

Initiatives	22-23 (Y1)	23-24 (Y2)
TOTAL (no more than 4 per year / column):	0	0
Priority 1 - Renewed vision: Develop and inspire staff with a vision focused on equity and high expectations for all of our students.		
Central office leaders develop a system-wide vision to foster a diverse, equitable, and inclusive community for adults and students	8	0
Central office leaders facilitate training to strengthen staff members' mindsets in alignment with the vision	1	5
Priority 2 - Great instruction: Strengthen implementation of our high-quality curricula, with specific attention to early literacy.		
Central office leaders and principals strengthen implementation of high-quality curricula to develop teachers' capacity to teach effective ELA lessons	2	2
Central office leaders and principals strengthen implementation of high-quality curricula to develop teachers' capacity to teach effective Math lessons	1	3
Central office leaders and principals strengthen implementation of high-quality curricula to develop teachers' capacity to teach effective Science lessons	0	0
Central office leaders and principals implement/ strengthen implementation of high-quality curricula to develop teachers' capacity to teach effective Social Studies lessons	0	0
Central office leaders train and coach principals to be exceptional instructional leaders	1	3
Central Office leaders and principals strengthen teachers' understanding of the science of the reading in order to develop early literacy students in grades PK-2.	3	2
Priority 3 - A thriving team: Recruit and hire diverse and talented teachers, foster a positive staff culture, and increase retention.		
Central office leaders develop/ strengthen partnerships with education schools and alternative certification programs to increase the quality and/ or diversity of applicants (e.g. Louisiana Tech and other university partnerships).	2	2
Central office leaders re-design the recruitment and selection process and implement changes to increase the quality and/ or racial diversity of new hires at schools	1	1
Central office leaders design and implement (or strengthen) a teacher residency program to increase the number and effectiveness of new-to-teaching candidates	0	0
Central office leaders design and implement a leadership pipeline program to strengthen the pool of future school leaders	0	1
Central office leaders re-design and implement an evaluation system that increases the accuracy of school leaders' evaluations of teachers	1	0
Central office leaders and principals develop and implement a program to increase the retention of effective first-year teachers	1	0

24-25 (Y3)	25-26 (Y4)	26-27 (Y5)
0	0	0
0	0	0
1	0	0
4	0	0
4	0	0
3	4	1
4	4	0
1	0	1
0	0	0
0	0	0
1	1	3
1	1	0
1	1	2
0	1	3
0	1	1

Central office leaders design and implement a plan to encourage highly effective teachers to teach in the highest-need schools	0	2
Central office leaders develop school leaders' capacity to lead effective school leadership teams	1	0
Central office leaders provide professional development and coaching to develop school leaders' capacity to cultivate strong adult culture in schools	0	0
Central office leaders adopt high-quality social emotional learning curriculum to develop staff members' SEL skills and mindsets	3	0
Central office leaders implement/ strengthen implementation of high-quality SEL curriculum to develop staff members' SEL skills and mindsets	0	3
Priority 4 - An exceptional student experience: Cultivate a joyful, engaging, and inclusive student culture.		
Teachers implement behavioral expectations, routines, and practices to cultivate engaging and focused classroom cultures for students	2	3
School leaders and teachers implement rituals and practices to increase student joy	0	0
School leaders implement practices to develop teachers' capacity to increase students' feelings of safety and inclusion at school	1	2
Central office leaders and principals adopt a high-quality social emotional learning curriculum to develop teachers' capacity to teach effective SEL lessons	3	1
Central office leaders and principals implement/ strengthen implementation of high-quality, culturally responsive SEL curriculum to develop teachers' capacity to teach effective SEL lessons	0	1
Central office leaders and principals modify SEL practices to develop teachers' capacity to integrate SEL with academic instruction	0	0
Central office leaders increase internal staffing or form partnerships to provide more students with mental health support	1	1

4	1	1
2	4	1
0	1	4
1	1	0
0	2	0
0	1	2
1	0	2
0	1	2
1	1	0
1	3	3
1	3	3
1	2	1