



Continuous Improvement Plan 2022-2023 Academic Goal

District Goal 1

By the end of the 2027-2028 school year, we will improve the district performance index score from 76.368 to 84. Scores from the 2021-2022 school year will serve as a baseline for benchmark progress.



Strategy 1: Curriculum, Instruction and Assessment (Systems of Support)



Strategy 2: Curriculum, Instruction and Assessment (Framework for Learning)



Strategy 3: Curriculum, Instruction and Assessment (Professional Learning)

Action Step

Develop an understanding and identify a process for implementing multi-tiered systems of support.

Action Step

Plan and implement intentional professional development for key communicator groups (e.g. coaching community, building tech coordinators, department leads, etc.).

Action Step

Gather relevant professional development needs from stakeholders and plan supports in response to the needs identified.



Continuous Improvement Plan 2022-2023 Culture and Climate Goal

District Goal 2

By the end of the 2027-2028 school year, students' level of engagement and sense of belonging will increase by 10 percentage points in grades 3-4, 10 percentage points in grades 5-6, and 10 percentage points in grades 7-8. In grades 9-12, the percent favorable in both areas will increase to meet the national average on the survey. The spring 2022 survey data will serve as the baseline measure of success.



**Strategy 1: Curriculum,
Instruction and Assessment
(Engagement and Belonging)**



**Strategy 2: School
Climate and Supports
(PBIS)**



**Strategy 3: Community and
Family Engagement**

Action Step

Provide a conceptual framework to establish a district-level understanding of practices to support engagement and belonging and how they can be used to enhance student experiences and achievement.

Action Step

Identify key components of an exemplary PBIS structure and develop tools to assess current levels of PBIS implementation.

Action Step

Expect a building-level created parent engagement plan which involves parents in creation of the plan, which offers options and variety in engagement and communication to create a “you belong here/we’re glad you’re here” environment districtwide.