MISSION:
Representing and in partnership with our stakeholders, the Boone County School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve to his or her highest potential as a learner and citizen.

THEORY OF ACTION:
If Boone County Schools operate as Professional Learning Communities focused on high quality instruction for the 21st century, then teaching, learning, and student performance will improve for every student in every classroom every day.

CORE VALUES:
- Academic excellence
- Lifelong learning and continuous improvement
- Shared responsibility
- Respect for all students
- Stakeholder empowerment and engagement
- Preparing next generation learners

VISION:
Every graduate college, career, and life ready.

Through community, staff, and student conversations across the District, Boone County Schools gathered input on what the District’s residents think should be the future of education. Our goal was to define what our community wants students to know for the future using a process developed by EdLeader 21 (an international member organization focused on building our students’ 21st century skills). We wanted to learn what’s important to our community by talking to our taxpayers, business leaders and parents who support our district. This input was used to create the District’s five-year strategic plan. Our community developed the 10C’s of what we want for our students and schools. These are collaboration, communication, critical thinking, creativity, cultural competence, character, compassion, community connections, choice and challenge. The District’s plan is for all students to develop these skills through a commitment to three areas: Student Empowerment, World-Class Education, and Resource Optimization.

GOALS:
All learners will demonstrate the 21st century skills and knowledge that will prepare them for success in college, career, and life. They will develop the leadership and character skills needed to become productive, compassionate, thriving global citizens. Students will learn through active engagement, collaboration and exploration of personal interests, talents and ambitions. Teachers and students will use inventive technology and 21st century tools to enhance learning. The District will utilize effective process and performance management strategies to provide resources and will engage the community in understanding and supporting the plan.

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OBJECTIVES:

Goal 1: Student Empowerment

Character: Student leadership, hope, wellbeing, and engagement

In order to develop the 21st skills necessary to be successful in the future workplace, students need experiences that build leadership, hope, wellbeing, and engagement, as well as grit, perseverance, and work ethic. These experiences will come from District-wide student leadership training, as well as personalized planning, and expanded learning opportunities.

- Each school will focus on leadership/career skill development.
- Use Gallup data to work with students on personalized action plans.
- Utilizing community resources, offer expanded learning opportunities to all students.

Community Connections: Career Exploration

Students will graduate with a strong passion for a career direction, as well as having real-world community connections to explore a career path.

- Students will participate in career experiences such as career circles, job shadowing, mentoring and internships to explore areas of interest.
- Career courses, career counseling, and career pathways will focus on the future workplace.
- Exit interviews at transition points will assist students in identifying career direction

Goal 2: World-Class Education

Critical Thinking, Communication, Challenge: UbD

Choice, Creativity, Collaboration: PBL

Compassion, Cultural Competence: Service Learning

Understanding by Design (UbD) will be used as the District instructional framework, focused on enduring skills and understandings and transfer of these skills to all instructional endeavors. The 21st century skills of critical thinking and communication will be intentionally planned for and taught. Additionally, teachers will provide opportunities for all students to be challenged within their zone of proximal development. A focus on mastery learning will be evident throughout lesson and unit plans developed through UbD. BCS will create project/problem/passion based learning experiences for students to apply core knowledge, concepts and 21st century skills, within and across disciplines, to solve real-world problems. PBL experiences will intentionally focus on building creativity and collaboration skills, as well as providing choice. Problem based service learning is integral to academic success fostering positive youth development while addressing real community needs. Through service learning opportunities, students will engage in global outreach as well as local outreach. Students will intentionally build compassion and cultural competency through BCS service learning experiences.

- All teachers will utilize UbD framework to plan curriculum, lessons
- Mastery learning evident in all classrooms with effective formative assessment.
- Students will engage in service learning projects that are part of PBL experiences within UbD-developed units.

Goal 3: Resource Optimization

Connectivity: System Performance and Resource Optimization

- Schools and District departments and divisions will utilize process and performance management principles.
- Use dispositional hiring practices
- Utilize protocol/process for teachers to visit other classrooms in the district to share ideas/best practices; add to District repository
- Establish alternative methods for teacher collaboration
- Increase virtual and blended course offerings, performance-based credits; establish a hub for District programming
- Develop school of innovation which provides flexible schedules and innovative course offerings to meet the diverse needs of students.
Teaching leadership skills

During the summer of 2014, one theme bubbled to the surface in each of the community conversations facilitated by Dr. Cheser, Chief Academic Officer and Deputy Superintendent for Boone County Schools. Student leadership. Often the conversation was centered around how to best develop soft skills or career-readiness skills, but in each conversation the undercurrent was the need for the schools to nurture the internal ability of each student to lead or to become a leader.

Often when we think of student leaders we imagine the class president, the Student Council officer or perhaps an officer with FFA or FBLA or National Honor Society. The word “leader” conjures an image of an eloquent speaker who can inspire others to achieve greatness. This is certainly a version of the leadership we aim to develop within each student, but of more importance is the need to teach children to lead their own lives, independently and with success.

During the summer of 2014, the superintendents, directors, and principals of the Boone County Schools participated in a Skype chat with Yong Zhao. Dr. Zhao is an acclaimed author and speaker who presents internationally on the impact of technology and globalization on education. Dr. Zhao suggested from his research that today’s parents are producing a generation of children who are content to live in their parents’ basements. At first, giggles were heard around the room. Then reality. Then deep thought.

Our students are bright, they are joyful, they are energetic, they are passionate. Many, however, are unable to organize their tasks easily, they have difficulty with work completion and prioritizing, and solving conflict among friends can be difficult. Our goal is to help build these career and leadership skills so that they can be successful not only in school, but in life. While all of our schools are intentionally teaching leadership skills, some, such as Longbranch Elementary, are implementing the Leader in Me program. This program teaches students to become leaders of their own lives by learning skills that will become habits so that they may succeed in their school lives, at home, and in their futures. Simple lessons that focus on big ideas such as “Begin with the End in Mind” or “Seek First to Understand, Then to Be Understood” help our children learn to lead themselves and their peers.

Students who have mastered the habits are given responsibilities within the school culture to demonstrate and practice their skills. Through these leadership responsibilities, students learn to organize, collaborate, solve problems, and think critically — critical skills for their future.

Student leadership opportunities

Amazing Gifted and Talented (GT) Leadership opportunities are accessible in numerous avenues in the Boone County Schools. Our Superintendent’s Student Advisory Council meets monthly with student representatives from all 23 schools. Students work each month on developing their own leadership skills, listening and sharing experiences from a District principal/administrator, plan and complete service learning projects, and meet with Dr. Poe to discuss concerns and share ideas from their own schools. The student leader of this group also serves as a student member of the Boone County Board of Education with Dr. Poe and reports updates and reflections at our monthly board meetings. The BCYC (Boone County Youth Cabinet) is a 20-member group of juniors with representation from all four Boone County high schools. This group focuses on government leadership skills and meets monthly at a variety of sites including city, county, and district government sites. They tour facilities and meet with government officials to gain additional knowledge involving their leadership roles and responsibilities. In February, we traveled to Frankfort to tour the capitol, attend a congressional session, and meet with our Northern Kentucky legislative representatives. This past fall over 100 of our GT high school young women attended the 4th Annual Young Women LEAD Conference at NKU. This event was sponsored by Toyota and was designed to inspire these young women to believe in their own skills and strengths, and to challenge them to believe in a higher level of personal growth and development. The young women experienced an amazing keynote speaker and had multiple opportunities to attend pull-out sessions which enhanced their leadership skills. Last fall our Middle School GT Leadership students attended the annual NKAGE Leadership Symposium for Gifted Learners at Thomas More College. Our students had the outstanding opportunity to be challenged by the keynote speaker, Dr. O’Dell Owens, to “reach beyond” and work to their highest potential in school and in life.

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Students also had the opportunity to attend break-out sessions led by gifted and talented teachers from Northern Kentucky area school districts. Students in our Boone County Schools have multiple opportunities to develop and improve their leadership skills through club activities, Project Based Learning occasions, Service Learning opportunities, activities and projects daily in our classrooms and by attending community and state conferences / events.

Gifted and Talented services in Boone County Schools consists of a variety of identifications. Students are identified in Leadership, Creativity, General Intellectual Ability, Reading, Math, Science, Social Studies, Visual Arts, Dance, Drama, and Music. Gifted students are challenged daily in our classrooms by teachers using differentiated instructional practices which include opportunities to develop and apply high levels of critical, analytical, creative, and organizational thinking skills in all academic areas including Visual and Performing Arts. Gifted students are challenged in their daily studies in small and large groups using acceleration of content by studying a topic/concept more in-depth and by studying topics/contents across multiple disciplines.

Boone County School District has two exciting opportunities only available to students in our district. These are the first of many innovative college and career pathway programs designed to provide additional exploration and preparation for our students for the future workplace.

**Boone County Early College**

Through a partnership with NKU/Thomas More/Gateway College, students attend college for half a day (either morning or afternoon — spending the other half day at their school) at the Boone County Gateway campus with the potential of earning 24 college credit hours a year. These courses are provided at a dramatically reduced rate, saving the student thousands in future college expenses. This program also provides students with college-level experiences while students are still in high school, so that they are better prepared for the college experience. The courses are weighted and will transfer to any state two-year or four-year college. Transportation is provided from high schools; students may also drive. For more information or to express interest, go to: http://www.boonecountearlycollege.com.

**Boone County Design School**

This new program, targeted to students interested in art/design careers, such as app/game graphic design, computer animation or web/mobile design, is half day (morning or afternoon) at the Gateway College Campus (transportation provided). One of the most needed skill sets in Greater Cincinnati is design. The interactive media design program allows students to earn industry certifications in design, while sharpening skills and exploring the lucrative industries that rapidly need interactive designers. The program features interaction with designers, brand and marketing experts, and entrepreneurs. Roughly 3.5 million jobs are expected to be added to the economy in the creative design fields, with Greater Cincinnati being poised to be the area that will capitalize the most on this expansion. Students enrolling in the program develop a portfolio, and work with local clients on design needs. The program is centered around project-based learning. (For more information or to express interest, go to: http://boonecountydesignschool.weebly.com/)
Service learning and PBL

Through a district-wide partnership with Children Inc., the Boone County School District is engaging all students in service learning experiences. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. In Boone County, students engage in projects such as rehabbing bicycles, giving them to people across the globe who need them, while learning about engineering practices and global issues. Other projects include learning about water purification and supply and demand while building a business plan to raise funds for water systems to help communities in Africa. Service learning has a positive impact on students’ academic learning as well as builds their compassion and civic engagement. It improves students’ ability to apply what they have learned in “the real world” as well as develops skills such as problem-solving and critical thinking.

PBL is project/problem/passion based learning. Our goal is for every student to be engaged in at least one PBL experience each semester. It is an approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. They work for an extended period of time to investigate and respond to a complex question, problem, or challenge. By combining PBL and Service Learning, our students work to solve real community issues, learning to become productive, empathetic citizens. Whether students investigate what happens to their family’s garbage or design an entire city, project-based learning aims to engage them in realistic, thought-provoking problems. Project-based learning creates opportunities for groups of students to investigate meaningful questions that require them to gather information and think critically, collaborating with each other, and presenting their solutions in creative ways. Typical projects present a problem to solve (How can we reduce the pollution in a nearby pond?); a phenomenon to investigate (Why do you stay on your skateboard?); a model to design (Create a scale model of an ideal high school); or a decision to make (Should the school board vote to build a new school?).

NKY MakerSpace and expanded learning opportunities

The Boone County School District has partnered with Leadership NKY to create a place where kids (of all ages) and their families have access to the state-of-the-art tools that can spark creativity, nurture curious minds, and ignite the next wave of innovators. The space — open for field trips, after school, weekend, and summer programs — enables kids to build their own ideas with real tools and materials; inspiring and empowering kids to think, design, experiment and create — critical skills for STEAM careers.

The MakerSpace provides creative programs that empower children to learn new hands-on skills and make projects using electronics, 3D printing, robotics, woodworking, crafting, programming, and more.

Boone County’s MakerSpace includes six rooms. The Robotics Room includes NXT’s, EV3’s, specialized LEGO parts for building, and computers for programming. The Design Thinking Room includes space for collaboration, whiteboard tables and 3D printers for creating kid-designed prototypes. The Make Your Own…Room has woodworking supplies for all ages, bridge building kits, soldering supplies, and a laser cutter. Makey-Makeys, Arduinos, Eggbots and little bits can be found in the Engineering Room. The Audio and Video Production Rooms include professional gear for students to create their own films and music. A large outdoor space is perfect for larger projects and performances. By visiting the MakerSpace, our students can put the 10 C’s into action anytime.

The School District also provides additional expanded learning opportunities for students, such as Odyssey of the Mind and FIRST Robotics programs. Boone County Schools has more students involved in these programs than any other district in the state. Students hone their creativity, collaboration, communication, and critical thinking skills through programs such as these, working in teams after school and on the weekend, many winning state and national competitions.
Understanding by Design (UbD)

As part of its strategic plan, the Boone County Schools has adopted the Understanding by Design framework for improving student achievement. Understanding by Design or UbD for short, works within a standards-based curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

At its heart, UbD is about “planning with the end in mind.” In other words, teachers know their goal and what skills and knowledge students will need to reach that goal. These goals, skills and knowledge are agreed upon by teachers at the school and then instruction is designed around these goals. Goals are often split up into manageable chunks and time frames that include “what do my students need to know and do 30 days from now?” and “what do my students need to know and do six months from now?” This thinking helps teachers focus their teaching on what is most important and what will benefit students in the long term of their content. Through this process, we will have Kindergarten teachers understanding the demands on high school students and how their instruction has an impact long into the future.

One of the main facets of UbD is understanding. This is a shift from more traditional coverage and activity based approaches to teaching that do not as thoroughly prepare students with the 21st century skills they will need upon graduation from high school. Understanding comes when students are given multiple authentic opportunities to explain, interpret, apply, shift their perspective, empathize with a situation, and, most importantly, self-assess their own progress and learning. By looking through this stair-step lens, teachers are able to more accurately assess where students are understanding and what misunderstandings they may still have and revise their teaching accordingly.

Project Lead the Way

In our schools, Project Lead the Way (PLTW) is challenging students to learn in a new way.

Students enrolled in the first course of PLTW Biomedical Science program became detectives one fall morning when they arrived at school. The following excerpt of a case-based scenario was presented to them:

It was a hot summer morning, 92°F. An emergency call came in at 9:45 a.m. A man contacted the police to report that he was worried about his next-door neighbor, a woman named Anna. He said he had spoken to Anna the previous morning when he saw her walking her dog around 6:30 a.m. He decided to call the police this morning because Anna’s dog had been barking excitedly for the last two hours. He tried to call Anna on the telephone, but no one answered. Both the police and an EMT arrived at the scene at 9:56 a.m. The EMT determined that Anna was dead. The police immediately notified your team of crime scene investigators as well as the medical examiner, both of which were dispatched to the house. Has a crime been committed?

Students immediately started the process of investigation, documentation, and analyzing evidence to solve the case and present his/her findings. PLTW Biomedical Science students acquire strong teamwork and communication practices, problem solve, collaborate, and think critically and creatively.

The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

PLTW Gateway

PLTW Gateway is just what it sounds like, the middle school student’s entry into problem solving using industry-leading technology. PLTW Gateway provides engineering and biomedical science curriculum for the students in our middle schools.

Students totally engage in rigorous and relevant experiences through activity, project and problem-based learning. During the first year, students in Design and Modeling work to understand and design gators as well as the medical examiner, both of which were dispatched to the house. Has a crime been committed?

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Students totally engage in rigorous and relevant experiences through activity, project and problem-based learning. During the first year, students in Design and Modeling work to understand and design solutions to health challenges. As the program expand in the District, specialization units such as Medical Detectives, Science of Technology, Flight and Space and other courses will be added to the curriculum.

Gateway is divided into eight independent, nine-week units and taught in conjunction with a rigorous academic curriculum.

As Boone County Schools prepare students for the global workforce, PLTW’s Gateway program will provide a strong foundation for STEM learning and preparing them to be college, career and life ready.
Hiring for dispositions in Boone County Schools

Think back to the days when you were a student... Who was your favorite teacher? What made them your favorite teacher?

If we reviewed the list of responses for what made a teacher your favorite, we would find traits such as: caring, helpful, enthusiastic, positive, friendly, understanding, genuine — just to name a few. But how does one determine which teacher applicants possess these traits during the hiring process?

“Achieving Excellence Together” and ensuring “All students are college, career and life ready” is made possible in Boone County Schools by hiring teachers, support staff and administrators who demonstrate positive, student-centered dispositions — such as the traits listed above. You will not find these traits on a resume or in a job application, but if you ask the right questions during the hiring process, it is possible to learn what motivates an applicant and determine if they have the ability to put students first.

Dispositional hiring has formally been part of Boone County Schools since 2011. Hiring administrators have found it much easier to find the right candidates for the District’s students by asking disposition questions, and more importantly, understanding what to listen for in an applicant’s responses. Applicants have found the selection process very eye-opening and have realized from the very beginning that the culture of the District is solely focused on putting students first. By hiring highly-qualified applicants with positive, student-centered traits, Boone County Schools will continue to “Achieve Excellence Together.”

Empowering parents and building family-school partnerships

Student achievement in school is greatly enhanced when family-school partnerships are strong and parents are empowered to be active participants in their students’ learning. In Boone County, family-school partnerships and parent empowerment are grounded in the following core beliefs:

1. All parents have dreams for their children and want the best for them.
2. All parents have the capacity to support their children’s learning.
3. Parents and school staff should be equal partners.
4. The responsibility for building strong family-school partnerships rests primarily with school leaders and staff.

“From Beyond the Bake Sale by Henderson, Mapp, Johnson, and Davies

An equitable inclusive education system and strong family-school partnerships are fundamental for realizing high levels of student achievement for all diverse students. For this reason, the District has embarked on a long-term family-school partnership strategy supported by district office leaders and our 24 schools.

In 2015, parent engagement expert Dr. Joe Mazza from the University of Pennsylvania Graduate School of Education worked with Boone County school teams of parents, teachers, and administrators as they “put a stake in the ground” for building family-school partnerships. Teams worked with Dr. Mazza to develop and implement innovative high and low technology strategies for bridging the gap between home and school. Teams designed individual school plans and strategies based on Dr. Mazza’s description of the partnership being shared, collaborative, transparent, rich in relationship, anchored in trust, and implemented “with” instead of “to” parents. Teams committed to investing in face-to-face two-way communication as a foundation or “home button” for family-school partnerships to thrive.

Parent empowerment is deeply rooted in the relationships and partnerships schools build with families. Teachers strive to empower parents by including parent engagement strategies when planning for instruction, with the goal of providing knowledge about learning standards and ways for parents to participate in their child’s mastery of these standards. In Boone County, parent engagement is not a one-time event. It is an ongoing active component of our strategic plan to provide all students a world class education and ensure that they are college, career, and life ready.

Bring Your Own Technology

Boone County Schools is pleased to offer students the opportunity to bring their own technology to school as a tool to assist in the 21st century classroom. “BYOT” stands for Bring Your Own Technology. It is the goal for students to use their personal devices for more collaborative, interactive, creative work in the classroom. BYOT is not a requirement; students will continue to have access to school computers and devices. Boone County began the BYOT initiative in the spring of 2013 which included developing guidelines and expansion/upgrades to the wireless infrastructure. Schools developed procedures requiring students to complete a Digital Driver’s License or Digital Passport before allowing them to bring personal devices to school. This requirement covers topics such as online safety, sharing personal information, cyberbullying and more.

Many schools have had or are planning to have parent meetings regarding BYOT. The BYOT wireless network provides Internet access that is filtered. Some of the devices students are currently bringing are smartphones, iPads, tablets, laptops, Chromebooks, e-readers, and Internet capable gaming devices. By the start of the 15-16 school year, all schools in Boone County will be BYOT ready — meaning all schools will have wireless access points in all classrooms and multiple access points in common areas such as libraries, cafeterias, gymnasiums, etc.

The overall goal of any educational initiative should be to support student learning. Decisions should always be made with students in mind. Pedagogy is the driver. Technology is a tool. With this technology tool, we want teachers and students to use their devices to improve learning experiences, network with others, share with others and teach others. In Boone County, we don’t want to just use technology but use technology to teach kids to create learning.
Edcamp

Boone County is no stranger to the concept of Edcamp. In fact, Boone County put Edcamp on the map for Kentucky just three short years ago at Edcamp Coop (hosted by the Cooper HS cluster). Edcamp is a method of delivering professional development for school staff that is unstructured, organic, and what most say is the “best PD I’ve ever been to.”

Participants acquire tickets to an Edcamp often without any understanding of the event itself. Primarily because the experience is so hard to describe until you...well...experience it. You see, with Edcamp there are no rules. There is no structure. There is no plan. The participants create the rules, the structure, and the plan when they arrive. In Boone County, it looks a little like this...

A planning team begins working a few months in advance to acquire a location and talk through details of the day such as how many rooms will be used, what technology is available, and how to best advertise for the event. Then, the recruiting begins — primarily through social media and e-mail, however word of mouth is the best avenue to “hook” someone.

On the day of the event, participants gather, chat, network, and make their way to “The Board” to suggest topics for discussion. Teachers and administrators suggest discussion topics such as Creativity in the Classroom, Using the Daily 5 for Reading Instruction, NGSS... Now What? Twitter 101, Lego Robotics, and So You Want to be a School Administrator. In all, 25-40 topics are thrown on “The Board” in multiple rounds of sessions lasting just 30 minutes each. The time period is just long enough to collabor rate and learn something new but not too long to get in-depth. This is professional development meant to stimulate thinking, spur ideas and change, and generate ideas for school staff.

Participants are often seen in hallways jotting down email addresses, exchanging business cards, and making arrangements for lunch after the event. Edcamp connects us as educators. It allows us to grow and develop our craft. It re-energizes us, rejuvenates our teaching souls, and reignites our passion for our life’s work.

Process and Performance Management

Process and Performance Management (PPM):
• “Makes sure we stay on track”
• “ensures we are efficient with all resources to better serve kids”
• “gives us the bigger picture and puts the puzzle pieces together”
• “helps us work efficiently and effectively within our scope of practice”
• “keeps us focused on what’s important, leading to student success”

These are comments from participants in Boone County Schools’ recent PPM session, relaying the importance and impact of this work. Our Teaching and Learning Committee charged the District with becoming more efficient. As the District continues to do more with less, we knew we had to find better processes in order to maintain a high level of student and operational performance. APQC (American Productivity and Quality Center) helped us do that.

Five work teams were established around critical areas, areas we knew needed overhaul. These focused on processes within position control, fixed assets, maintenance work orders, special needs transportation, and preschool enrollment. Teams were made up of cross-department district personnel, as well as principal representatives. As the end user, the principal’s voice was critical in determining if processes would work.

An APQC trainer worked with the teams for four days, providing tools and coaching along the DMAIC model — define, measure, analyze, improve, and control. From swim lanes to SIPOC charts to elevator speeches to business cases, the teams worked through the DMAIC structure to develop new, more efficient processes. Through this first round of projects, preschool enrollment is faster, maintenance work orders are processed more quickly, fixed asset processes are in place, and special needs transportation eliminated deadhead routes. In addition, the position control team has moved to online applications, electronic forms, and enhanced screening processes.

Through a grant from KASA (KY Association for School Administrators) five new teams are working diligently on strategic planning processes, fleet service performance, new construction, enrollment, and next steps with position control. As a result of these two rounds of projects, and the use of DMAIC tools, the District has saved almost $1,000,000, as over 60 District and school leaders have engaged in in-depth PPM work. Beyond cost savings, the PPM work is having a strong positive impact on students. The District’s strategic planning process is more intentionally focused on teaching and learning and communication with our community, enrollment is less costly and burdensome on parents, and new construction will more clearly address instructional needs of students.

Matt Rigg, Assistant Director of Human Resources, advises, “Many times, when asked about current processes in a district, people say ‘that’s the way things have always been done.’ PPM is a way to get away from that. Instead it focuses district staff on working together to be very clear on processes or, if needed, to reinvent processes.”

Next steps for the District include finalizing and communicating current projects to the Board and the larger community. The teams will work to capture their new learning and ensure control of the processes. We know that these principles will transcend all the work in the district, not just those areas we are formally addressing. Our commitment to increasing efficiency and effectiveness will guarantee we have the resources needed to ensure every student is college, career, and life ready.