

South Elementary - Strategic Priorities 2026-2027

Strategic Priority/Initiative	Key Performance Indicators	Critical Actions
South Elem Initiative/Strategy #1 School culture, routines and staff morale	Observe consistent schoolwide routines across K-1 classrooms using walkthrough checklists Track staff and student use of CharacterStrong language using walkthrough rubrics Maintain 75%+ low-risk baseline on SAEBRS Social Behavior screener. Monitor teacher and office discipline referrals to measure overall reduction in similar-repeat referrals. Measure student sense of belonging and connection through student SEL perception data. Increase leadership visibility and accessibility score on staff surveys beyond 70%.	Align and reinforce schoolwide routines and expectations through PBIS team presentations Use common language and SEL practices throughout the day and in daily announcements Use walkthroughs and SEL data (staff/student screeners) to identify culture needs Establish consistent, timely staff communication systems using school accounts (google chat and email) Maintain FunShine committee, increase deliberate presence in hallways and classrooms, and continue to intentionally recognize staff contributions Create opportunities for connection, inclusion, and appreciation of differences (Joy Day Nov. 24)
South Elem Initiative/Strategy #2 Utilize data cycle to maximize academic achievement and streamline MTSS interventions	Increase percentage of students moving from some risk/at risk to on track on FAST CBM Support the PLC process and intervention schedules so teams can review data and adjust instruction to keep EL, Tier 3, and Special Education students achieving high academic growth on FAST assessments. MTSS referrals will be submitted through	Establish predictable PLC review of student data across grade-level, special education, and EL teams. Review EduClimber progress-monitoring data twice monthly, specifically tracking gains for Tier 2/3 and special education cohorts Match reading, math, and behavior interventions directly to identified student needs using FAST

	EduClimber and tier II and III intervention data will be monitored in EduClimber. Maintain attendance interventions in order to keep doc-note status progression at or below 21% of students. Reduce guardian-initiated referrals for special education evaluation through effective use of the MTSS process and data evaluation (5 in 25-26)	Early Reading, aReading, early math, aMath and SAEBRS screening data. Regularly audit Tier 2 and Tier 3 reading intervention delivery, adjusting strategies when expected growth is not met. Develop staff skill and consistency in using EduClimber to track student progress, interventions, and behavior entries. Track attendance thresholds early and apply timely positive and critical feedback to prevent students from escalating to doc-note status
South Elem Initiative/Strategy #3 Professional development for teachers and support staff	Walkthroughs show CKLA is implemented with fidelity, while surveys reflect increased teacher confidence and knowledge. Classroom walkthrough data demonstrates effective instructional differentiation for diverse learning styles and needs. PLC meeting notes reflects active instructional problem-solving for struggling and advanced learners in grade-level, MTSS, and special education meetings. Staff well-being metrics reflect strong cross-departmental collaboration and alignment across employee groups.	Provide ongoing training and twice-monthly grade-level check-ins to build instructional capacity with Amplify CKLA. Use PLCs and regular classroom walkthroughs to give clear, actionable feedback while identifying implementation needs. Focus PD on actionable strategies to meet the needs of struggling and advanced learners across classrooms. Utilize PLCs, MTSS, and special education meetings for instructional problem-solving grounded in student growth data. Provide opportunities for peer observation, modeling, asking learning-focused questions, and showcasing effective practices.

South Elem Initiative/Strategy #4 Family & Community Engagement	Track open/read rates for weekly parent updates (newsletters) to ensure high readership and engagement across both grade levels. Connect home communication to academic, behavior, and attendance goals using consistent updates. Maintain strong attendance and family participation rates at the Kindergarten Open House. Measure family participation in "Partners in Learning" and school-wide community events	Share CKLA and Bridges reinforcement activities via weekly family channels. Streamline the kindergarten registration and transition process through early events and the Compass pathway. Streamline translation processes for all school-wide updates and direct teacher communication. Host South Elementary family events tied to academic learning—such as a Literacy Night—to build parent understanding of core reading and learning practices. Strengthen family connection and school support through active collaboration with Partners in Learning.
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