expansion and sustainability for students' attainment of Market Value Assets and postsecondary success.

- Utilize student-centered approaches to teaching and learning (workshop model, project-based learning, blended learning, real-world learning) to ensure students are actively engaged in and taking ownership of their learning.

- Implement grade level competency-based passion projects in which students demonstrate learning mastery in ways that are of personal interest to them.

PRIORITY OUTCOME

Culture of Professional Learning: Establish and invest in a growth-oriented and collaborative culture of professional learning that holds the value of collective responsibility for the development of all of our learners.

INITIATIVES

- Maintain a focus on Professional Learning Communities and Peer Coaching Triads to promote a growth-oriented mindset and a collaborative culture among staff.

- Implement a systems approach in the design process of professional development that includes staff input, transformational processes, rigorous and inclusive content, and includes district and building leadership creating conditions for educator success.

- Utilize the Future Ready Walk-through Tool to use as a formative data collection tool to engage in dialogue in the implementation of district Teaching and Learning initiatives.

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GOAL 2: Connected Culture Among ALL

Empowering all stakeholder groups (staff, students, and community) to create systems and relationships that support social-emotional intelligence, cultural proficiency, and a unified community.

PRIORITY OUTCOME

Social Emotional Learning: Staff and students embody social-emotional learning competencies that cultivate self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

INITIATIVES

• Implement the Multi-tiered Systems of Support framework for Social-Emotional Learning in all of our schools.

• Engage in community-based conversations about the district's Social-Emotional Learning data, and how we can support our students as a community.

• Explicitly teach students to cultivate self-awareness through the implementation of Individualized Student Goal Setting in the area of Social-Emotional Learning

PRIORITY OUTCOME

Diversity, Equity, and Inclusion: Staff and students advance a climate that fosters inclusion by embracing diversity and disrupting inequitable practices throughout the educational system.

INITIATIVES

• Conduct a Diversity, Equity, and Inclusion needs assessment and design a strategic plan, goals, and practices that are aligned to the district's identified needs.

• Implement culturally-responsive pedagogy, culturally-responsive instruction, and restorative justice practices.

• Create a culture of connectedness among staff via inclusive and introspective group activities and trainings where participants investigate their own racial and cultural identities, and identify and address biases.

PRIORITY OUTCOME

Stakeholder Engagement: Students, staff, families, and community members engage in the dialogue, participate in decision making, and contribute time and resources to support the attainment of district and individualized student goals.

INITIATIVES

• Conduct a community-wide needs assessment and design a 2-year implementation plan for the attainment of the State Board Outcome and District Bold Goal of 100% Kindergarten Readiness.

• Establishing groups of community members, groups, and organizations to engage in dialogue and participate in the decision-making process, along with communication strategies, for the Piper School District.

• Collaborate with the Piper Education Foundation's Board of Directors to enhance individual and district goals.

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GOAL 3: Fiscal Responsibility & Effective Systems

Pursue the effective and efficient use of District resources, operations, and processes to support the District's vision, mission, core values, strategic goals, and Portrait of a Graduate.

PRIORITY OUTCOME

Facilities & Technology Infrastructure: Ensure the existence and capacity of safe, well-maintained school facilities and technology which support student learning, growing demographics, and long-range planning.

INITIATIVES

- Continually review and enhance safety and security measures to ensure the District is prepared to effectively prevent and respond to all emergencies that might affect student, staff, and community stakeholders.

- Align the strategic facilities and technology plans to support the Portrait of a Graduate along with the growing demographics of the District.

- Develop and maintain sustainable technology systems to support the International Society for Technology and Education (ISTE) and other applicable industry standards.

PRIORITY OUTCOME

Budget: Implement budgets and enhance fiscal efficiencies to support strategic and academic priorities and long-range planning.

INITIATIVES

- Use data from a variety of reporting mechanisms (e.g., equity audits, program evaluations, fiscal audits) to engage in data-informed decision making.

- Implement and utilize program-based budgeting processes to support the student learning outlined in the Portrait of a Graduate.

- Align and adjust budget priorities in order to support strategic initiatives.

PRIORITY OUTCOME

Communications & Branding: Utilize communication and branding systems for a range of purposes to inform, instruct, motivate, and engage all stakeholders

INITIATIVES

- Streamline, promote, and maintain the communications processes utilized throughout the district.

- Inform stakeholders regarding progress toward achieving strategic initiatives.

- Enhance stakeholder engagement through a variety of mediums and branding practices.

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GOAL 4: Human Capital

Foster a positive working climate that value and invests in a high-quality, diversified workforce who exemplify the District's core values.

PRIORITY OUTCOME

Recruitment: Recruit a diverse and premier work force, becoming a destination district for the best educational professionals.

INITIATIVES

- Enhance and refine recruitment plan to increase applicant pool reflective of a diverse work force.

- Continually improve selection process through implementation of efficient recruitment instruments and methods.

- Develop and maintain work force recruitment and succession practices.

- Enhance communication of district strengths and benefits for recruitment of premier talent.

PRIORITY OUTCOME

Onboarding: Develop a streamlined and efficient process for onboarding new staff members.

INITIATIVES

- Utilize tools and software available to provide opportunities to onboard staff and improve efficiency by syncronizing with district recruitment software.

- Implement tools for electronic distribution of onboarding documentation, including contracts.

- Develop a strategic process for ensuring new staff members have required training and certifications within their first week of employment.

PRIORITY OUTCOME

Retention: Evaluate and enhance offerings to ensure competitiveness among neighboring districts and throughout the metropolitan area.

INITIATIVES

- Ongoing market assessments of compensation and benefit practices and offerings

- Continue to enhance communication of district benefits for retention of talent.

- Develop and sustain a culture of mental and physical health and well-being.

- Assess and redefine the performance appraisal instruments and processes for leadership.

CONNECTING THE "DOTTES" FOR A COMPETITIVE EDGE

This strategic plan challenges us, as a community, to embrace **BOLD GOALS** for every child in Piper. It is driven by our deep **BELIEF** in our students' abilities and by their own **ASPIRATIONS** for their future.

KINDERGARTEN READINESS: 100% of students are ready for Kindergarten.

SOCIAL EMOTIONAL LEARNING: 100% of students report positive teacher to student relationships.

INDIVIDUAL PLAN OF STUDY: 100% of all secondary students will update their individual plan of study on an annual basis.

DIVERSITY, EQUITY, & INCLUSION: 100% of all students feel safe, respected, and empowered.

GRADE LEVEL READING: 100% of third graders will read on grade level.

GRADE LEVEL MATH: 100% of ninth graders will pass Algebra.

SUCCESS IN COLLEGE ALGEBRA: 100% of Piper High School graduates will pass College Algebra, receiving free college credit.

CIVIC ENGAGEMENT: 100% of students will participate in civic engagement opportunities and activities.

HIGH SCHOOL GRADUATION: 100% graduation rates.

POST-SECONDARY PREPARATION: 100% of students are academically prepared for post-secondary success.

POST-SECONDARY SUCCESS: 100% of students have post-secondary success.

MARKET VALUE ASSETS: 100% of graduates will graduate with at least one Market Value Asset defined as industry-valued and recognized skills acquired in high school that create a more seamless transition from school to post-secondary education and/or the workplace.

Market Value Asset Opportunities:
- Work-Based Learning Experiences
- College Credit
- Industry-Recognized Credentials
- Entrepreneurial Experiences
- Client-Based Projects

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