

Patrick Marsh Middle School																
Strategic Alignment	Initiative/Goal Statement	Measures	Monitoring Fixed	Evidence Flexed	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE					
<b>Experiences: Rigorous and Coherent Teaching</b>	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	<a href="#">Growth on 1-2 site-selected SPASD priority areas of the PLC Continuum</a>	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"	<a href="#">PMMS - Shared Drive</a>	fall to spring	Developing in team comments	0%	80%	50%	100%	100%					
		<a href="#">Patrick Marsh PLC Continuum Monitoring</a>														
	Given the Fall 2023 Fastbridge aReading assessment, 26% of students at Patrick Marsh Middle School were in the "Some Risk" category, by Spring 2024 20% of students will be in the "some risk" category on the same aReading assessment.	100% of our sites are operating in initiating or higher in each area of the PLC Continuum.	spring to spring	56% met grade-level benchmark, 26% "some risk per FASTbridge"	62% meets grade-level benchmark, 20% "some risk per FASTbridge"	60% met, 25% "some risk per FASTbridge"	58% met, 25% "some risk per FASTbridge"	61% met, 24% "some risk per FASTbridge"								
<b>Environment: Culture of Care</b>	Create a culture of care by deepening the implementation of the effective Restoratives Practices: Year 2 of Restorative Justice Implementation Plan Developmental Designs strategies	50% decrease on OSS/ISS as a response to behavioral errors	Social contracts visible in ALL classrooms Schoolwide expectations in ALL instructional spaces <a href="#">Circle documentation</a> IC Resolutions	Flexed	spring to spring		2022-2023 all = 32% black = 35%	30% - check in on this area	Sept-October all = 40% black = 47%	Sept-Feb all = 41% black = 39%	FAY all = 42% black = 37%					
		% 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)										November 10, 2023 = 179 out of 191 RJ documented responses included either circle or conversation, 5 out of 76 responses included use of restorative practices. 184/269 = 68%	March 22, 2024 = 468 out of 489 RJ documented responses included either circle or conversation, 23 responses out of 319 total responses included use of restorative practices. 492/808 = 61%	June 6, 2024 = 533 out of 556 RJ documented responses included either circle or conversation, 44 incident responses out of 481 included use of restorative practices. 577/1036 = 56%		
		% increase on site-selected SEL indicator(s) on School Perceptions Survey question: "I have skills to solve conflicts and overcome."										49 RJ from last spring to 544 Behavior Responses	9%	20%	83%	89%
<b>Equity: Disrupting Inequity</b>	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):	Problem of Practice (Equity Team): How might we implement culturally responsive teaching practices in our classrooms so that 75% of our BIPOC students have 0-1 behavior referrals during the 2023-2024 school year in an effort to close the opportunity gap?	Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point	Flexed	spring to spring		75% of students of color received 0-1 behavioral referrals (56% of students of color with disabilities received 0-1 behavioral referrals)	4% increase	89% of students of color have received 0-1 referrals (70% of students of color with disabilities have 0-1 referrals)	84% of student of color have received 0-1 referrals (57% of students of color with disabilities have 0-1 referrals)	76% of students of color have received 0-1 referrals (54% of students of color with disabilities have 0-1 referrals)					
		Increase on indicators of Culture of Care on RJ Walkthrough Tool fall to spring										1.9	2.1	1.9	N/A	2.2
												<a href="#">Walkthroughs</a>				
<b>Exceptional Staff</b>	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.		Spring/Spring	Rebecca/Nehemirah	79.6% agreed with "All things considered the district is a good place to work." in the spring of 2023		(Data not available until May 2024)	(Data not available until May 2024)	94.9% of employees agreed to "All things considered the district is a good place to work." in the spring of 2024					
		Documentation of completed stay interviews.														
		Completion of stay interviews as evidenced by data collected and reported to Human Resources.											Fall/Spring	Rebecca/Nehemirah	Completion of stay interviews	
	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.		<a href="#">Rounding Form</a>			84%	85%	(Data not available until May 2024)	(Data not available until May 2024)	84% Fall 23, 81% Spring 24					
		<a href="#">Process: Execution of the School Communication Playbook 2.0 and implement strategies that will increase satisfaction with your school communication</a>														Communication Strategies from the Playbook were used.
	Create 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."					100%	100%	100%	100%	67% Spring 23, 66% Spring 24					

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<b>Communications and Community Engagement</b>	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 strategy for 1-2 focus areas of the school's SP100 plan. B. Each community school site will create a needs and asset map based on qualitative and quantitative inputs, including but not limited to annual community conversations. C. Monitor impact of Community Schools interventions (programs, activities) through standardized data collection and assessment, report impact quarterly. (fixed)	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				Barrett, Sanchez	n/a	Recruit and retain representation from each stakeholder group and maintain 80% attendance at SLT meetings.	75%	100%	100% SLT Goals	
		B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan.		SP100 Plans using spotlight				71.48% (students with 90-100% SIS attendance rate, January-March 2024)	Identify community-driven metrics that will support site SP100 plans	Recruited SLT members	SLT Meetings Jan 30 Feb 27 March 19 - set goal to increase attendance by 2% for the last 100 Days  Agendas	77.66% (students with 90-100% SIS attendance rate, April-June 2024) <b>6.18% increase</b> SLT Meetings April 23 June 4
		C. Each community school site will host 4-6 community listening sessions with site stakeholders (students, families, staff, community members) using the Harwood model.		Note from Listening Sessions	Due May 30, 2024	Barrett, Sanchez		3	Top needs and assets are identified from themes of Community Conversations and applied to a minimum of two SPCS driven programs and activities in each pillar of the Community School model.	0	100%	100%
<b>Operational Excellence</b>	Ensure operational excellence through building awareness through participation in collaborative data analysis for equity in budgeting through a focus on identified spending categories (fixed): field trips, teacher assigned consumable spending, staffing	Participation of leaders from each building in collaborative data analysis sessions throughout the year. (Identification of key inequities to be addressed through collaborative planning in 2024-25.)		LLT Notes from meetings	Spring, 2024	Kay, Zahn	3	3	1	2	Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created	
	Ensure operational excellence through the maintenance of safe and secure school environments and a common understanding of school safety: Execution of an ongoing training plan to refresh staff understanding of school safety protocols (fixed/flexed)  Implementation of Raptor Emergency Management software in conjunction with training on active threat / reunification plan (fixed)	School Perceptions Student Survey results surrounding the question: "I feel safe at my school."  Completion of full implementation of Raptor Emergency Management software					94.50%	96%	(Data not available until Spring 2024)	NA	94.20%	