

TEACHING & LEARNING

Literacy & Math:

Demonstrate a statistically significant percentage increase in the number of students scoring at or above benchmark on state-required assessments

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies
- Refine Act 20 implementation
- Align curriculum to standards
- Refine math intervention strategies
- Explore curriculum review cycles
- Review instructional coaching system
- Engage in professional development for best practices for English Learners (leaders and teachers)
- Increase academic rigor through at-risk pathways programming
- Investigate effective service delivery models for special education
- Ensure effective progress monitoring tools at all levels and subgroups

SPECIAL EDUCATION

Literacy & Math:

Demonstrate a statistically significant percentage increase in the number of students with disabilities scoring at or above benchmark on state-required assessments

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Provide high-quality professional development for literacy and math interventions
- Refine Continuum of Service Delivery Models- a focus on the Least Restrictive Environment (LRE) for students to ensure access and progress
- Investigate high-impact service delivery models
 - Co-serving model
 - Elementary resource
 - Departmentalization of academic services
 - Instructional resources/scope and sequence for ID math
- Increase participation in state assessments

Attendance:

Demonstrate an increase in the number of students attending school at least 90% of the time

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Attend county collaboration meetings
- Continue to implement de-escalation strategies & social skills instruction
- Refine Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) process
- Refine Continuum of Service Delivery Models- a focus on the Least Restrictive Environment (LRE) for students to ensure access and progress
- Review data on behaviors and attendance at SPED leadership monthly PLC
- SPED Leadership PLC will:
 - Send SPED representative to the building Attendance Corrections Committee
 - Discuss most needed SPED families/students district wide, 1x per month (based on data)
 - Bring resources/community providers to SPED Leadership PLC meetings
 - Attend district behavior PLC and increase student services engagement in FBA/BIPs
 - Attend district wrap-around meetings
- Explore service delivery models/alternate placement for students with significant behavior challenges.
- Explore Teacher on Special Assignment - support for EBD teachers and teachers new to SPED - focus would be on supporting teachers with students with significant behavior challenges.
- Engage in District Student Services Meeting on a monthly basis with focus on discussing: threat assessments; students in pre-expulsion; students on a shortened day; students with mental health, attendance, &/or behavior needs

STUDENT SERVICES

Engagement/Connectedness:

Demonstrate an increase in the number of students attending school at least 90% of the time

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Attend county collaboration meetings
- Attend district wrap-around meetings
- Continue to implement SEL curriculum with focus on teacher implementation and with increased fidelity PK-12
- Continue to enhance PK-12 Attendance Corrections Committee (ACC) with focus on elementary structure
- Review behavior and attendance data with secondary PLC (AP/Dean/SSW/Counselors) and elementary PLC (Principal/SST/Dean/SSW/Counselors) on a monthly basis; PLCs will:
 - Create or firm up building Attendance Corrections Committee
 - Discuss most needed families/students district wide, 1x per month (based on data)
 - Bring more resources/community providers to meetings
 - Increase student services engagement in review/revise attendance IEPs
 - Increase student services engagement in FBA/BIPs and IEPs
- Engage in District Student Services Meeting on a monthly basis with focus on discussing: threat assessments; students in pre-expulsion; students on a shortened day; students with mental health &/or behavior needs

TECHNOLOGY

Artificial Intelligence/Digital Literacy:

Provide targeted professional development for all staff focused on using emerging technologies like Artificial Intelligence (A.I.) and digital literacy to elevate teaching and learning for all staff, including secretaries, admin team, teachers, and support staff; offer at least 4 separate AI trainings throughout the 25-26 school year (including summers)

ACTIONS

- Engage in needs assessment & collect baseline data
 - Distribute a pre-PD survey to all staff roles (admin, teachers, support, secretaries) to measure current comfort and knowledge of AI tools and digital literacy
 - Identify role-specific interests and use cases (e.g., generative AI for communication vs. instructional design)
 - Track previous PD attendance and engagement rates by staff type
- Develop and provide PD & Customization
 - Create a calendar of differentiated PD sessions for each group
 - Track session development progress (e.g., how many sessions designed, piloted, or finalized)
 - Align session content to ISTE standards or other digital competency frameworks
- Engage in mid-year & end-of-year reviews
 - Share quarterly progress updates with the admin team or school board
 - Adjust PD offerings mid-year based on participation data and feedback
 - Summarize impact with key metrics and narratives in a final year-end tech department report

Technology Support:

Implement, maintain, and optimize procedures that effectively and efficiently respond to technology issues (tickets) for all staff and students; respond/initiate contact to 90% of tickets within 20 minutes

ACTIONS

- Implement a plan to ensure a quick response that includes help-desk coverage and shared responsibility for timely response
- Meet with the building tech team
- Check in on tickets at bi-weekly meetings with employee groups to ensure timely response
- Explore ways to improve "Time to Close" tickets

FINANCE

Professional Development:

Develop and implement effective onboarding for Skyward users, specifically focused on building principals and administrative assistants

ACTIONS

- Create easy-to-use directions/manual
- Meet with new principals/admin assistants
- Engage in frequent communication with employees who work within Skyward's SBAA module
- Explore implementing frequent building check-ins

Budget Calendar:

Provide additional clarity around the budget calendar and spending deadline, and develop a layered budget calendar that clarifies individual action steps for all employees who are impacted by the budget calendar and its deadlines

ACTIONS

- Create a layered budget calendar and share with key stakeholders
- Provide monthly reminders on progress and upcoming due dates
- Continue using annual emails, the Need-to-Know (NtK), and face-to-face conversations
- Explore more dynamic communication methods

Fund 80:

Refine the chart of accounts for Fund 80 (new chart of accounts will maximize profit/loss review and assist management with decision-making)

ACTIONS

- Create new Fund 80 WUFAR locations 864, 865, 869
- Develop easy-to-understand "dashboards" for GTCC management
- Monitor GTCC programming and provide monthly financial assistance
- Maintain open communication between departments
- Explore joint finance and GTCC meetings

TALENT & CULTURE

Learning & Career Development:

Increase opportunities for learning and career development from 4 to 10

ACTIONS

- Expand relevant PD opportunities related to benefits and employee well-being based on needs assessment conducted in partnership with EEC
- Develop pathways program for current support staff
- Engage in bi-annual check-ins with 2025 DCELead participants
- Provide opportunities for HR learning to principals based on needs assessment and feedback provided in monthly rounding
- Implement student teacher career opportunities meeting
- Continue to assign Always an Evergreen Guest Teachers
- Continue to provide Substitute Success Workshop
- Refine New Teacher Institute
- Explore a wellness program
- Explore creating T&C Guide for Administrators

Retention:

Maintain a 86%+ retention rate among high-performing staff annually

ACTIONS

- Partner with principals to strengthen relationships
 - Train principals and supervisors in supportive leadership, coaching, and feedback
 - Ensure leaders check in regularly with top staff and offer encouragement, not just evaluation
- Follow through with exit interviews
- Build a culture of recognition
 - Recognize high-performers consistently in both public (e.g., staff meetings, newsletters) and private (1:1 shout-outs, handwritten notes) ways
 - Celebrate wins, not just outcomes — effort, innovation, collaboration
- Share new teacher feedback with principals
- Continue engaging in exit interviews, stay interviews (every other year), and 30-day/EOY check ins with new teachers
- Continue Employee Experience committee work
- Provide DCE Lead experience (every other year)

SCHOOL NUTRITION

Employee Engagement:

Improve the work environment for and focus on the needs of DCE School Nutrition staff

ACTIONS

- Approve more PTO requests than in previous year
- Give one Pat on the Back or Thank You card to a team member per week
- Provide a micro-budget for each coordinator to spend on team culture/employee recognition
- Provide a “Back-to-School Bucket” to each school
- Plan and implement four staff social events outside of work
- Build in time for director, supervisor, & admin assistant to work regularly in kitchens
- Recognize staff & provide team-building opportunities
- Round (1:1) with each person at least twice annually
- Celebrate birthdays and work anniversaries
- Explore future opportunities for a buddy system for new staff and a DCE apparel stipend

Nutrition:

Provide a delicious, homemade lunch

ACTIONS

- Cook from scratch when possible
- Offer foods from different cultures
- Continue to implement Golden Ticket Friday
- Explore ways to gather feedback from student groups about what they’d like to see on the menu
- Explore ways to provide “taste-testing” for new menu items

Composting:

Increase composting to three more schools

ACTIONS

- Attend and present at Farm to School Wellness conference (Kitchen Coordinator and School Nutrition Director)
- Incorporate Superintendent’s Student Advisory (SSA)

BUILDINGS AND GROUNDS

Environment:

100% of classroom touchpoints will show a clean, safe, and distraction-free environment

ACTIONS

- Provide a clean, safe, and distraction-free environment that supports teaching and learning
- Complete classroom inspections (documented for staff review and improvement)
- Provide quarterly feedback to employees
- Continue to round (1:1) with leads
- Assign day leads to follow-up with night staff on cleaning standards
- Use coworker zone touchpoint and checklist
- Develop working list of what a DCE standard space looks like
- Identify spaces that can't be effectively cleaned
- Provide learning staff with support and room standards, including principal collaboration for teaching staff items

Community:

Support school facilities as welcoming, functional spaces

ACTIONS

- Identify items for continued improvement
- Monitor progress of to-do list
- Explore ways to collect community feedback

Feedback:

Implement quarterly staff feedback sessions

ACTIONS

- Provide a meeting agenda with open Q&A at the end (agenda to address items found in the touchpoint meetings with staff)
- Explore a green project each fiscal year
- Complete safety inspections on spaces

GREENHECK TURNER COMMUNITY CENTER

Staff Engagement:

Maintain a teamwork atmosphere where everyone's voice is heard

ACTIONS

- Improve the work environment for all staff, resulting in an increase overall score on the Studer Survey
- Hold monthly staff meetings to ensure staff are on the same page and have the opportunity to be a part of building decisions
- Find ways to get staff more involved in GTCC decisions
- Hold an additional staff retreat to keep staff engaged and make sure each voice is heard
- Explore additional ways to communicate with staff

Fiscal Responsibility:

Operate with a balanced budget

ACTIONS

- Review & analyze financials
- Engage in monthly financial monitoring with departments, including using and monitoring staff/department budget breakdowns and using the dashboard
- Research ways to cut expenses by renegotiating contracts and cutting any unneeded expenses
- Increase incomes to support the building, such as marketing, vending, and concessions; increase sales and margins

Community Engagement:

Enhance community impact

ACTIONS

- Foster business partnerships to become a meeting site for local leaders
- Book events like large tournaments, conferences, and community events; add at least two new events
- Continue to develop youth and family programming
- Continue to work with local groups to increase their program and event participation
- Maintain good relationships with past tournament contacts and events
- Send acknowledgement to people who run and host events at GTCC