

**GOAL 1:
STUDENT
ACHIEVEMENT**

All students will continually demonstrate high academic and social-emotional growth preparing them for life, college, and careers.

**GOAL 2:
STAFF
EFFECTIVENESS**

All employees will excel daily in the performance of their roles to ensure our district thrives.

**GOAL 3:
STAKEHOLDER
ENGAGEMENT**

We will build collective ownership and active engagement among all stakeholders to maximize students' overall learning experience.



**SPECIFIC RESULTS +
PERFORMANCE MEASURES**



Goal 1: Student Achievement

District Goal 1:

All students will continually demonstrate high academic and social-emotional growth preparing them for life, college, and careers.

Specific Result 1.1		Baseline (2022-23 SY)	Target
Develop and implement a comprehensive social-emotional learning (SEL) framework.			
a.	% of students chronically absent	27	18
b.	% of students' average daily attendance	90	95
c.	# of total discipline referrals	6555	
d.	% of students with 0-1 ODRs		
Specific Result 1.2		Baseline (2022-23 SY)	Target
Build a multi-tiered system of supports (MTSS) that equitably meets the academic and behavioral needs of all students.			
a.	% of students in need of urgent intervention based on the Reading universal screener	36	26
b.	% of students in need of urgent intervention based on the Math universal screener	25	15
c.	% of students in need of Tier 3 (instructional/behavioral) support	17	10
d.	# of schools with PBIS designations of operational or distinguished	18	35
Specific Result 1.3		Baseline (2022-23 SY)	Target
Implement a robust K-12 numeracy and literacy plan.			
a.	<i>% of grade K-2 students performing at the developing level or above in ELA on the district assessment</i>	TBD*	TBD
b.	<i>% of grade K-2 students performing at the proficient level or above in ELA on the district assessment</i>	TBD	TBD
c.	<i>% of grade K-2 students demonstrating literacy readiness on the district assessment</i>	TBD	TBD
e.	% of grade 3-5 students performing at the developing level or above in ELA on the GMAS	55	68.5
f.	% of grade 3-5 students performing at the proficient level or above in ELA on the GMAS	22	45.4
g.	% of grade 3-5 students demonstrating literacy readiness on the GMAS	31	51.7
h.	% of grade 6-8 students performing at the developing level or above in ELA on the GMAS	60	72
i.	% of grade 6-8 students performing at the proficient level or above in ELA on the GMAS	21	44.7
j.	% of grade 6-8 students demonstrating literacy readiness on the GMAS	36	55.2
k.	% of grade 9-12 students performing at the developing level or above in ELA on the GMAS	59	71.3
l.	% of grade 9-12 students performing at the proficient level or above in ELA on the GMAS	19	43.3

m.	% of grade 9-12 students demonstrating literacy readiness on the GMAS	32	52.4
n.	% of grade K-2 students performing at the developing level or above in MATH on the district assessment	TBD	TBD
o.	% of grade K-2 students performing at the proficient level or above in MATH on the district assessment	TBD	TBD
p.	% of grade 3-5 students performing at the developing level or above in MATH on the GMAS	58	70.6
q.	% of grade 3-5 students performing at the proficient level or above in MATH on the GMAS	21	44.7
r.	% of grade 6-8 students performing at the developing level or above in MATH on the GMAS	47	62.9
s.	% of grade 6-8 students performing at the proficient level or above in MATH on the GMAS	12	38.4
t.	% of grade 9-12 students performing at the developing level or above in MATH on the GMAS	36	55.2
u.	% of grade 9-12 students performing at the proficient level or above in MATH on the GMAS	6	34.2
Specific Result 1.4		Baseline	Target
Support the implementation of personalized learning in all classrooms.		(2022-23 SY)	
a.	% of schools showing growth in one or more personalized learning areas (<i>flexible content, targeted instruction, student reflection and ownership, data driven decisions</i>)	TBD*	TBD
b.	% of grade 9-12 students completing pathways (Advanced Academics, CTAE, Fine Arts, World Language)	73	83
c.	% of grade 9-12 students participating in accelerated enrollment (Dual Enrollment, Advanced Placement, IB)	69	80
d.	% of grade K-2 students demonstrating a SGP of 30 or higher in ELA on the district assessment	TBD	TBD
e.	% of grade K-2 students demonstrating a SGP of 41 or higher in ELA on the district assessment	TBD	TBD
f.	% of grade 3-5 students demonstrating a SGP of 30 or higher in ELA on the GMAS	TBD	TBD
g.	% of grade 3-5 students demonstrating a SGP of 41 or higher in ELA on the GMAS	TBD	TBD
h.	% of grade 6-8 students demonstrating a SGP of 30 or higher in ELA on the GMAS	TBD	TBD
i.	% of grade 6-8 students demonstrating a SGP of 41 or higher in ELA on the GMAS	TBD	TBD
j.	% of grade 9-12 students demonstrating a SGP of 30 or higher in ELA on the GMAS	TBD	TBD
k.	% of grade 9-12 students demonstrating a SGP of 41 or higher in ELA on the GMAS	TBD	TBD
l.	% of grade K-2 students demonstrating a SGP of 30 or higher in MATH on the district assessment	TBD	TBD
m.	% of grade K-2 students demonstrating a SGP of 41 or higher in MATH on the district assessment	TBD	TBD
n.	% of grade 3-5 students demonstrating a SGP of 30 or higher in MATH on the GMAS	TBD	TBD

o.	% of grade 3-5 students demonstrating a SGP of 41 or higher in MATH on the GMAS	TBD	TBD
p.	% of grade 6-8 students demonstrating a SGP of 30 or higher in MATH on the GMAS	TBD	TBD
q.	% of grade 6-8 students demonstrating a SGP of 41 or higher in MATH on the GMAS	TBD	TBD
r.	% of grade 9-12 students demonstrating a SGP of 30 or higher in MATH on the GMAS	TBD	TBD
s.	% of grade 9-12 students demonstrating a SGP of 41 or higher in MATH on the GMAS	TBD	TBD
t.	4-Year Cohort Graduation rate	81 (SY22)	90

**TBD represents performance measures that are newly developed and will be measured for the first time during the 2023-24 school year. Baselines will be determined throughout the school year and included in the district's progress updates on strategic plan implementation.*

Goal 2: Staff Effectiveness

District Goal 2:			
All employees will excel daily in the performance of their roles to ensure our district thrives.			
Specific Result 2.1		Baseline	Target
Establish a comprehensive wellness program for all employees.		(2022-23 SY)	
a.	# of Sick Leave and Leave Without Pay (LWOP) days	TBD*	TBD
b.	% of employee groups participating in wellness program activities	TBD	100
c.	Number of wellness activities conducted by schools/divisions (monthly)	TBD	4
Specific Result 2.2		Baseline	Target
Engage all employees in a coherent sequence of differentiated capacity building opportunities.		(2022-23 SY)	
a.	% of employee groups engaged in a coherent sequence of capacity building opportunities	TBD*	100
b.	% of employees experiencing relevance and growth (post-pl)	TBD	100
c.	% of employees answering the question (This last year, I have had opportunities at work to learn and grow.) Agree/Strongly Agree on the employee engagement survey	78	90
Specific Result 2.3		Baseline	Target
Create opportunities to recognize and celebrate all employees.		(2022-23 SY)	
a.	% of schools/divisions recognizing employees for their contributions (monthly)	TBD*	100
b.	% of employees answering the question (In the last seven days, I have received recognition or praise for doing good work.) Agree/Strongly Agree on the employee engagement survey	60	90
c.	% of staff retained by division/school (yearly)	TBD	88
Specific Result 2.4		Baseline	Target
Implement performance and accountability measures for all employees.		(2022-23 SY)	
a.	% of evaluations performed by established timeline	TBD*	95
b.	% of staff with a proficient or higher evaluation (Annual)	TBD	80
c.	% of answering the question (There is someone at work who encourages my development.) Agree/Strongly Agree on the employee engagement survey	78	90
Specific Result 2.5		Baseline	Target
Maintain operational excellence in fiscal management, technology, facilities, transportation, and nutrition.		(2022-23 SY)	
a.	% of facilities and maintenance work orders addressed within 3 days	TBD*	85
b.	% of technology work orders addressed within 5 days	TBD	85
c.	% of on-time bus arrivals by grade band	TBD	95
d.	% of students eating lunch by grade band (monthly)	TBD	71
e.	# of schools/departments meeting fiscal timelines	100	100

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Goal 3: Stakeholder Engagement

District Goal 3:				
We will build collective ownership and active engagement among all stakeholders to maximize students' overall learning experience.				
Specific Result 3.1			Baseline	Target
Develop a culture of collective ownership.			(2022-23 SY)	
a.	# of business and community stakeholders/partners actively engaged in school and district-related activities		337	1000
b.	% of business and community stakeholders/partners attending district events (state of the district, BEP meetings, faith-based community meetings, etc.)		TBD*	85
c.	% of stakeholders committed to Show Up:			
c.1	students		33	95
c.2	staff		87	95
c.3	parents		TBD*	80
d.	% of students utilizing leadership notebooks		TBD	95
Specific Result 3.2			Baseline	Target
Develop mutual trust and relationships with and amongst stakeholder groups.			(2022-23 SY)	
a.	% of parents/guardians volunteering		TBD*	70
b.	% of parents/guardians attending academic school meetings per year		TBD	80
c.	average of student engagement index based on student engagement survey		3.83	4.95
d.	average of staff engagement index based on employee engagement survey		4.04	4.95
e.	% of parents responding to the annual Title I Parent Involvement Survey		TBD	85
Specific Result 3.3			Baseline	Target
Strengthen practices of engagement to maximize students' overall learning experiences.			(2022-23 SY)	
a.	% of parents registered to use Infinite Campus Parent Portal		TBD*	95
b.	% of students participating in extra-curricular activities		TBD	90
c.	% of student-led conferences attended by a stakeholder or parent/guardian		TBD	95
d.	# of established internships with business/community partners per school high school		TBD	100

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