

| Strategic Alignment                                        | Action Steps<br>We will...so that...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Monitoring (Fixed)<br>Professional Practices                                   | 2025-26 Goal Setting &<br>Scorecard Measures<br>Descriptions                                                                                         | Timeline         | Baseline Data<br>(beginning of<br>timeline) | GOAL<br>(end of<br>timeline)  | BEG/OCT                                             | MID/FEB                                                  | END/MAY                                             |
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| <b>Experiences:<br/>Rigorous and Coherent<br/>Teaching</b> | BILITERACY / LITERACY:<br><br>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 <b>so that biliteracy and literacy achievement and growth improves in grades 9-11.</b>                                                                                                                                                                                                                                             | Program Fidelity Tools                                                         | ACT Suite Reading <b>Benchmark</b> (9-11)                                                                                                            | Spring to Spring | 21%                                         | 33%                           | 12%                                                 | NA                                                       | 16%                                                 |
|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Professional Learning Team<br>Planning Documents                               | ACT Suite Reading <b>Meeting Projected Scores</b> (9-11)                                                                                             | Spring to Spring | 95%                                         | Maintain                      | NA                                                  | NA                                                       | 95%                                                 |
|                                                            | MATH:<br><br>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 <b>so that math achievement and growth improves in grades 9-11.</b>                                                                                                                                                                                                                                                                                         | Program Fidelity Tools                                                         | ACT Suite Math <b>Benchmark</b> (9-11)                                                                                                               | Spring to Spring | 4%                                          | 16%                           | 7%                                                  | NA                                                       | 6%                                                  |
|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Professional Learning Team<br>Planning Documents                               | ACT Suite Math <b>Meeting Projected Scores</b> (9-11)                                                                                                | Spring to Spring | 83%                                         | Maintain                      | NA                                                  | NA                                                       | 91%                                                 |
| <b>Environment: Culture<br/>of Care</b>                    | We will ensure that all students have access to high quality grade level Social Emotional Learning (SEL) curriculum and instruction through the implementation of grade-level, essential standards <b>so that student social-emotional competency increases and exclusionary discipline decreases in grades 9-12.</b>                                                                                                                                                                                                                             | Program Fidelity Tools                                                         | SEL Competencies Survey <b>Outcome</b> (9-12)<br>Standard 2- I can express my emotions...                                                            | Spring to Spring | Low Response Rate at 54%                    | 58%                           | 79%                                                 | * Less than 20 students completed the screening question | 84%                                                 |
|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                | % of students not having OSS/ISS as a response to behavioral error                                                                                   | Spring to Spring | 78%                                         | 84%                           | 97%                                                 | 90%                                                      | 87%                                                 |
| <b>Equity: Disrupting<br/>Inequity</b>                     | We will disrupt inequities by implementing strategies to address equity-focused problems of practice <b>so that accelerated growth for reading and math occurs for Black students and students with disabilities.</b><br><br><b>Site Based Problem of Practice:</b> How might PPA Staff address coaching staff on teaching culturally responsive lessons, including helping students access academic language, so that we are increasing the percentage of Black students meeting the reading/math benchmarks?<br><br>Focus Group: Black Students | TLE coaching notes of site based SP100 plans                                   | % of <b>Black Students</b> that are are meeting college and career ready ACT benchmarks for reading and/or math                                      | Spring to Spring | 0%                                          | 12%                           | * > Less than 20 black students took the assessment | NA                                                       | * > Less than 20 black students took the assessment |
| <b>Exceptional Staff</b>                                   | We will collaboratively implement recognition and feedback structures as defined by Human Resources that include elements of care, behavior, impact, and curiosity <b>so that employees feel they can utilize the feedback they receive from colleagues and supervisors to improve their ability to successfully fulfill their role.</b>                                                                                                                                                                                                          | Feedback Inventory<br><br>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 | 79%                                         | 87%                           | Spring = 79%                                        | 92%                                                      | 83%                                                 |
| <b>Communications and<br/>Community<br/>Engagement</b>     | We will improve and refine classroom-to-parent/caregiver communication expectations through the School Site Communications Playbook <b>so that parent/caregiver engagement and satisfaction increases.</b>                                                                                                                                                                                                                                                                                                                                        | <a href="#">Communications Rounding Tool</a>                                   | School Perceptions Parent/Caregiver Survey Question, "I am satisfied with the communication that comes from my students' teachers/classrooms."       | Spring to Spring | No Data - rounded with PLM on 10/29         | Get a baseline in Spring 2026 |                                                     | NA                                                       | 1 caregiver responded                               |
|                                                            | Schools will develop and implement a Family Engagement & Inclusion plan co-created with staff and families <b>so that parents/caregivers feel they belong to their school community.</b>                                                                                                                                                                                                                                                                                                                                                          | <a href="#">Family Engagement &amp; Inclusion Plan</a>                         | School Perceptions Parent/Caregiver Survey Question, "I belong as a part of my student's school community."                                          | Spring to Spring | Completed and put on website - no data      | Get a baseline in Spring 2026 |                                                     | NA                                                       | 1 caregiver responded                               |
|                                                            | Community Schools will develop and implement Aligned Futures strategies <b>so that we support confident, well-prepared students, create equitable and engaging environments, and foster transformed schools through collaborative problem-solving.</b>                                                                                                                                                                                                                                                                                            | Monthly rounding to review Aligned Futures Strategies.                         | Chronic absenteeism at full-service Community School sites.                                                                                          | Spring to Spring | 16% of students had good attendance         | 22% will have good attendance | 25% of students have good attendance                | 10% of students have good attendance                     | 7% of students have good attendance                 |

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| Operational Excellence | 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 | 0 claims as of 10/17/25 | 0 claims as of 2/26/26 | 1.23    |
|                        |                                                                                                                                                             | 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: 97%                         | Maintain at/above 90%                                     | Spring Outcome = 97%    | In Progress            | 86%     |