2. DISTRICT IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

<table>
<thead>
<tr>
<th>Overarching Need as identified in CNA Section 3.2</th>
<th>Enhance abilities to gather, analyze, and use data to improve student achievement for all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Need # 1 also an Equity Gap?</td>
<td>Yes</td>
</tr>
<tr>
<td>Root Cause # 1</td>
<td>An underlying assumption exists, that those who can make the greatest impact with the data understand it and know what to do with it.</td>
</tr>
<tr>
<td>Root Cause # 2</td>
<td>More priority is placed on summative and lagging data (accountability) than on diagnostic and formative and leading data.</td>
</tr>
<tr>
<td>Root Cause # 3</td>
<td>There is a lack of collaboration and coordination among the various data sources to gather a comprehensive portrait of individual students.</td>
</tr>
<tr>
<td>Root Cause # 4</td>
<td>There is no real monitoring or accountability. Who cares? Who’s checking?</td>
</tr>
<tr>
<td>Root Cause # 5</td>
<td>A philosophical difference regarding the power of data exists. Some people just don’t see it as necessary or useful.</td>
</tr>
<tr>
<td>Goal</td>
<td>By 2020, 100% of teachers and leaders will participate in the analysis of identified data sources which will be used to adjust instruction.</td>
</tr>
</tbody>
</table>

Equity Gap

<table>
<thead>
<tr>
<th>Equity Gap</th>
<th>Student achievement identify subgroups, grade level span and content area(s)</th>
</tr>
</thead>
</table>
| Content Area(s) | ELA  
Mathematics  
Science  
Social Studies |
| Grade Level Span(s) | K  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12 |
| Subgroup(s) | Economically Disadvantaged |
| Equity interventions | EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions |
## Goal Implementation

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

## Action Step # 1

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Identify data sources to be used in improvement planning. (What specific data sources will be used?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | Agendas, meeting minutes, inventory of data sources, Program Usage Reports |
| Position/Role Responsible | Instructional Cabinet |
| Timeline for Implementation | Yearly |

## Action Step # 2

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Create data analyses plan that includes protocol, timeline, practices, measures, monitoring, and reporting.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title IV, Part A  
IDEA |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | Agendas, meeting minutes, plan, Assessment Data, Unit and Lesson Plans |
| Position/Role Responsible | Instructional Cabinet |
### Action Step # 2

| Timeline for Implementation | Yearly |

### Action Step # 3

| Action Step | Collect student and program data. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | Agendas, meeting minutes |
| Position/Role Responsible | Instructional Cabinet |
| Timeline for Implementation | Quarterly |

### Action Step # 4

| Action Step | Look for and describe positive and negative 3-year trends. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | Trend statements/summaries, Program Usage Reports, Rti Reports, Unit and Lesson Plans |
| Position/Role Responsible | Instructional Cabinet |
| Timeline for Implementation | Weekly |

### Action Step # 5

| Action Step | Systematically collect student and program data and provide feedback to schools. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority |
### Action Step # 5

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Student with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems</td>
<td>Coherent Instruction</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>LAPS conferences, SLP (and other) minutes, Program Usage Reports, Assessment Data, Grade reports</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Instructional Cabinet</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

### Action Step # 6

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Participate in, monitor, and provide feedback to schools regarding PLCs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
<tr>
<td>Subgroups</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>Foster</td>
</tr>
<tr>
<td></td>
<td>Homeless</td>
</tr>
<tr>
<td></td>
<td>English Learners</td>
</tr>
<tr>
<td></td>
<td>Migrant</td>
</tr>
<tr>
<td></td>
<td>Race / Ethnicity / Minority</td>
</tr>
<tr>
<td></td>
<td>Student with Disabilities</td>
</tr>
<tr>
<td>Systems</td>
<td>Coherent Instruction</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>PLC minutes &amp; sign-in sheets, written feedback, Unit and Lesson Plans</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Curriculum Director, Assistant, Superintendent</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

### Action Step # 7

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Distribute and review data analysis plan with school leaders and teams.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
<tr>
<td>Subgroups</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>Foster</td>
</tr>
<tr>
<td></td>
<td>Homeless</td>
</tr>
<tr>
<td></td>
<td>English Learners</td>
</tr>
<tr>
<td></td>
<td>Migrant</td>
</tr>
<tr>
<td></td>
<td>Race / Ethnicity / Minority</td>
</tr>
<tr>
<td></td>
<td>Student with Disabilities</td>
</tr>
<tr>
<td>Systems</td>
<td>Effective Leadership</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>Plan, Program Usage Reports</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Curriculum Director, Assistant Superintendent</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>
### Action Step # 8

**Action Step**: Provide ongoing PL for school and district teams.

**Funding Sources**
- Title I, Part A
- Title II, Part A
- Title IV, Part A
- IDEA

**Subgroups**
- Economically Disadvantaged
- Foster
- Homeless
- English Learners
- Migrant
- Race / Ethnicity / Minority
- Student with Disabilities

**Systems**: Effective Leadership

**Method for Monitoring Implementation and Effectiveness**: PL calendar, Progress Monitoring Reports, Program Usage Reports, Assessment (Benchmarks, Common Assessments, GMAS) Data, Progress Monitoring Reports

**Position/Role Responsible**: Curriculum Director

**Timeline for Implementation**: Yearly

---

### Action Step # 9

**Action Step**: Allocate resources to embed and administer district benchmark assessments.

**Funding Sources**
- Title I, Part A
- Title IV, Part A
- IDEA

**Subgroups**
- Economically Disadvantaged
- Foster
- Homeless
- English Learners
- Migrant
- Race / Ethnicity / Minority
- Student with Disabilities

**Systems**: Effective Leadership

**Method for Monitoring Implementation and Effectiveness**: Benchmark assessments and reports

**Position/Role Responsible**: Superintendent, Federal Programs Director Curriculum Director

**Timeline for Implementation**: Yearly

---

### Action Step # 10

**Action Step**: Build professional learning days and early release days into the district calendar.

**Funding Sources**
- Title I, Part A
- Title II, Part A
- Title IV, Part A

**Subgroups**
- Economically Disadvantaged
- Foster
- Homeless
### Action Step # 10

| Subgroups                  | English Learners  
|                           | Migrant          
|                           | Race / Ethnicity / Minority  
|                           | Student with Disabilities |
| Systems                   | Effective Leadership |
| Method for Monitoring     | District calendar, Observations, Feedback, Unit and Lesson Plans |
| Implementation and        |                      |
| Effectiveness             |                      |
| Position/Role Responsible | Superintendent Cabinet |
| Timeline for Implementation| Yearly             |

### Action Step # 11

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide PL on access and utilization of systems (i.e. SLDS, UNIFY).</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
|               | Title II, Part A  
|               | Title IV, Part A  
|               | IDEA               |
| Subgroups    | Economically Disadvantaged  
|               | Foster             
|               | Homeless           
|               | English Learners   
|               | Migrant            
|               | Race / Ethnicity / Minority  
|               | Student with Disabilities |
| Systems      | Professional Capacity |
| Method for Monitoring | Agendas, meeting minutes, training, observations, Program Usage Reports, Unit and Lesson Plans |
| Implementation and Effectiveness |                      |
| Position/Role Responsible | Curriculum Director, IT Director |
| Timeline for Implementation | Yearly               |

### Action Step # 12

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide PL on analyzing student work samples.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
|               | Title II, Part A  
|               | Title IV, Part A  
|               | IDEA               |
| Subgroups    | Economically Disadvantaged  
|               | Foster             
|               | Homeless           
|               | English Learners   
|               | Migrant            
|               | Race / Ethnicity / Minority  
|               | Student with Disabilities |
| Systems      | Professional Capacity |
### Action Step # 12

<table>
<thead>
<tr>
<th>Method for Monitoring Implementation and Effectiveness</th>
<th>UNIFY, State Longitudinal Data System (SLDS), PLC Meeting Feedback, Observations, and Unit and Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position/Role Responsible</td>
<td>Curriculum Director</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

### Action Step # 13

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide stipends for teacher leaders, coaches, mentors, and others leading data-focused PL while off contract.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title IV, Part A  
IDEA |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Agendas, meeting minutes, training, observations, feedback, UNIFY, State Longitudinal Data System (SLDS), Assessment Data |
| Position/Role Responsible | Curriculum Director, Federal Program Director |
| Timeline for Implementation | Yearly |

### Action Step # 14

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide ongoing training and modeling during Instructional Cabinet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | PLCs Agenda and minutes, data retreat notes, Adjusted Unit and Lesson Plans, Feedback, and Observations |
| Position/Role Responsible | Curriculum Director |
| Timeline for Implementation | Monthly |
### Action Step # 15

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Schedule time for vertical discussions with a specific focus on data.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title IV, Part A  
IDEA |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Written documents with goals, status checks |
| Position/Role Responsible | Assistant Superintendent, Curriculum Director |
| Timeline for Implementation | Quarterly |

### Action Step # 16

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide professional learning training to parent liaison about how to assist teachers, leaders, and parents with utilizing and accessing SLDS in Power School.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title IV, Part A  
IDEA |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | Sign in sheets, feedback forms |
| Position/Role Responsible | Federal Program Director |
| Timeline for Implementation | Yearly |
**Action Step # 17**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Review and provide feedback on parent engagement policy/plans regarding sharing/analysis of data with leadership teams.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Family and Community Engagement                                                                 |
| Method for Monitoring Implementation and Effectiveness | Agenda, sign-in sheet, feedback, revised policy/plans                                                     |
| Position/Role Responsible | Federal Programs Director & Curriculum Director                                                                 |
| Timeline for Implementation | Yearly                                                                                                   |

**Action Step # 18**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Survey parents regarding communication on student progress, availability of resources to help their child, etc. and share data with teachers to provide training on effective ways to improve their ability to communicate with parents to increase student achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Family and Community Engagement                                                                 |
| Method for Monitoring Implementation and Effectiveness | Survey data                                                                                              |
| Position/Role Responsible | Assistant Superintendent, Federal Programs Director                                                      |
| Timeline for Implementation | Yearly                                                                                                   |

**Action Step # 19**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide professional learning on the inclusion of data during parent meetings (i.e. PTO, Title I).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority |
### Action Step # 19

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Student with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems</td>
<td>Family and Community Engagement</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>Agendas/minutes, attend meetings</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Assistant Superintendent, Federal Programs Director</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Monthly</td>
</tr>
</tbody>
</table>

### Action Step # 20

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Hire Coordinator charged with guiding and monitoring implementation of student supports (i.e. PBIS, RTI)</th>
</tr>
</thead>
</table>
| Funding Sources | Title IV, Part A  
|               | IDEA                                                                                           |
| Subgroups    | Economically Disadvantaged  
|               | Foster  
|               | Homeless  
|               | English Learners  
|               | Migrant  
|               | Race / Ethnicity / Minority  
|               | Student with Disabilities                                                                  |
| Systems      | Supportive Learning Environment                                                                |
| Method for Monitoring Implementation and Effectiveness | Board minutes, Student Reports, Progress Monitoring |
| Position/Role Responsible | Superintendent & Board |
| Timeline for Implementation | Yearly |

### Action Step # 21

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Continue monthly counselor meetings to include professional learning more focused on interventions and outcomes resulting from data utilization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
|            | Foster  
|            | Homeless  
|            | English Learners  
|            | Migrant  
|            | Race / Ethnicity / Minority  
|            | Student with Disabilities                                                                  |
| Systems      | Supportive Learning Environment                                                                |
| Method for Monitoring Implementation and Effectiveness | Agenda, minutes, Counselor Logs, Student reports |
| Position/Role Responsible | Assistant Superintendent & Lead Counselor |
| Timeline for Implementation | Monthly |
2. DISTRICT IMPROVEMENT GOALS

2.4 OverarchingNeed # 3

Overarching Need

<table>
<thead>
<tr>
<th>Overarching Need as identified in CNA Section 3.2</th>
<th>Improve positive relationships between adults and students as well as among peers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Need # 1 also an Equity Gap?</td>
<td>Yes</td>
</tr>
<tr>
<td>Root Cause # 1</td>
<td>Policies and procedures (i.e. dress code, cell phone) are deemed unfair.</td>
</tr>
<tr>
<td>Root Cause # 2</td>
<td>Not everyone understands, respects or appreciates diversity (race/ethnicity, SES, values, culture, sexual orientation).</td>
</tr>
<tr>
<td>Root Cause # 3</td>
<td>Many of the students and adults lack the skills necessary to cope with pressures (academic, personal, social, emotional).</td>
</tr>
<tr>
<td>Root Cause # 4</td>
<td>Students sense there is not a sense of advocacy among many of the adults in the building.</td>
</tr>
<tr>
<td>Root Cause # 5</td>
<td>Power struggles/competition between groups. Adult and students or needs of different student groups (AP and general) don’t align.</td>
</tr>
<tr>
<td>Goal</td>
<td>By 2020, we will increase positive relationships between adults and students as well as among peers by 10% as measured by student perception data (GHS 2.0).</td>
</tr>
</tbody>
</table>

Equity Gap

<table>
<thead>
<tr>
<th>Equity Gap</th>
<th>Discipline OSS Identify Subgroups and grade level plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade Level Span(s)</td>
<td>NA</td>
</tr>
<tr>
<td>Subgroup(s)</td>
<td>Race / Ethnicity / Minority</td>
</tr>
<tr>
<td>Equity interventions</td>
<td>EI-9 Evaluate and monitor the working environment in support of a positive school climate</td>
</tr>
</tbody>
</table>

Goal Implementation

| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
## Action Step # 1

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Monitor school and classroom environments more closely and provide feedback to school leaders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
<tr>
<td>Subgroups</td>
<td>Economically Disadvantaged&lt;br&gt;Foster&lt;br&gt;Homeless&lt;br&gt;English Learners&lt;br&gt;Migrant&lt;br&gt;Race / Ethnicity / Minority&lt;br&gt;Student with Disabilities</td>
</tr>
<tr>
<td>Systems</td>
<td>Coherent Instruction</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>Unscheduled visits, Observations, Feedback, Office Discipline Referrals Reports</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>District LKES Evaluators</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

## Action Step # 2

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Incorporate SEL Curriculum in K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title IV, Part A</td>
</tr>
<tr>
<td>Subgroups</td>
<td>Economically Disadvantaged&lt;br&gt;Foster&lt;br&gt;Homeless&lt;br&gt;English Learners&lt;br&gt;Migrant&lt;br&gt;Race / Ethnicity / Minority&lt;br&gt;Student with Disabilities</td>
</tr>
<tr>
<td>Systems</td>
<td>Coherent Instruction</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>Lesson plans, units, classroom observations</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Superintendent, Curriculum Director</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

## Action Step # 3

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Maintain smaller class sizes in all schools and paraprofessionals in elementary for better relationships.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title I, Part A&lt;br&gt;Title IV, Part A&lt;br&gt;IDEA</td>
</tr>
<tr>
<td>Subgroups</td>
<td>Economically Disadvantaged&lt;br&gt;Foster&lt;br&gt;Homeless&lt;br&gt;English Learners&lt;br&gt;Migrant&lt;br&gt;Race / Ethnicity / Minority</td>
</tr>
</tbody>
</table>

### 2.4 Overarching Needs # 3
### Action Step # 3

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Student with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems</td>
<td>Coherent Instruction</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>Master schedules</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Superintendent, Assistant Superintendent, Finance Director</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

### Action Step # 4

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Continue district partnership with PAGE network with a focus on climate and culture and designing student work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
<tr>
<td>Subgroups</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>Foster</td>
</tr>
<tr>
<td></td>
<td>Homeless</td>
</tr>
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<td></td>
<td>Student with Disabilities</td>
</tr>
<tr>
<td>Systems</td>
<td>Coherent Instruction</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>District calendar, sign in sheets, Survey Data, Unit and Lesson Plans</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

### Action Step # 5

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Allocate resources for programs (i.e. anti-bullying).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title I, Part A</td>
</tr>
<tr>
<td></td>
<td>Title IV, Part A</td>
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<tr>
<td></td>
<td>IDEA</td>
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<tr>
<td>Subgroups</td>
<td>Economically Disadvantaged</td>
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<tr>
<td>Systems</td>
<td>Coherent Instruction</td>
</tr>
<tr>
<td>Method for Monitoring Implementation and Effectiveness</td>
<td>Budgets, programs, Survey Data, Office Discipline Referral Reports</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>
### Action Step # 6

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Communicate district expectations for PBIS implementation at each school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
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<td>Subgroups</td>
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<tr>
<td>Systems</td>
<td>Effective Leadership</td>
</tr>
<tr>
<td>Method for Monitoring</td>
<td>PBIS practices/document, meeting minute, Office Discipline Referral Reports</td>
</tr>
<tr>
<td>Implementation and Effectiveness</td>
<td></td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Superintendent, RTI/PBIS Coordinator</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

### Action Step # 7

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Support participation of a second cohort in the APTLA Academy with PAGE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
<tr>
<td>Subgroups</td>
<td>Economically Disadvantaged</td>
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<td>Systems</td>
<td>Effective Leadership</td>
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<tr>
<td>Method for Monitoring</td>
<td>Lists, PL requests, Observations, Office Discipline Referral Reports</td>
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<tr>
<td>Implementation and Effectiveness</td>
<td></td>
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<td>Position/Role Responsible</td>
<td>Superintendent</td>
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<td>Timeline for Implementation</td>
<td>Yearly</td>
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</tbody>
</table>

### Action Step # 8

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Discuss survey data during Summer Leadership Academy with school and district leaders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title I, Part A</td>
</tr>
<tr>
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<td>Title II, Part A</td>
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<td>Student with Disabilities</td>
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### Action Step # 8

<table>
<thead>
<tr>
<th>Systems</th>
<th>Effective Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Monitoring</td>
<td>Agenda, minutes Office Discipline</td>
</tr>
<tr>
<td>Implementation and Effectiveness</td>
<td>Referral Reports, Educator Handbook</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Curriculum Director</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

### Action Step # 9

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Allocate funding for PL in classroom management as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title I, Part A</td>
</tr>
<tr>
<td></td>
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<td>Student with Disabilities</td>
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<tr>
<td>Systems</td>
<td>Effective Leadership</td>
</tr>
<tr>
<td>Method for Monitoring</td>
<td>PL calendar, PL plans &amp; goals, Office Discipline Referral</td>
</tr>
<tr>
<td>Implementation and Effectiveness</td>
<td>Reports, Observations</td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Curriculum Director, Federal Programs Director</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

### Action Step # 10

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide PL for classroom management and de-escalation (i.e. MindSet, Terry Alderman, Love &amp; Logic).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>Title I, Part A</td>
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<tr>
<td></td>
<td>Title II, Part A</td>
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<tr>
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<td></td>
<td>Student with Disabilities</td>
</tr>
<tr>
<td>Systems</td>
<td>Professional Capacity</td>
</tr>
<tr>
<td>Method for Monitoring</td>
<td>Training sign in sheets, classroom observations, Office Discipline Referral Reports</td>
</tr>
<tr>
<td>Implementation and Effectiveness</td>
<td></td>
</tr>
<tr>
<td>Position/Role Responsible</td>
<td>Curriculum Director</td>
</tr>
</tbody>
</table>
### Action Step # 10

<table>
<thead>
<tr>
<th>Timeline for Implementation</th>
<th>Yearly</th>
</tr>
</thead>
</table>

### Action Step # 11

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Collaborate with schools on PL activities (i.e. book studies, team building)</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title IV, Part A  
IDEA |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Agendas, minutes. Observations, Office Discipline Referral Reports |
| Position/Role Responsible | Superintendent, Assistant Superintendent. |
| Timeline for Implementation | Yearly |

### Action Step # 12

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Integrate cultural awareness and diversity training for staff and students.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title IV, Part A  
IDEA |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | PL calendar, agenda, Office Discipline Referral Reports, Unit and Lesson Plans |
| Position/Role Responsible | Superintendent, Curriculum Director |
| Timeline for Implementation | Yearly |
### Action Step # 13

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Collaborate with student, staff, and community experts on relationship-building strategies and activities.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title IV, Part A  
IDEA |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Agenda, minutes, Observations, Unit and Lesson Plans |
| Position/Role Responsible | Superintendent, Curriculum Director |
| Timeline for Implementation | Yearly |

### Action Step # 14

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Plan monthly PL for assistant principals to review and analyze reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Agenda, minutes, Office Discipline Referral Reports |
| Position/Role Responsible | Superintendent |
| Timeline for Implementation | Monthly |

### Action Step # 15

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Provide training on how to provide a positive outreach to each family at the beginning of the school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant |
### Action Step # 15

| Subgroups                          | Race / Ethnicity / Minority  
|                                   | Student with Disabilities    |
| Systems                           | Family and Community Engagement    |
| Method for Monitoring Implementation and Effectiveness | Sign in sheets, Blackboard stats, newspaper, social media |
| Position/Role Responsible         | Superintendent, Public Information Officer |
| Timeline for Implementation       | Yearly |

### Action Step # 16

| Action Step | Gather, analyze, and utilize data from stakeholder surveys. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged  
|           | Foster                     |
|           | Homeless                   |
|           | English Learners           |
|           | Migrant                    |
|           | Race / Ethnicity / Minority |
|           | Student with Disabilities  |
| Systems   | Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | Survey results, Agendas/minutes |
| Position/Role Responsible | Superintendent Cabinet |
| Timeline for Implementation | Yearly |

### Action Step # 17

| Action Step | Set up quarterly feedback sessions with all stakeholder groups. |
| Funding Sources | Title I, Part A  
|                 | Title IV, Part A  
|                 | IDEA |
| Subgroups | Economically Disadvantaged  
|           | Foster                     |
|           | Homeless                   |
|           | English Learners           |
|           | Migrant                    |
|           | Race / Ethnicity / Minority |
|           | Student with Disabilities  |
| Systems   | Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | feedback responses |
| Position/Role Responsible | Superintendent, Federal Programs. Director |
| Timeline for Implementation | Quarterly |
### Action Step # 18

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Publicly honor and recognize student, family, staff, and community contributions of all types.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Family and Community Engagement                                                             |
| Method for Monitoring Implementation and Effectiveness | Newsletters, webpage, BOE meeting minutes, socia media                                       |
| Position/Role Responsible | Superintendent, Public Information Officer                                                   |
| Timeline for Implementation | Yearly                                                                                 |

### Action Step # 19

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Promote a sense of community using the district's app, social media page, and webpage.</th>
</tr>
</thead>
</table>
| Funding Sources | Title I, Part A  
Title II, Part A  
Title IV, Part A  
IDEA                                                                 |
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant  
Race / Ethnicity / Minority  
Student with Disabilities |
| Systems | Supportive Learning Environment                                                                 |
| Method for Monitoring Implementation and Effectiveness | App, website, social media page                                                        |
| Position/Role Responsible | Public Information Officer                                                            |
| Timeline for Implementation | Weekly                                                                                  |

### Action Step # 20

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Encourage use of increased cooperative learning strategies and provide needed PL to support it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Sources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Subgroups | Economically Disadvantaged  
Foster  
Homeless  
English Learners  
Migrant |

2.4 OverarchingNeed # 3
### Action Step # 20

| Subgroups                  | Race / Ethnicity / Minority  
|                           | Student with Disabilities  
| Systems                   | Supportive Learning Environment  
| Method for Monitoring Implementation and Effectiveness | Observations, PL calendars, Lesson Plans  
| Position/Role Responsible | Curriculum Directors  
| Timeline for Implementation | Yearly  

### Action Step # 21

| Action Step | Allocate resources to support programs designed to teach social skills (i.e. Second Step, Ripple Effects, PATHS).  
| Funding Sources | Title I, Part A  
|                | Title IV, Part A  
|                | IDEA  
| Subgroups | Economically Disadvantaged  
|           | Foster  
|           | Homeless  
|           | English Learners  
|           | Migrant  
|           | Race / Ethnicity / Minority  
|           | Student with Disabilities  
| Systems | Supportive Learning Environment  
| Method for Monitoring Implementation and Effectiveness | Observations, Purchase requisitions/invoices, Unit and Lesson Plans  
| Position/Role Responsible | Superintendent  
| Timeline for Implementation | Yearly  

### Action Step # 22

| Action Step | Coordinate with student support services (i.e. counselors, SW, school psychologists) on available staff resources and provide professional learning on resources as needed.  
| Funding Sources | N/A  
| Subgroups | Economically Disadvantaged  
|           | Foster  
|           | Homeless  
|           | English Learners  
|           | Migrant  
|           | Race / Ethnicity / Minority  
|           | Student with Disabilities  
| Systems | Supportive Learning Environment  
| Method for Monitoring Implementation and Effectiveness | Agenda/minutes, resources list  
| Position/Role Responsible | Student Services Director  
| Timeline for Implementation | Yearly  

2.4 OverarchingNeed # 3