	District Goal	District Outcome/Implementation Measures	School Outcome/Implementation Measures	School Action Steps	EOY Outcome Measure - June 2026	BOY Outcome Measure - October	MOY Outcome Measure - February	EOY Outcome Measure -June	
Mind: English Language Arts/ Reading	**All students will acquire and effectively apply critical thinking, creative thinking and self-regulated thinking to be academically prepared for lifelong learning and the world of work.**	1. Increase percent of matched cohort students in grades K-3 demonstrating at/above benchmark on EOY 2026 in comparison to EOY 2025 on mclass DIBELS reading assessment. 2. Increase in the percent of matched cohort students in grades 4-8 demonstrating at/above benchmark on EOY 2026 in comparison to EOY 2025 on iReady reading assessment. 3. Increase in the percent of students earning credit to be on-track to graduate in 4 years. 4. Increase in percent of our Black, Hispanic, ML and SWD students (matched cohort) demonstrating at/above benchmark on EOY 2026 in comparison to EOY 2025 in order to reduce achievement gaps.	1. Students will demonstrate growth from BOY to EOY as measured by the iReady reading diagnostic 2. Each student cohort will maintain or increase the percentage of students scoring at or above Proficiency (Level 3 or 4) on the SBA ELA Assessment year-over-year. 3. Evidence of Professional Learning opportunites focused on Rigorous Task Design	1. Deliver high-impact Tier 1 small group instruction that is precisely tailored to address student strengths and deficits based on data in grades K-4 (iReady toolbox and Project Read K-2) 2. Provide ongoing professional development focused on accurately interpreting i-Ready scores to effectively inform and guide classroom instruction in grades 5-8. 3.Conduct weekly curriculum and instruction meetings to calibrate Tier 1 practices, develop targeted interventions and closely monitor student progress. 4. Implement or continue utilizing evidence-based interventions (BLAST, Phonics for Reading, Orbit, and REWARDS) as determined by specific student needs. 5. Monitor curriculum implementation through classroom mini observations. 6. Provide intervention strategies for struggling readers and maintain progress monitoring. 7. Introduce Rigorous Task Design for grades 6-8.	EOY 2026 iReady Reading Data - Kindergarten: 86% at or above grade level 1st Grade: 47% at or above grade level 2nd Grade: 65% at or above grade level 3rd Grade: 61% at or above grade level 4th Grade: 35% at or above grade level 5th Grade: 52% at or above grade level 6th Grade: 33% at or above grade level 7th Grade: 34% at or above grade level Smarter Balanced ELA Data: 3rd Grade: 41% at or above proficient 4th Grade: 36% at or above proficient 5th Grade: 52% at or above proficient 6th Grade: 46% at or above proficient 7th Grade: 39% at or above proficient	BOY 2026 iReady Reading Data: Kindergarten: 21% at or above grade level 1st Grade: 23% at or above grade level 2nd Grade: 26% at or above grade level 3rd Grade: 50% at or above grade level 4th Grade: 40% at or above grade level 5th Grade: 23% at or above grade level 6th Grade: 27% at or above grade level 7th Grade: 23% at or above grade level 8th Grade: 25% at or above grade level			
Mind: Math	**All students will acquire and effectively apply critical thinking, creative thinking and self-regulated thinking to be academically prepared for lifelong learning and the world of work.**	1.Increase in percent of matched cohort students in grades 1-5 demonstrating at/above proficiency on EOY 2026 in comparison to EOY 2025 on the iReady math assessment. 2. Increase in the percent of matched cohort students in grades 6-8 demonstrating at/above proficiency on the iReady on EOY 2026 in comparison to EOY 2025 on the iReady math assessment. 3. Increase in the percent of students earning credit to be on-track to graduate in 4 years. 4. Increase in percent of our Black, Hispanic, ML and SWD students (matched cohort) demonstrating at/above proficiency on EOY 2026 in comparison to EOY 2025 in order to reduce achievement gaps.	1. Students will demonstrate growth from BOY to EOY as measured by the iReady math diagnostic 2. Each student cohort will maintain or increase the percentage of students scoring at or above Proficiency (Level 3 or 4) on the SBA Math Assessment year-over-year 3. Evidence of Professional Learning opportunites focused on Powerful Task Design	1. Using iReady Math quiz data in order to inform small group instruction. 2. Provide support for Third, Fourth and Fifth grade Teachers in order to ensure the successful implementation of the iReady math program. *Common planning time *Vertical Classroom Visits *MSS and Math TOSA coaching *Team Leaders supporting the implementation of differentiated instruction *Ongoing Professional Development 3. Introduce Rigorous Task Design for grades 6-8. 4. Implement Reveal math in grades 6-8 with math stations, and Accelerated Math and Integrated Math 1.	EOY 2026 iReady Math Data - Kindergarten: 72% at or above grade level 1st Grade: 45% at or above grade level 2nd Grade: 38% at or above grade level 3rd Grade: 50% at or above grade level 4th Grade: 38% at or above grade level 5th Grade: 48% at or above grade level 6th Grade: 33% at or above grade level 7th Grade: 31% at or above grade level Smarter Balanced Math Data: 3rd Grade: 39% at or above proficient 4th Grade: 35% at or above proficient 5th Grade: 35% at or above proficient 6th Grade: 27% at or above proficient 7th Grade: 32% at or above proficient	BOY 2026 iReady Math Data - Kindergarten: 14% at or above grade level 1st Grade: 14% at or above grade level 2nd Grade: 17% at or above grade level 3rd Grade: 19% at or above grade level 4th Grade: 21 % at or above grade level 5th Grade: 24% at or above grade level 6th Grade: 20% at or above grade level 7th Grade: 17% at or above grade level 8th Grade: 20% at or above grade level			
Mind, Body & Heart: Social Emotional Learning	**All students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**	1. Decrease in the percent of matched cohort students in the "Need for Instruction" range on the EOY 2026 DESSA Composite score in comparison to the EOY 2025 DESSA Composite. 2. Increase in percent of matched cohort students in grades K-8 moving out of "Need for Instruction" range on the EOY 2026 in comparison to EOY 2025 on DESSA SEL assessment. 3. Improvement in school climate as measured by district and school Climate Survey 4. Implementation of evidenced based SEL programming and practices, including evidence of common expectations, guidelines and support across all grade levels for SEL	1. Decrease the percentage of students identified as in need of instruction as measured by the DESSA. 2. Evidence of Choose Love school-wide assebllies. 3. Evidence of SEL (Choose Love) monthly Comittee meetings. 4. Evidence of successful community event	1. All K-8 staff will consistently use and reinforce the Choose Love Program's common vocabulary related to feelings, emotions, and the four pillars (Courage, Gratitude, Forgiveness, Compassion) across all educational settings to cultivate a unified school culture and language. 2. Introduce the Eighth Grade Choose Love Capstone Project 3. The school will host bi-monthly, whole-school assemblies focused on celebrating student and staff examples of "Choosing Love" and demonstrating the four Pillars (Courage, Gratitude, Forgiveness, Compassion) to reinforce Tier 1 SEL instruction and foster a school-wide positive identity. 4. Deepen content expertise by having teachers in grades 7-8 participate in targeted coaching to build instructional capacity and ensure the effective delivery of Choose Love middle school Curriculum. 5. The school will host our first Choose Love Community Event annually to actively engage the school community. These events will provide parents/guardians with specific strategies for reinforcing Courage, Gratitude, Compassion, and Forgiveness, ensuring a consistent SEL environment between school and home.	**Choose Love Committee Assemblies/Meetings:** Assemblies: 6 (Kickoff, Grattitude, Courage & Forgiveness, Compassion in Action & Have a lot of fun day) Monthly Committee Meetings - 10 **DESSA EOY 2026 Data:** In need of instruction: 4% Typical: 67% Strength: 29%	**Choose Love Committee Assemblies/Meetings:** Assemblies: 1 (Kickoff) Monthly Committee Meetings - 2 **DESSA BOY 2026 Data:** In need of instruction: __% Typical: __% Strength: __%			
Heart: Attendance and Engagement	**All students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**	1. Increase the percentage of students that have 5 or fewer absences. 2. Increase the percentage of high needs students that have 5 or fewer absences. 3. Decrease the percentage of truant students. 4. Decrease the percentage of chroncially absent students 5. Improve average daily attendance rates across all student groups, grade levels and schools.	1. Decrease the percentage of students who are reported as chronically absent 2. Improve average daily attendance rates across all student groups and grade levels 3. Evidence of attendance procedures and data tracking system	1. The Lower and Upper Attendance Teams will meet weekly to review attendance data, analyze root causes for chronic absenteeism and disengagement. 2. Update the Attendance Report weekly to monitor and analyze patterns in excused/unexcused absences, vacation/travel days, excessive tardiness, and early dismissals. This analysis will be used to generate a weekly list of students approaching or meeting the threshold for chronic absenteeism. 3. Based on the weekly Attendance Team meeting review of student attendance, the designated staff member will initiate a proactive, positive, and problem-solving communication with parents/guardians for all students identified by the committee as at risk of being chronically absent. Communication will focus on jointly identifying and removing barriers to daily attendance. 4. All K-8 teachers will facilitate the Choose Love curriculum implementation, so students acquire and demonstrate the four core competencies (Courage, Gratitude, Forgiveness, Compassion) through daily class meetings, intentional lessons, and restorative practice discussions. Teachers will specifically apply these competencies to mediate peer conflicts and address incidents of disengagement in the 6-8 grades, thereby fostering a positive, inclusive, and emotionally safe environment that reduces student resistance and barriers to daily school attendance.	**Chonically Absent Students June 2026** Kindergarten: 1.4% First Grade: 1.6% Second Grade: 1.8% Third Grade: 1.9% Fourth Grade: 1.9% Fifth Grade: 1.6% Sixth Grade: 1.2% Seventh Grade: 1.8% Total: 13.1%	**Chonically Absent Students October 2026** Kindergarten: 8.1 % First Grade: 3.6 % Second Grade: 9.3 % Third Grade: 10.4 % Fourth Grade: 4.0 % Fifth Grade: 14.6 % Sixth Grade: 9.5 % Seventh Grade: 6.3 % Eighth Grade 13.8 % Total: 8.8 %			

	District Goal	District Outcome/Implementation Measures	School Outcome/Implementation Measures	School Action Steps	EOY Outcome Measure - June 2026	BOY Outcome Measure - October	MOY Outcome Measure - February	EOY Outcome Measure -June	
Heart: School Climate	**All schools will create a positive school climate where every individual student and staff member feels valued, safe, and empowered to learn and grow by developing a restorative system that cultivates a sense of belonging and attends to the prevention, identification, and response to challenging behavior.**	1. Increase the favorable percentage of staff/teacher responses on the school climate survey to the question "Overall, how positive is the working environment in your school? " (School Climate Topic 2025- Staff 67%/50% teachers) 2. Increase the favorable percentage of student responses on the school climate survey to the question "At your school, how much does the behavior of other students hurt or help your learning?" (Grades 3-5= 41%; Grades 6-8= 24%; Grades 9-12= 23%) 3. Decrease the number of out of school suspensions. 4. Evidence of implementation of a system of tiered response to challenging behavior, including prevention and identification. 5. Evidence of implementation of restorative practices focused on (a) building high-quality, constructive relationships, (b) holding each student accountable for any challenging behavior, and (c) ensuring each such student has a role in repairing relationships and reintegrating into the school community.	1. Maintain the favorable percentage of staff/teacher responses on the school climate survey to the question "Overall, how positive is the working environment in your school? " 2. Increase the favorable percentage of student responses on the school climate survey to the question "At your school, how much does the behavior of other students hurt or help your learning?" 3. Evidence of planning and devleopment of Middle School enrichment and social opportunities	1. Establish a new K-8 School Climate Committee that supports our new K-8 model. That will result in strategic priorities related to the expansion with feedback from all stakeholders 2. Social Committee and Admin will explore and implement additional activities around staff morale/Climate especially as we are growing as a K-8 community 3. Support the onboarding of 25 new staff members 4. Behavior Incident Form (BIF) data and discipline referrals (e.g., office referrals) on a weekly basis. This data will drive timely referrals to the MTSS process and/or for additional, individualized SEL and behavioral supports. 5. Increasing social and enrichment opportunities for students in grades 6-8. * Sports *Clubs *Student Leadership opportunities *Middle School PTO Events (Dances, Color Run, Game Night)	**Panorama Survey** Staff: 74% Responded Favorably Teachers: 72% Responded Favorably Staff/Teachers: 73% Responded Favorably Students: 35% Responded Favorably **Out of School Suspensions August-June** Kindergarten: 0 First Grade: 0 Second Grade: 2 Third Grade: 3 Fourth Grade: 6 Fifth Grade: 2 Sixth Grade: 10 Seventh Grade: 8	**Panorama Survey** N/A			