

| Northside Elementary School 2022-23 |  |   |   |   |   |  |
|-------------------------------------|--|---|---|---|---|--|
| Culture of Educational Excellence   |  |   |   |   |   |  |
| Scorecard Domain                    | Initiative   | Measure:  | Baseline  | Goal  | Mid-year  | End-of-year  |
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| Experiences                         | Implement Rigorous and Coherent Teaching and Learning by:<br><br>Plan for universal, supplemental and intensive instruction using universal academic screener and other assessment data as Professional Learning Communities (fixed) | Process: Evidence of PLC notes that include universal academic screener and other assessment data (K-5) to plan for universal, supplemental and intensive instruction in literacy and math.   | <a href="#">Professional Learning Team (PLT) Agendas</a><br><br><a href="#">PLT Self- Assessments</a>   | Each Team Increases At Least One Area of Their Self-Assessment by One Proficiency Rank by Spring 2023   | <a href="#">PLT Mid-Year Self-Assessments on 1/25/23</a><br><br><a href="#">NS PLT Goals</a>  | <a href="#">End of Year Self-Assessments</a><br><br><a href="#">NS PLT Strategies &amp; Goals</a>  |
|                                     |  | Outcome: % on level 3rd grade reading (CBMreading) and math (aMath) end-of-year Fastbridge assessment<br><br><a href="#">Academic Goal Setting Chart</a>  | Reading: 46.7%<br>Math: 42.4%   | Reading: 56%<br>Math: 51%   | Reading: 47.5%<br>Math: 46.6%   | Reading: 47.5% (+0.8%)<br>Math: 47.5% (+5.1%)  |
| Environment                         | Implement a Culture of Care by:<br><br>Consistency in documentation of behavioral errors and use of data to inform building-wide proactive instructional practices (fixed)   | Infinite Campus behavioral management report  | Behavioral errors are entered in IC   | All schools enter the defined major behaviors in Infinite Campus consistently   | Major behavior errors continue to be entered in IC  | Major behaviors were entered into IC   |
|                                     |  | Outcome: % increase on identified SEL standards measured by climate/culture survey data from fall to spring<br><br><a href="#">Student SEL Survey - Fall 2022</a><br><a href="#">Student SEL Survey - Winter 2022</a><br><br><a href="#">SEL Goal Setting Chart</a> | 78.6% of 3rd-5th grade students reported that they "definitely" or "sort of" share their feelings respectfully  | 82.6% of 3rd-5th grade students reported that they "definitely" or "sort of" share their feelings respectfully  | 83.2% of 3rd-5th grade students reported that they "definitely" or "sort of" share their feelings respectfully  | 81.4% of 3rd-5th grade students reported that they "definitely" or "sort of" share their feelings respectfully   |
|                                     |  | Process: Evidence of completion of Pre/Post Assessment Reflection for at least 1 section in each PLC; <a href="#">RC Assessment Tool for Teachers</a><br><br>*Chosen Themes: <a href="#">Engaging Academics</a> & Small Group Instruction                           | <a href="#">Engaging Academics Baseline Results</a><br><br>*Baseline completed in late November so they are doubling as mid-year results                            | Completion of Pre/Post Assessment and Evidence of capacity building & impact on students<br><br><a href="#">Staff Meetings</a><br><a href="#">PLT Agendas</a>                           | <a href="#">Engaging Academics Baseline Results</a><br><br>*Self-assessment completed on 6/8<br><br>*Self-assessment completed on 11/30 & related capacity building occurred in December-February.  | 86.5% of NS staff are now feeling accomplished in their ability to provide small group literacy instruction to students. That's a 28.3% increase from the pre-assessment.  |
| Equity                              | Implement Disrupting Inequities by:<br><a href="#">Race and Equity Team Problem of Practice and Goal 2022-2023</a>   | Evidence of planning and delivery of Responsive Classroom strategies based on the <a href="#">RC Assessment Tool for Teachers</a>   | <a href="#">Beginning of Year SEL Checklist</a><br><br>Fall <a href="#">SEL Walkthrough Feedback</a> on The Nighthawk Way<br><br>*Celebrations & Reminders sections | Completion of the Walkthrough and related Feedback<br><br><a href="#">Staff Meetings - 12/14, 12/15</a><br>*Capacity Building<br><br><a href="#">PLT Agendas</a><br>*Impact on Students | <a href="#">12/14 Staff PD</a> - learning about offering choice, student reflection and small group instruction<br><br><a href="#">Exit Ticket of Strategies That Will Be Implemented</a><br><br><a href="#">1/11 &amp; 1/12 Staff PD</a> - small group instruction<br><br><a href="#">Exit Ticket of Next Steps for Teachers</a> | <a href="#">SEL PD</a> - Knowing your readers deeply<br><br>Instructional Coaching & mentoring focused on small group instruction<br><br>Circle Protocol/Identity Learning on 4/26 & 5/10<br><br>*Identity Resolving Schemes<br><br>Welcoming Schools Training on 4/26 - Creating Gender Inclusive Schools<br><br>*Identity Resolving Schemes<br><br>informed training |
|                                     |  | Evidence of site specific POP aligned to site scorecard, site SAIL plan, and data metric that isolates race.<br><br><a href="#">Goal Setting &amp; Monitoring Guidance</a>  | aReading (2nd-5th) - average of 25% gap between students of color & white students who test proficient  | aReading (2nd-5th) - the average for students of color testing proficient will increase from 28% in the fall to 37% in the spring   | aReading (2nd-5th) - 31.9% of students of color in 2nd-5th grade are currently testing at proficient (i.e. 4 students changed their proficiency rating)   | aReading (2nd-5th) - 31% of students of color in 2nd-5th grade are currently testing at proficient<br><br>*Students of color testing in "most at risk" dropped from 44.7% in the fall to 36% in the spring   |
| Instructional Framework             | All schools will implement Year 1 expectations of instructional framework practice profiles  | Evidence within site based 100-Day Plans  | <a href="#">NS 100 Day Plans</a>  | Complete action steps in 100 Day Plans  | <a href="#">NS 100 Day Plan</a><br>*Nov. 2022-March 2023  | <a href="#">NS 100 Day Plan</a><br>*March-June 2023  |
| Exceptional and Diverse Staff       |  |   |   |   |   |  |
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| Exceptional staff                       | <p>Create an environment of engagement and acknowledgement for employees by:</p> <p>Execution of <a href="#">Stay Interviews</a> with School based initiatives based on stay interview data from previous year (fixed)</p> <p>Supervisors conduct stay interviews with at least one employee in each of the employee groups they supervise or 4 total employee interviews by February 15 if a supervisor does not supervise all 4 employee groups.</p> <p>Link to Description of School Based Initiative 1:1 Rounding with each staff member 3x/year <a href="#">Rounding Themes 2022-23</a></p> | <p>School Perceptions Staff Survey results surrounding the question:<br/>"All things considered the district is a good place to work."</p>   | <p>2021-22 Survey Data:</p> <p>76% of employees agreed to the statement "All things considered the district is a good place to work."</p>  | <p>Increase the percentage of employees agreeing to the statement "All things considered the district is a good place to work." by 3.8%</p> <p><a href="#">Stay Interview Process Document</a></p>                       | <p>Stay Interviews Completed "conducted by Jillian Block &amp; Stacey Starke"</p> <p>Mid-Year Rounding Themes "coming in February"</p>  | <p>End-of-Year Rounding Themes</p> <p>93.5% of employees agreed to the statement "All things considered the district is a good place to work."</p>         |
| Communication and Community Engagement  |  |  |  |  |   |  |
| Scorecard Domain                        | Initiative   | Measure:   | Baseline   | Goal   | Mid-year  | End-of-year  |
| Communications and Community Engagement | <a href="#">Execution of the School Communication Playbook (fixed)</a>   | <p>Outcome:<br/>SP Survey Question: "I am satisfied with the communication that comes from the school."</p> <p>Fall: <a href="#">Google Form Survey</a></p> <p>Spring: <a href="#">Google Form Survey</a></p>  | <p><a href="#">Baseline Results</a></p> <p>58 responders:<br/>4 - 75.9% (44)<br/>3 - 18.97% (11)<br/>2 - 5.17% (3)<br/>1 - 0%</p> <p><a href="#">Communication w/ Families Baseline</a><br/>*Nov. 2022</p>   | <p>Get baseline data, measure again in spring to determine satisfaction of communication and effectiveness of the Site Communication Playbook.</p>   | <p>Mid-Year Survey Results: 58 people took the communication satisfaction survey with a 94.8% satisfaction rate</p> <p>NS Communication Themes</p>  | <p>Of the 53 people that took the survey, 94.3% of families reported being satisfied with communication from Northside</p>                                 |
|   |  | <p>Process: Execution of the School Communication Playbook</p>   | <p><a href="#">Rounding Form</a></p> <p>will be the tool that we will use when Patti rounds with each Principal in November/ December</p>  | <p>Complete actions steps in Communication Playbook - use the checklist and rounding form for guidance.</p>  | <p>NS Communication Rounding Form</p>   | <p>I need to post more "glimpses into classrooms" in the future on the FB page, but other than that, the goals of the communications playbook were met</p> |
|   | <a href="#">Collaborative Development of a Family Engagement Plan (Elementary, Secondary) with Diverse Caregiver Parent Voice (flexed)</a>   | <p>SP Survey Question: "I feel I belong as a part of the school community."</p> <p><a href="#">Northside Family Engagement Plan</a></p>  | <p>2021-22: 27% strongly agree and 56% agree (83% total)</p>   | <p>Spring 2023:<br/>87% will agree or strongly agree</p>   | <p>Mid-Year Survey Results: 54 people took the survey with a 93.6% satisfaction rate</p>  | <p>Spring 2023: 27.7% strongly agree, 63% agree (80.7% total)<br/>*7.1% disagreed, 1.2% strongly disagreed, 10.8% reported "I don't know"</p>              |
|   | <p>SITE: Sites with a Community School Placement (or future destination):</p> <p>A. Each community school will have a Site Leadership Team that is representative of their school attendance area neighborhoods that will provide community support and strategy for 1-2 focus areas of the school's SAIL plan.</p> <p>B. Each community school site will create a needs and asset map based on qualitative and quantitative inputs</p>  | <p>A. Each site leadership team should have 1-2 representatives from the following groups to ensure representation of the school attendance area neighborhoods: school administration, school staff, students (if age appropriate), family members, community organizations, faith-based organizations, local government</p> <p>B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the 100 Day plan.</p> <p>C. Each community school site will host 4-6 community listening sessions with site stakeholders (students, families, staff, community members) using the Harwood model.<br/>Elementary: December/January<br/>Secondary: March/April</p> <p><a href="#">Notes Doc</a></p> | <p><a href="#">Northside Site Leadership Team Notes</a></p> <p><a href="#">NS SAIL Plans</a></p> <p><a href="#">Site Leadership Team Goal Plan</a></p> <p>Dates:<br/>11/14 - Comm. Schools Site Leadership Team<br/>12/15 - Staff<br/>12/19 - Student Kindness Council<br/>1/10 - SCONES</p> | <p>Team exists with representation from a variety of stakeholders and meets regularly</p> <p>Complete action steps outlined in 100 day plans</p> <p>Three Community Listening Sessions Completed in the 1st Semester</p> | <p><a href="#">Northside Site Leadership Team Notes</a></p> <p><a href="#">Northside Community Schools Goals &amp; Program Tracking</a></p> <p>Session 1 - Site Leadership Team<br/>Session 2 - NS Staff (canceled due to snow day)<br/>Session 3 - Student Kindness Council<br/>Session 4 - SCONES</p> <p>*Documentation</p> | <p><a href="#">Northside Site Leadership Team Notes</a></p> <p><a href="#">History of Impact Paid Parent</a></p>   |
| Facilities and Finance                  |  |  |  |  |   |  |
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