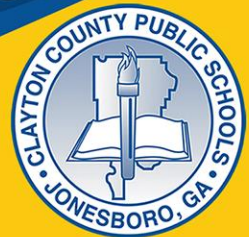
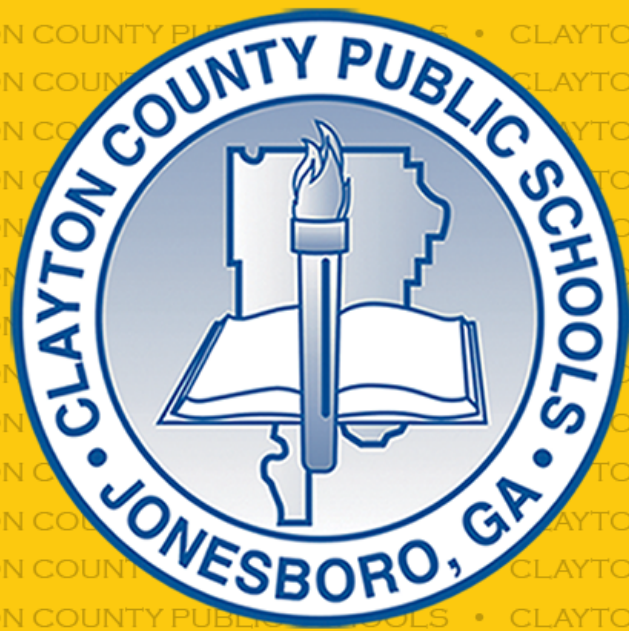


**“COMMITTED TO
HIGH
PERFORMANCE”**

Superintendent’s Areas of Focus for SY17-18



Dr. Morcease J. Beasley
Superintendent of Schools



"Committed to High Performance"



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Dr. Morcease J. Beasley, Superintendent of Schools

Superintendent's Areas of Focus for SY17-18

1. Academically Challenging and Safe Environments grounded in the instructional priorities of Literacy, Numeracy, Critical Thinking, and Technology Integration.
2. Academic and Wrap-Around Support for students to achieve grade-level and above grade-level content mastery.
3. Professional Development to improve content knowledge, pedagogy, and Leadership Capacity.
4. Family and Community Engagement, Governmental Relations, and Partnerships grounded in responsiveness, excellent customer service, and collaboration.
5. Communication, Public Relations, and Marketing to improve community support and image.



1. Ensure all curriculum documents and resources are updated, shared, and used in the instructional planning process in all schools by all instructors.

2. Provide and consistently utilize curriculum documents that embed the appropriate evidence-based resources and practices for all content areas.

3. Implement STEM practices as a normal and expected part of the instructional process in all schools and classrooms, with a strategic, concerted, and organized effort in the designated STEM Pathways.



1. Provide research- and evidence-supported instruction to students using the grade-level content so that all students achieve content-mastery in all schools and classrooms.

2. Utilize a variety of research- and evidence-based instructional strategies to engage students in critical thinking (use of critical thinking standards and elements toward the development of intellectual traits or dispositions) in all subjects and classrooms.

3 Identify, inform, observe, monitor, and collect data on the High Impact Practices that are expected to be consistently utilized and observed in all classrooms along with the specific subject-related Look-fors.

4. Develop and widely share the Pre-K word list for parents and community to use to ensure students have the appropriate vocabulary and word use by the time they enter kindergarten.



2. Utilize the school-level assessment bank for teacher-made assessments and for common assessments (Both formatively and summatively).

1. Provide Increased Learning Time (ILT) with additional support to students using the various structures such as Early Intervention Program (EIP), Remedial Education Program (REP), Before-During-After School Tutorials, and Saturday Tutorials.

2. Ensure English Learners and Students with Disabilities have access to grade-level content and that they receive scaffolding during instruction to demonstrate understanding and mastery of the grade-level standards.



Committed to High Performance

It's a Process and Not an Event.

Have A Successful School Year!!!

