

Southeast Local Schools District Action Plan

Safe and Healthy Schools

SMART Goal	Improvement Strategy	Action Steps	Participants
<p>SMART Goal</p> <p>By 6/30/25 we will improve the performance of all students (all grades) at Southeast Local to increase our graduation rate using the State Report Card measure.</p>	<p>Student Measure:</p> <p>Every semester, MTSS data of all students will be measured to reach 80% at our PBIS tier one by the end of the plan.</p>	<p>School Climate and Supports</p> <p>*All staff will receive continuous PD/resources on systematic, explicit instruction to provide school-wide expectations along with opportunities to practice and receive feedback on the expected academic, social and emotional behaviors for the school setting. *Monitoring of our districtwide and school-wide systems will be reviewed to enable accurate and sustained implementation of practices. Teams will use data to make decisions as they focus on developing an infrastructure in schools that provides effective academic and behavioral multi-tiered systems of support for all students *Schools and the district will utilize team-based structures to focus on building positive relationships among all stakeholder groups, to ensure consistent implementation of culturally responsive practices.</p>	<p>School Climate and Supports</p> <p>Support Staff TBT, BLT, DLT PBIS Teams</p>
<p>Root Cause Analysis</p> <p>Educators will participate in professional development focused on multi-tiered systems of support to create a responsive classroom which includes fostering social-emotional learning in order to educate the whole child. A safe learning environment with clear learning standards, a balanced approach to measure student growth, and feedback to identify strengths and areas of needed improvement will be implemented to support continuous progress and accountability.</p>	<p>Adult Implementation Measure:</p> <p>Every month 100% of educators will provide effective instructional practices that are personalized, relevant and directly engage the learner as measured by OTES.</p>	<p>Leadership, Administration, Governance</p> <p>*The district will provide written resources, meetings, district events and immersive communication to engage all stakeholders in our learning community and district plan. *The district will collaborate with community partners to provide a varied systems of support to ensure students demonstrate academic content mastery. *The district will provide time to conduct DLT, BLT & TBT meetings to analyze and evaluate data to determine effectiveness of evidence based strategies and student progress.</p>	<p>Leadership, Administration, Governance</p> <p>*District Administration, TBT, BLT, DLT & Related Service Personnel *TBT, BLT, DLT & Related Service Personnel *TBT, BLT & DLT</p>
	<p>Community, Family Engagement</p> <p>Statistical significance data indicates a positive impact for learners when a district establishes strong, healthy and systematic school, family and community partnerships. Our community and family engagement is intended to provide guidance to educators, schools, families, volunteers and community stakeholders as we plan, implement and evaluate strategies across multiple programs for effective family engagement to support student achievement and close the academic achievement gap.</p>	<p>Community, Family Engagement</p> <p>*Ensure that all principals understand and implement required and effective parental involvement practices at their schools. *Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis. *Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district.</p>	<p>Community, Family Engagement</p> <p>*District Administration TBT, BLT & DLT *Teachers, Principals</p>
	<p>Professional Capital</p> <p>Research on supporting at-risk students shows a positive impact when school level, student-centered systems are in place in order to improve student achievement. Systems that increase instructional time, increase the use of student-level data, and enhance human capital development all contribute to improved student outcomes. High-performing schools consistently implement systems around data driven instruction, behavior management, wraparound services, and academic interventions and enrichment opportunities. Statistical significance data indicates a positive impact when districts work deliberately to create a positive school culture, in terms of teacher training and collaboration, parental engagement and student attendance.</p>	<p>Professional Capital</p> <p>*Develop consistent opportunities for providing interventions for all students with diverse needs. *Dedicate specific resources and planning efforts to foster consistent opportunities for parent involvement. *Create a family centered support system for addressing chronic absenteeism.</p>	<p>Professional Capital</p> <p>*Teachers, Staff, Principals, BLT, TBT, DLT, Instructional Coaches & PBIS Team *Related Service Personnel, Local Agency Support Systems</p>

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