

PBSA Strategic Plan

Adopted February 17, 2021

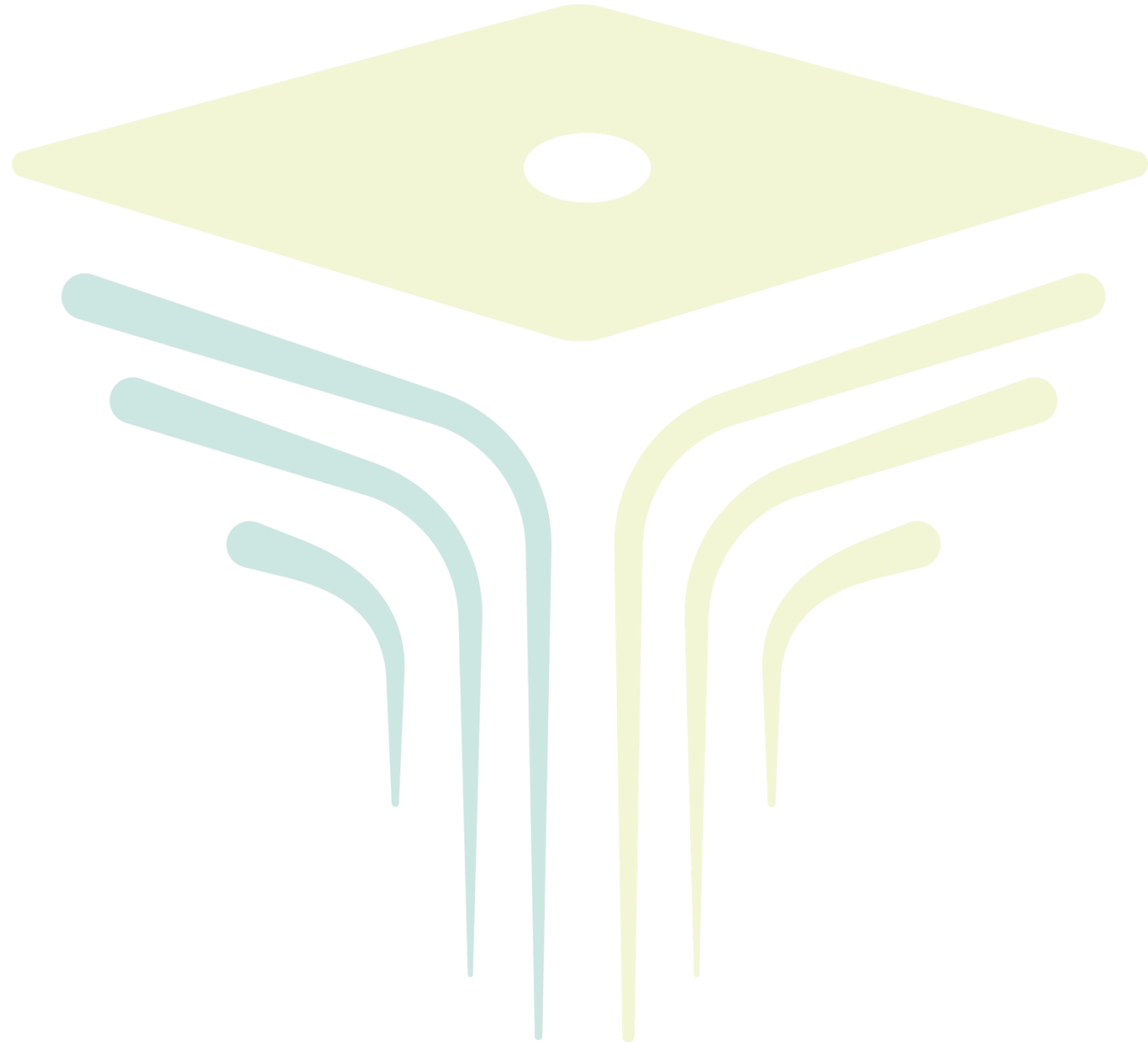


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Executive summary & context

Executive summary: PBSA strategic plan

Purpose Built Schools Atlanta (PBSA) is a nonprofit that operates a feeder pattern of 4 public schools in APS (making us “partner schools”), each among the lowest-performing, lowest-income schools in GA

PBSA has been a startup focused on growth, adding 4 schools and 1,600+ students in the first 3 years, building on a model with its roots in Drew Charter School and the broader East Lake revitalization effort

Now in its 5th year (SY20-21), PBSA is transitioning from a startup mindset to spotlight organizational sustainability, and specifically refining its operating model to improve, achieve, and sustain excellent student outcomes in a traditional public school setting and in light of the unique challenges faced by families in our community

The purpose of this strategic planning process has been primarily to provide direction to the organization in achieving that improvement and sustainability over the next 3-5 years, and notably so with an imperative to emerge from the COVID-19 pandemic in a stronger position

PBSA has an opportunity over the next 3-5 years to build on its early successes, including academic and attendance gains and reductions in suspensions and transiency, while knowing the path to sustained academic excellence takes time and continuous improvement

Analysis of input from myriad sources and stakeholders informed a new mission and vision for PBSA with accompanying goals and metrics as well as the development of a set of 3-year priorities and an internal implementation plan for making progress against them

Key messages: PBSA strategic plan

- We are transitioning from a startup mindset to spotlight organizational sustainability, refining our operating model to sustain excellent student outcomes
- We refocused our mission and vision to more closely align with our work and our beliefs, and set goals and metrics to measure ourselves beyond standardized tests
- We highlighted our commitment to equity and racial justice
- We codified the PBSA model and its four strategic pillars and four foundations
- We planned to build on our successes to date and how to continue to improve, because we know success takes years of sustained effort
- We developed a set of organizational priorities to guide us for the next 3-5 years and an internal implementation plan with annual milestones
- We had broad engagement and gathered lots of feedback as part of the process

Objectives & purpose in strategic planning

- 1 Define our mission; articulate who we are internally and externally
- 2 Define success, set long-term goals, and track progress
- 3 Be clear about how we will achieve success – our theory of action
- 4 Facilitate ongoing annual reflection and set priorities
- 5 Create alignment and buy-in across the organization



Strategic plan covers five main areas

Mission, vision, & success

- Where do we want to be in 5-10 years? What do we want to see for our students and our community?
- How will we know we've gotten there? What metrics?

PBSA model

- What are the core parts of our model? What are the non-negotiables? What makes us different?
- What foundations do we need in place for our model to work?

Assessment

- Where are we now? Where is PBSA strong today, and where do we need to improve?

Priorities

- Based on where we are, what do we need to focus on, near- and long-term, to meet our goals?

Path forward

- How do we execute on our priorities? Who is responsible for what, by when?

PBSA identity and assessment of current state inform priorities, path forward

Inputs

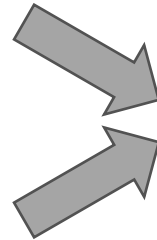
Who we are (our identity)

- Mission, vision, and values
- Success & goals
- PBSA model

Assessment

Where we are

- Current organizational & external context
- Analysis of data & input
- Assessment of strengths & areas for development (relative to model)



Priorities

What do we need to do?

- What do we need to focus on to meet our goals?
- What are the gaps between where we are and where we want to be?
- What are the most critical things we must do well (and better) to succeed?

Path forward

How do we do it?

- Year-by-year milestones
- Implementation plans with owners and timelines
- Ongoing evaluation of progress and continuous improvement



Strategic plan development proceeded in three iterative phases

Gather data & stakeholder input

Conduct interviews / focus groups with internal & external stakeholder groups (e.g., board, staff, partners, caregivers, community members)

Analyze org-wide data (e.g., enrollment trends, academic performance, budget)

Iteratively draft strategic plan as input gathered

Socialize draft plan

Complete draft of strategic plan elements

Gather input on draft in variety of forums, e.g.,

- Open house / office hours
- School / community meetings
- Board meetings

Finalize plan

Finalize strategic plan based on input on draft

Board approves strategic plan

Input gathered from many sources



Interviews

- Staff (leadership team, cluster staff, deans)
- Board
- External stakeholders (partners, APS / DOE, other observers / experts)



Focus groups & other engagement

- Staff focus groups
- Caregiver focus groups
- Community focus groups
- Board training workshop
- GO Team meetings
- Structured observations (e.g., PLCs)



Survey & perception data

- Periodic caregiver & student surveys
- Staff talent pulse surveys
- Staff culture survey



Student & family data

- Achievement & growth on formative & summative assessments
- Attendance
- Suspensions
- Transiency
- Parent-teacher conference attendance
- College & career readiness



Other organizational data

- Process / output data (e.g., coaching frequency, partner program usage)
- Student enrollment & retention
- Teacher performance & retention
- Budget & staffing



Mission, vision, & success

Mission and vision informed by broad stakeholder input

Vision

Where do we want to go? Where do we want to be in 5–10 years?

We graduate empowered change agents who create positive, long-lasting impact in their communities.

Mission

What do we do, and how do we do it?

We cultivate students' skills and agency in pursuit of their unlimited potential.

We do this through authentic and culturally relevant project-based instruction alongside enrichment, a safe and positive climate and culture, and student and family supports.

Breaking down our vision

We recognize that our day-to-day work with students ends at graduation – but we want our impact on them to extend beyond

We don't hold the ability to grant power to our students, but, as our mission states, our model results in **cultivating the agency our students have**, leading to empowerment

We see evidence every day that our society is imperfect, and success to us means **equipping our students to help make their world a better place**

We graduate **empowered change agents** who create **positive, long-lasting impact** in their **communities**.

Change agents, by definition, have an impact; we want our students' impact to be **meaningful and sustainable**

While we recognize the importance citizenry in an increasingly global world, our model is built on the importance of local communities in our students' lives, and we want them to be **invested in their communities**

Breaking down our mission

Our students **come to us with SO MUCH** – talents, strengths of character, life experiences. Our role is just to mold, to coach, to nurture – **to cultivate and grow**

Our model is designed to **elevate student voice**, recognizing the capacity for **power and influence** our students have

We recognize that a core element of schooling is **imparting skills and knowledge**, including literacy and math – but we don't stop there

We **cultivate** students' **skills** and **agency** in pursuit of their **unlimited potential**.

Our first core value states: Our students come to us with unlimited potential, and **we are committed to helping them unlock that potential**

PBSA core values expand on themes in mission and vision

- **We believe in our students:** Our students come to us with **unlimited potential**, and we are committed to helping them unlock that potential
- **We are committed to equity and racial justice:** We work to **disrupt false narratives** about how economically disadvantaged children and children of color learn
- **We engage the whole child:** We believe in a **holistic approach**, with enrichment opportunities, social-emotional learning, and wraparound supports alongside relevant and authentic project-based instruction
- **We recognize the interconnection of schools and neighborhoods:** We believe great schools bring their work to life in contributing to safe, stable, vibrant, and **empowered communities**, transforming without transplanting
- **We build bridges to the community:** We believe that our schools and communities are stronger together, and we build bridges to **parents, students, and stakeholders**
- **We get things done, well:** We believe that success requires getting things done, and we value **doing things with excellence**
- **We value our people:** We believe our schools should be **great places to work**; we invest in the personal and professional development of our people and in building a diverse, inclusive, and supportive culture





Student growth is our north star metric

We believe that **every student can demonstrate growth**

We recognize the pernicious **effects of poverty** on student achievement

Our schools are starting from a point in the **bottom 5% of the state** in terms of proficiency, and we know **it will take time** to improve

We believe that **growth today is the path** to proficiency and closing gaps long-term

We use multiple metrics for a holistic view of student growth



Academic growth & engagement with coursework beyond just grades and test scores



College & career post-graduate outcomes from college application or career placement to longer-term persistence and engagement

Social-emotional learning outcomes such as collaboration, self-awareness, and growth mindset



Enrichment & extracurricular skill-building including STEM & arts programs



Student voice amplified through participatory, authentic, and culturally relevant projects



We are measuring academic growth consistent with the state's CCRPI framework

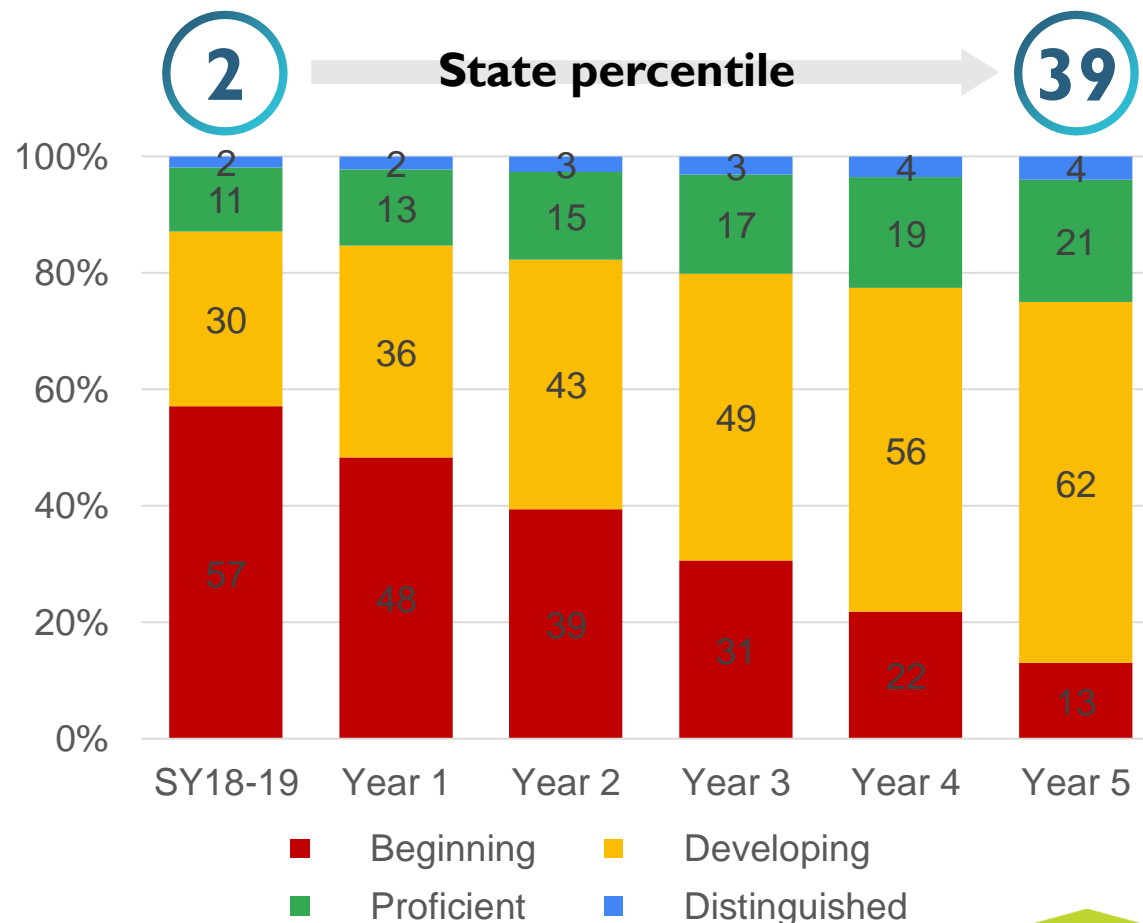
We have defined “growth” as a metric in terms of moving students from one Milestones achievement band to the next

While we will always use multiple measures, this is consistent with the state's CCRPI “closing gaps” measure

This measure is fairly easy to understand and easily translated into individual classroom and student goals

Meeting a 10% goal each year for 5 years would take us from the 2nd percentile in achievement to the 39th percentile

Example: Price ELA, 10% annual goal



Note: While this “closing gaps” metric doesn’t necessarily reflect the growth of each individual student, we will always use multiple metrics, and others (such as growth percentile) do capture individual student growth





PBSA model

Two components to how we talk about the PBSA model and strategy

Strategic pillars

- Categories and actions under PBSA control that directly impact intermediate & long-term student & family outcomes
- A set of actions that collectively differentiate us
- Might also be called a “theory of action”
- Examples: project-based instruction, climate & culture

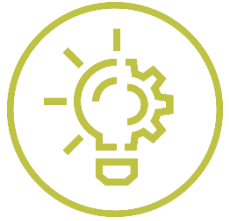
Foundations

- Elements that don't necessarily have a first-order impact on students and families, but that are critical to our ability to successfully execute on our strategic pillars
- Elements that underpin and enable our strategic pillars
- Examples: strategic partnerships, talent management

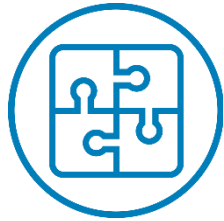
PBSA model



Strategic pillars of the PBSA model



We engage students through **authentic and culturally relevant project-based instruction** honed through continuous feedback and reflection



We go beyond instruction and provide opportunities that **develop the whole child** through enrichment, early learning, and college & career readiness



We cultivate a **safe and positive climate & culture** through social-emotional learning, trauma-informed practices, and restorative justice



We engage outside the school walls to **support students and families** with holistic wraparound services

Four foundations underpin our strategic pillars



Strategic partnerships that collaboratively expand our capabilities and our offerings for our students



Strong **talent management** processes to empower and develop our teachers, leaders, and staff



Financial and operational excellence to ensure adequate facilities, resources, and operational systems to support our model



An **organizational culture** that supports our staff, facilitates data-driven decision-making, and allows us to continuously improve

Our model cultivates students' skills and agency on their path to graduation as empowered change agents



We believe in starting early

Project-based learning elevates student voice and hones skills through real-world problem solving, while integrating academic content. Our 5th graders developed a plan to keep their schools safe from communicable diseases



...and explore self-expression through the arts

The project-based approach continues in high school, as students tackle increasingly complex problems like our 9th graders did, analyzing urban development along the Beltline in their neighborhood

Our students become change agents, creating positive, long-lasting change in their communities



Students build positive relationships with each other and adults from day 1

Students learn by doing in robotics...

A bevy of programs and services support our families, keeping them in their homes and in their schools

Getting ready for what's next, students take courses in cybersecurity with our local college or get ready for a job in supply chain mgmt.



- Project-based instruction
- Whole child development
- Positive climate & culture
- Student & family support

Partnerships help us to significantly expand what we can do beyond that of a typical public school

Our model is founded on partnership



Caregivers & community stakeholders



Partners expand what we can offer to our families



Our model is designed to build on the inherent strengths of our communities while addressing specific needs many share

Many students and families face out-of-school challenges...

- **Transiency** and housing instability
- **Housing quality** and overcrowded conditions
- Fewer **secure adult relationships**
- Limited access to **affordable and healthy food**
- **Lack of positive experiences** outside school
- **Physical health** and wellness
- **Trauma** and mental health issues

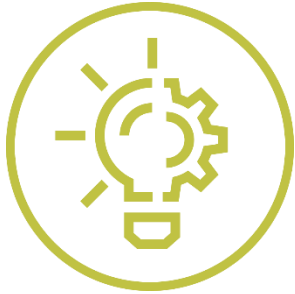
...which can hinder academic success...

- **Very large learning gaps;** academic achievement at the lowest end of the spectrum
- **Academic disengagement** driven by a lack of engaging and culturally relevant instruction
- **Limited exposure to opportunities** both in and out of school
- **A dearth of quality early learning** options

...and materially impact our PBSA community

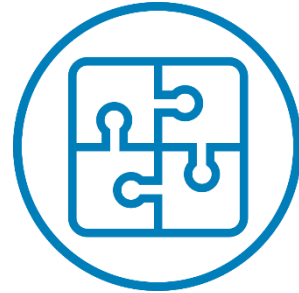
- **Parents:** often harder to engage consistently with their child's school; schools have not always welcomed engagement
- **Students:** daily trauma can impact learning, lead to behavioral issues and a culture of punitive suspensions
- **Teachers:** take on burden of closing large learning gaps and supporting students in facing trauma

Detail on strategic pillars



Project-based instruction

- Project-based learning
- Science, tech, engineering, arts & math model (STEAM)
- K-12 continuum
- Early literacy focus
- Early, tiered interventions
- Strong curricular resources & assessments
- Coaching
- Data-driven instruction
- Aligned professional development
- Collaborative planning & PLCs



Whole child development

- Enrichment opportunities
- PreK & early learning
- College & career readiness
- Extracurricular activities
- Out-of-school programs (after-school & summer)



Positive climate & culture

- Social-emotional learning
- Trauma-informed training & practices
- Restorative justice practices

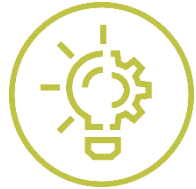


Student & family support

- Parent & caregiver engagement & education
- Mental & physical wellness
- Housing supports
- Food self-sufficiency
- Other wraparound services

Our model directly influences outcomes that lead to long-term student growth

PBSA model



Project-based instruction



Whole child development



Positive climate & culture



Student & family support



Outputs

- Coaching effectiveness
- STEAM enrollment
- Intervention effectiveness
- Relevant & engaging PBL coursework
- Enrollment & participation in enrichment & extracurriculars
- PreK retention
- College applications
- SEL outcomes
- Students feel valued & supported
- Improved mental health
- Secure adult relationships
- Housing stability
- Food self-sufficiency
- In-home learning

Intermediate indicators

- Teacher effectiveness
- Academic growth on interim, formative assessments
- Decreased dropouts
- Kindergarten readiness
- Increased college attendance & persistence
- Employment persistence
- Decreased suspensions
- Decreased disciplinary incidents
- Increased attendance
- Decreased transiency
- Increased parent engagement

Long-term impact

Student growth

Student achievement

- Grad rate
- Proficiency
- State rank

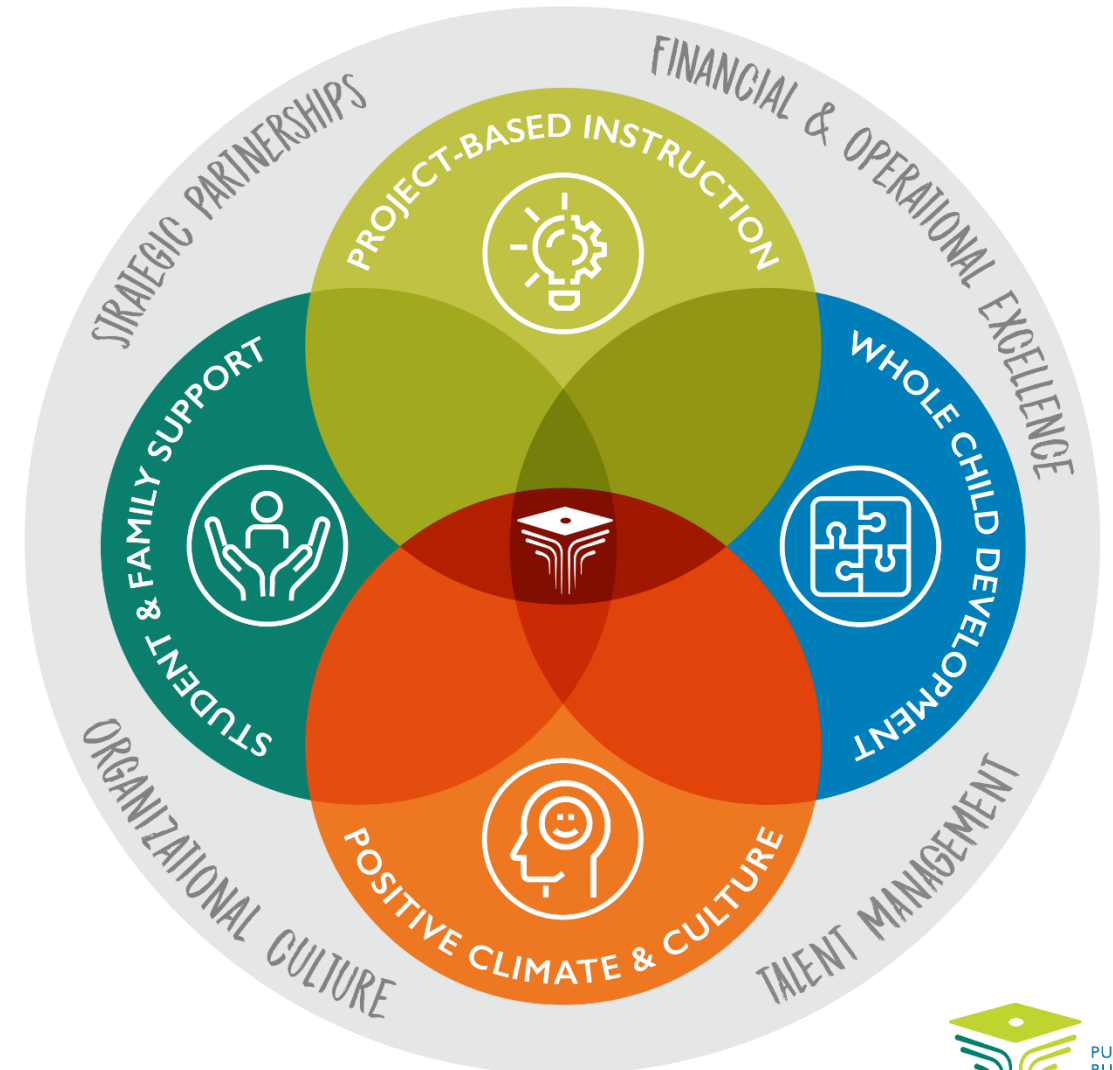
PBSA model: summary of components

Vision & mission

Vision: We graduate empowered change agents who create positive, long-lasting impact in their communities.

Mission: We cultivate students' skills and agency in pursuit of their unlimited potential.

PBSA model





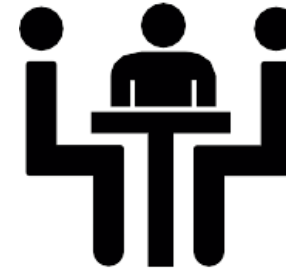
Assessment

Recall: Stakeholder input and data analysis informed assessment

Stakeholder input



Interviews



Focus groups & other engagement

Data analysis



Student & family data



Survey & perception data



Other organizational data

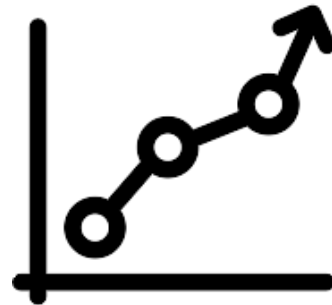
Overall themes: Core strengths to build on & preserve



Commitment to mission

Illustrative examples:

- Alignment on core elements of model and importance thereof



Positive trajectory

Illustrative examples:

- Starting academic systems work



Effective collaboration

Illustrative examples:

- Student culture initiative



Desire to persevere

Illustrative examples:

- Commitment to sustaining critical initiatives, pushing further over time

Overall themes: Concerns & areas to continue developing



Assessing effectiveness and prioritization of our programs and practices

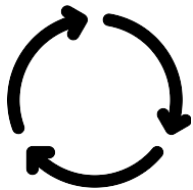
Illustrative examples:

- Do we need to invest more in [intervention, PBL, etc.]?
- How far do our community engagement / student & family support efforts extend?



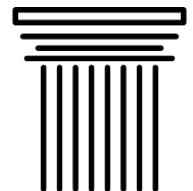
Continuing to build enabling systems and institutionalize processes

- Institutionalizing PBSA-wide academic and operational systems (e.g., coaching, onboarding)
- Establishing clarity of roles & responsibilities



Becoming a learning organization; working in a continuous improvement mindset

- Building in regular step-backs
- Data-driven decision-making
- Culture of learning and growth at all levels



Refining our culture and collaboration

- Inclusive decision-making processes
- Breaking down “departmental” silos
- PBSA-wide shared culture

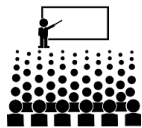
Strong leading indicators of academic progress to date



Growth: 3 out of 4 PBSA schools have increased achievement more than 93% of all schools in GA, as measured by the percentage of students in “Developing” and above on Milestones



Suspensions: Decreased OSS rate by ~10% in SY20, with a two-year decrease of ~40%; the percentage of students with no suspensions in SY20 increased by 5.5ppts to 89%



Attendance: Increased ADA by 1.25ppts over last two years

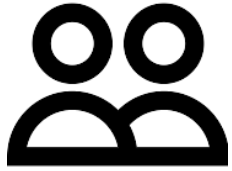


Engagement: Using each school’s baseline year, caregiver attendance at conferences has increased by 17%



Transiency: Reduced transiency rates by 20% over four years

Key elements of organizational sustainability remain a focus going forward



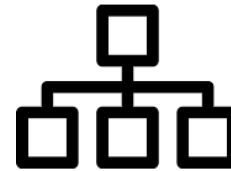
We are partner schools, and our first partnership is with APS. A **strong relationship** with staff leadership and board members helps us both succeed



We must continue to **develop and retain** our talented staff as we succession plan for the future



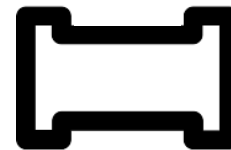
We plan for **financial sustainability**, including a balanced operational budget with healthy reserves, responsible spending of public funds, ongoing fundraising, & future enrollment growth



As we grow, we will continue to refine our **organizational and board structure** to ensure we are effective

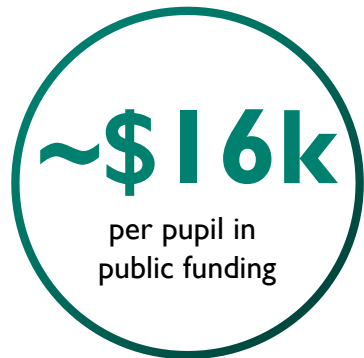


We can serve only with the **support of our caregivers & community**, the bedrock on which we operate

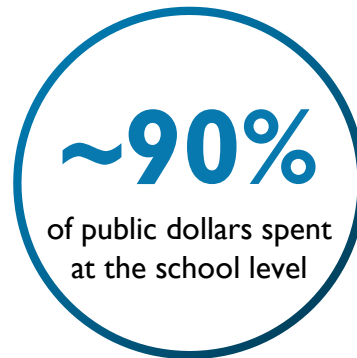


We can leveraging our cluster / feeder structure and the **full PK-12 pipeline** in how we operate and teach

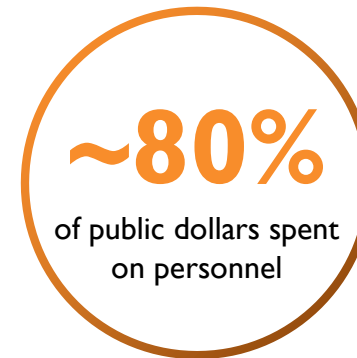
PBSA maintains a sustainable financial position



PBSA is funded identically to other APS priority schools



We invest our dollars closest to students, at the school level, with low central office costs



We spend disproportionately on our most important asset – our people



We fundraise for extra programs not typically covered with public funding

Staff: key themes

- When we really invest in something, we do it well (example: trauma-informed practices)
- Like the core values, and want to see us resource them and hold ourselves accountable – especially the equity value
- Not yet at gold standard PBL implementation – still work to do around PD, developing curricular resources
- Recognize the importance of student & family supports and parent engagement, addressing the out-of-classroom challenges
- Opportunity to differentiate teacher support; eager for more PD & learning opportunities

Caregivers: key themes

- Student & family supports widely recognized as highly important; lauded for partnerships and trauma-informed practices
- PBL seen as a strong element, as well as enrichment programs
- Safety (both in school and in the community) is a huge priority
- Interested in training around technology and how to support students academically
- Opportunity to improve communication and customer service mindset
- Want true partnership with caregivers; examples include individualized learning plans for students and PALS program

Community members: key themes

- PBSA schools known for wraparound services...
- ...but have a perceived academic weakness as a result, and a sense that schools are designed for students who are behind
- Longstanding belief in community that if you have access and ability, you get your kids into a charter school
- Strong interest in support for keeping families in place
- Interested in being more involved with our schools, but don't know how to do it (“it has felt like a fortress”) – can PBL be a tie-in?
- Would love more involvement and co-engagement from PBSA on community issues



Priorities

Recall: Priorities informed by assessment, PBSA identity & model

Inputs

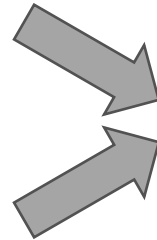
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Path forward

How do we do it?

- Year-by-year milestones
- Implementation plans with owners and timelines
- Ongoing evaluation of progress and continuous improvement



Focus areas of our 3-year priorities



Project-based instruction

1. Academic systems
2. Rigorous, culturally relevant PBL curriculum
3. PLCs
4. Balanced literacy
5. Mathematical self-awareness
6. Small group intervention
7. Instructional tech
8. Continuous innovation



Whole child development

1. College and career readiness
2. Birth to PreK early learning
3. Signature enrichment programs
4. Co- and extracurricular activities



Positive climate & culture

1. Social-emotional learning
2. Trauma-informed practices
3. Restorative justice practices



Student & family support

1. Parent and caregiver engagement
2. Tiered support structure
3. Housing stability
4. Community-school connection



Strategic partnerships

1. Partnership approach
2. Local community partnerships
3. External communication



Talent management

1. Aligned people systems
2. Personal and professional development
3. Recruitment pipeline



Financial & operational excellence

1. Technological systems
2. Student recruitment
3. Balanced budget
4. Philanthropic funding
5. NMTC transaction



Organizational culture

1. Practices and norms
2. Data-driven decision-making
3. Equity

Full 3-year priorities: strategic pillars (1/2)



Project-based instruction

1. We have aligned, integrated, and effective academic systems that underpin everything we do instructionally.
2. We annually execute our rigorous, culturally relevant PBL curriculum across K-12 with units that are fully planned and designed by teachers before the academic year begins.
3. A system of regular PLCs are embedded into each school's yearly PD calendar as standard operating procedure and serve as a mechanism for continuous feedback and reflection.
4. We create a culture of reading through a balanced literacy approach and a set of research-based literacy initiatives that produce self-motivated and independent readers at every grade level.
5. We develop efficient problem solvers and critical thinkers through creating numeracy-rich schools that focus on building students' mathematical self-awareness.
6. We implement a set of small group intervention programs that monitor and accelerate student growth.
7. We fully embed instructional technology into our model to prepare students to be 21st century learners.
8. We build structures and processes to continually innovate our instructional model to the benefit of students.



Whole child development

1. Through a comprehensive and effective college and career readiness program, every student develops an individualized plan and graduates with college credits, an industry credential, and/or a job.
2. We have a birth to PreK solution serving up to 400 children in the PBSA cluster.
3. We have 5 high-performing, signature STEAM-related enrichment programs fully implemented PK-12 which dramatically highlight our commitment to creating opportunities for our students.
4. Each student participates in at least one meaningful co- or extracurricular activity as part of a full scope and sequence of extra- and co-curricular activities with an underlying set of standards and competencies learned.

Full 3-year priorities: strategic pillars (2/2)



Positive climate & culture

1. We have a holistic, comprehensive, and high-functioning social-emotional learning program according to the four-part CASEL framework.
2. We develop and implement a comprehensive trauma-informed program at each school that includes maximizing key community partnerships.
3. Restorative justice practices grounded in equity, compassion, and high expectations are the basis for all student discipline, and all staff are fully trained in restorative justice principles.



Student & family support

1. We create an expectation of parent and caregiver engagement that results in strong participation in school-based activities and is facilitated by effective and practical educational and learning classes for parents.
2. We support our families through a tiered support structure with a particular focus on food self-sufficiency.
3. Through partnerships, we help create 600 units of new or refurbished affordable housing and support broader housing stability.
4. We spur stronger community-school connection through targeted engagement offerings and local community activities that promote school, partner, and family interactions.

Full 3-year priorities: foundations



Strategic partnerships

1. We perfect a partnership approach to our work, identifying the primary needs of our families and students and recruiting strong partners to address those needs.
2. We maximize partnerships in our local community as the foundation for our engagement and organizing efforts.
3. We communicate effectively with external partners and supporters to tell the PBSA story.



Financial & operational excellence

1. We have aligned and coherent technological systems that support our instruction and other operations.
2. We have effective practices of student recruitment that results in sustainable levels of enrollment at each school.
3. We produce a balanced budget for each school year that includes at least 3% set aside for reserves.
4. We raise \$3 million annually in philanthropic funding for our family support and enrichment programs.
5. We close a New Market Tax Credit transaction to fully pay off our existing loans.



Talent management

1. Our people systems are fully aligned under a common framework and set of goals, from hiring and onboarding to compensation and benefits to development and retention.
2. We have a holistic framework and set of programs for personal and professional development for all staff, creating meaningful opportunities for staff to grow in their current roles and into future roles, with a particular focus on supporting teacher quality and instructional growth.
3. We have a strong and deep teacher and staff recruitment pipeline that allows us to seamlessly fill annual openings.



Organizational culture

1. We act out a set of organizational practices and norms that make up a distinctive PBSA culture and represent our core values
2. We have the technical and management infrastructure to facilitate data-driven decision-making and continuous improvement and learning
3. We have a deep focus on equity in all parts of the organization

Our 1-year milestones, in shorthand



Project-based instruction

- Academic systems year 2
- Academic systems dashboard
- PBL capacity building & PL
- Curriculum task force
- PLCs
- Balanced literacy continuity
- Math fluency
- Small group intervention
- Instructional tech
- Innovation



Whole child development

- Carver college & career readiness plan
- CCR / extracurricular scope & sequence
- Extracurricular database
- Enrichment expansion
- Early learning center
- PreK connection



Positive climate & culture

- Climate & culture framework
- Cluster-wide & school-specific priorities
- Cultural leadership teams
- Restorative justice practices & training
- Refine SEL practices
- CHRIS 180 partnership
- Mindful Life Project



Student & family support

- CEP transition
- Five-year strategy & fundraising
- Parent engagement principles
- Student & family support codification
- Food co-ops & urban farm
- Community-school connection
- Attendance
- Affordable housing



Strategic partnerships

- Transition partner ownership
- Partner framework
- Partner recruitment
- External communications



Talent management

- People framework
- Personal & professional development
- PLCs
- Principal development
- Succession plan
- Recruitment pipeline



Financial & operational excellence

- Fundraising strategy
- Resource allocation
- Student recruitment, enrollment, & retention



Organizational culture

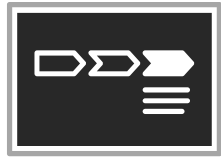
- Equity policy & initiatives
- PBSA culture & core values
- Data infrastructure
- Data analysis
- Continuous improvement



Path forward

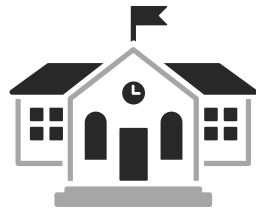
Focus areas for implementation planning

Project management



System for organizing and ensuring progress against identified priorities and milestones

School-level plans



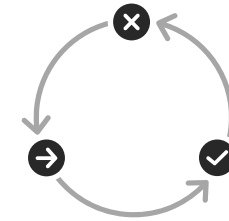
School-level priorities and action plans that align with the overall organization's goals (plus APS, DOE, etc.)

Socialization



Tactics for sharing the strategic plan with staff & stakeholders and operationalizing our work

Continuous improvement

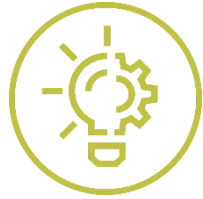


Ongoing tracking and measurement that informs reflection on our work and our path forward

We are adopting a continuous improvement mentality



Top-line metrics for strategic pillars



Project-based instruction



- Academic growth
- Teacher effectiveness
- Academic achievement
- Academic systems



Whole child development



- Kindergarten readiness
- Dropout rate
- College attendance & persistence
- Employment persistence



Positive climate & culture



- Suspensions
- Disciplinary incidents



Student & family support



- Parent engagement
- Transiency
- Attendance

Top-line metrics for foundations



Strategic partnerships



- Attendance
- Extracurricular enrollment
- Transiency



Talent management



- Teacher tenure
- Teacher retention
- Talent pipeline
- Quality of teaching



Financial & operational excellence



- Student enrollment & retention
- Progress to a balanced budget



Organizational culture



- Equity assessment
- Staff satisfaction (NPS)
- Staff identification with PBSA

Conclusion & next steps

- Adoption by PBSA board in February
- Share finalized plan with staff & community stakeholders
- Continue with implementation planning to make progress toward 3-year priorities
- Provide ongoing engagement opportunities for PBSA staff and stakeholders on plan implementation



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