

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.	Program Fidelity Tools	Universal Screener Reading Benchmark Achievement (6-8)	Fall to Spring	66%	68%	66%	67%	68%
		Professional Learning Team Planning Documents	Universal Screener Reading Growth (6-8)	Fall to Spring	83%	85%		83%	82%
		Intervention Plans							
	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	Universal Screener Math Benchmark Achievement (6-8)	Fall to Spring	66%	68%	66%	67%	75%
		Professional Learning Team Planning Documents	Universal Screener Math Growth (6-8)	Fall to Spring	87%	maintain		87%	90%
		Intervention Plans							
Environment: Culture of Care	We will ensure that all students have access to high quality grade level Social Emotional Learning (SEL) instruction by deepening implementation of SEL evidence based practices so that student social emotional competencies improve and exclusionary discipline decreases in grades 6-8.	Program Fidelity Tools	Site-selected SEL goal on SEL Competencies Survey: Goal Setting-I set realistic goals and know how to achieve them.	Spring to Spring	60%	64%	64%	61%	61%
			95% of students described as having no OSS/ISS (K-12)	Spring to Spring	93%	95%	97%	96%	90%
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 students with disabilities. Site Based Problem of Practice: How might we make the PLT/CFA process a priority for Students with Disabilities, so that they are making accelerated growth in reading across content areas and mathematical reasoning? Focus Group: Students with Disabilities (SWDs)	TLE coaching notes of site based SP100 plans	Universal Screener Reading Growth and/or Benchmark Achievement for SWDs	Fall to Spring	45%	54%		45%	65%
			Universal Screener Math Growth and/or Benchmark Achievement for SWDs	Fall to Spring	33%	45%		33%	72%
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	82%	86%	Spring Outcome = 82%	78%	80%
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	80%	84%	Fall Pulse Check = 78%	NA	91%
	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.	FEIP	School Perceptions Parent/Caregiver Survey Question, "I belong as a part of my student's school community."	Spring to Spring	77%	83%	Spring Outcome = 77%	NA	81%
	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	3 claims as of 10/17/25	12 claims as of 2/26/26	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: 78%	83%	Spring Outcome = 78%	In Progress	53%