New Mexico School Boards Association
2023 Annual Convention

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Systems Alignment to Transform Student Learning

Randi Anderson
Randi@leadingllc.org
303-981-3663

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Agenda

Join a dialogue around scenarios in which transformation of district vision and strategic plans have taken place. Leadership and student learning is transformed through strategic planning and support within the entire system. Explore strategies on how to align the district vision to an action plan that achieves successful instructional change. Build focus on educational practices and effective instruction to create 22nd century learning opportunities for all students.

Goals for Today

Objective 1 - Identifying and connecting the supporting systems

Objective 2 - Strategic Planning and System Alignment - Critical Factors

Successful Learning

Do you have a strategic plan?

What do you need to do to ensure the shared organizational vision is owned?

Data Drives ....

Perception - Survey

Demographic- Socio Economic, Ethnicity, Gender

Achievement- Local, State, National

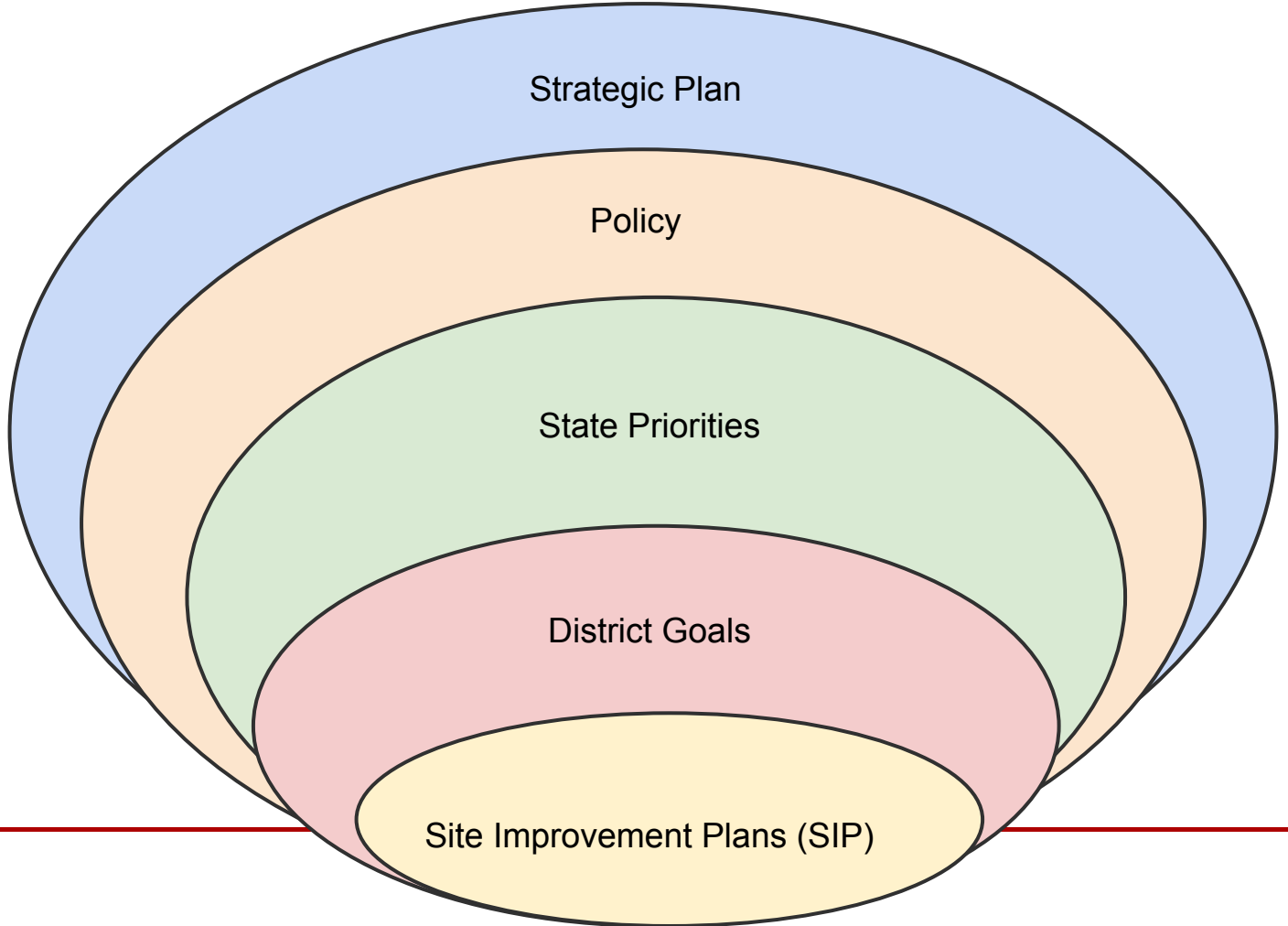
Data

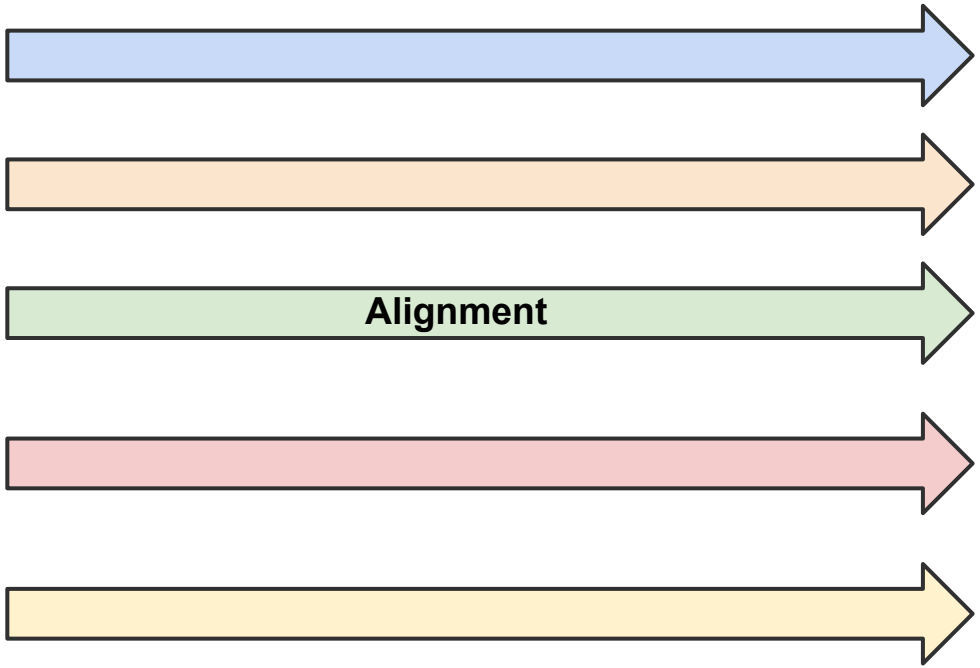
Conversation/Listening

Shared Mission, Vision

Remove Barriers

1. Purpose and Audience
2. Tell the story
3. Make it clear
4. Stay focused on leaning


Strategic Plan
Policy
State Priorities
District Goals
Site Improvement Plans (SIP)


Alignment

Strategic Plan

The mission of Eden Prairie Schools is to:

inspire each student **to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world.**

Strategic Objectives

By 2023:

- Each student will achieve personal and district expectations and be inspired to learn continuously
- Each student will enthusiastically and confidently engage in the continual pursuit of personal goals and aspirations.
- Each student will proactively engage in actions that contribute to community.

Strategies

Priority Strategy Results
2014-2015
Personalized Learning
Digital Resources
Achievement Disparities
Employee Empowerment
School/Community Leadership

Board Policies (District Expectations)

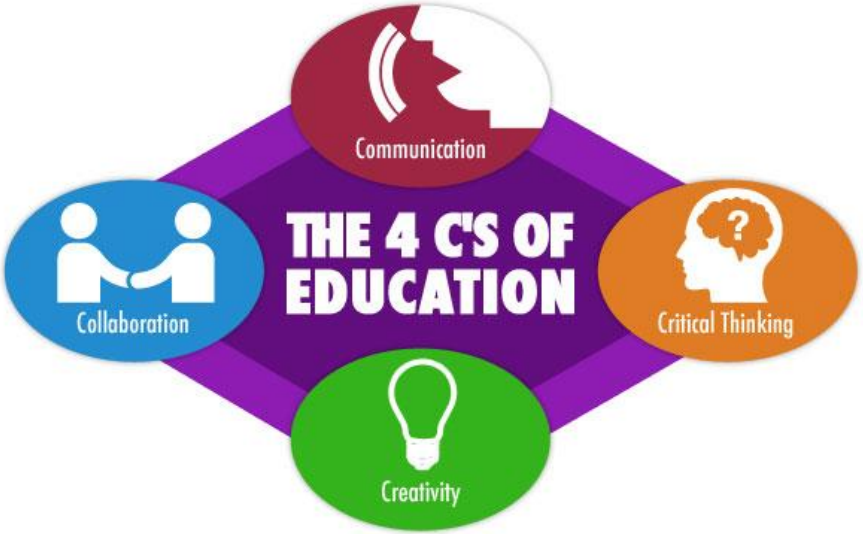
Board Policies

1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.

- Each student is reading at grade level by the end of third grade.
- Each student achieves individual growth expectations annually, but not limited to, Language Arts, Math, and Science.
- Each student receives a broad based education that exceeds the Minnesota state graduation requirements.

Board End's Policies

1.2 Each stude d to succeed in the global ec



Board End's Policies

1.3 Each Student has the knowledge that citizens and residents of the United States need to contribute positively to society.

District Goals

1. The percentage of district 272 students who are not proficient in the subject areas (Reading, Math, and Science), measured by the state accountability test will decrease by half across all racial, service, and socio economic groups by 2023.*

2. The percentage of district 272 students who are not considered college and career ready, as measured by the ACT will decrease by half across all racial, service, and socio economic groups by 2023.*

3. The percentage of district 272 students who do not graduate in four years will decrease by half across all racial, service, and socio economic groups by 2023.*

4. Each of our students, regardless of racial, service, or socio economic group, will demonstrate proficiency of 21st Century Skills (4C's) by graduation as measured by the district adopted rubrics.

5. Each of our students, regardless of racial, service, or socio economic group, will demonstrate proactive engagement in community by graduation.

Elevator Speech

- Reading, Math, Science
- Graduation Rate
- College and Career Readiness
- 21st Century Skills (4C's)
- Student Engagement in Community

Learning/Teaching

- Common Vocabulary
- Common Strategies
- Common Expectations of Exemplary Practices

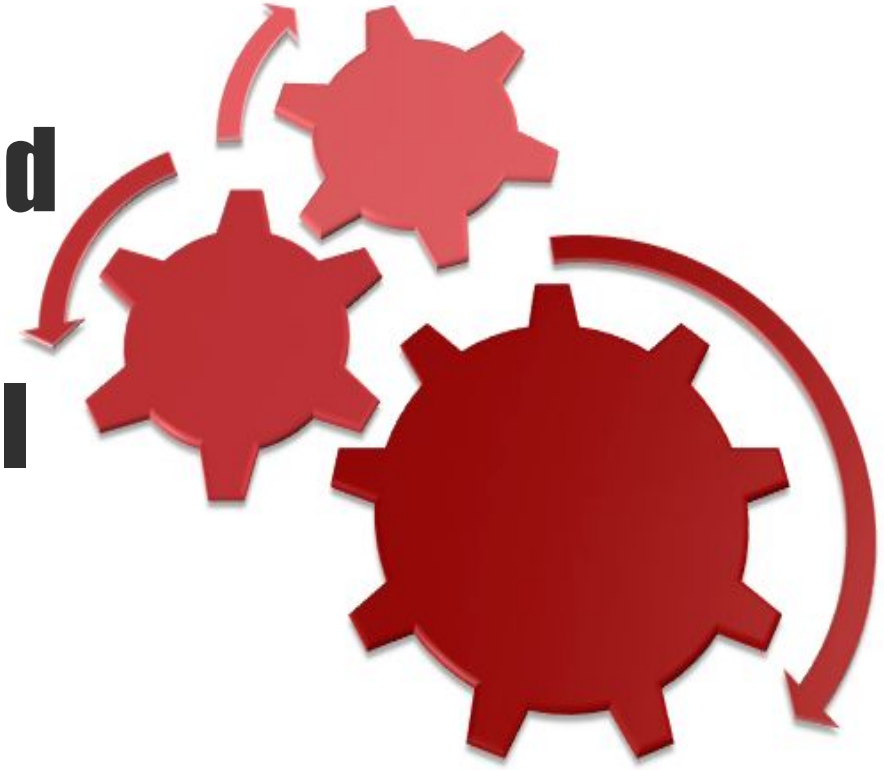
How do you implement transformational instructional change?

Close an opportunity gap!

Balanced Assessment
Guaranteed and Viable Curriculum
PERSONALIZED LEARNING FOR EACH STUDENT
Pedagogy/Instructional Strategies
Relationships/ Culture Climate
Multi-Tiered Supports
High Levels of Rigor and Differentiation

Successful Learning

- Common Vocabulary
- Common Strategies
- Common Expectations of Exemplary Practices

Learning/Teaching

What do you need to do to sustain transformational instructional change?