



GOALS AND OBJECTIVES

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SUPERINTENDENT

BOONE COUNTY SCHOOLS –

2020-21

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STANDARD 1: Strategic Leadership

The superintendent creates conditions that result in strategically re-imagining the district's vision, mission and goals to ensure that every student who graduates from high school is globally competitive in postsecondary education and the workforce, and is prepared for life in the 21st century.

Goal 1: Develop the next 5-Year District Strategic Plan that will be implemented in the 2022-23 school year

Objectives:

- 1.1 Utilize community conversations and districtwide meetings of stakeholders to identify strategies that will lead to all students being college, career, and life ready.
- 1.2 Revise the district Portrait of a Graduate and related competencies that support our unique NKY workforce needs, laying the foundation for moving toward a competency based learning system.
- 1.3 Ensure that the next 5-Year district strategic plan addresses issues of equity, diversity and inclusion, and is strongly rooted in literacy and numeracy while expanding upon innovative programming for 21st century learners and workers.
- 1.4 Ensure that the next 5-Year district strategic plan addresses social emotional learning and mental wellness as foundational necessities to success for all students.

Goal 2: Develop innovative pathways, processes, and practices for students to be prepared for the future workplace.

Objectives:

- 2.1 Expand on innovative methods of instruction, such as virtual/online classes, additional career pathways, etc. at schools and through the Ignite Institute.
- 2.2 Expand the virtual "ACCEL" program to provide a non-traditional learning opportunity for students within Boone County and surrounding districts to attain a quality education through virtual learning.
- 2.3 Develop specific strategies across levels to instill passion and direction for career areas, especially those that are projected to be high pay/ high growth occupations for the region. Utilize regional resources, such as Grow Northern Kentucky and Work Skills for Youth initiative, to assist College/ Career Pathways Coaches in developing career planning for all high school and 8th grade students.
- 2.4 Increase career-focused work-based experiential learning opportunities

through the collaboration of schools and businesses.

- 2.5 Use the results of the You Science survey and Panorama Student Voice Survey to develop ILP's that develop career interests and build students' career skills such as grit, perseverance, leadership, resiliency, and independence.
- 2.6 Ensure all schools provide cultural and global competence learning that includes a quality world language program, dual immersion language acquisition, and a robust English Learner support structure while honoring diversity from a historically grounded and strength-focused lens.

STANDARD 2: Instructional Leadership

The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

Goal 1: Deepen, refine, and extend the district's and schools' processes to inform, measure and monitor daily classroom learning system-wide in order to increase the achievement of all students.

Objectives:

- 1.1 Develop specific strategies/plans to address student skill deficits as indicated on CASE, CERT, and STAR assessment data. Focus on novice reduction strategies, including strategies to impact achievement of English Learners and students with disabilities, as well as students in poverty. Implement strategies for accelerating learning and providing interventions and remediation to address learning gaps created during the COVID19 pandemic.
- 1.2 Pilot RTI 2.0 structures and strategies in 6 schools with the goal of fine-tuning these structures district wide in 2020-21. Train all principals, assistant principals, coaches and teachers on RTI 2.0 processes for Tier 1, 2 and 3 in 2021-22 for full implementation in 2022-23.
- 1.3 Provide additional training and support to all teachers on the effective use of formative assessment on a frequent basis to monitor student progress and adjust instruction, including the role of grading within formative assessment.

Goal 2: Provide leadership and support in the ongoing development and alignment of curriculum in all content areas.

Objectives:

- 2.1 Utilize user feedback and the equity lens to make recommended adjustments to identified priority standards and pacing guides. Monitor implementation in mathematics, ELA, Science and Social Studies, PreK-12.
- 2.2 Develop common proficiency scales, rubrics, and common benchmark assessments to ensure a highly aligned system. Evaluate tools such as Panorama and CASE as a dashboard and assessment tool to monitor both academic and non-academic data.
- 2.3 Provide professional learning to include culturally responsive practices and support for schools to ensure that all students have differentiated learning experiences that are RIGOROUS, EQUITABLE, ACCESSIBLE, and RELEVANT to help students at all levels achieve mastery of standards.

STANDARD 3: CULTURAL LEADERSHIP

The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools.

Goal 1: Analyze and address Impact Kentucky Teacher Survey results.

Objectives:

- 1.1 Provide analysis of 2021 Impact Kentucky Teacher Survey results to stakeholders and develop a comprehensive plan to address prioritized needs at all schools.

Goal 2: Strengthen a culture for learning that meets the needs of ALL students.

Objectives:

- 2.1 Lead district to continue to embrace a PLC culture mindset. Maintain a systemic process for all school and district leaders and teachers for ensuring PLC's are active and effective in each building.
- 2.2 Collaborate and calibrate with all principals, assistant principals and instructional coaches on PLC expectations and monitor effective PLC implementation.
- 2.3 Identify and address barriers believed to contribute to disparities in student learning. Ensure that equity is addressed systemically, and employ strategies that provide equity and inclusion in learning for all students.

Goal 3: Design and deliver assessment literacy that re-enforces “a culture of learners”.

Objectives:

- 3.1 Continue to explore, learn, research and study opportunities and plans for our system to develop and fully support implementation of standards-based learning and grading practices.
- 3.2 Using the 4DX model, monitor district and school Scoreboards/Data Dashboards quarterly in order for district, principals, and teachers to stay accountable to effective best practices in ensuring student learning.

Goal 4: Create a culture of Equity and Excellence in the Boone County Schools

for ALL Students and Staff

Objectives:

- 4.1 Establish a district Diversity/Equity/Inclusion Task Force with representatives from diverse cultures charged with creating and implementing a district Diversity/Equity/Inclusion framework.
- 4.2 Develop and identify professional and personal development opportunities for staff focused on uncovering and eliminating implicit biases and for improving cultural competence.
- 4.3 Develop infrastructure to provide sustainability if efforts around diversity, equity, and inclusion and ensure these efforts are strategically embedded into programs and services across the Boone County School District.
- 4.4 Analyze/expand the curriculum to emphasize inclusion and appreciation of diversity and cultures to ensure equitable and developmentally appropriate learning district-wide
- 4.5 Develop curriculum and opportunities for students focused on uncovering implicit biases and improving cultural responsiveness and competence.

STANDARD 4: Human Resource Leadership

The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff.

Goal 1: Continue to support building leadership in implementing effective and research based teaching practices.

Objectives:

- 1.1 Emphasize and support the role of the instructional coach in assisting teachers with professional learning using a student-centered coaching model.
- 1.2 Provide principals with professional development opportunities that will enhance their role as the school instructional leaders, and give them the tools to help influence teacher instruction behavior that results in higher student achievement.

Goal 2: Develop systems for recruiting and retaining exceptional teachers and leaders from diverse backgrounds.

Objectives:

- 2.1 Work with Learning Support Services in implementing effective new teacher induction programs and school leader development programming.
- 2.2 Work with the Human Resources department in developing and implementing strategies to actively recruit, promote, and retain a diverse workforce reflective of the Boone County Schools population.

STANDARD 5: Managerial Leadership

The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

Goal 1: Ensure continued use of the APQC process and other process improvement tools to increase efficiency and provide cost savings within the district.

Objectives:

- 1.1 Support new and ongoing APQC projects led by District leadership and provide reports to the Board of Education on progress and savings.
- 1.2 Use APQC practices throughout the district's departments.

Goal 2: Utilize collaborative and transparent processes (survey results, committee minutes and agendas, assessment results) to ensure resources are allocated and expended to best meet student needs.

Objectives

- 2.1 Budget committee will continue to utilize survey results as well as researched school finance models (such as Odden's *Improving Student Learning when Budgets are Tight*, resources from Hanover Research, etc.) to develop plans for use of fiscal resources.

STANDARD 6: Collaborative Leadership

The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision.

Goal 1: Increase opportunities for meaningful parent engagement.

Objectives:

- 1.1 Establish parent ambassadors who meet regularly with district personnel to learn about district vision, mission, and activities. Utilize parent ambassadors for communicating our district story to the greater community, increasing transparency.
- 1.2 Implement parent engagement programming, such as Parent Camp or Parent University, where parents can ask and discuss topics of interest in an open forum.

Goal 2: Engage the community through expanded marketing and branding efforts as well as expanded opportunities for students.

Objectives:

- 2.1 Develop enhanced learning opportunities for students involving community resources/ organizations, such as the NKY MakerSpace.
- 2.2 Create partnerships with community agencies to achieve goals in the Strategic Plan.
- 2.3 Utilize the advocacy committee to develop and implement marketing/ branding plans for the district.

Goal 3: Utilize distributive leadership strategies within the district to strengthen ownership among teachers and staff for achieving the goals articulated in the district strategic plan.

Objectives:

- 3.1 Continue to develop teacher ambassador cohorts to be guiding coalitions for change. Examples of teacher ambassador cohorts include those for competency based learning initiatives, district programs, world language, curriculum design, etc.

STANDARD 7: Influential Leadership

The superintendent promotes the success of teaching and learning by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.

Goal 1: Enhance Board of Education/ SBDM Council relationships and understanding.

Objectives:

- 1.1 Work with school SBDM Councils to promote increased understanding of schools' implementation of district policies and practices.
- 1.2 Continue to hold board workshops on topics within the strategic plan to encourage understanding and collaboration among all stakeholders.

Goal 2: Implement mechanisms that facilitate decision-making transparency.

Objectives:

- 2.1 Establish a COVID19 Task Force with representatives from the school system and community to examine pandemic related topics that impact the schools and to advise decision-making.
- 2.2 Utilize dashboards for communicating data and decision-making process in a transparent manner. Examples are dashboards for progress in meeting the goals and objectives of the CDIP, and case data pertaining to COVID19.