



EAGLE POINT
SCHOOL DISTRICT 9
Every Student - Every Class - Every Day!

Eagle Point School District 9
2024-2027 Strategic Plan

Andy Kovach, Superintendent

Version 1
Adopted: September 24, 2024

Eagle Point School District 9
2024-27 Strategic Plan

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Letter from the Superintendent

August 29, 2025

Dear Eagle Point Staff, Parents and Patrons,

It continues to be my honor to lead Eagle Point School District, its staff and community, in achieving its long term goals. I regularly find myself communicating with many of you regarding our District and the great things happening in our schools!

The EPD9 School Board together with our EPD9 Vision Team and others have created the document you find here. This plan is the culmination of many hours of reflection and discussion between groups of people with varying perspectives. The three main goals of this plan; ensuring high levels of learning, developing career pathways and cultivating community represent what we believe are the most critical areas of focus for our District.

In this document I hope you will see that we have set high expectations for ourselves and our students as well as the larger EPD9 community. I invite you to review this work carefully and to partner with us in making this plan and Eagle Point School District successful. I am excited to be a part of this work and as your Superintendent committed to achieving it.

Respectfully,

Andy Kovach,
kovacha@eaglepnt.k12.or.us

Strategic Planning Team Members

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- ❖ John Harding
- ❖ Rex Squires
- ❖ Chris Angle-Hobson
- ❖ Sean Davidson
- ❖ Mason Marshall
- ❖ Traci Dulany
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- ❖ Jackie Prosis
- ❖ Robert Reimers
- ❖ Margaret Scheffler
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- ❖ Andrew Fletcher
- ❖ Lani Hammond
- ❖ Corrine Henney McHugh
- ❖ Katie Federico
- ❖ Marsha Lee
- ❖ Chelsea Lawson
- ❖ Rob Cowden
- ❖ Laura Estes
- ❖ Jessica Jacobson
- ❖ Brian Ruth
- ❖ Lindsey Bivens
- ❖ Roger Petry
- ❖ Saige Kirk
- ❖ Christy Thronburg

EPSD9 Mission and Vision Statement



Every Student. Every Class. Every Day.

EPSD9 District Priorities



Priority #1 – Ensure High Levels of Learning for all Students

2024 - 2027

| Priority #1 - Overall Priority and Description | |
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| Priority #1 Title: | Ensure High Levels of Learning for all Students |
| Priority Description: | EPSD9 recognizes that academic achievement requires a collaborative team culture that implements systems to identify students in need of additional help, determine effective and ineffective instructional strategies, and improve our overall instructional practice, ultimately resulting in high levels of learning for all students. |

| Priority #1 Goal Statements | | |
|------------------------------|---|--|
| 1.1 Goal Area: ELA | <p>1.1 Objective: By the end of 2027, at least 80% of students in EPSD9 (not including CLA) will make growth in ELA as indicated by their district benchmark assessments and/or a 7.5% increase in the percentage of students meeting or exceeding standards on OSAS over the course of three years.</p> <ul style="list-style-type: none"> • By the end of the school year 2027, the following percentages will be attained or exceeded for OSAS. <ul style="list-style-type: none"> ○ 6th grade goal: (2024 OSAS = 25%) ○ 8th grade goal: (2024 OSAS = 43%) ○ 11th grade goal: (2024 OSAS = 38%) | |
| Goal 1.1 Progress Markers | By 2025: | By 2026: |
| | <ul style="list-style-type: none"> • As measured by district benchmark, by the end of each year (2025, 2026, 2027), 80% of all students in K-8 are expected to make the equivalent of one year of growth. • Increase the percentage of students meeting or exceeding standards on OSAS by 2.5% for the 2033, 2031, and 2028 cohorts. • 2024 Base OSAS Cohorts: | <ul style="list-style-type: none"> • By the end of 2026, 80% of all students are expected to make the equivalent of one year of growth and the 2033 and 2031 cohorts will increase the percentage of students meeting or exceeding standards on OSAS by 2.5%. • OSAS Cohorts: To be filled out after 2024 OSAS testing |

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| | <ul style="list-style-type: none"> • (2033) 3rd will increase by 7.5% (2.5% per year) • (2031) 5th will increase by 7.5% (2.5% per year) • (2028) Increase by 7.5% (2.5% per year) from 8th to 11th grades tracking through spring district benchmark assessments and OSAS in 8th and 11th grades | |
| <p>1.2 Goal Area: Math</p> | <p>1.2 Objective: By the end of 2027, at least 80% of students in EPSD9(not including CLA) will make growth in Math as indicated by their district benchmark assessments and/or at least a 7.5% increase in the percentage of students meeting or exceeding standards on OSAS over the course of three years.</p> <ul style="list-style-type: none"> • By the end of the school year 2027, the following percentages will be attained or exceeded for OSAS. <ul style="list-style-type: none"> ○ 6th grade goal: (2024 OSAS = 22%) <ul style="list-style-type: none"> ▪ Increase 7.5% ○ 8th grade goal: (2024 OSAS = 22%) <ul style="list-style-type: none"> ▪ Increase of 12% ○ 11th grade goal: (2024 OSAS = 15%) <ul style="list-style-type: none"> ▪ Increase 7.5% | |
| <p>Goal 1.2 Progress Markers</p> | <p>By 2025:</p> | <p>By 2026:</p> |
| | <ul style="list-style-type: none"> • As measured by district benchmark, by the end of each year (2025, 2026, 2027), 80% of all students in K-8 are expected to make the equivalent of one year of growth. • High school students will meet their yearly goal (4-8pts) of the math measurement (algebra proficiency assessment) • Increase the percentage of students meeting or exceeding standards on OSAS by 2.5% for the 2033 and 2028 cohorts and 4% for the 2031 cohort. 2024 Base OSAS Cohorts: • (2033) 3rd will increase by 7.5% (2.5% per year) • (2031) 5th will increase by 12% (4% per year) • (2028) Increase by 7.5% (2.5% per year) from 8th to 11th grades tracking through the high | <ul style="list-style-type: none"> • As measured by district benchmark, by the end of each year (2025, 2026, 2027), 80% of all students in K-8 are expected to make the equivalent of one year of growth. • High school students will meet their yearly goal (4-8pts) of the math measurement (algebra proficiency assessment) • To be filled out after 2024 OSAS testing |

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| | school algebra proficiency assessment and OSAS in 8th and 11th grades | |
| 1.3 Goal Area: Science | 1.3 Objective: By the end of 2027, cohorts of 5th (class of 2031), 8th (class of 2028) graders will increase the 2024 baseline percent of students meeting or exceeding OSAS Science by 18%. | |
| Goal 1.3 Progress Markers | By 2025: | By 2026: |
| | <ul style="list-style-type: none"> Increase the number of students who meet or exceed the OSAS Interim Science 6% over the previous year | <ul style="list-style-type: none"> Increase the number of students who meet or exceed the OSAS Interim Science 6% over the previous year |
| 1.4 Goal Area: Graduation | 1.4 Objective: Increase the District (EPHS, URCEO CLA) 4-year graduation rate from the current rate of 81.82% to 90% by 2027. And/Or: Include 5 year completer rate measurement to 94% by 2027. Currently, we are at 88% for the district. | |
| Goal 1.4 Progress Markers | By 2025: | By 2026: |
| | -Increase the 4 yr Graduation and/or 5 yr completer rate by 2.5% | -Increase the 4 yr Graduation and/or 5 yr completer rate by 2.5% |

| Priority #1 Strategies/Action Items | | | |
|-------------------------------------|--|--|---|
| Goal: | Strategy/Action: | Measure(s)/Evidence: | Position Responsible for Evidence: |
| All | EPSD9 will partner with the Oregon PLC project <ul style="list-style-type: none"> Develop a 3-year plan (2024-2027) in collaboration with project coaches Align EPSD9 professional development days to support plan implementation | 3-year plan: evaluate progress each year in alignment with strategic plan PLC Products in Google Site PLC Trainings/sign-in sheets | Director of Teaching and Learning District Leadership Team |

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| | | Professional Development Day Calendar 1 hour process collaboration weekly at Elementary and Secondary as evident in district master schedule | |
| All | In alignment with PLC 3-year plan, ensure effective interventions for students in need of additional learning support <ul style="list-style-type: none"> • Research-based interventions • Time allotted in master schedule for reading interventions • Decision rules rewritten and applied for placing students in interventions • Updated and current curriculum menu | PLC 3 year plan 20% meetings/Intervention data | Director of Teaching and Learning Building Administrators Instructional Coaches |
| All | In alignment with PLC 3-year plan, revise instructional strategies list to support improved Tier 1 instruction (core) | List of instructional practices and embedded in unit plans PLC 3 year plan | Director of Teaching and Learning Building Administrators Instructional Coaches |
| All | Develop system to track educator professional developments completed | Research possible tools to track PD Determine who will input the data Determine intervals for pulling data | Director of Teaching and Learning Instructional Coaches Technology |
| All | Develop an on-boarding plan to train new teachers in using current curriculum and PLC Products | Inservice/professional development schedule PLC 3-year plan | Director of Teaching and Learning Instructional Coaches |
| 1.1 | Reflect District Strategic Plan, including PLC in Continuous improvement plan goals | Goals at school level zooming in on needs specific to individual schools | Principals |

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| | | | Federal Programs Administrator |
| 1.1 | Increase the number of teachers who have attended Sheltered Instruction courses | # of Teachers trained in Sheltered Instruction strategies Observations of strategies in the classrooms | Program Administrators Building Administrators |
| 1.1 / 1.2 | Administer the district wide benchmark assessment Fall, Winter and Spring. Train teachers on interpreting and using data. | Benchmark data collected three times per year. Training on how to administer assessment and interpret/use data. | Building Administrators, Instructional Coaches, Teachers |
| 1.2 | "Critical Minimums" for math instruction will be identified and monitored for all math Instruction (including MyPath math at elementary) | <ul style="list-style-type: none"> • Create a vertical alignment document for critical minimum • All staff members trained in Critical Minimums and Math Products documents (PLC 3 year plan) • MyPath student use reports | Director of Teaching and Learning Instructional Coaches Building administrators |
| 1.2 | Increase the amount of 8th grade students completing and passing Algebra I | <ul style="list-style-type: none"> • Develop an implementation plan to increase the readiness of 8th grade students to take Algebra I | Building Administrators Instructional Coaches District Leadership Team |
| 1.3 | Increase the use of interim OSAS Science assessments. | <ul style="list-style-type: none"> • Conduct interim assessments at least twice a year (suggestion: October and February). • Determine which interim assessments to administer to align assessments with essential standards. • Collect reports on interim OSAS Science assessment data: Baseline is currently "0" • Secure time for analysis of assessment data | District Testing Coordinator School Testing Coordinator Instructional Coach Building administrators |

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| 1.3 | Adopt a new science curriculum and train staff on its implementation | <ul style="list-style-type: none"> Curriculum adopted Spring of 2024. PD Scheduled for no later than in-service week of 2024 Annual training onboarding of new staff to current science curriculum (suggested, in-service week) | Director of Teaching and Learning |
| 1.3 | Align master schedules at elementary schools to support science instruction. (Consideration of minutes?) | Science time provided on Master Schedules. | Elementary Building Administrators |
| 1.4 | Develop a vision, mission, philosophy and plan to support URCEO. | <p>Suggestion: Conduct a needs assessment.</p> <p>Graduation rate included in school SIP.</p> <p>Implementing an MTSS process</p> | <p>Building Administrators</p> <p>Superintendent SIP.</p> |
| 1.4 | Develop and implement an URCEO Programs enrollment criteria/process from EPHS to URCEO including plan for return from URCEO to EPHS | Documented enrollment criteria/process | <p>EPHS/URCEO Administrators</p> <p>Director of Teaching and Learning</p> <p>Director of Secondary Education</p> |
| 1.4 | Implement consistent MTSS procedures in alignment with EPSD9 practices | <p>Data Review meetings</p> <p>PLC 3–Year plan</p> <p>Additional Time and support records</p> <p>Synergy BAT Referrals</p> | <p>Building Administrator</p> <p>Director of Teaching and Learning</p> <p>Director of Secondary Education</p> |

Priority #2 – Innovative Career Pathways for All Students 2024 - 2027

| Priority #2 - Overall Priority and Description | |
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| Priority #2 Title: | Innovative Career Pathways for All Students |
| Priority Description: | EPSD9 will create a highly focused culture of exploration and learning through opportunities that encourage students K-12 to identify and pursue a post-high school education or career they desire. |

| Priority #2 Goal Statements | | |
|--|---|---|
| 2.1 Goal Area: Prepared/planned for work force | 2.1 Objective: By June 2027, 100% of EPSD students will explore, apply, and develop a plan for workplace readiness, college or university, or military. | |
| Goal 2.1 Progress Markers | By 2025: | By 2026: |
| | Middle School: 7th-grade Career Inventory Survey, YouScience High School: By Junior year, students will have a potential career plan with three options | (8th grade) Industry exposure to local non-certificated careers/military branches By senior year, students will have the opportunity to shadow or have hands-on industry facilitator(s)/military personnel.. |
| 2.2 Goal Area: Prepared to pursue technical certification | 2.2 Objective: By June 2027, develop and promote clear career and technical pathways towards a technical certification through early exposure in elementary and developed throughout secondary grade levels. | |

| | By 2025: | By 2026: |
|--|--|---|
| Goal 2.2 Progress Markers | <p>Middle School - Increase field trips & guest speakers talking with 8th graders about career options. Establish a career day at each school.</p> <p>High School - Increase the number of students earning career certifications by 15%.</p> | <p>Middle School - Establish a semester-long College & Career class for 8th graders, increase field trips/guest speakers & maintain the career day.</p> <p>High School - increase the number of students earning career certifications by an additional 15%.</p> |
| 2.3 Goal Area: College 2yr or 4yr | <p>2.3 Objective:</p> <p>By 2027 100% of students will be exposed to a variety of “college to career” pathways.</p> | |
| Goal 2.3 Progress Markers | <p>By 2025:</p> <p>High School: Freshmen and Seniors will receive education about what classes they need to take to be successful in college and their future careers.</p> <p>Middle School: A “College to Career” research project will be implemented in 8th grade</p> | <p>By 2026:</p> <p>High School: In 2026 100% of our junior class will receive exposure to college and career pathways. Freshman and Seniors will continue the 2025 goal marker.</p> <p>Middle School: A “College to Career” research project will be implemented in 7th and 8th Grade</p> |

#2 Strategies/Action Items Priority

| Goal: | Strategy/Action: | Measure(s)/Evidence: | Position Responsible for Evidence: |
|--------------|--|--|---|
| 2.1 | <p>2025: Middle School: Career Interest Survey 7th grade/ Career Inventory Survey</p> <p>2026: 8th grade industry exposure.</p> | <p>Data from the survey</p> <p>Grade will be given for presentation or bullet point on what they were exposed to.</p> | <p>7th Grade teachers will document the survey results (spreadsheet). (Social Studies?)</p> <p>8th Grade Social Studies</p> |
| 2.1 | <p>2025: High School: Juniors to create a plan (same template used for all juniors) with three post-high school options.</p> <p>2026: Senior-year students shadow or have a hands-on industry facilitator.</p> | <p>Actual created plan.</p> <p>Evidence of workforce experience is documented in their plan.</p> | <p>Junior Nest Teachers will document the plan (spreadsheet).</p> <p>Senior Nest Teachers</p> |
| 2.2 | <p>College and Career elective will purposefully focus a portion of the curriculum on careers that require certification at both the middle and secondary levels (especially those that the high school offers).</p> | <p>By 2025, identify the number of specific units that are career and certificate related and increase that as necessary to make it proportional with the college focused units.</p> | <p>College and Career Electives Teachers</p> |
| 2.2 | <p>Field trips for College and Career Elective classes that expose them to careers that require CTE</p> | <p>At least one field trip to a business that requires employees to have certification.</p> | <p>College and Career Electives Teachers</p> |
| 2.2 | <p>Create a Career Day special event to expose middle school students to more careers that require certification based on student interest (survey), availability of presenters, and correlation to high school CTE programs</p> | <p>By 2025, have a career day with a variety of guest speakers By 2026, increase the number of guest speakers that require certification.</p> | <p>Middle School Leadership teams and College and Career Electives Teachers</p> |

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| 2.2 | High School Elective Day at the Middle School | High school students, from all CTE programs, present the career areas related to their programs to middle school students. | All CTE Teachers |
| 2.2 | Certifications & celebrate students | CTE teachers will present a list of certifications available within their programs to students. | All CTE Teachers |
| 2.2 | Presentations to students from businesses that require a certification. | College & Career Counselor will work with CTE teachers to develop a list of businesses to present. | College & Career Counselor |
| 2.2 | Survey all high school students, during forecasting, about their career aspirations and which high school classes they should take to enhance their knowledge. | Process created by Eagle Center & Instructional coaches - given in NEST EC Counselors make sure students are in related classes. | Eagle Center & ICs |
| 2.2 | Increase the opportunity for students to attend Careers in Gears | College/Career Counselor organize trip and CTE teachers provide information to students. | College & Career Counselor CTE Teachers |
| 2.3 | (HS) By 2026, field trips will be offered to local colleges for all junior students | Number of trips offered and students participating. | Eagle Center Graduation Team |
| 2.3 | (HS) By 2025, 100% of seniors will be provided the opportunity & resources to create a post high school transition plan (This will be incorporated into their Senior Project) | Element of Senior Project & Senior Survey/No Senior Left Behind. | Senior Language Arts Teacher and Senior Eagle Center Team |
| 2.3 | (HS) By 2025, all Freshman health students will complete their College/Career survey/questionnaire. | Completed college/career survey/questionnaire. | Freshman Health teachers. |
| 2.3 | (MS) By 2025, all 8th grade students will complete a college presentation project | Students will have a grade in Synergy by the end of the third quarter for their Den/Nest that shows they have completed this task. Exemplar presentations will be shown to other students in the school. | 8th grade team, Instructional Coach, Principal of building. |
| 2.3 | (MS) By 2026, all 7th grade students will learn about various colleges through virtual visits and exploration activities provided by their DEN or NEST teachers. | Activity guide filled out by students. | 7th grade team, Instructional Coach, Principal |

Priority #3 – Cultivation of Community 2024 - 2027

***Note: Priority #3 and Priority #4 were combined into Priority #3*

| Priority #3 - Overall Priority and Description | |
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| Priority #4 Title: | Cultivation of Community |
| Priority Description: | EPSD9 will cultivate an environment that strengthens and grows our district by nurturing our students, staff, and community. |

| Priority #3 Goal Statements | | |
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| 3.1 Goal Area: Teacher Retention | 4.1 Objective: By June 2027, we will have an average teacher retention rate of 84% or above, as measured by ODE. | |
| Goal 3.1 Progress Markers | By 2025: | By 2026: |
| | By June 2025, we will have an average teacher retention rate of 79% or above, as measured by ODE. | By June 2026, we will have an average teacher retention rate of 82% or above, as measured by ODE. |
| 3.2 Goal Area: Enrollment | 4.2 Objective: By June 2027, student enrollment will maintain or increase up to 1% as measured by district enrollment reports. | |
| Goal 3.2 Progress Markers | By 2025: | By 2026: |
| | By June 2025, we will have an increased student enrollment rate of 0.5%, as measured by District Enrollment Reports. | By June 2026, we will have an increased student enrollment rate of 0.5%, as measured by District Enrollment Reports. |

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| <p>3.3 Goal Area: Family and Community Partners</p> | <p>3.3 Objective: Survey families to obtain input on communication and welcoming presence baseline. Increase physical communication presence in the EPSD9 community.</p> | |
| <p>Goal 3.3 Progress Markers</p> | <p>By 2025:</p> | <p>By 2026:</p> |
| | <p>EPSD9 will have a known % number of how welcoming EPSD9 is perceived by families based on survey results.</p> | <p>Improve feedback by 50% on how welcoming EPSD9 is perceived by families based on baseline data.</p> <p>By 2027: Improve feedback by 90% on how welcoming EPSD9 is perceived by families based on baseline data.</p> |
| <p>3.4 Goal Area: Increasing opportunities for volunteers</p> | <p>3.4 Objective: By 2027, all schools in EPSD9 will increase opportunities for parent volunteers and/or partnerships with families. As of April 23, 2024, there are 168 active volunteers in Eagle Point School District.</p> | |
| <p>Goal 3.4 Progress Markers</p> | <p>By 2025:</p> | <p>By 2026:</p> |
| | <p>-Increase parent volunteers in schools by 5% using June 2024 baseline data as a starting point.</p> | <p>Increase parent volunteers in schools by an additional 8% using June 2025 baseline data as a starting point.</p> <p>By 2027: Increase parent volunteers in schools by an additional 10% using June 2026 baseline data as a starting point.</p> |
| <p>3.5 Goal Area: Increasing after school programs, clubs K - 12</p> | <p>3.6 Objective: EPSD9 will increase the overall number of opportunities for students in afterschool programs and clubs K-12, and will also increase the percentage of student participation in those activities.</p> | |
| <p>Goal 3.5 Progress Markers</p> | <p>By 2025:</p> | <p>By 2026:</p> |
| | <p>The number of clubs will increase by 5 at EPDS9 from the 23-24 school year to the 24-25 school year and the number of participants will increase overall by 5% as</p> | <p>The number of clubs will increase by 5 at EPDS9 from the June 2025 baseline and the number of participants will increase overall by</p> |

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| | tracked on the EPSD 9 Club Tracking sheet. | 5% as tracked on the EPSD 9 Club Tracking sheet. By 2027: The number of clubs will increase by 5 from the June 2026 baseline and the number of participants overall will increase by 5% as tracked on the EPSD 9 Club Tracking sheet. |
| 3.5 Goal Area: Increasing after school programs, clubs K - 12 | 3.6 Objective: EPSD9 will increase the overall number of opportunities for students in afterschool programs and clubs K-12, and will also increase the percentage of student participation in those activities. | |

| Priority #3 Strategies/Action Items Original language in current strategic plan pg.15-17 What strategies will be implemented to aid in the goal achievement *Add or delete rows as needed | | | | |
|---|---|---|------------------------------------|--|
| Goal : | Strategy/Action: | Measure(s)/Evidence: | Position Responsible for Evidence: | |
| 3.1 | Collecting entrance and exit survey of certified and classified staff. | Entrance/Exit Survey | HR | |
| 3.1 | A consistent and district aligned mentoring program for our new EPSD9 teachers. | Survey at end of year | HR | |
| 3.1 | Principals and Instructional Coaches work with new teachers on the Impact Cycle. | Impact Cycle Data Sheet | Office of Teaching and Learning | |
| 3.1 | Offering opportunities for current staff members to acquire new licensures. (i.e. Teacher, Administrator,...) | Emails, newsletters, staff that apply for tuition reimbursement | HR | |
| 3.1 | Advertising of longevity pay. | Emails, newsletters | HR (Communications) | |

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| 3.2 | Focusing on further communication in the community regarding graduation rates/graduates from EPSD | Increase analytics through focused stories on students who have received scholarships, sports scholarships, certifications, licenses, or been accepted to big name schools. | Communication Supervisor/EPHS Administration/College and Career Coordinator | |
| 3.2 | Submit a survey to families that have chosen to leave the district and examine what caused them to leave EPSD. | Total number of responses received back, review data, implement changes as feasible. Show reduction the next year based on changes. | District Administration | |
| 3.2 | Supporting disengaged students by providing individualized and flexible education options (i.e. URCEO, Student support services) | Increasing attendance percentages (chronic attenders), increasing credit acquisition opportunities, decrease in dropout rate, increasing connections for post graduation career connections | URCEO, Student Support Services, EPHS, Graduation Coaches | |
| 3.3 | Staff engagement regarding social media, encouraging posting goal per school to push activities/sports/achievements | 2 posts per week for each school, total reactions to each post along with frequency | Communications Supervisor, school(s) designee | |
| 3.3 | Community submissions for possible content/posts/pictures | Open location on social media for community to submit and promote school ideas, views, significant events | Communication Supervisor | |
| 3.3 | To use Remind communication platform | To increase usage by 50% in 2026, then an additional 25% by the end of 2027. | Administration/Communications Supervisor, Teachers | |
| 3.3 | Consistency and clearly defined communication expectations. Front office communication, proper | Satisfaction Percentage on survey | Communications Supervisor and Principals | No additional cost |

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| | signage, time-appropriate notifications, and welcoming presence from staff. | | | |
| 3.3 | High foot-traffic areas for families to find publications. Who do we already know? | The number of connections established. | Communications Supervisor and Principals | No additional cost |
| 3.3 | Community submissions for possible content/posts/pictures to increase the warm and welcoming presence | Posters visible around buildings | Principals/Communications Supervisor | No additional cost |
| 3.4 | Collect baseline data for parent volunteers and family partnerships. Determine increased percentage goal for family partnerships and volunteers. | Baseline Data Goal Setting | Principals with HR assistance | No additional cost |
| 3.4 | Brainstorm list of volunteer jobs and/or ways parents could support classroom happenings (for example crosswalk duty, organizing classroom libraries, library help, classroom party support, listen to students read, field trip volunteers, create bulletin boards, home based projects in collaboration with the school- science fair). | Evidence of/ a document that lists ideas for parent volunteers | Teachers and building administrators | No additional cost |
| 3.4 | Increase participation in school PTO's and Booster programs (suggestion: conduct needs assessment at all schools). | Needs assessment data at all schools to determine the current PTO participation rates and the number of booster programs currently at schools. Information and/or handouts to inform parents about PTO and booster volunteer opportunities. | Building administrators Instructional Coaches Sight based teachers who take on extra duties (such as teacher leaders in student clubs.) | SIA, Title (cost of supplies) |

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| 3.4 | Increase local community partnerships with our schools (i.e. military recruiters working with students, local presentations from community service members- police, fire department, county libraries). | List of community resources and departments with school partnership programs. | Instructional coaches/principals | No additional cost |
| 3.5 | Update process for applying for club approval for staff | Survey to staff about clubs and the process to start one | Communications Supervisor/Athletic Director | No additional cost |
| 3.5 | District will market club opportunities to staff with staff stipend, including tutoring club after school. | Determine the number of new clubs started for the 24-25 and 25-26 school years using the club tracking spreadsheet. | Athletic Director | No additional cost |
| 3.5 | Collect baseline and current participation data on extracurricular activities and student participation i.e. (Athletics, clubs) | Use 2023-24 EPSD9 Club tracking for baseline. | Athletic Director | No additional cost |
| 3.5 | Have students in the top 5%(honors) at high school tutor elementary students. | Create a spreadsheet to keep track of how many students are participating at each building. | Building Principal/Instructional Coach/Grad Coaches (already in place for 23-24) | No additional cost |
| 3.5 | Update process for applying for club approval for staff | Survey to staff about clubs and the process to start one | Communications Supervisor/Athletic Director | No additional cost |
| 3.5 | District will market club opportunities to staff with staff stipend, including tutoring club after school. | Determine the number of new clubs started for the 24-25 and 25-26 school years using the club tracking spreadsheet. | Athletic Director | No additional cost |