

Stafford Public Schools
Strategic Educational Framework, 2019 – 2022

Vision- To inspire all Stafford youth to reach their full potential for a successful future.

Strategic Goals	Organizational Health		Curriculum, Instruction and Assessment		Continuous Learning for All	
Strategic Imperatives	CLIMATE AND CULTURE	COMMUNICATION AND COHERENCE	21 st CENTURY CURRICULUM	STUDENT ENGAGEMENT	PROFESSIONAL LEARNING	REFLECTION, FEEDBACK AND SUPPORT
Long-Term Strategies (2019 - 2022)	<ol style="list-style-type: none"> Fully integrate the district norms into all professional interactions Application of a growth mindset in all professional interactions Build consistency across all schools to improve district behavior management practices Define expectations for all roles throughout the district Celebrate and share individual and school-based accomplishments 	<ol style="list-style-type: none"> Engage students, families, and community members as supportive partners Increase the clarity, consistency, and transparency of district communication, including enhancement of PowerSchool and the district website Provide clear communication of coherent practices regarding student academic and behavioral performance Design a plan connecting the district vision with efforts to recruit, hire, and retain highly qualified staff 	<ol style="list-style-type: none"> Create / revise a rigorous, engaging PK – 12 curriculum with embedded common assessments and consistent grading practices Use school and district data teams to analyze student performance data Establish a comprehensive intervention system PK – 12 that targets identified student needs Implement PK – 12 comprehensive school counseling framework with a focus on academic, career and social-emotional development 	<ol style="list-style-type: none"> Engage students through high quality instructional practices across all educational settings that meet the needs of the whole child Develop a Portrait of the Graduate Framework with collective vision for the knowledge, skills and dispositions students should possess upon graduation 	<ol style="list-style-type: none"> Increase opportunities for professional growth and support Empower staff leadership and ownership of a collaborative processes Integrate new learning into daily practices 	<ol style="list-style-type: none"> Build teacher, staff, and administrative capacity to ensure new learning is integrated into daily practice Develop a coherent professional development learning plan that allows for topics to be revisited throughout the school year Ensure avenues exist for staff input into professional development planning
Short-Term Actions (2020 - 2021)	<ol style="list-style-type: none"> Integrate norms during daily interactions (All-ongoing) Maintain a focus of growth mindset through reflection and dialogue (All-ongoing) Continue to strengthen common frameworks and training for behavioral management protocols, PBIS, and SEL PK – 12 (SAM/CH – 6/2021) Train staff regarding updated bullying/harassment protocols (All-12/2020) Share-out of building and district level performance data (All-ongoing) 	<ol style="list-style-type: none"> Establish and reinforce community partnerships with the Transition Coordinator regarding a variety of occupations and career readiness activities (TL/MP-ongoing) Establish common practices to improve communication, efficiencies, and consistency of document delivery through School Messenger (SAM/SA-ongoing) Continue to engage curriculum teams in dialogue and reflection to ensure coherence on content and skill progressions across grade levels during monthly meetings (SA-ongoing) Continue to train and communicate laws and regulations related to Child Find, Special Ed and 504 (TL-6/2020) Utilize SRBI procedures and protocols through data teams and the SAT process (SA-6/2020) Clear and consistent communication regarding students’ academic performance (All-ongoing) 	<ol style="list-style-type: none"> Create and implement common formative assessments across content areas to measure student growth on targeted skills. (SA-ongoing) Continue to articulate curriculum in a common UBD format through Rubicon Atlas (SA-ongoing) Provide collaborative opportunities for K-12 interventionists to share student data and research-based instructional strategies across buildings. (SA-ongoing) Provide school level structures for discussing and analyzing student performance data using PowerSchool Analytics as a guide. (All-ongoing) Provide regular opportunities for the development of social emotional learning curriculum and opportunities for collaboration with related services staff. (All—ongoing) Utilize collaborative structures for school counseling staff to ensure consistency and coherence in Student Success Plans through the Naviance Platform. (SA—6/2021) 	<ol style="list-style-type: none"> Create opportunities for teachers to engage students in technological-based formative assessment tools during instruction. (SA—ongoing) Identify and develop technology experiences to promote critical thinking and problem solving (SA-ongoing) Review and revise current 21st Century Skills and identify instructional practices that foster those skills throughout all schools (All-ongoing) 	<ol style="list-style-type: none"> Implement a framework for peer based learning walks and non-evaluative observations (SA/MCM-1/2021) Continue to improve instructional and professional practice regarding, but not limited to: (All—ongoing) <ul style="list-style-type: none"> Tier 1 Instruction Student engagement and questioning Behavior Management techniques Rubicon Atlas curriculum mapping Continue to implement mechanisms that ensure the sharing of new learning in alignment with best practices (All-ongoing) Employ collaborative time to calibrate feedback mechanisms for non-evaluative observations for leadership (SAM/SA—6/2021) Continue to build staff capacity regarding growth mindset (All—ongoing) Evaluating the capacity of devices and identification of future trainings as the district shifts toward 1:1 learning accessibility (SAM/IT—6/2021) 	<ol style="list-style-type: none"> Demonstration of new learning and its implementation within the redesigned teacher evaluation process with CSDE flexibilities (All-ongoing) Monitor the schedule that allows for reflection following implementation of new learning practices (All-ongoing) Continue to engage staff voice, reflection, and feedback regarding meetings and professional development (All-ongoing) Continue to utilize communicative avenues between PDEC and the buildings to increase teacher voice and ensure student outcomes are achieved (All-ongoing)