



KYRENE STRATEGIC PLAN 2023-2028

THRIVE! READY FOR THE FUTURE

*FY25 Strategic Plan Progress
Governing Board Meeting
June 10, 2025*

THE KYRENE PROMISE



WE PROMISE to provide welcoming, inclusive learning environments in which every student is honored, valued, and feels a strong sense of belonging and purpose.



WE PROMISE to provide rigorous, responsive learning environments in which every student is given what they need to develop knowledge, skills, confidence, and a passion for learning.



WE PROMISE to provide vibrant, world class learning environments in which every student believes they are empowered and prepared to make a meaningful impact on a rapidly changing world.



READY
FOR THE
FUTURE

DISTRICT GOALS

Our District goals outline the student outcomes we expect to see by 2028. These goals serve to create alignment throughout the organization and to hold us accountable on how to best meet the needs of each of our students.

Early Literacy

85%

Beginning with the kindergarten class in 2024-25, at least 85% of kindergarteners will meet end-of-year DIBELS reading benchmarks, so that by 2027-28, at least 85% of students in grades K-3 are meeting end-of-year benchmarks. [Kindergarten Baseline in 2022-23 is 74%]

Academic Progress

70%

By 2027-28, increase the District's Academic Progress percent to at least 70% as measured by the weighted average of students passing, growing, and on-track on state English Language Arts and Math assessments. [Baseline in 2022-23 is 57%.]

Sense of Belonging

+10%

By 2027-28, the percent of favorable responses on the sense of belonging items on the end-of-year Panorama survey will increase by at least 10% for students in grades 6-8. [Baseline in 2022-23 is 39%]

Equity

∞

By 2027-28, student groups will be more proportionately represented in advanced coursework, gifted identification, discipline referrals and in and out of school suspensions.

OUR THEORY OF ACTION

If We...

empower district and school leaders to create interconnected, equitable systems that foster collaboration, support, accountability and transformation.

Then We...

will ensure that every teacher provides rigorous and responsive instruction for all students based on their individual needs, which increases the likelihood students will develop knowledge, skills, confidence and a passion for learning.

So That...

every Kyrene student is growing and on track at each grade level to ultimately advance from grade 8 ready to thrive in high school, college, career and life.



Strategic Initiatives: Making Impact Today

2024-25 School Year



\$
\$1.9M

FUTURE READY SCHOOLS

**Early
Literacy**

**Social-Emotional
Wellness**

Whole Learner
Focused

Growth
Continuum
Model

**Integrated
Educational
Technology**

Dynamic Teaching
and Learning
Environments



\$0.7M

HIGHLY ENGAGED PEOPLE & CULTURE

**Teacher & Leader
Portraits**

**Innovative
Staffing Models**

**Support &
Accountability**

**Employee
Wellness**

**High Leverage
Partners**

**Modernize
Recruitment &
Retention
Practices**



\$
\$0.3M

OPTIMAL OPERATIONS & RESOURCES

**Long-Range
Facilities Plan**

**Program
Evaluation**

Tiered Supports

**Teaching &
Learning
Conditions**

Resource
Allocation



Progress Today, Promise Tomorrow

Strategic Plan Goals

Early Literacy Progress in Year 2

	District Goal Areas	Baseline	2023-24	2024-25	2027-28 EOY Goal
	Early Literacy <i>(Kindergarten)</i>	74%*	78%* (+4% YoY)	81%* (+3% YoY)	85%
	Academic Progress <i>(Grades 3-8)</i>	57%	57% (+0% YoY)		70%
	Sense of Belonging <i>(Grades 6-8)</i>	39%	40% (+1% YoY)		+10%
	Equity <i>(More Proportionate)</i>	—	58% (baseline)		∞

Data used for baseline is from the end of the 2022-23 school year, unless noted otherwise.

*Population is kindergarten only. Future years will add in additional grades, so that by 2027-28 the population represents grades K-3.

Year over Year Change (YoY)

End of Year (EOY)

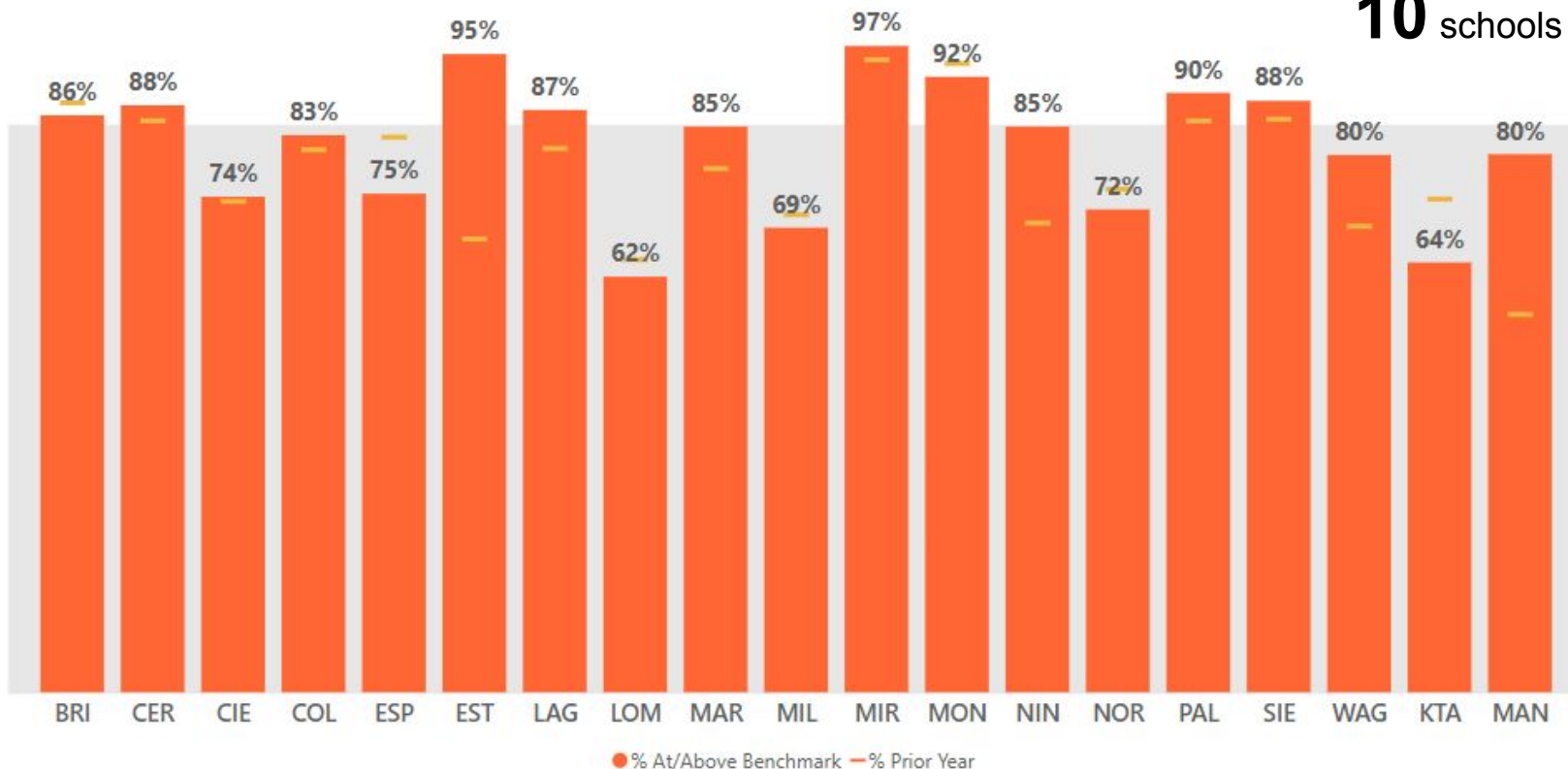
End of Year DIBELS Results (K-3)

Early Literacy: Beginning with the kindergarten class in 2024-25, at least 85% of kindergarteners will meet end-of-year DIBELS reading benchmarks, so that by 2027-28, at least 85% of students in grades K-3 are meeting end of year benchmarks.
[Kindergarten Baseline is 74%]

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	74%	78%	81%			
1	78%	81%	79%			
2	74%	76%	77%			
3	71%	74%	73%			

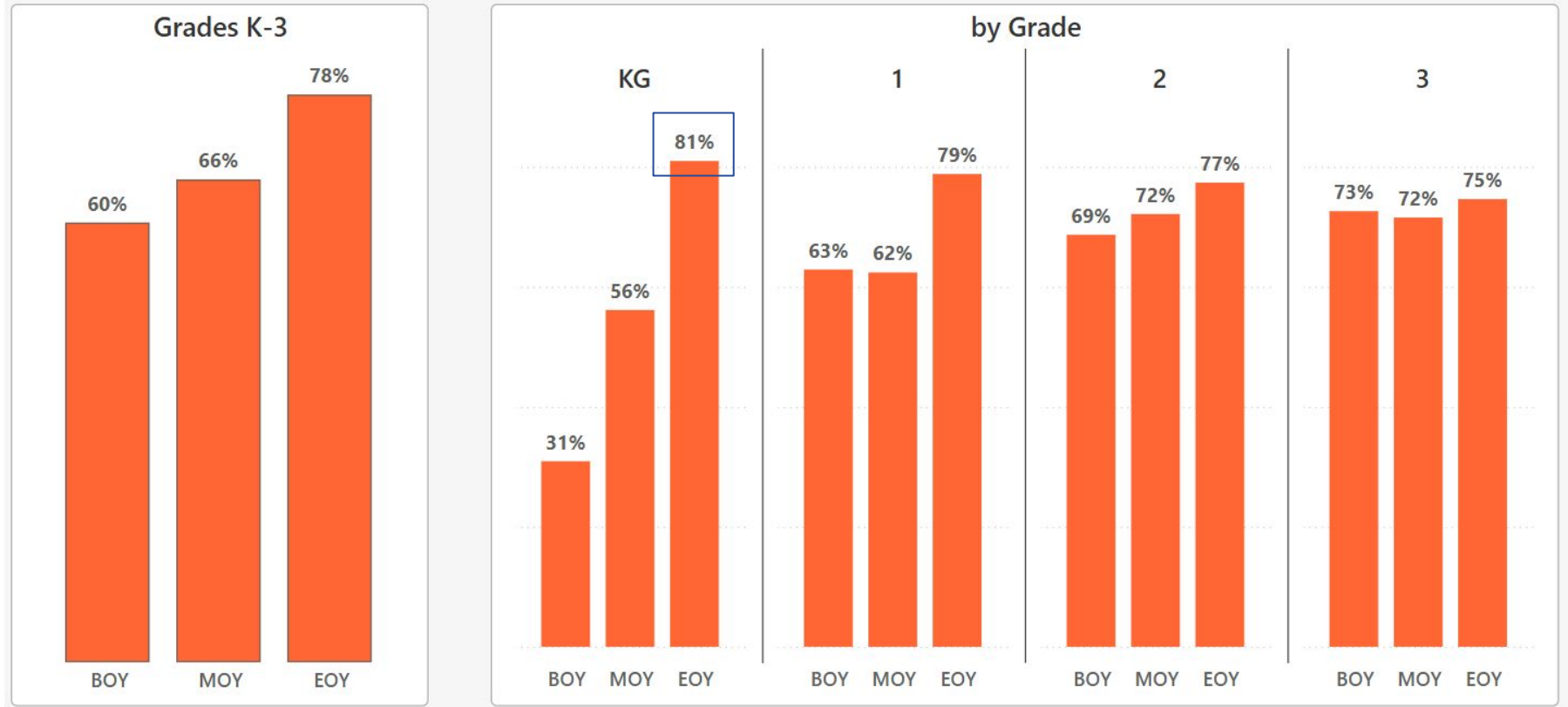
EOY Kindergarten DIBELS Results by School

10 schools at/above 85%
(6 in 2024)



● % At/Above Benchmark — % Prior Year

Current Year DIBELS Results by Grade (K-3)



Academic Progress in Year 2

	District Goal Areas	Baseline	2023-24	2024-25	2027-28 EOY Goal
	Early Literacy <i>(Kindergarten)</i>	74%*	78%* (+4% YoY)	81%* (+3% YoY)	85%
	Academic Progress <i>(Grades 3-8)</i>	57%	57% (+0% YoY)	62% (+5% YoY)	70%
	Sense of Belonging <i>(Grades 6-8)</i>	39%	40% (+1% YoY)		+10%
	Equity <i>(More Proportionate)</i>	—	58% (baseline)		∞

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*Population is kindergarten only. Future years will add in additional grades, so that by 2027-28 the population represents grades K-3.

Year over Year Change (YoY)

End of Year (EOY)

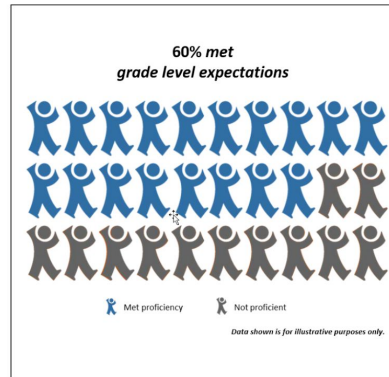
Academic Progress Measures and Score

Once each measure is calculated for both English Language Arts and Math state assessments, a weighted formula is used to determine the Academic Progress score.

Passing 12.5%

Proficient and Highly Proficient

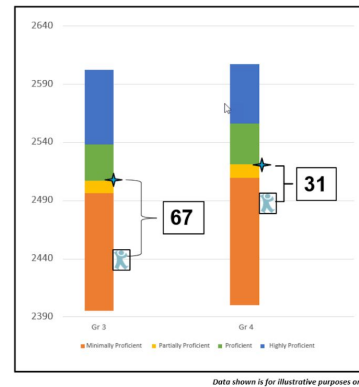
- + Illustrates performance as measured by a grade-level (defined expectation)
- Does not illustrate individual changes in performance levels.
- Does not account for population changes



Growth 37.5%

Distance from Passing Cut Score

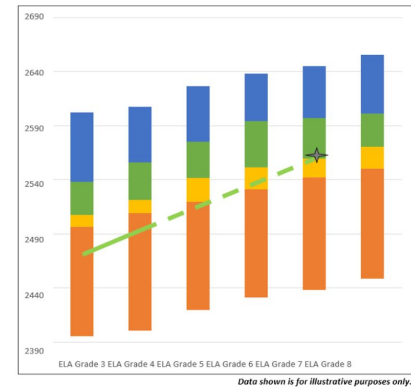
- + Illustrates differences in performance between two points in time
- Does not illustrate performance by defined expectation
- Only includes students with multiple years of data



On Track 50%

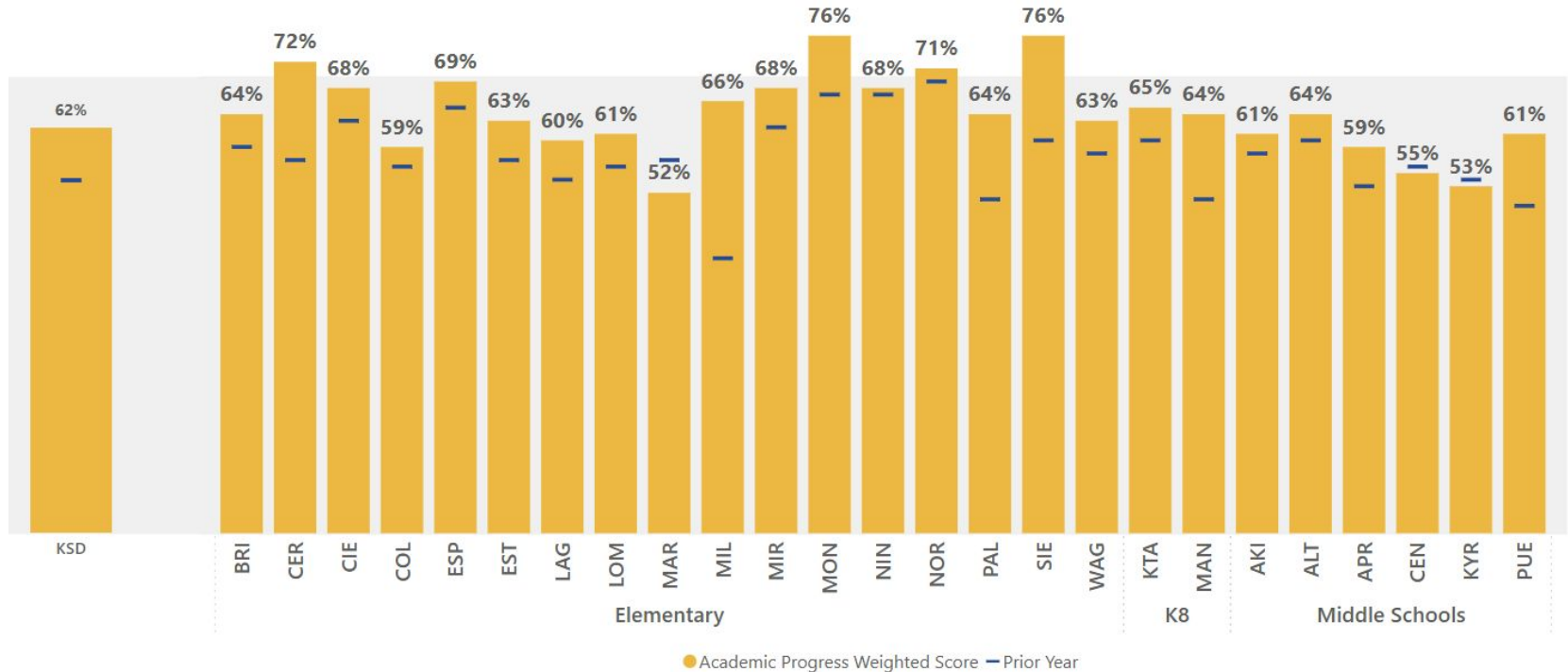
In three (3) years

- + Illustrates differences in performance between two points in time and the trajectory towards proficiency.
- May not illustrate performance to a defined expectation *for current year*
- Only includes students with multiple years of data



Academic Progress Score by School

By 2027-28, increase the District's Academic Progress percent to at least 70% as measured by the weighted average of students passing, growing, and on-track on state English Language Arts and Math assessments. **[Baseline is 57%]**



Sense of Belonging Progress in Year 2

	District Goal Areas	Baseline	2023-24	2024-25	2027-28 EOY Goal
	Early Literacy <i>(Kindergarten)</i>	74%*	78%* (+4% YoY)	81%* (+3% YoY)	85%
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	Sense of Belonging <i>(Grades 6-8)</i>	39%	40% (+1% YoY)	47% (+7% YoY)	+10%
	Equity <i>(More Proportionate)</i>	—	58% (baseline)		∞

Data used for baseline is from the end of the 2022-23 school year, unless noted otherwise.

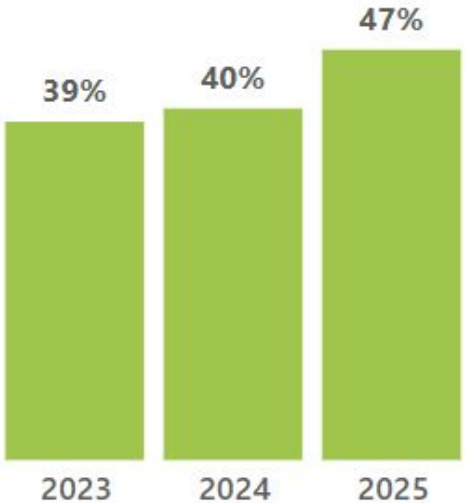
*Population is kindergarten only. Future years will add in additional grades, so that by 2027-28 the population represents grades K-3.

Year over Year Change (YoY)
End of Year (EOY)

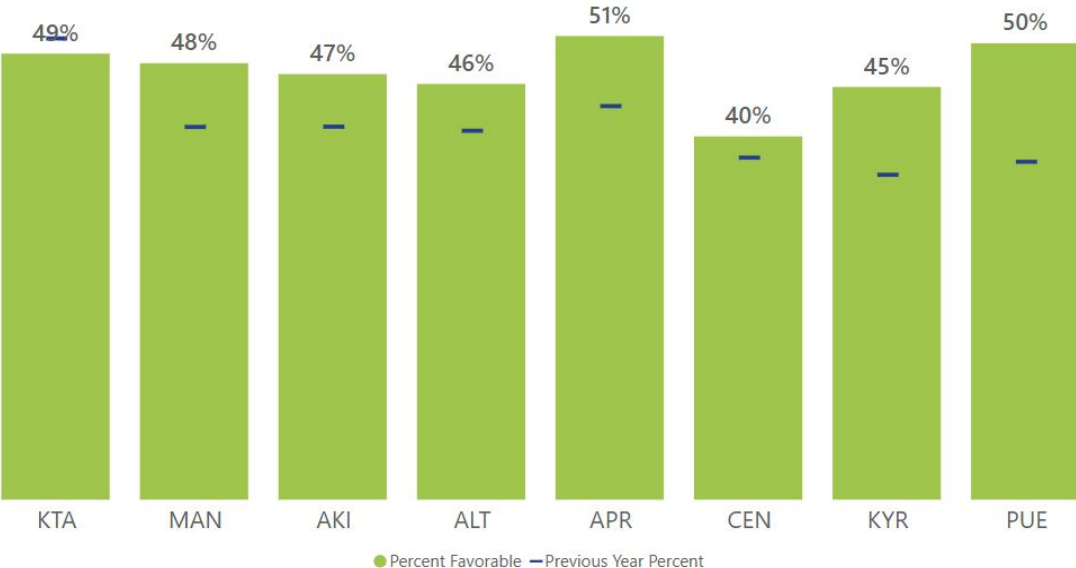
End of Year Panorama by School (6-8)

Sense of Belonging: By 2027-28, the percent of **favorable responses** on the sense of belonging items on the end-of-year Panorama survey will **increase by at least 10 percentage points**, from 39% to 49% for students in grades 6-8. [Baseline is 39%]

Annual Spring District Overall



Current Year Spring School Results



Equity Progress in Year 2

	District Goal Areas	Baseline	2023-24	2024-25	2027-28 EOY Goal
	Early Literacy <i>(Kindergarten)</i>	74%*	78%* (+4% YoY)	81%* (+3% YoY)	85%
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	Sense of Belonging <i>(Grades 6-8)</i>	39%	40% (+1% YoY)	47% (+7% YoY)	+10%
	Equity <i>(More Proportionate)</i>	—	58% (baseline)	73% (+15% YoY)	∞

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Year over Year Change (YoY)

End of Year (EOY)

Equity by Area & Student Groups

By the end of the year in 2027-28, student groups will be more proportionately represented in advanced coursework, gifted identification, discipline referrals and in/out of school suspensions.

Student Group	Advanced Coursework	Gifted	Referrals	Suspensions	Overall %
Asian / Pacific Islander	Proportionate	Over	Proportionate	Proportionate	73% are or made progress towards proportionality
Black	Under	Under	Over	Over	
Hispanic	Under	Under	Proportionate	Proportionate	
Multiple	Proportionate	Proportionate	Proportionate	Proportionate	
Native American	Proportionate	Under	Proportionate	Proportionate	
White	Over	Over	Under	Under	
Economically Disadvantaged	Under	Under	Over	Over	
English Learners	Proportionate*	Under	Proportionate	Proportionate	
Students with Disabilities	Under*	Under*	Over	Over	

Shaded cells represent groups that are either proportionate (within +/-3% of the overall population) or are more proportionately represented compared to baseline.

*Not included in overall percentage.



Strategic Initiatives: Investing in Tomorrow

2025-26 School Year



FUTURE READY SCHOOLS

**Early
Literacy**

Growth
Continuum
Model

**Social-Emotional
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Questions