

Strategic Alignment	Action Steps We will...so that...	Monitoring (Fixed) Professional Practices	2025-26 Goal Setting & Scorecard Measures Descriptions	Timeline	Baseline Data (beginning of timeline)	GOAL (end of timeline)	BEG/OCT	MID/FEB	END/MAY
Experiences: Rigorous and Coherent Teaching	BILITERACY / LITERACY: We will ensure that all students have access to high quality, grade-level (bi)literacy curriculum and instruction through the implementation of grade-level, essential standards so that biliteracy and literacy achievement and growth improves in grades 6-8. We will ensure that all students have access to high quality, grade-level math curriculum and instruction through the implementation of grade-level, essential standards so that math achievement/growth improves in grades 6-8	Program Fidelity Tools Professional Learning Team Planning Documents Intervention Plans	Universal Screener Reading Benchmark Achievement (6-8)	Fall to Spring	68%	70%	68%	72%	72%
			Universal Screener Reading Growth (6-8)	Fall to Spring	87%	maintain		87%	86%
		Program Fidelity Tools Professional Learning Team Planning Documents Intervention Plans	Universal Screener Math Benchmark Achievement (6-8)	Fall to Spring	69%	71%	69%	73%	75%
			Universal Screener Math Growth (6-8)	Fall to Spring	89%	maintain		89%	89%
		Program Fidelity Tools	Site-selected SEL goal on SEL Competencies Survey: I set realistic goals and work to achieve them	Spring to Spring	61%	65%	67%	66%	65%
			95% of students described as having no OSS/ISS (K-12)	Spring to Spring	90%	92%	97%	94%	89%
Equity: Disrupting Inequity	We will disrupt inequities by implementing strategies to address equity-focused problems of practice so that accelerated growth for reading and math occurs for Black students and students with disabilities. Site Based Problem of Practice: How might we clarify expectations and increase training/support for all teachers to proactively plan for and respond to student reading and math needs and all staff to fulfill role expectations to actively support students with disabilities so that they engage in class more frequently and show measurable growth towards achieving grade-level standards in their reading and math benchmark scores? Focal Group: Student with Disabilities (SWDs)	TLE coaching notes of site based SP100 plans	Universal Screener Reading Growth and/or Benchmark Achievement for SWDs	Fall to Spring	43%	52%		43%	48%
			Universal Screener Math Growth and/or Benchmark Achievement for SWDs	Fall to Spring	26%	38%		26%	35%
Exceptional Staff	We will collaboratively implement recognition and feedback structures as defined by Human Resources that include elements of care, behavior, impact, and curiosity so that employees feel they can utilize the feedback they receive from colleagues and supervisors to improve their ability to successfully fulfill their role.	Feedback Inventory Feedback Professional Development Planning Documents	Employee Engagement survey item "I receive meaningful feedback from colleagues and direct supervisors that challenges me to grow as a professional."	Spring to Spring	71%	77%	Spring Outcome = 71%	84%	71%
Communications and Community Engagement	We will improve and refine classroom-to-parent/caregiver communication expectations through the School Site Communications Playbook so that parent/caregiver engagement and satisfaction increases.	Communications Rounding Tool	School Perceptions Parent/Caregiver Survey Question, "I am satisfied with the communication that comes from my students' teachers/classrooms."	Spring to Spring	78%	83%	Fall Pulse Check = 85%	NA	70%
	Schools will develop and implement a Family Engagement & Inclusion plan co-created with staff and families so that parents/caregivers feel they belong to their school community.	Family Engagement & Inclusion Plan	School Perceptions Parent/Caregiver Survey Question, "I belong as a part of my student's school community."	Spring to Spring	68%	72%	Spring Outcome = 68%	NA	76%
	We will implement an accident reduction action plan so that workers compensation incidents are reduced and staff feel that their school is well maintained.	Implementation of accident reduction program, including districtwide strategies and site-specific strategies tied to incident history	The district's Experience Modification Rating (EMR or MOD rating) will decrease each year until it is below 1.05 and then maintained below 1.05.	Spring to Spring	1.41	MOD rating will decrease each year until it is below 1.05	1 claim as of 10/17/25	8 claims as of 2/1/26	1.23

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Operational Excellence		Rounding with principals and risk mitigation / school safety walkthroughs to identify needs and plan to correct any issues	The percent of employees who answer “agree” or “strongly agree” with the Employee Engagement survey question "My school is clean and well maintained" will increase each year to a rate of 90% or higher and then be maintained at or above 90%.	Spring to Spring	Spring 2024-25: 93%	Maintain at/above 90%	Spring Outcome = 93%	In Progress	86%