

Creekside Elementary School 2022-23						
Culture of Educational Excellence						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year
Experiences	Implement Rigorous and Coherent Teaching and Learning by: 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 PLT Folder , PRINCIPAL		Staff will report high levels of practice implementation toward their PLT target area identified in Fall 2022 <i>State of Your Learning Team</i>	PLT self assessment (2/8)	PLT notes review
		Outcome: % on level 3rd grade reading and math end-of-year Fastbridge assessment	Reading: 48.4%, Math: 40.3%	Reading: 62% Math: 54%	Reading: 45.2% Math: 48.4%	Reading: 52% Math: 62%
Environment	Implement a Culture of Care by: 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 continue to be entered in IC
		Outcome: % increase on identified SEL standards measured by climate/culture survey data from fall to spring SEL Survey Goal Setting Guide	91% of 3rd to 5th grade (124) students answered favorably ("sort of" or "definitely ") to the question, "I share my feelings respectfully" (with 47.6% responding definitely & 43.5% sort of)	56% of students will respond "definitely"	Optional	38.4% reported definitely
	Responsive Classroom strategies implemented in all elementary classes (fixed)	Process: Evidence of completion of Pre/Post Assessment Reflection for at least 1 section in each PLC; RC Assessment Tool for Teachers	Fall 2022 (beginning of year PBIS/SEL Checklist, Interactive Modeling & Morning Meetings)	Completion of Pre/Post Assessment and Evidence of Implementation in each PLC	November 18 2022 ; developed Morning Meeting walkthrough tool with Guiding Coalition	November 18 2022 ; developed Morning Meeting walkthrough tool with Guiding Coalition
		Evidence of planning and delivery of Responsive Classroom strategies based on the RC Assessment Tool for Teachers	Fall 2022 (beginning of year PBIS/SEL Checklist, Interactive Modeling & Morning Meetings)	Completion of the Walkthrough and related Feedback	1/11 Themes from Walkthroughs	1/11 Themes from Walkthroughs (we did not continuously use the walkthrough tool to identify themes and further coaching/learning)
Equity	Implement Disrupting Inequities by: Race and Equity Team Problem of Practice and Goal 2022-2023	Evidence of site specific POP aligned to site scorecard, site SAIL plan, and data metric that isolates race	POP , PRINCIPAL Revising POP - to be confirmed in December 2022	Use goal setting chart to determine goal	2022-23 Equity Team	Sense of belonging (always/ usually): White students: 66 ->92% Students of color: 78->77%
Instructional Framework	All schools will implement Year 1 expectations of instructional framework practice profiles	Evidence within site based 100-Day Plans	100 Day Plans Fall Winter Spring PRINCIPAL	Complete action steps in 100 Day Plans	100 Day Plans Fall Winter Spring PRINCIPAL	100 Day Plans Fall Winter Spring PRINCIPAL
Exceptional and Diverse Staff						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year
Exceptional staff	Create an environment of engagement and acknowledgement for employees by: Execution of Stay Interviews with School based initiatives based on stay interview data from previous year (fixed) 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. Themes (from rounding)- reviewing themes at SP100 with GC	School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."	2021-22 Survey data 82.2% of employees agreed to the statement "All things considered the district is a good place to work."	Increase the percentage of employees agreeing to the statement "All things considered the district is a good place to work." by 4% Stay Interview Process Document	Themes (from rounding)- reviewing themes at SP100 with GC Stay Interviews Submitted through Google Form	82.9% of employees agreed to the statement "All things considered the district is a good place to work."
Communication and Community Engagement						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year

Communications and Community Engagement	Execution of the School Communication Playbook (fixed)	Outcome: SP Survey Question: "I am satisfied with the communication that comes from the school."	Dipstick to find baseline data - could be a survey question sent to all families or ask at an SCO meeting - flexed for site development.	Get baseline data, measure again in spring to determine satisfaction of communication and effectiveness of the Site Communication Playbook.	Mid-year survey results: 23 responses (3.82/4) (*improvement for sharing/communicating content/what is being learned)	Mid of year survey results (14 responses- 71.5% agree/strongly agree) *continued focus areas: families want to hear more about the learning that is happening across grade levels, AND condense communication as much as possible- we have a plan for this for 2023-24
		Process: Execution of the School Communication Playbook	Rounding Form will be the tool that we will use when Patti rounds with each Principal in November/ December	Complete actions steps in Communication Playbook - use the checklist and rounding form for guidance.	Link your Rounding Form here. This is the summary of your comms rounding and the strategies you will use to ensure family satisfaction	N/A (did not round w/ communications at end of year)
	Collaborative Development of a Family Engagement Plan (Elementary, Secondary) with Diverse Caregiver Parent Voice (flexed)	SP Survey Question: "I feel I belong as a part of the school community."	2021-22: 31% strongly agree and 51% agree	Use goal setting chart to determine goal	Mid-year survey results	48.4% reported they definitely belong
	SITE: Sites with a Community School Placement (or future destination): 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. B. Each community school site will create a needs and asset map based on qualitative and quantitative inputs	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	Creation of Family Engagement Plan	Family Engagement Plan SLT roster and notes 100 Day Plan	SLT roster and notes (team needs further representation)	SLT Agenda with Attendance (team still needs further representation- families, traditionally marginalized voices)
		B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SAIL plan.	Creation of 100 Day Plans PRINCIPAL TBD	Team will be representative of our CS community 100 Day Plan	SLT roster and notes (team needs further representation) 100 Day Plan (attendance taken at Family Nights this year- Equity Team Problem of Practice- increase sense of belonging and connectedness for Black and Brown students)	SLT roster and notes (team still needs further representation) 100 Day Plan (attendance taken at Family Nights this year- Equity Team Problem of Practice- increase sense of belonging and connectedness for Black and Brown students)- need to disaggregate data in the future and have efficient way of doing so
		C. Each community school site will host 4-6 community listening sessions with site stakeholders (students, families, staff, community members) using the Harwood model. Elementary: August/September Secondary: March/April	Process Measure TBD	Creekside Community Conversations	Creekside Community Conversations	Creekside Community Conversations
Facilities and Finance						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year