

| Strategic Alignment | Initiative/Goal Statement | Measures | Monitoring | Evidence | Timeline | Process Owner(s) | Baseline Data | GOAL | NOVEMBER | MARCH | EOY/JUNE | |
|--|---|--|---|--|--|------------------|---|---|--|--|--|---|
| Experiences: Rigorous and Coherent Teaching | Increase rigorous and coherent teaching by planning for and implementing collaborative design of instruction with effective AVID practices of Organization (AVID WICOR strategy) and utilizing a common lesson framework with all secondary staff in course-alike PLTs | Growth on 1-2 site-selected SPASD priority areas of the PLC Continuum Central Heights PLC Continuum Monitoring | Evidence of planning small group instruction in Professional Learning Teams: *Inclusive of learning specialists (ML, SE, SS, etc) *Using data to identify student needs *utilization of the lesson planning framework with grade level standards 100% of our sites are operating in initiating or higher in each area of the PLC Continuum. | Academic PLT Agendas CHMS Common Slide Template CHMS PLC Continuum focus Areas Team Commitments | fall to spring | PK | Team Commitments Strand: Implementing | Team Commitments Strand: Developing | | Developing | Developing | |
| | Increase rigorous and coherent teaching by deepening the implementation of AVMR (Advantage Math Recovery) and IXL supplemental instructional strategies | % increase on Fastbridge aReading | Evidence of planning small group instruction in Professional Learning Teams: *Inclusive of learning specialists (ML, SE, SS, etc) *Using data to identify student needs *alignment of AVMR and IXL strategies to meet students' needs | Train staff in AVMR Fall already trained: 0/10 in AVMR 1/2 7 in AVMR fractions Spring completed training: 3/10 so far AVMR Training plan Fastbridge Spring 23 aMath: 60% Fastbridge Fall aMath: 60% Fastbridge Winter aMath: 58% Fastbridge Spring aMath: 59% | | spring to spring | PK | 56% | 62% | 57% | 58% | 58% |
| | Creates a culture of care by deepening the implementation of the effective Restorative Practices: Year 2 of Restorative Justice Implementation Plan Developmental Designs strategies | % decrease on OSS as a response to behavioral errors % decrease on ISS as a response to behavioral errors % increase on the use of restorative practices (restorative circle/ restorative conversation - in response to RJ documentation, and/or use of restorative practices - in response to behavioral error from all instances % increase on site-selected SEL indicator(s) on SEL/Climate Survey: I can identify and learn from my mistakes and my successes. Increase on indicators of Culture of Care on RJ Walkthrough Tool fall to spring | Social contracts visible in ALL classrooms Schoolwide expectations in ALL instructional spaces Circle documentation IC Resolutions Restorative Practices Responses Data Climate Survey **AA = Almost Always, O = Often RJ Walkthrough Tool | Behavior Meeting Protocol Decrease in OSS data Decrease in ISS data Restorative Practices Responses Data Climate Survey **AA = Almost Always, O = Often RJ Walkthrough Tool | spring to spring | PK | OSS from 22-23: 76/571 incidents (13%) ISS from 22-23: 55/571 incidents (10%) Total RJs in 22-23: 160 RJ response to behavior in 22-23: 160/568 (28%) I can id and learn from my mistakes (84% AA/O) | Decrease to 10% Decrease to 8% Total RJs: increase by 28% to: 205 March: 472 June: RJ response to behavior in 23-24: 56/255 2% increase I can id and learn from my mistakes (86% AA/O) | 27% (20 out of 74) 18% (13 out of 74) November 10, 2023 = 198 out of 199 RJ documented responses included either circle or conversation, 23 out of 92 responses included use of restorative practices. 22/1201 = 76% | 24% (61 out of 250) 16% (39 out of 250) | 27% (122 out of 452) 22% (101 out of 452) | 27% (122 out of 452) 22% (101 out of 452) |
| Equity: Disrupting Inequity | Disrupt inequities by implementing site-based localized initiatives to address equity-focused Theories of Action through the 100 day plans (integration of PoP into goals): | We will be measuring our risk ratio for our current students on a quarterly basis. | Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point | OSS data from spring 23 - spring 24 Q1: 23-24 Q2: 23-24 Q3: 23-24 Q4: 23-24 | spring to spring | Brooks | Risk ratio (comparing black students OSS to white students OSS) at the end of the 22-23 was 5.2 to 1 based on a total of 89 OSS and 83 ISS Decrease Black and African American Students risk ratio for OSS to 4 to 1 | Black or African American students have a risk ratio of 5.93 for OSS for 1st quarter 2023-24 | Black or African American students have a risk ratio of 5.9 for OSS through 2/19/24 | Black or African American students have a risk ratio of 5.9 for OSS only response type | See also page 3 Black or African American students have a risk ratio of 5.9 for OSS only response type | |
| Exceptional Staff | Completion of stay interviews as evidenced by data collected and reported to Human Resources. | Documentation of completed stay interviews. | | | Fall/Spring | Brooks/PK | | The percent of employees who answer "agree" or "strongly agree" with the Employee Engagement survey question "All things considered the District is a good place to work" will continue to increase each year until 80% is reached. | | 12 stay interviews have been completed | 13 stay interviews have been completed | |
| | Create an environment of engagement and inclusion for employees by: --Execution of Stay Interviews (fixed) --Utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities (fixed) | School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work." Evidence of school staff utilizing the peer-to-peer recognition tool, Central Heights specific Staff Shout Out Spreadsheets | | | 83.8% agreed "All things considered the district is a good place to work," in the spring of 2024 | Spring/Spring | Brooks/PK | Increase of 2% to 91% for English Speaking Maintain 100% for Spanish Speaking | | | 80.5% of employees agreed to "All things considered the district is a good place to work," in the spring of 2024 | |
| | Create a culture of engagement and inclusion through parent/caregiver communication by implementing the "updated" School Communication Playbook (fixed) Classroom communication to parents/caregivers | School Perception Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school. Survey Responses Fall Survey Responses Spring | | | 88.9% of English speaking and 100% of Spanish speaking families rated us as a 3 or 4 | Fall to spring | PK | complete rounding form | Waiting on spring data | | 89% Fall 2023, 75% Spring 24 | Communication Strategies from the Playbook were used. |
| Creates a culture of parent/caregiver engagement and inclusion by collaboratively developing a site-based Family Engagement and Inclusion Plan | School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community." Spring Survey Data | Rounding with Patti & Jamie in Fall | | | Fall to Spring | PK | Student discussions are complete Staff TBD | | 62% | Waiting on spring data | 62% Spring 23, 70% Spring 24 | |
| Create a culture of parent and caregiver engagement and inclusion through Community Schools (or Future Destination): A. Each community school will have a Site Leadership Team that is representative of their school attendance area neighborhoods that will provide community support and | A. Each site leadership team should have 1-2 representatives from the following groups to ensure representation of the school attendance area neighborhoods: school administration, school staff, students (if age appropriate), family members, community organizations, faith-based organizations, local government | | | CHMS SLT Roster | Fall to Spring | Campbell | n/a | Recruit and retain representation from each stakeholder group. | No team established yet. | all members attending w/ exception of religious rep & student | all members attending w/ exception of religious rep & student | |
| | B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan. | | | | Fall to Spring | Campbell | 73.27% (students with 90-100% SIS attendance rate, January-March 2024) | Identify community-driven metrics that will support site SP100 plans | | SLT Meetings Jan. 30 Feb 27 March 19 - set goal to increase attendance by 2% for the last 100 days Agendas | 78.81% (students with 90-100% SIS attendance rate, April-June 2024) 5.54% increase SLT Meetings April 23 June 4 | |

