

Strategic Alignment	Initiative/ Goal Statement	Measures	Monitoring (fixed)	Evidence (flexed)	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 Prairie View 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	PLC 4 Questions to guide planning, specifically the 4th square of "Intervention and Enrichment" (How will we extend the learning for those who are already proficient? How will we respond when learning has not yet occurred?) Providing Students with Systemic Interventions & Extensions (#8 - Page 176 - purple sheet) Fall -Initiating GOAL - Implementing Clarifying What Students Must Learn (green) Fall - Implementing; GOAL - Developing	fall to spring	SP100 Team	Providing Interventions and Extensions - Initiating Phase Clarifying What Students Must Learn - Implementing	Providing Interventions and Extensions - Implementing Phase Clarifying What Students Must Learn - Developing Phase	Providing Interventions and Extensions - Initiating Phase Clarifying What Students Must Learn - Implementing PLC reset on 11/19	Providing Interventions and Extensions - Implementing Phase Clarifying What Students Must Learn - Developing Phase	Providing Interventions and Extensions - Implementing Phase Clarifying What Students Must Learn - Developing Phase
				100% of our sites are operating in initiating or higher in each area of the PLC Continuum. *utilization of the lesson planning framework with grade level standards	-Educlimber data with documented supports and recommendations for WIN -6th Literacy PLC 10.18.23 [PV Scorecard Evidence] The Scoop 10.20.23	spring to spring	SP100 Team	59%	65%	60.3% Educlimber data with documented supports and recommendations for WIN 6th Literacy PLC 10.18.23 (Linked in PV Scorecard Evidence) The Scoop 10.20.23	59%
	Increase rigorous and coherent teaching by deepening the implementation of AVMR and IXL supplemental instructional strategies	Increase on Fastbridge aMath from 57% to 63% proficient	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	PLC 4 Questions to guide planning, specifically the 4th square of "Intervention and Enrichment" (How will we extend the learning for those who are already proficient? How will we respond when learning has not yet occurred?) Providing Students with Systemic Interventions & Extensions (#8 - Page 176 - purple sheet)	spring to spring	SP100 Team	57%	63%	62% Educlimber data with documented supports and recommendations for WIN Algebra PLC 10.9.23 (PV Scorecard Evidence) The Scoop 10.20.23	60%	63%
Environment: Culture of Care	Create a culture of care by deepening the implementation of the effective Restorative Practices: Year 2 of Restorative Justice Implementation Plan Developmental Designs strategies	1. % Decrease on OSS/ISS as a response to behavioral errors	Social contracts visible in ALL classrooms Schoolwide expectations in ALL instructional spaces Circle documentation IC Resolutions	479 - Data Reflection Sheets Zone documentation PD Days- Slides and Information Feedback/Modeling with staff House PLT Note Taking Document	spring to spring	Morehouse	27%	Decrease to 26.5% ISS/OSS or lower	Sept/Oct 21.4% of referrals resulted in ISS/OSS	20%	EOY 343 out of 1795 = 19%
		2. % 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 9.7% to 10.3%		172 Restorative Practices of 1780 incidents = 9.7% of all incidences resulted in the use of restorative practices in 2022-23	spring to spring	Lundquist	9.70%	10.30%	November 10, 2023 = 104 out of 112 RJ documented responses included either circle or conversation, 146 out of 551 responses included use of restorative practices. 250/663 = 38% March 22, 2024 = 468 out of 487 RJ documented responses included either circle or conversation, 313 responses out of 1648 responses included use of restorative practices. 781/2135 = 37% June 6, 2024 = 597 out of 616 RJ documented responses included either circle or conversation, 423 out of 2238 responses included use of restorative practices. 1020/2854 = 36%		

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		Given the prompt, "I have skills to solve conflicts and overcome differences," the number of students who answered, "Definitely" and "Sort of" will increase from 79.2% as reported on the Fall 2023 School Perceptions Data to 80.8% on the Spring 2024 survey.		3. Given the prompt, "I have skills to solve conflicts and overcome differences," the number of students who answered, "Definitely" and "Sort Of" will increase from 79.2% as reported on the Fall 2023 School Perceptions Data to 80.8% on the Spring 2024 survey.	79.2% to 80.8% fall to spring	Jensen	79.20%	80.80%	N/A	79%	92%
		4. % increase on indicators of Culture of Care on RJ Walkthrough Tool fall to spring		RJ Walkthrough data	fall to spring	Lundquist	2.52	Increase to at least 2.62 of RJ indicators visible on walk throughs.	2.52	RJ coaches were not asked to complete these mid year.	3.14%
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): "Problem of Practice: "How might we increase all staff capacity to establish a culture of care, incorporate SEL skills, and implement restorative practices to decrease the risk ratio (8.2:1) for out of school suspensions for the benefit of all PV students and especially our Black students?" Italics = 2022-23 data"	Creating a plan for Tier 2 supports Increase in Tier 3 supports for students with 2 or more Out of School Suspensions.	Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point	Shared Slides - Teaching staff the Tier 2 support planning Tier 2 Student Services PLC - with Tier 3 supports	spring to spring	Lundquist	Decrease the risk ratio (8.2:1) for out of school suspensions for the benefit of all PV students and especially our Black students.	Decrease the risk ratio for out of school suspensions for PV black students from 8.2:1 to 7:2:1 or less.		8.8 to 1	8.1 to 1 (as of 6/10/24) See Page 3
Exceptional Staff		Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Documentation of completed stay interviews.	Stay Interviews	Fall to Winter (February 15, 2024)	Jensen Morehouse Rogers			N/A	Completed	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	Evidence of school staff utilizing the peer-to-peer recognition tool	spring to spring	Jensen Morehouse	79.6% of employees agreed to the statement "All things considered the district is a good place to work." in the spring of 2024	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.			86.5% 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 Data		Jensen	2023: 73% Satisfaction (11 respondents)	74.5% Satisfaction	N/A	N/A	78%
		Process: Execution of the School Communication Playbook	PV Playbook Rounding	PV Plan	Spring 2024	Jensen	PV Playbook Rounding	PV Playbook Rounding	PV Plan	PV Plan	PV Plan/Playbook
	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."		Survey Data PV Plan		Jensen	2022-23: 12.7% strongly agree 52% agree 64.7% approval rating	67.2% Strongly Agree and Agree	N/A	N/A	66%

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Communications and Community Engagement	<p>Create a culture of parent and caregiver engagement and inclusion through Community Schools (or Future Destination):</p> <p>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.</p> <p>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 (PVMS Community Schools Assets & Needs and Programs).</p> <p>C. Monitor impact of Community Schools interventions (programs, activities) through standardized data collection and assessment, report impact quarterly. (fixed)</p>	<p>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</p>		<p>PV Leadership Teams</p> <p>2023-24 PV Site Leadership Team</p>	Spring 2024	Kempf	N/A	Continue to build partnerships across our community.	In progress		
		<p>B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan.</p>		<p>PVMS Community Schools Assets & Needs and Programs</p> <p>SP100 plan focuses on the risk ratio for exclusion of students that are black from classrooms. Mr. Kempf is working in classrooms and making connections with students that are apart of the identified group from 22-23.</p> <p>Spring Break Events: Boxing - 6 of 7 middle schoolers were Prairie View students Basketball - 13 of 15 middle schoolers were Prairie View students Bowling - 16 of 21 middle schoolers were Prairie View students</p> <p>TOTAL - 35 of 43 middle school students who attended Spring Break events were from Prairie View</p> <p>Boyz Group - Invited students that are habitually truant in collaborations with Neighborhood Navigators. (to increase attendance on Thursdays)</p> <p>Safe Routes - Creating a partnership with Wildwood Apartments to create and share safe ways to walk to school.</p>	Spring 2024	Kempf	71.79% (students with 90-100% SIS attendance rate, January-March 2024)	Site team goals aligned with SP100 Plan	Focus on attendance and mentoring	<p>SLT Meetings Jan 30 Feb 27 March 19 - set goal to increase attendance by 2% in the last 100 days Agendas</p>	72.7% (students with 90-100% SIS attendance rate April-June 2024) .91% increase SLT Meetings April 23 June 4 Agendas
		<p>C. Each community school site will host 4-6 community listening sessions with site stakeholders (students, families, staff, community members) using the Harwood model.</p>		<p>Parents - After conferences (week of October 23) Reaching out to parents/caregivers that did not attend student-led conferences. Staff - October 25, 2023 Students - October 19, 2023 Parents/Caregivers - February 13, 2024 (Excused absences with Community Conversations) Monthly Site Leadership Team meetings</p>	Spring 2024	Kempf	N/A	4-6 Community Listening Sessions	<p>Staff - October 25, 2023 Students - October 19, 2023 Parents/Caregivers - February 13, 2024</p>		
Operational Excellence	<p>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</p>	<p>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.)</p>				Jensen	N/A	Participation of leaders from each building in collaborative data analysis sessions throughout the year.	N/A	January 2024 at LC	
	<p>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)</p> <p>Implementation of Raptor Emergency Management software in conjunction with training on active threat / reunification plan (fixed)</p>	<p>School Perceptions Student Survey results surrounding the question: "I feel safe at my school."</p> <p>Completion of full implementation of Raptor Emergency Management software</p>			Spring 2022-2023	Jensen	<p>Spring 2022 - Definitely - 47.5% Sort of - 38.3% Total of 85%</p>	<p>Spring 2023 - Goal of 86.7%</p>	N/A	Reteaching of safety expectations each quarter	88.50%