

EUDORA SCHOOLS



OUR PROMISE

Every student in Eudora Schools is known by
name, strength, and need, and graduates
prepared for the future they choose.

2024-2029

#EudoraProud

Our Focus



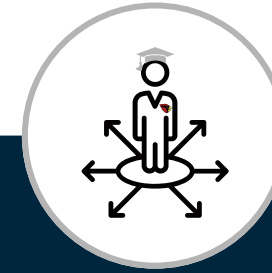
CULTURE OF BELONGING

We will embody a welcoming school community where each student is known by **name**, **strength** and **need**, and is **empowered** to engage, lead, and thrive.



INSTRUCTIONAL EXCELLENCE

We will improve student performance through enhanced instructional coherence and high-impact instructional practices.



FUTURE PREPARED

We will ensure our graduates are prepared for the future they choose.



District and Building Data

Accountability Report

Report Card Performance Level

Building/Grade/Subject Data

AMOSS Reports,

Transitions Table Generator

Targeted Data

KAP Summative, Interim, Mini Tests, FastBridge

- Results tied to standards skills, concepts
- Student Data

Strategic Plan Focus Areas

Our Focus



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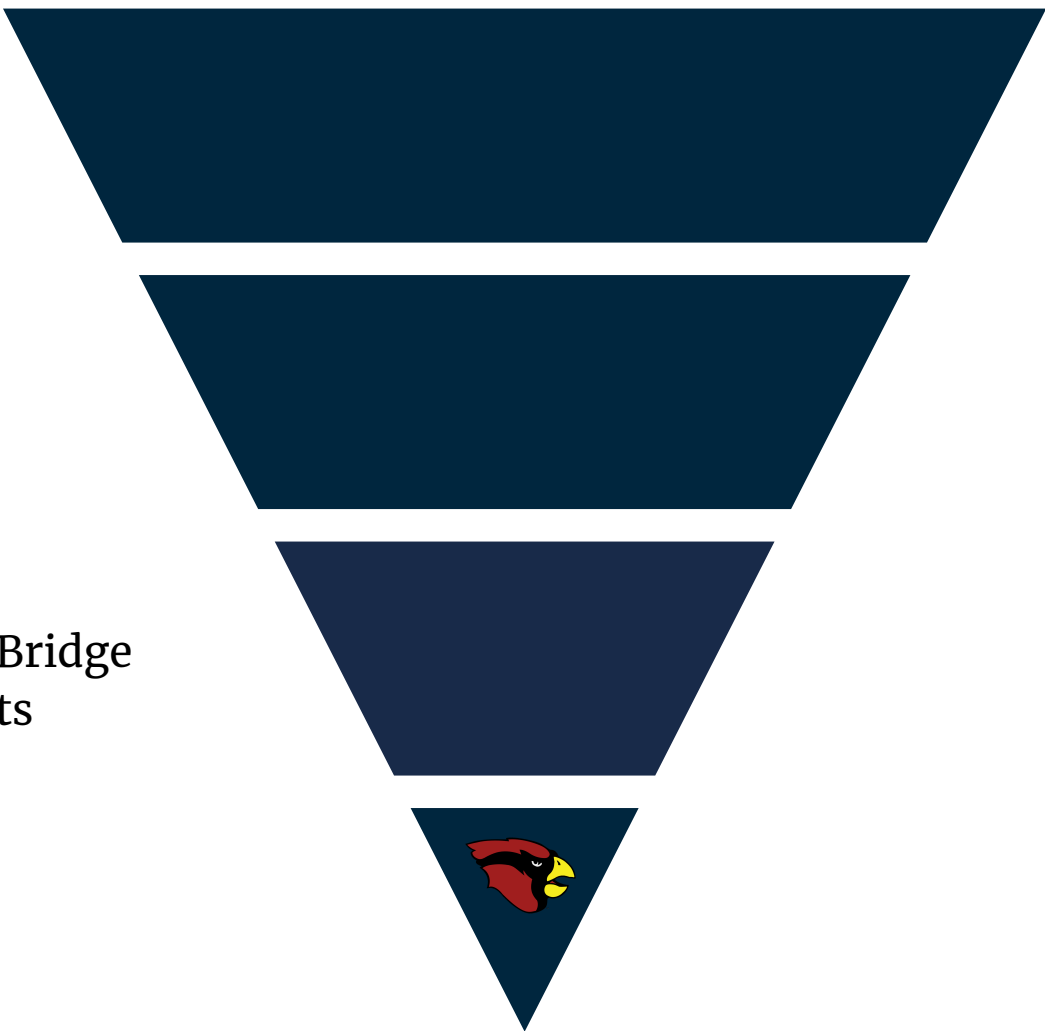
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PREPARED

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FOUR FUNDAMENTALS

DATA REVIEW



OUR PROMISE

Every student in Eudora Schools is known by **name, strength, and need**, and graduates prepared for the future they choose.



Welcome to the Eudora Schools "Our Promise" Dashboard

Our Promise

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INSTRUCTIONAL EXCELLENCE

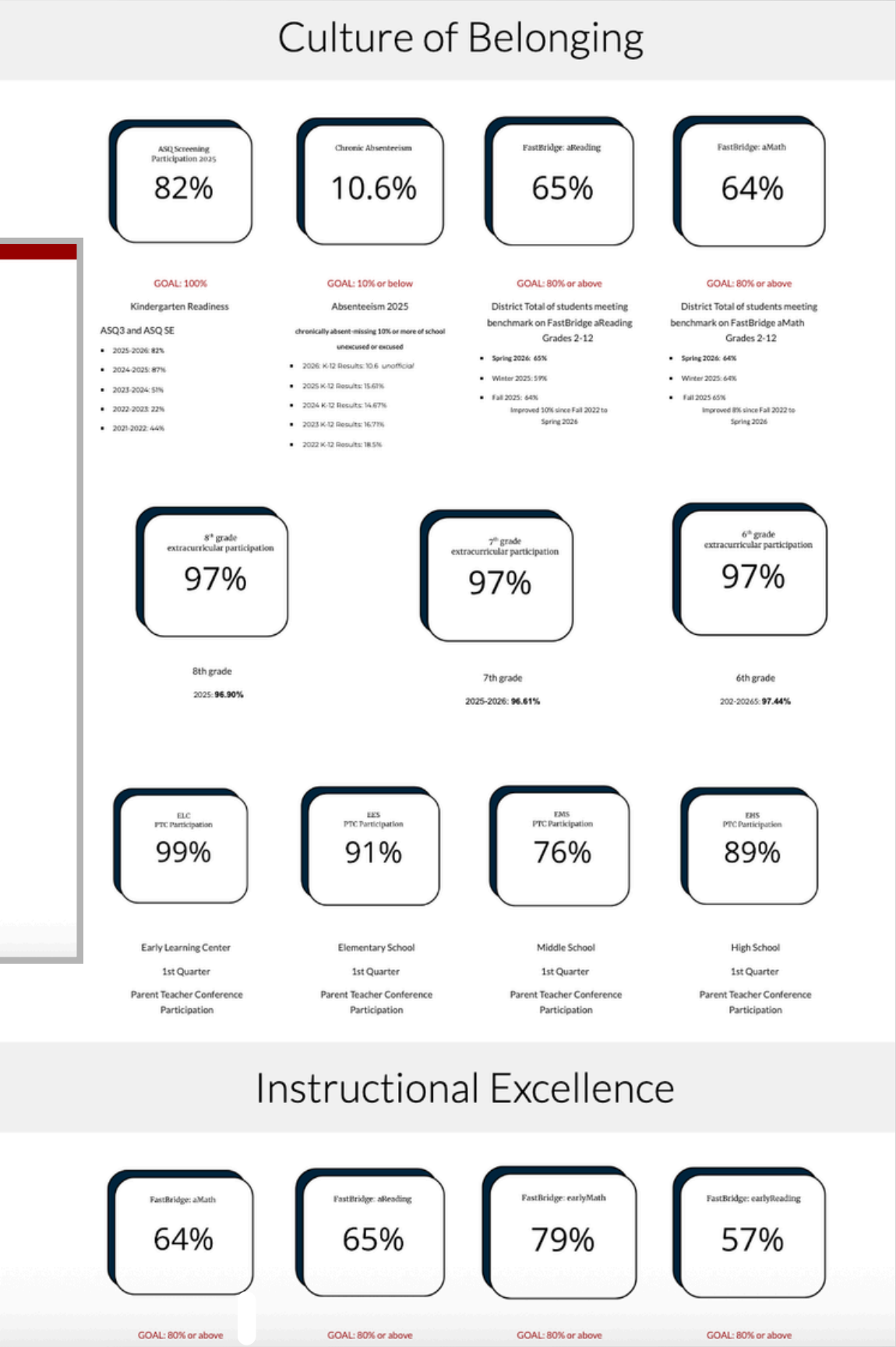
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DASHBOARD UPDATE



Vision of Instructional Excellence



INSTRUCTIONAL EXCELLENCE

We will improve
student
performance
through enhanced
instructional
coherence and
high-impact
instructional
practices.

Standards Alignment

Lessons, instruction, and materials are aligned with Kansas standards, ensuring all students have equitable access to reach their full potential.

High Quality Instruction

All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction.

Balanced Assessment

Student learning is assessed in various ways and data is used to adjust instruction, interventions, and practice.

Structured Literacy

Literacy instruction is aligned with the science of reading, striving for every third grader to read at grade level.

Academically Prepared

100% of students are academically prepared through rigorous, standards-aligned instruction, and targeted support at each grade level.



ELA District Totals

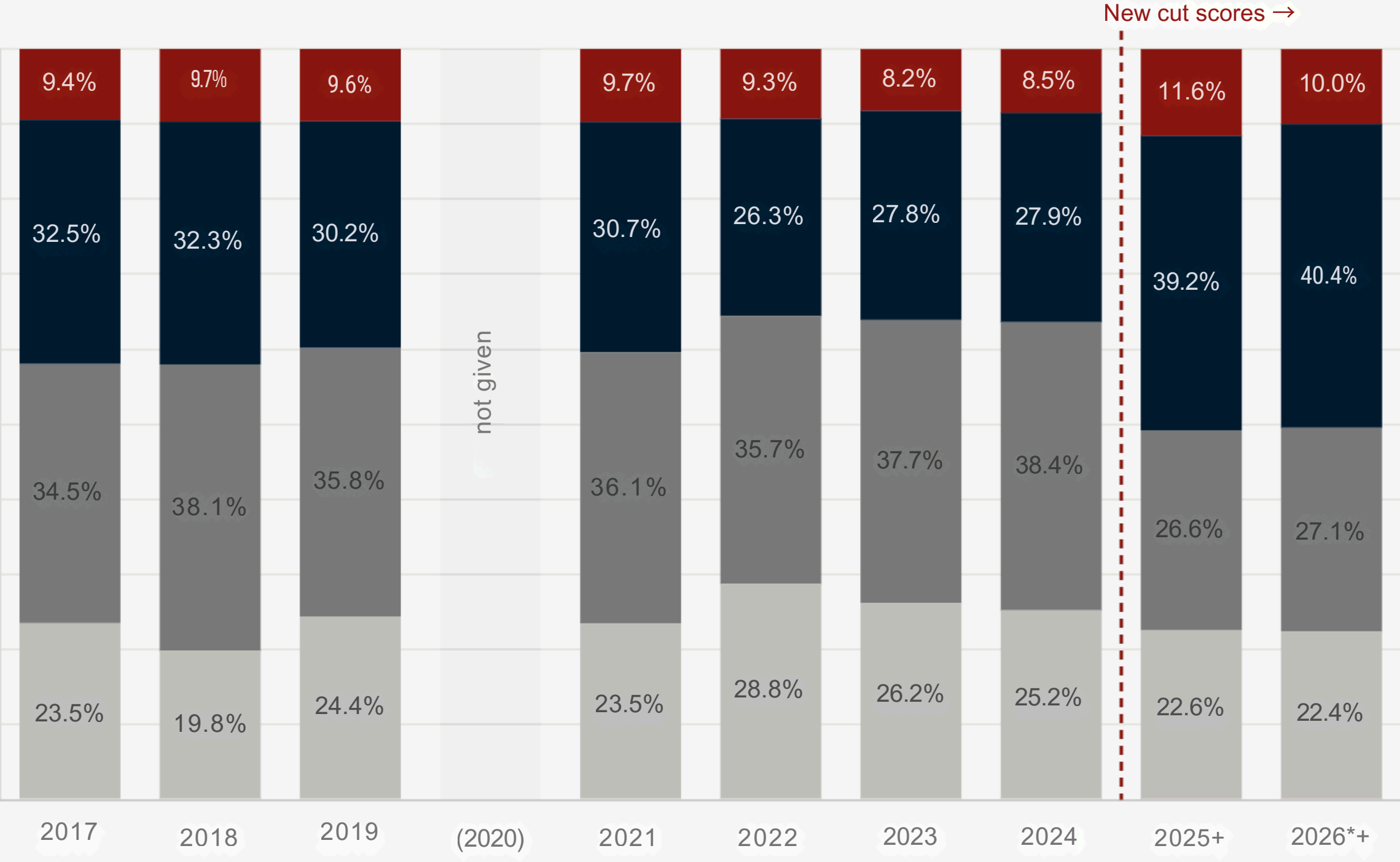
All students / All grades

Level 4

Level 3

Level 2

Level 1

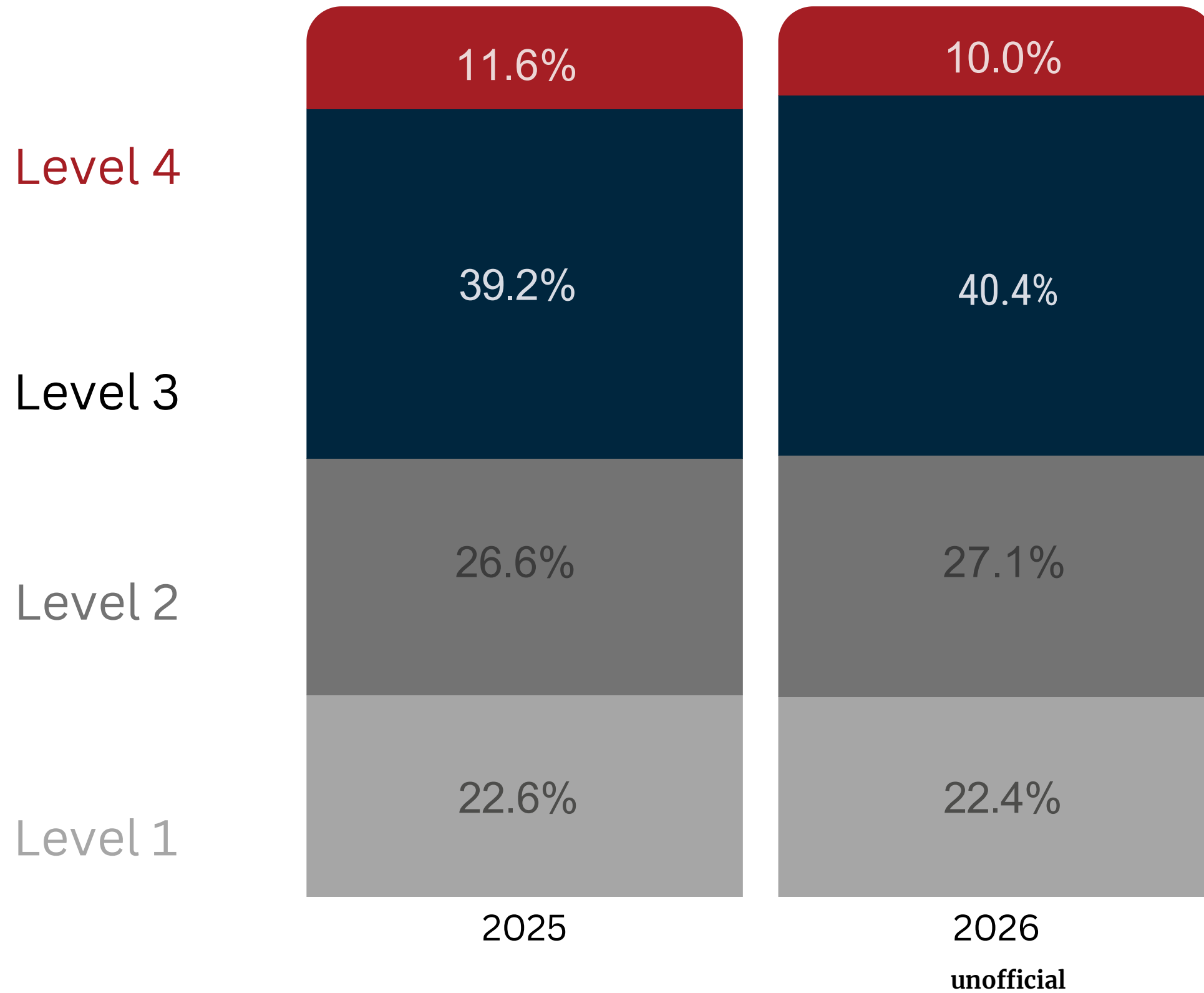


+ New cut scores introduced in 2025 | *2026 unofficial | 2020 Assessment not given



ELA District Totals

All Students/All Grades



ELA Longitudinal Data

Percent Scoring Levels 3 & 4								
English Language Arts								
School Year	3rd	4th	5th	6th	7th	8th	10th	All
2016-2017	38.30%	59.02%	41.06%	41.67%	37.30%	41.35%	35.34%	41.79%
2017-2018	45.16%	43.05%	52.34%	38.16%	40.32%	31.75%	44.12%	42.01%
2018-2019	40.00%	47.66%	43.54%	46.56%	34.84%	30.00%	35.94%	39.83%
2019-2020								
2020-2021	45.13%	50.00%	50.37%	37.19%	28.68%	33.93%	37.50%	40.39%
2021-2022	39.00%	46.00%	46.00%	38.00%	32.00%	25.00%	26.00%	35.00%
2022-2023	37.00%	43.00%	44.00%	34.00%	35.00%	32.00%	28.00%	36.14%
2023-2024	45.00%	35.00%	46.00%	47.00%	34.00%	26.00%	26.00%	37.00%
2024-2025	47.00%	61%	54%	53%%	47%%	45%%	50%%	51%%
2025-2026	46%	47%	59.00%	46%	61.00%	50%%	44%%	50%%
2026-2027								
2027-2028								



Math District Totals

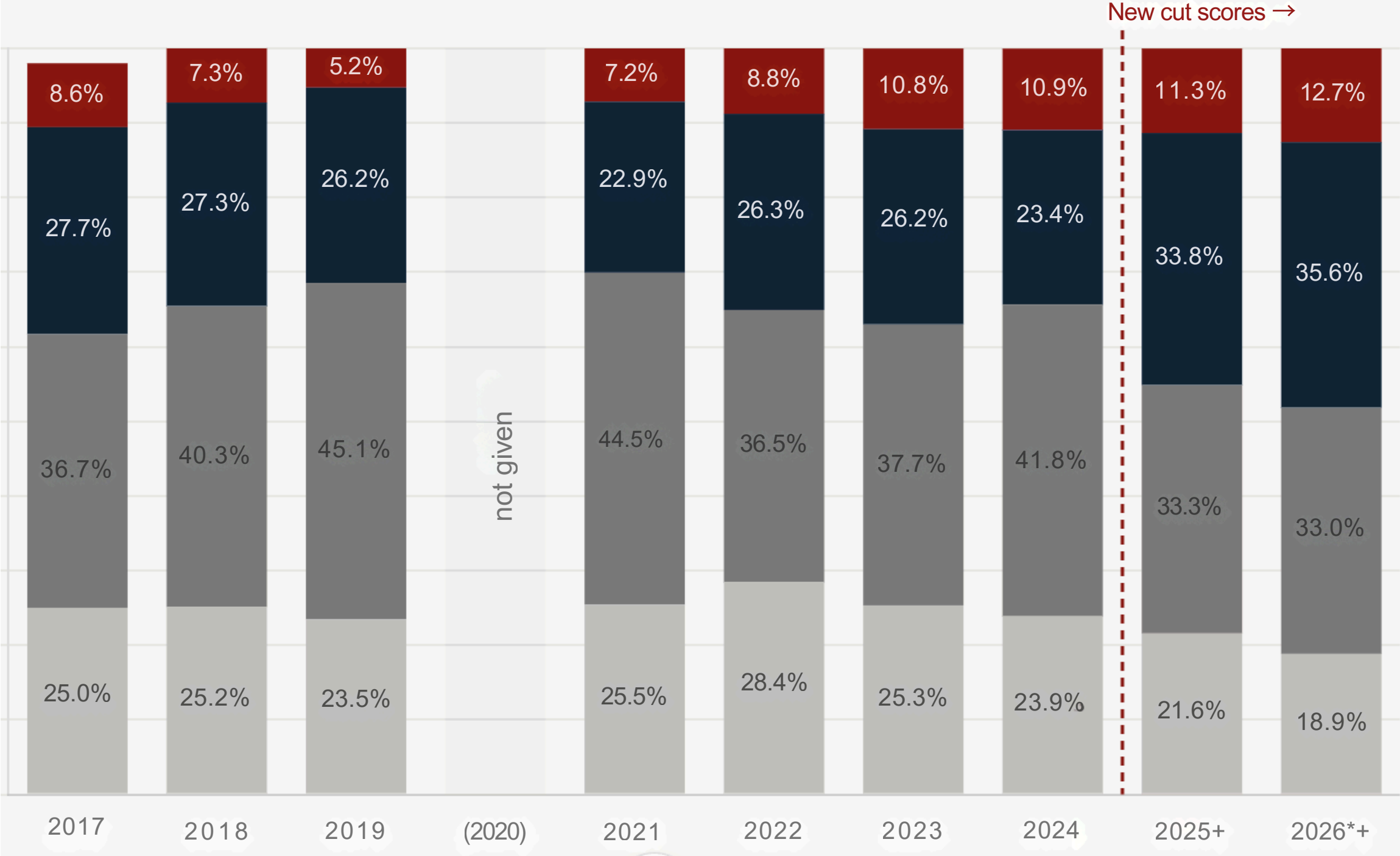
All students/All grades

Level 4

Level 3

Level 2

Level 1

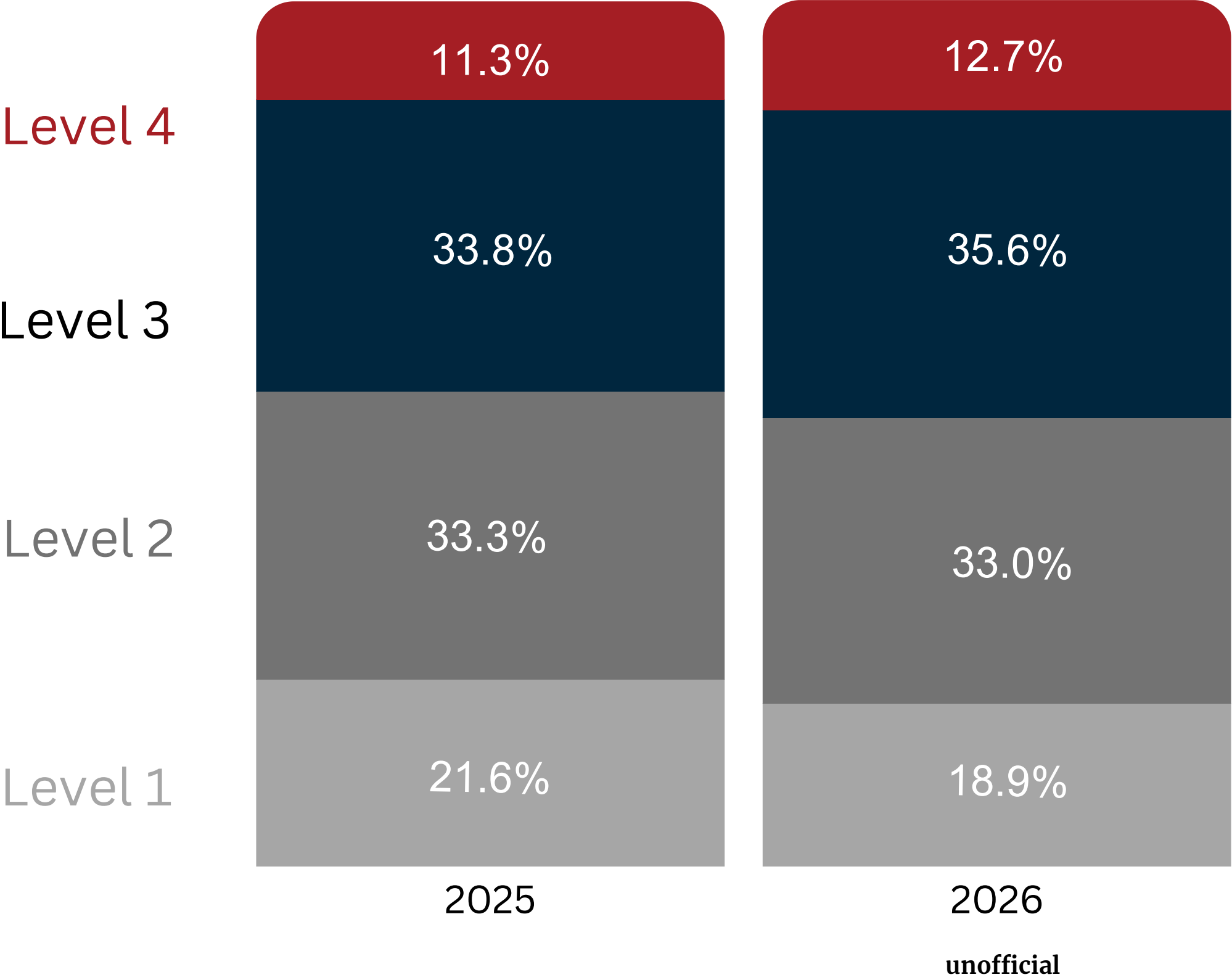


+ New cut scores introduced in 2025 | *2026 unofficial | 2020 Assessment not given



Math District Totals

All Students/All Grades



Math Longitudinal Data

Percent Scoring Levels 3 & 4								
Math								
School Year	3rd	4th	5th	6th	7th	8th	10th	All
2016-2017	48.94%	43.44%	43.05%	29.41%	35.71%	27.07%	24.06%	36.22%
2017-2018	61.29%	23.18%	45.31%	31.58%	26.61%	28.57%	26.73%	34.55%
2018-2019	41.10%	30.95%	28.57%	33.85%	30.97%	26.67%	26.92%	31.45%
2019-2020								
2020-2021	53.98%	21.30%	23.70%	37.82%	23.36%	19.27%	32.69%	30.06%
2021-2022	48.00%	36.00%	36.00%	37.00%	41.00%	23.00%	28	35.57%
2022-2023	55.00%	44.00%	32.00%	44.00%	29.00%	31.00%	30.00%	37.85%
2023-2024	56.00%	29.00%	42.00%	48.00%	25.00%	28.00%	23.00%	35.85%
2024-2025	41.00%	43.00%	45.00%	50.00%	43.00%	45.00%	49.00%	45.00%
2025-2026	39.00%	41.00%	46.00%	52.00%	52.00%	57.00%	51.00%	48.00%
2026-2027								
2027-2028								

Kansas Through-Year Curriculum-Directed Assessment

Feature	KSDE Annual Summative Assessment	Kansas Through-Year Curriculum-Directed Assessment
Assessment frequency	One test, once per year	Brief assessments each quarter (4x per year)
Timing of results	Near the end of the school year	Within 72 hours of each assessment window closing
Instructional usefulness	Limited — results arrive too late to help the students who took the test	High — data can inform instruction while the school year is still underway
Content alignment	Aligned to Kansas Academic Standards	Aligned to Kansas Academic Standards and tied directly to what is being taught that quarter
Purpose	Primarily accountability and summative measurement	Dual purpose: instructional decision-making and state accountability
Annual score	One end-of-year test score	Combination of the four quarterly assessment results
Educators use case	Retrospective: <i>measures the end of learning with less opportunity for response action</i>	Formative and actionable: <i>identify strengths and needs, adjust instruction in real time</i>
Student experience	One long, high stakes testing event	Several shorter, lower-stakes checkpoints across the year

Structures

Reinforce lead indicators and sustain fundamentals within the system.

Resource Allocation

Classroom Observation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community, and Business Partners

Lead Indicators

Action that supports implementation of our strategic plan which embeds the four fundamentals

Budget emphasis on implementing high-quality instructional materials and professional development aligned to state standards, structured literacy, high-quality instruction that embeds a balanced assessment system.

Instructional Excellence

Classroom observation process, data collection and conversations supported with meaningful feedback account for high-quality instruction and standards in PreK-12 and optimizing conditions related to fulfilling Our Promise.

Instructional Excellence

District professional development, mentoring, and onboarding plans account for the alignment toward instructional coherence, alignment of classroom practices, district agreements, state standards and high-quality instructional materials.

Instructional Excellence

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Culture of Belonging and Instructional Excellence

Data analysis and utilization of screening for risk and performance against standards. Appropriate time is provided for core instruction and interventions to meet student needs.

Culture of Belonging and Future Prepared

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.

Strategic Plan Focus Areas

Culture of Belonging
Instructional Excellence
Future Prepared



How we know that action is being implemented and is aligned with strategic plan focus areas and the four fundamentals.
Four Fundamentals are within the **Instructional Excellence** Focus Area of the Strategic Plan
SL: Structured Literacy. SA: Standards Alignment.
BA: Balanced Assessment. QI: Quality Instruction

Measures of Progress

30-month Target: February 2027

- Review and/or Purchase HQIM: K-12 Math, K-12 HGSS, ~~4-12 Science~~, ~~9-12 ELA~~, ~~6-12 Intervention Resources Math/ELA~~ (SA,QI) (District/ Admin/Teachers)
- Sustain and be responsive to ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (SA,QI) (PDC/Admin)
- Sustain Walkthrough Practice and Improve Feedback (SA,QI) (District/Admin)
 - Improve system consistency between the Edcutaor Evaluation (McRel) and the Walkthrough Tool, and the implementation practices of HQIM
- Sustain utilization of EduClimber dashboard (data review) during PLCs (SA,QI, BA). (District/Admin/PLCs)

30-month Target: February 2027

- Leadership Development PD for staff and admin continued (SA,QI) (District/Admin)
- Sustain walkthrough data reviews, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA) (Admin)
 - Develop SMART PD goals aligned to high-quality instruction using data from classroom observation 25-26 data and/or implementation of HQIM
- Continue implementation of HR Strategic Plan (District/Admin)
- Review strategic plan progress and dashboard quarterly (BA,QI, SA) (District/Admin)

30-month Target: February 2027

- Design 2026-2027 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy - building coherence (SA, QI, BA, SL) (District/Admin)
- Monitor structured literacy instruction through “Look For” tools (Curriculum-Based “Look Fors” and/or KSDE “Look Fors” that support quality instruction) (District/Admin)
- Adhere to practices and routines embedded in HQIM and uphold the integrity of HQIM (SL,QI). FOCUS January -August 2-26: ELA, Math, vocabulary routine, math fluency practice, and walkthrough tool areas identified through district/building-level data reviews. (District/Admin/Teachers)
- Use engagement survey data and respond to the 5 lowest identified areas (SA, QI, BA) (District/Admin/DLT/BLT)

NEW - In January Connects to our KESA goal.

Moved from increase participation to using data to take action

Heather Hundley

30-month Target: February 2027

- Sustain implementation of daily PLCs and follow-through measures/feedback loops Admin/PLC
- Sustain implementation of PD focused on building instructional coherence and improving instruction (SA,QI,BA). (District/ Admin)
- Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI). (District/Admin/DLT/BLT/ PLC)
- Monitor and sustain quality PLC practices (QI) (Uphold Norms, Questioning, Use Collaborative Inquiry Cycles and PLC+ Practices) (District/Admin/PLC)

30-month Target: February 2027

- Create a workgroup to discuss grades/ report card system w/teams (District, Admin, 2nd grade cohort, 9-12)
- Conduct standards alignment review (SA, QI) (PK-12)
- Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA) (District, Admin K-5)
- Continue to develop a system for designing formative assessments and common formative assessments (BA). (PK-12)
- Refine pacing guides across content areas (SA,QI,BA). (PK-12)

Connects to resource adoptions

Heather Hundley

30-month Target: February 2027

- Complete a district comprehensive communication plan (District)
- Continue to build community partners and strengthen current partners for work-based learning opportunities (QI) (District, ESF)
- Continue to improve and sustain identified evidence-based practices to address absenteeism with TASN support (BA, QI). (District/Admin)
- Review goal setting with students and share growth with families (SA, QI). (PK-12 Teachers)
- Implement recognition of student growth in performance areas at each building (SA, BA). (Admin/Teachers)
- Improve communication with families (FAFSA, ACT, Work Keys, PTC, MTSS) (BA). (Admin 9-12)
- Increase family engagement (ASQ, Xello, MTSS communications) and participation in the engagement survey to better strengthen family partnerships (PK-12)
- Sustain opportunities through Cardinal U for an increase in MVAs (QI) (Admin/Teachers 9-12)

Fundamentals and Strategic Plan Focus Area

Structured Literacy

Standards Alignment

Balanced Assessment System

Quality Instruction

Foundation of School Improvement and Instructional Excellence Focus Area within Strategic Plan

We provide literacy instruction in pre-K-12 aligned with the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy. We are striving for every third grader to read at grade level. (SL)

Lessons, instruction, and materials are aligned with Kansas standards and clearly identify what students must know and be able to do pre-K-12. This includes interpersonal, intrapersonal and cognitive skills in pre-K-12. We ensure all students have equitable access to reach their full potential. (SA)

We assess student learning (pre-K-12) for risks and standards in various ways and use data to adjust instruction, interventions, and practice. We have a deep understanding of the purpose each assessment and how to use the data to raise achievement. (BA)

We have a culture of high expectations in our classrooms and provide each student access to grade-level standards and content through high-quality instructional materials pre-K-12. All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction. (QI)

Structures

Reinforce lead indicators and sustain fundamentals within the system.

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community, and Business Partners

Lead Indicators

Action that supports implementation of our strategic plan which embeds the four fundamentals

Strategic Plan Focus Areas

Culture of Belonging
Instructional Excellence
Future Prepared



Measures of Progress

How we know that action is being implemented and is aligned with strategic plan focus areas and the four fundamentals.
Four Fundamentals are within the **Instructional Excellence** Focus Area of the Strategic Plan
SL: Structured Literacy. SA: Standards Alignment. BA: Balanced Assessment. QI: Quality Instruction

Budget emphasis on implementing high-quality instructional materials and professional development aligned to state standards, structured literacy, high-quality instruction that embeds a balanced assessment system.

Instructional Excellence

Educator evaluation process and conversations account for high-quality instruction and standards in PreK-12 and optimizing conditions related to fulfilling Our Promise.

Instructional Excellence

District professional development, mentoring, and onboarding plans account for the alignment toward instructional coherence, alignment of classroom practices, district agreements, state standards and high-quality instructional materials.

Instructional Excellence

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Culture of Belonging and Instructional Excellence

Data analysis and utilization of screening for risk and performance against standards. Appropriate time is provided for core instruction and interventions to meet student needs.

Culture of Belonging and Future Prepared

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.

24-month Target: August 2026

- Review and/or Purchase HQIM: K-12 Math, K-12 HGSS, **4-12 Science**, **9-12 ELA**, ~~6-12 Intervention Resources Math/ELA~~ (SA,QI) (District/ Admin/Teachers)
- Sustain and be responsive to ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (SA,QI) (PDC/Admin)
- Sustain Walkthrough Practice and Improve Feedback (SA,QI) (District/Admin)
- Sustain utilization of EduClimber dashboard (data review) during PLCs (SA,QI, BA). (District/Admin/PLCs)

24-month Target: August 2026

- Leadership Development PD for staff and admin continued (SA,QI) (District/Admin)
- Sustain walkthrough data reviews, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA) (Admin)
- Continue implementation of HR Strategic Plan (District/Admin)
- Review strategic plan progress and dashboard quarterly (BA,QI, SA) (District/Admin)

24-month Target: August 2026

- Design 2026-2027 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy - building coherence (SA, QI, BA, SL) (District/Admin)
- Monitor structured literacy instruction through “Look For” tools (Curriculum-Based “Look Fors” and/or KSDE “Look Fors” that support quality instruction) (District/Admin)
- Adhere to practices and routines embedded in HQIM and uphold the integrity of HQIM (SL,QI). *FOCUS January –August 2-26: ELA, Math, vocabulary routine, math fluency practice, and walkthrough tool areas identified through district/building-level data reviews.* (District/Admin/Teachers)
- Use engagement survey data and respond to the 5 lowest identified areas (SA, QI, BA) (District/Admin/DLT/BLT)

24-month Target: August 2026

- Sustain implementation of daily PLCs and follow-through measures/feedback loops Admin/PLC
- Sustain implementation of PD focused on building instructional coherence and improving instruction (SA,QI,BA). (District/ Admin)
- Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI). (District/Admin/DLT/BLT/ PLC)
- Monitor and sustain quality PLC practices (QI) (Uphold Norms, Questioning, Use Collaborative Inquiry Cycles and PLC+ Practices) (District/Admin/PLC)

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- Create a workgroup to discuss grades/ report card system w/teams (District, Admin, 2nd grade cohort, 9-12)
- Conduct standards alignment review (SA, QI) (PK-12)
- Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA) (District, Admin K-5)
- Continue to develop a system for designing formative assessments and common formative assessments (BA). (PK-12)
- Refine pacing guides across content areas (SA,QI,BA). (PK-12)

24-month Target: August 2026

- Complete a district comprehensive communication plan (District)
- Continue to build community partners and strengthen current partners for work-based learning opportunities (QI) (District, ESF)
- Continue to improve and sustain identified evidence-based practices to address absenteeism with TASN support (BA, QI). (District/Admin)
- Review goal setting with students and share growth with families (SA, QI). (PK-12 Teachers)
- Implement recognition of student growth in performance areas at each building (SA, BA). (Admin/Teachers)
- Improve communication with families (FAFSA, ACT, Work Keys, PTC, MTSS) (BA). (Admin 9-12)
- Increase family engagement (ASQ, Xello, MTSS communications) and participation in the engagement survey to better strengthen family partnerships (PK-12)
- Sustain opportunities through Cardinal U for an increase in MVAs (QI) (Admin/Teachers 9-12)

Fundamentals and Strategic Plan Focus Area

Foundation of School Improvement and Instructional Excellence Focus Area within Strategic Plan

Structured Literacy

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Standards Alignment

Lessons, instruction, and materials are aligned with Kansas standards and clearly identify what students must know and be able to do pre-K-12. This includes interpersonal, intrapersonal and cognitive skills in pre-K-12. We ensure all students have equitable access to reach their full potential. (SA)

Balanced Assessment

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Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade-level standards and content through high-quality instructional materials pre-K-12. All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction. (QI)

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Instructional Excellence
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Measures of Progress

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Culture of Belonging and Future Prepared

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.

1- year Target: August 2025

- Review and/or Purchase HQIM: HGSS, Science, 9-12 ELA, Intervention Resources Math/ELA (SA,QI)
- Purchase ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (SA,QI) June/July - connected to Needs Assessment
- Walkthrough Tool renewal and refinement if needed (SA,QI) June retreat
- Retrain staff on EduClimber dashboard (data review) (SA,QI, BA) August

1- year Target: August 2025

- Leadership Development PD for staff and admin (SA,QI)
- Review baseline walkthrough data, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA)
- Begin implementation of HR Strategic Plan
- Review progress and dashboard quarterly (BA,QI, SA) June 2025

1-year Target: August 2025

- Develop 2025-2026 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy (SA, QI, BA, SL)
- Support LETRS Facilitators Training for 3 staff (SL) Federal Funding Eliminated
- Identify staff needing structured literacy training and enroll (SL)
- Increase staff response in engagement survey regarding access to training, resources, and materials (SA, QI, BA)

1-year Target: August 2025

- Implement daily PLCs and follow-through measures/feedback loops
- Implement a PD calendar with a focus on instructional coherence (SA,QI,BA)
- Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI)
- Training within PLC+ for follow-through and response (QI)

1-year Target: August 2025

- Begin discussions on a report card system w/teams to ensure standards alignment (SA, QI)
- Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA)
- Develop a system for designing common formative assessments (BA)
- Refine pacing guides across content areas (SA,QI,BA)

1-year Target: August 2025

- Draft our comprehensive communication plan
- Determine community partners for work-based learning (QI) XELLO WBL
- Create tiers of support to address absenteeism (BA, QI)
- Implement goal setting with students and involve families (SA, QI)
- Implement recognition of student growth in performance areas (SA, BA)
- Improved communication with families (FASFA, ACT, Work Keys) (BA)
- Increase opportunities through Cardinal U (QI)

18-month Target: January 2026

- Review and/or Purchase HQIM: HGSS, Science, 9-12 ELA, Intervention Resources Math/ELA (SA,QI)
- Sustain and be responsive to ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (SA,QI)
- Sustain Walkthrough Practice and Improve Feedback (SA,QI)
- Utilize EduClimber dashboard (data review) during PLCs (SA,QI, BA)

18-month Target: January 2026

- Leadership Development PD for staff and admin continued (SA,QI)
- Review baseline walkthrough data, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA)
- Continue implementation of HR Strategic Plan
- Review strategic plan progress and dashboard quarterly (BA,QI, SA)

18-month Target: January 2026

- Implement 2025-2026 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy - building coherence (SA, QI, BA, SL)
- Monitor structured literacy instruction through “look for” tools (SL,QI)
- Increase staff response in engagement survey regarding access to training, resources, and materials (SA, QI, BA)

18-month Target: January 2026

- Implement daily PLCs and follow-through measures/feedback loops
- Implement a PD calendar with a focus on instructional coherence (SA,QI,BA)
- Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI)
- Implement and sustain quality PLC practices (QI)

18-month Target: January 2026

- Create workgroup to discuss next steps on a report card system w/teams to ensure standards alignment (SA, QI)
- Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA)
- Continue to develop a system for designing common formative assessments (BA)
- Refine pacing guides across content areas (SA,QI,BA)

18-month Target: January 2026

- Complete our comprehensive communication plan
- Continue to build community partners for work-based learning (QI)
- Review and improve practices to address absenteeism with TASN support (BA, QI)
- Review goal setting with students and share growth with families (SA, QI)
- Implement recognition of student growth in performance areas (SA, BA)
- Improve communication with families (FASFA, ACT, Work Keys) (BA)
- Increase family engagement, participation in the survey and accelerate partnerships
- Increase and sustain opportunities through Cardinal U for increase in MVAs (QI)

Fundamentals and Strategic Plan Focus Area

Foundation of School Improvement and Instructional Excellence Focus Area within Strategic Plan

Structured Literacy

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Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade-level standards and content through high-quality instructional materials pre-K-12. All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction. (QI)

Structures	Lead Indicators	Strategic Plan Focus Areas	Measures of Progress											
Reinforce lead indicators and sustain fundamentals within the system.	Action that supports implementation of our strategic plan which embeds the four fundamentals	Culture of Belonging Instructional Excellence Future Prepared	 Work to Sustain  Met  Progressing  Not met How we know that action is being implemented and is aligned with strategic plan focus areas and the four fundamentals. Four Fundamentals are within the Instructional Excellence Focus Area of the Strategic Plan SL: Structured Literacy. SA: Standards Alignment. BA: Balanced Assessment. QI: Quality Instruction											
Resource Allocation	Budget emphasis on implementing high-quality instructional materials and professional development aligned to state standards, structured literacy, high-quality instruction that embeds a balanced assessment system.		18-month Target: January 2026  Review and/or Purchase HQIM: HGSS, Science, 9–12 ELA, Intervention Resources Math/ELA (SA,QI)  Sustain and be responsive to ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (SA,QI)  Sustain Walkthrough Practice and Improve Feedback (SA,QI)  Utilize EduClimber dashboard (data review) during PLCs (SA,QI, BA)	18-month Target: January 2026  Leadership Development PD for staff and admin continued (SA,QI)  Review baseline walkthrough data, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA)  Continue implementation of HR Strategic Plan  Review strategic plan progress and dashboard quarterly (BA,QI, SA)	18-month Target: January 2026  Implement 2025–2026 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy – building coherence (SA, QI, BA, SL)  Monitor structured literacy instruction through “look for” tools (SL,QI)  Increase staff response in engagement survey regarding access to training, resources, and materials (SA, QI, BA)	18-month Target: January 2026  Implement daily PLCs and follow-through measures/feedback loops  Implement a PD calendar with a focus on instructional coherence (SA,QI,BA)  Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI)  Implement and sustain quality PLC practices (QI)	18-month Target: January 2026  Create workgroup to discuss next steps on a report card system w/teams to ensure standards alignment (SA, QI)  Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA)  Continue to develop a system for designing common formative assessments (BA)  Refine pacing guides across content areas (SA,QI,BA)	18-month Target: January 2026  Complete our comprehensive communication plan  Continue to build community partners for work-based learning (QI)  Review and improve practices to address absenteeism with TASN support (BA, QI)  Review goal setting with students and share growth with families (SA, QI)  Implement recognition of student growth in performance areas (SA, BA)  Improve communication with families (FAFSA, ACT, Work Keys) (BA)  Increase family engagement, participation in the survey and accelerate partnerships  Increase and sustain opportunities through Cardinal U for increase in MVAs (QI)	24-month Target: August 2026  Review and/or Purchase HQIM: Math, HGSS, Science, 9–12 ELA, Intervention Resources Math/ELA (SA,QI)  Sustain and be responsive to ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (SA,QI)  Sustain Walkthrough Practice and Improve Feedback (SA,QI)  Sustain utilization of EduClimber dashboard (data review) during PLCs (SA,QI, BA)	24-month Target: August 2026  Leadership Development PD for staff and admin continued (SA,QI)  Sustain walkthrough data reviews, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA)  Continue implementation of HR Strategic Plan  Review strategic plan progress and dashboard quarterly (BA,QI, SA)	24-month Target: August 2026  Design 2026–2027 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy – building coherence (SA, QI, BA, SL)  Monitor structured literacy instruction through “look for” tools (curriculum-based or KSI Tools)  Adhere to practices and routines embedded in HQIM and uphold the integrity of HQIM (SL,QI). FOCUS: ELA, Math, Science,  Use engagement survey data and respond to the 5 lowest identified areas (SA, QI, BA)	24-month Target: August 2026  Sustain implementation of daily PLCs and follow-through measures/feedback loops  Sustain implementation of PD focus on instructional coherence/quality instruction (SA,QI,BA)  Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI)  Monitor and sustain quality PLC practices (QI)	24-month Target: August 2026  Create a workgroup to discuss grades/ report card system w/teams  Conduct standards alignment review (SA, QI)  Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA)  Continue to develop a system for designing <i>common</i> formative assessments (BA)  Refine pacing guides across content areas (SA,QI,BA)	24-month Target: August 2026  Complete district comprehensive communication plan  Continue to build community partners for work-based learning (QI)  Continue to improve and sustain practices to address absenteeism with TASN support (BA, QI)  Review goal setting with students and share growth with families (SA, QI)  Implement recognition of student growth in performance areas (SA, BA)  Improve communication with families (FAFSA, ACT, Work Keys, PTC, MTSS) (BA)  Increase family engagement, participation in the survey, and accelerate partnerships  Sustain opportunities through Cardinal U for increase in MVAs (QI)
Educator Evaluation	Educator evaluation process and conversations account for high-quality instruction and standards in PreK–12 and optimizing conditions related to fulfilling <u>Our Promise</u> .													
Professional Learning	District <u>professional development</u> , mentoring, and onboarding plans account for the alignment toward <u>instructional coherence</u> , alignment of <u>classroom practices</u> , <u>district agreements</u> , state standards and high-quality instructional materials.													
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.													
Tiered System of Supports	Data analysis and utilization of screening for risk and performance against standards. Appropriate time is provided for core instruction and interventions to meet student needs.													
Family, Community, and Business Partners	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.													

Fundamentals and Strategic Plan Focus Area	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Foundation of School Improvement and Instructional Excellence Focus Area within Strategic Plan	We provide literacy instruction in pre-K-12 aligned with the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy. We are striving for every third grader to read at grade level. (SL)	Lessons, instruction, and materials are aligned with Kansas standards and clearly identify what students must know and be able to do pre-K-12. This includes interpersonal, intrapersonal and cognitive skills in pre-K-12. We ensure all students have equitable access to reach their full potential. (SA)	We assess student learning (pre-K-12) in various ways and data is used to adjust instruction, interventions, and practice. We have a deep understanding of the purpose each assessment and how to use the data to raise achievement. (BA)	We have a culture of high expectations in our classrooms and provide each student access to grade-level standards and content through high-quality instructional materials pre-K-12. All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction. (QI)



Structures

Reinforce lead indicators and sustain fundamentals within the system.

Lead Indicators

Action that supports implementation of our strategic plan which embeds the four fundamentals

Strategic Plan Focus Areas

Culture of Belonging
Instructional Excellence
Future Prepared

Resource Allocation

Budget emphasis on implementing high-quality instructional materials and professional development aligned to state standards, structured literacy, high-quality instruction that embeds a balanced assessment system.

Educator Evaluation

Instructional Excellence
Educator evaluation process and conversations account for high-quality instruction and standards in PreK-12 and optimizing conditions related to fulfilling Our Promise.

Professional Learning

Instructional Excellence
District professional development, mentoring, and onboarding plans account for the alignment toward instructional coherence, alignment of classroom practices, district agreements, state standards and high-quality instructional materials.

Professional Collaboration

Instructional Excellence
Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Culture of Belonging and Instructional Excellence
Data analysis and utilization of screening for risk and performance against standards. Appropriate time is provided for core instruction and interventions to meet student needs.

Family, Community, and Business Partners

Culture of Belonging and Future Prepared
Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.

18-month Target: January 2026

- ✔ Review and/or Purchase HQIM: **HGSS**, **Science**, **9-12 ELA**, **Intervention Resources Math/ELA** (SA,QI)
- 🦉 Sustain and be responsive to ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (SA,QI)
- 🦉 Sustain Walkthrough Practice and Improve Feedback (SA,QI)
- 🦉 Utilize EduClimber dashboard (data review) during PLCs (SA,QI, BA)

18-month Target: January 2026

- ✔ Leadership Development PD for staff and admin continued (SA,QI)
- 🦉 Review baseline walkthrough data, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA)
- 🦉 Continue implementation of HR Strategic Plan
- 🦉 Review strategic plan progress and dashboard quarterly (BA,QI, SA)

18-month Target: January 2026

- ✔ Implement 2025-2026 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy - building coherence (SA, QI, BA, SL)
- ✔ Monitor structured literacy instruction through “look for” tools (SL,QI)
- ✔ Increase staff response in engagement survey regarding access to training, resources, and materials (SA, QI, BA)

18-month Target: January 2026

- 🦉 Implement daily PLCs and follow-through measures/feedback loops
- 🦉 Implement a PD calendar with a focus on instructional coherence (SA,QI,BA)
- 🦉 Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI)
- 🦉 Implement and sustain quality PLC practices (QI)

18-month Target: January 2026

- ✔ Create workgroup to discuss next steps on a report card system w/teams to ensure standards alignment (SA, QI)
- ✔ Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA)
- ✔ Continue to develop a system for designing common formative assessments (BA)
- ✔ Refine pacing guides across content areas (SA,QI,BA)

18-month Target: January 2026

- ✔ Complete our comprehensive communication plan
- 🦉 Continue to build community partners for work-based learning (QI)
- 🦉✔ Review and improve practices to address absenteeism with TASN support (BA, QI)
- ✔ Review goal setting with students and share growth with families (SA, QI)
- ✔ Implement recognition of student growth in performance areas (SA, BA)
- ✔ Improve communication with families (FASFA, ACT, Work Keys) (BA)
- ✔ Increase family engagement, participation in the survey and accelerate partnerships
- 🦉✔ Increase and sustain opportunities through Cardinal U for increase in MVAs (QI)



Structures

Reinforce lead indicators and sustain fundamentals within the system.

Lead Indicators

Action that supports implementation of our strategic plan which embeds the four fundamentals

Strategic Plan Focus Areas

Culture of Belonging
Instructional Excellence
Future Prepared

Resource Allocation

Budget emphasis on implementing high-quality instructional materials and professional development aligned to state standards, structured literacy, high-quality instruction that embeds a balanced assessment system.

Educator Evaluation

Instructional Excellence

Educator evaluation process and conversations account for high-quality instruction and standards in PreK-12 and optimizing conditions related to fulfilling Our Promise.

Professional Learning

Instructional Excellence

District professional development, mentoring, and onboarding plans account for the alignment toward instructional coherence, alignment of classroom practices, district agreements, state standards and high-quality instructional materials.

Professional Collaboration

Instructional Excellence

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Culture of Belonging and Instructional Excellence

Data analysis and utilization of screening for risk and performance against standards. Appropriate time is provided for core instruction and interventions to meet student needs.

Family, Community, and Business Partners

Culture of Belonging and Future Prepared

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.

1- year Target: August 2025

- Review and/or Purchase HQIM: **HGSS**, **Science**, **9-12 ELA**, **Intervention** Resources Math/**ELA** (**SA,QI**)
- Purchase ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (**SA,QI**) **June/July - connected to Needs Assessment**
- Walkthrough Tool renewal and refinement if needed (**SA,QI**) June retreat
- Retrain staff on EduClimber dashboard (data review) (**SA,QI, BA**) August

1- year Target: August 2025

- Leadership Development PD for staff and admin (**SA,QI**)
- Review baseline walkthrough data, celebrate practices, identify district/building focus areas to be supported with PD (**SA,QI, SL, BA**)
- Begin implementation of HR Strategic Plan
- Review progress and dashboard quarterly (**BA,QI, SA**) June 2025

1-year Target: August 2025

- Develop 2025-2026 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy (**SA, QI, BA, SL**)
- Support LETRS Facilitators Training for 3 staff (**SL**) **Federal Funding Eliminated**
- Identify staff needing structured literacy training and enroll (**SL**)
- Increase staff response in engagement survey regarding access to training, resources, and materials (**SA, QI, BA**)

1-year Target: August 2025

- Implement daily PLCs and follow-through measures/feedback loops
- Implement a PD calendar with a focus on instructional coherence (**SA,QI,BA**)
- Continue enhancing the feedback loop system for clear messaging and consistency (**SA, QI**)
- Training within PLC+ for follow-through and response (**QI**)

1-year Target: August 2025

- Begin discussions on a report card system w/teams to ensure standards alignment (**SA, QI**)
- Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (**SA, BA**)
- Develop a system for designing common formative assessments (**BA**)
- Refine pacing guides across content areas (**SA,QI,BA**)

1-year Target: August 2025

- Draft our comprehensive communication plan
- Determine community partners for work-based learning (**QI**) XELLO WBL
- Create tiers of support to address absenteeism (**BA, QI**)
- Implement goal setting with students and involve families (**SA, QI**)
- Implement recognition of student growth in performance areas (**SA, BA**)
- Improved communication with families (FASFA, ACT, Work Keys) (**BA**)
- Increase opportunities through Cardinal U (**QI**)

Structures

Reinforce lead indicators and sustain fundamentals within the system.

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community, and Business Partners

Lead Indicators

Action that supports implementation of our strategic plan which embeds the four fundamentals

Budget emphasis on implementing high-quality instructional materials and professional development aligned to state standards, structured literacy, high-quality instruction that embeds a balanced assessment system.

Instructional Excellence

Educator evaluation process and conversations account for high-quality instruction and standards in PreK-12 and optimizing conditions related to fulfilling [Our Promise](#).

Instructional Excellence

District [professional development](#), mentoring, and onboarding plans account for the alignment toward [instructional coherence](#), alignment of [classroom practices](#), [district agreements](#), state standards and high-quality instructional materials.

Instructional Excellence

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Culture of Belonging and Instructional Excellence

Data analysis and utilization of screening for risk and performance against standards. Appropriate time is provided for core instruction and interventions to meet student needs.

Culture of Belonging and Future Prepared

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.

Strategic Plan Focus Areas

Culture of Belonging
Instructional Excellence
Future Prepared

6-month Target: March 2025

- Ongoing CKLA/Amplify ELA resource implementation ([PD calendar](#)) (SA, SL, QI, BA)
- Continue TASN/MTSS ELA and Math training.LETRS and data review by allocating resources for subs and PLC time (SA, SL, BA, QI)
- Support LETRS Facilitators Training for 3 staff - stipend and training (SL, QI)
- Cardinal U Resources Allocated for Program Development and Growth (SA, QI)
- Resources identified for improved teacher engagement/empowerment (SA, QI)
- EduClimber training for data analysis (QI, BA)

6-month Target: March 2025

- Explicit training on high-quality instructional practices identified on the [walkthrough tool](#) -improved observations on learning intentions and success criteria: *Every Teacher - Every Week* (SA, QI)
- Adoption of Human Resource Strategic Plan (SA, QI)
- Implementation of Instructional Leadership PD Plan for Administrators (SA,QI)

6-month Target: March 2025

- Evaluate high school curriculum, resources, and alignment needs (HGSS, ELA, Science) (SA, QI)
- Explicit training on high-quality instructional practices identified on the [walkthrough tool](#) (SA, QI).
- Identify accountability measures on implementing [whole school agreement on explicit vocabulary routine](#) (SL, QI)

6-month Target: March 2025

- Add PLC to time to the elementary schedule for the 2025-2026 school year
- Establish early release as building PD opportunities and data review (SA, QI, BA)
- Refine feedback loops and accountability (roles and responsibilities)
- Recognize staff who optimize conditions for student learning
- Review Group Growth reports in FastBridge and identify patterns (SA, QI, BA)
- Implementation of one action plan per dept. grade level/aligned to strategic plan

6-month Target: March 2025

- Continue ongoing training and development with TASN MTSS ELA/Math (SA, QI, SL)
- Evaluate student growth through data analysis (Group Growth Report FastBridge - math and ELA) (PLCs and Administration) (SA, QI, SL)
- Create a [Math Toolkit for intervention support](#) (SA, QI)
- Identify student needs through comprehensive data analysis (TASN PD Feb.) (BA, QI)

6-month Target: March 2025

- Identify current comprehensive communication needs
- Increase ASQ:3 and ASQ: SE completion rates and partnerships for early interventions (kindergarten and Early Learning Center) (SA, BA)
- Broaden reach with IPS through pre-enrollment and family features in Xello (QI, BA)
- Design chronic absenteeism letters and proactive measures to reduce absenteeism (QI)
- Identify ways to publicly recognize students for growth in performance areas (SA, QI)

Measures of Progress

How we know that action is being implemented and is aligned with strategic plan focus areas and the four fundamentals.

Four Fundamentals are within the **Instructional Excellence** Focus Area of the Strategic Plan

SL: Structured Literacy. SA: Standards Alignment.
BA: Balanced Assessment. QI: Quality Instruction

1- year Target: August 2025

- Review and/or Purchase HQIM: HGSS, Science, 9-12 ELA, Intervention Resources Math/ELA (SA,QI)
- Purchase ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (SA,QI)
- Walkthrough Tool renewal and refinement if needed (SA,QI)
- Retrain staff on EduClimber dashboard (data review) (SA,QI, BA)

1- year Target: August 2025

- Leadership Development PD for staff (SA,QI)
- Review baseline walkthrough data, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA)
- Begin implementation of HR Strategic Plan
- Review progress and dashboard quarterly (BA,QI, SA)

1-year Target: August 2025

- Develop 2025-2026 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy (SA, QI, BA, SL)
- Support LETRS Facilitators Training for 3 staff (SL)
- Identify staff needing structured literacy training and enroll (SL)
- Increase staff response in engagement survey regarding access to training, resources, and materials (SA, QI, BA)

1-year Target: August 2025

- Implement daily PLCs and follow-through measures/feedback loops
- Implement a PD calendar with a focus on instructional coherence (SA,QI,BA)
- Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI)
- Training with PLC+ Activators for follow through and response (QI)

1-year Target: August 2025

- Begin discussions on a report card system w/teams to ensure standards alignment (SA, QI)
- Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA)
- Develop a system for designing common formative assessments (BA)
- Refine pacing guides across content areas (SA,QI,BA)

1-year Target: August 2025

- Draft our comprehensive communication plan
- Determine community partners for work-based learning (QI)
- Create tiers of support to address absenteeism (BA, QI)
- Implement goal setting with students and involve families (SA, QI)
- Implement recognition of student growth in performance areas (SA, BA)
- Improved communication with families (FASFA, ACT, Work Keys) (BA)
- Increase opportunities through Cardinal U (QI)

Fundamentals and Strategic Plan Focus Area

Foundation of School Improvement and Instructional Excellence Focus Area within Strategic Plan

We provide literacy instruction in pre-K-12 aligned with the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy. We are striving for every third grader to read at grade level. (SL)

Structured Literacy

Standards Alignment

Lessons, instruction, and materials are aligned with Kansas standards and clearly identify what students must know and be able to do pre-K-12. This includes interpersonal, intrapersonal and cognitive skills in pre-K-12. We ensure all students have equitable access to reach their full potential. (SA)

Balanced Assessment

We assess student learning (pre-K-12) in various ways and data is used to adjust instruction, interventions, and practice. We have a deep understanding of the purpose each assessment and how to use the data to raise achievement. (BA)

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade-level standards and content through high-quality instructional materials pre-K-12. All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction. (QI)

Structures

Reinforce lead indicators and sustain fundamentals within the system.

Lead Indicators

Action that supports implementation of our strategic plan which embeds the four fundamentals

Strategic Plan Focus Areas

Culture of Belonging
Instructional Excellence
Future Prepared

Resource Allocation

Budget emphasis on implementing high-quality instructional materials and professional development aligned to state standards, structured literacy, high-quality instruction that embeds a balanced assessment system.

Educator Evaluation

Instructional Excellence
Educator evaluation process and conversations account for high-quality instruction and standards in PreK-12 and optimizing conditions related to fulfilling Our Promise.

Professional Learning

Instructional Excellence
District professional development, mentoring, and onboarding plans account for the alignment toward instructional coherence, alignment of classroom practices, district agreements, state standards and high-quality instructional materials.

Professional Collaboration

Instructional Excellence
Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Culture of Belonging and Instructional Excellence
Data analysis and utilization of screening for risk and performance against standards. Appropriate time is provided for core instruction and interventions to meet student needs.

Family, Community, and Business Partners

Culture of Belonging and Future Prepared
Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.

6-month Target: March 2025

- ✓ Ongoing CKLA/Amplify ELA resource implementation (PD calendar) (SA, SL, QI, BA)
- ✓ Continue TASN/MTSS ELA and Math training.LETRS and data review by allocating resources for subs and PLC time (SA, SL, BA, QI)
- ✓ Support LETRS Facilitators Training for 3 staff - stipend and training (SL, QI)
- ✓ Cardinal U Resources Allocated for Program Development and Growth (SA, QI)
- ✓ Resources identified for improved teacher engagement/empowerment (SA, QI)
- ✓ EduClimber training for data analysis (QI, BA). June 18: Admin; August 11 Staff

6-month Target: March 2025

- ✓ Explicit training on high-quality instructional practices identified on the walkthrough tool -improved observations on learning intentions and success criteria: *Every Teacher - Every Week* (SA, QI)
- ✓ Adoption of Human Resource Strategic Plan (SA, QI). SUMMER 2025
- ✓ Implementation of Instructional Leadership PD Plan for Administrators (SA,QI)

6-month Target: March 2025

- ✓ Evaluate high school curriculum, resources, and alignment needs (HGSS, ELA, Science) (SA, QI)
- ✓ Explicit training on high-quality instructional practices identified on the walkthrough tool (SA, QI)
- ✓ Identify accountability measures on implementing whole school agreement on explicit vocabulary routine (SL, QI)

6-month Target: March 2025

- ✓ Add PLC to time to the elementary schedule for the 2025-2026 school year
- ✓ Establish early release as building PD opportunities and data review (SA, QI, BA)
- ✓ Refine feedback loops and accountability (roles and responsibilities)
- ✓ Recognize staff who optimize conditions for student learning
- ✓ Review Group Growth reports in FastBridge and identify patterns (SA, QI, BA)
- ✓ Implementation of one action plan per dept. grade level/aligned to strategic plan

6-month Target: March 2025

- ✓ Continue ongoing training and development with TASN MTSS ELA/Math (SA, QI, SL)
- ✓ Evaluate student growth through data analysis (Group Growth Report FastBridge - math and ELA) (PLCs and Administration) (SA, QI, SL)
- ✓ Create a Math Toolkit for intervention support (SA, QI)
- ✓ Identify student needs through comprehensive data analysis (TASN PD Feb.) (BA, QI)

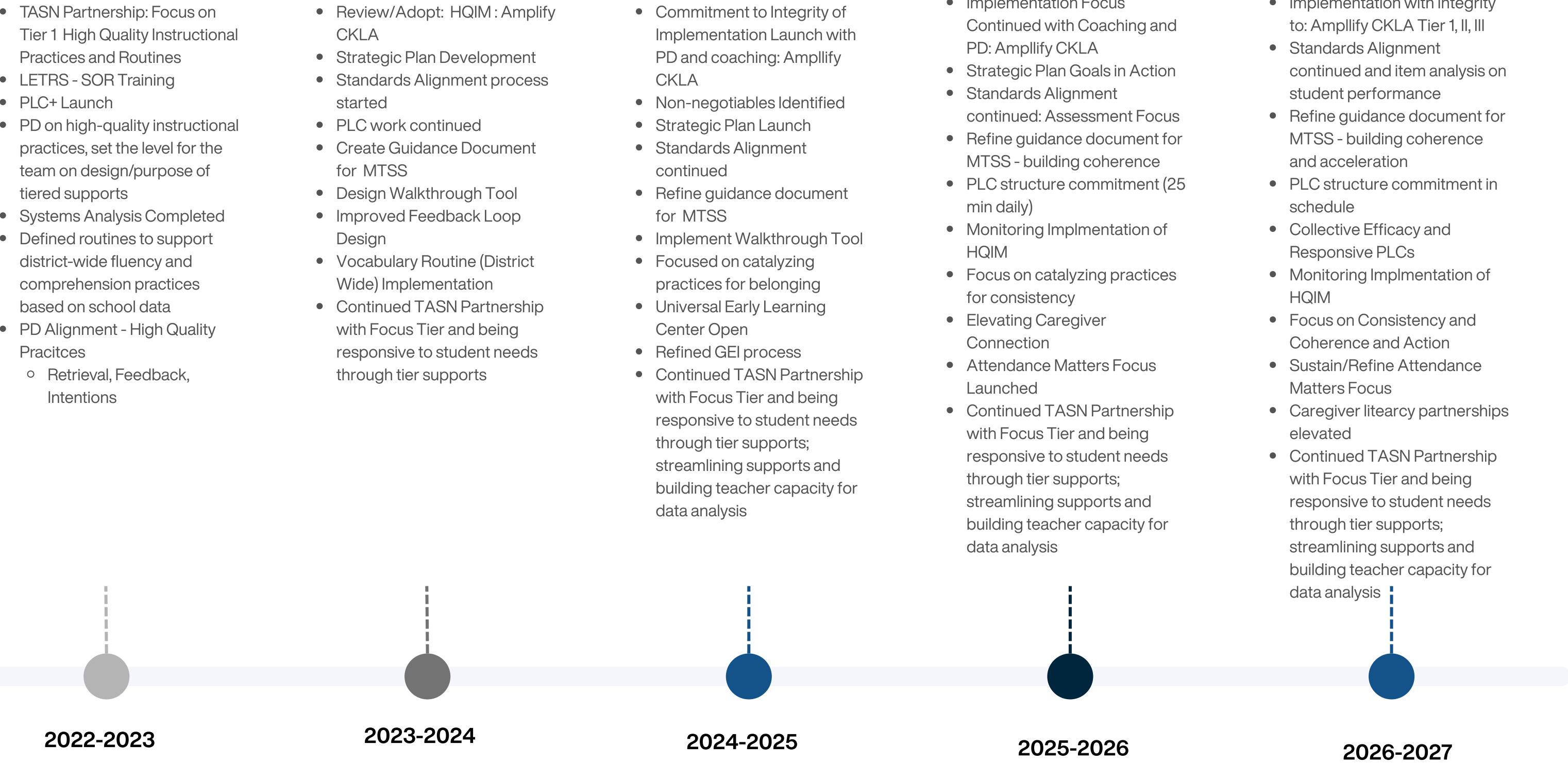
6-month Target: March 2025

- ✓ Draft a comprehensive communication plan framework
- ✓ Increase ASQ:3 and ASQ: SE completion rates and partnerships for early interventions (kindergarten and Early Learning Center) (SA, BA)
- ✓ Broaden reach with IPS through pre-enrollment and family features in Xello (QI, BA)
- ✓ Design chronic absenteeism letters and proactive measures to reduce absenteeism (QI)
- ✓ Identify ways to publicly recognize students for growth in performance areas (SA, QI)



Timeline:

Belonging, Consistency, and Coherence in Action



Focus Areas with Metrics

Yellow: KSDE Compliance

Blue: KSDE 4 Fundamentals – Quality Instruction is part of our KESA Accreditation Goal

Gray: Requirements embedded for compliance include state testing, ACT, MVAs as part of IPS, family engagement and Chronic Absenteeism monitoring

 CULTURE OF BELONGING	 INSTRUCTIONAL EXCELLENCE	 FUTURE PREPARED
Kindergarten Readiness (PK-K) Kindergarten readiness is achieved through high-quality early childhood education and partnerships with all families. - Metric: - Participation in ASQ (PK ongoing and K Fall)	Standards Alignment (PK-12) Lessons, instruction, and materials are aligned with Kansas standards, ensuring all students have equitable access to reach their full potential. - Metrics: - GVC development/implementation (ongoing PK-12) - PD timeline (Spring/Summer)	Individual Plans of Study (6-12) 100% of 6-12 grade students update their Individual Plans of Study annually, reflecting academic goals and future plans. - Metrics: - Xello results: % of students on track - Portfolio development
MTSS (PK-12) All students have access to personalized support that addresses their individual needs in literacy, math, behavior, and social-emotional learning. - Metrics: - FastBridge and MyIGDIs academic results (PK-10) - SAEBRS and MyIGDIs ProLadder results (PK-12)	High Quality Instruction (PK-12) All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction. - Metrics: - FastBridge Results/MyIGDIs (PK-10) - State Assessment Results/KELPA (3-8, 10, 11) - Walkthrough Report (PK-12) - PD Goals achieved (PK-12)	Market Value Asset (9-12) All students graduate from high school with a minimum of one Market Value Asset. - Metrics: - Number of Concentrators, Completers 9+ college credits (and beyond) - WBL: % of students % of CTE experiences
Student Engagement (PK-12) 100% of students are engaged in co-curricular activities in middle and high school. (6-12) - Additional Metrics: - Chronic absenteeism (PK-12)	Balanced Assessment (PK-12) Student learning is assessed in various ways and data is used to adjust instruction, interventions, and practice. - Metrics: - FastBridge Results/MyIGDIs (GROWTH) - State Assessment Result (3-8, 10, 11) /KELPA (K-12) - Interim (3-8, 10, 11)	Graduation Rate (12) 100% of students graduate from high school. - Metrics: - Graduation Rate
Family Engagement (PK-12) Eudora Schools and families work together to support students' academic and social success. - Metrics - PTC Attendance (PK-12 Fall) - Family Engagement Survey (PK-12 Spring)	Structured Literacy (PK-3) Literacy instruction is aligned with the science of reading, striving for every third grader to read at grade level. - Metrics: - Percentage of Eligible Staff Trained in Science of Reading 3rd grade proficiency results (3rd) - Vocabulary Routine Implementation (PK-12)	Postsecondary Success (12) All students are prepared for the future they choose. - Metrics: - Postsecondary Success rate
	Academically Prepared (9-12) 100% of students are academically prepared through rigorous, standards-aligned instruction, and targeted support at each grade level. - Metrics: - ACT results (9-12) - Work Keys (9-12) - State Assessments (3-8, 10, 11)	

Focus Areas with Metrics

		
Kindergarten Readiness (PK-K) Kindergarten readiness is achieved through high-quality early childhood education and partnerships with all families. - Metric: - Participation in ASQ (PK ongoing and K Fall) 82% Completion	Standards Alignment (PK-12) Lessons, instruction, and materials are aligned with Kansas standards, ensuring all students have equitable access to reach their full potential. - Metric: - GVC development/implementation (ongoing PK-12) - PD timeline (Spring/Summer)	Individual Plans of Study (6-12) 100% of 6-12 grade students update their Individual Plans of Study annually, reflecting academic goals and future plans. - Metric: - Xello results: % of students on track - Portfolio development
MTSS (PK-12) All students have access to personalized support that addresses their individual needs in literacy, math, behavior, and social-emotional learning. - Metric: - FastBridge and MyIGDIs academic results (PK-10) - SAEBRS and MyIGDIs ProLadder results (PK-12)	High Quality Instruction (PK-12) All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction. - Metric: - FastBridge Results/MyIGDIs (PK-10) - State Assessment Results/KELPA (3-8, 10, 11) - Walkthrough Report (PK-12) - PD Goals achieved (PK-12)	Market Value Asset (9-12) All students graduate from high school with a minimum of one Market Value Asset. - Metric: - Number of Concentrators, Completers 9+ college credits (and beyond) - WBL: % of students % of CTE experiences
Student Engagement (PK-12) 100% of students are engaged in co-curricular activities in middle and high school. (6-12) - Additional Metrics: - Chronic absenteeism (PK-12) 10.6% K-12	Balanced Assessment (PK-12) Student learning is assessed in various ways and data is used to adjust instruction, interventions, and practice. - Metric: - FastBridge Results/MyIGDIs (GROWTH) - State Assessment Result (3-8, 10, 11) /KELPA K-12 - Interim ((3-8, 10, 11)	Graduation Rate (12) 100% of students graduate from high school. - Metric: - Graduation Rate
Family Engagement (PK-12) Eudora Schools and families work together to support students' academic and social success. - Metric - PTC Attendance (PK-12 Fall) - Family Engagement Survey (PK-12 Spring)	Structured Literacy (PK-3) Literacy instruction is aligned with the science of reading, striving for every third grader to read at grade level. - Metric: - Percentage of Eligible Staff Trained in Science of Reading 3rd grade proficiency results (3rd) - Vocabulary Routine Implementation (PK-12)	Postsecondary Success (12) All students are prepared for the future they choose. - Metric: - Postsecondary Success rate
	Academically Prepared (9-12) 100% of students are academically prepared through rigorous, standards-aligned instruction, and targeted support at each grade level. - Metric: - ACT results (9-12) - Work Keys (9-12) - State Assessments (3-8, 10, 11)	