

Westside 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	WS Instructional Framework Website : Includes links to all PLT Agendas and ASL Documents.	PLTs will continue to analyze student learning and based on that data implement WINN Block as well as Tier 1 Intervention Block	WS Instructional Framework Website : Includes links to all PLT Agendas and ASL Documents. Guiding Coalition Notes : Shows evidence of implementation of Tier 1 Interventions	WS Instructional Framework Website : Includes links to all PLT Agendas and ASL Documents. Guiding Coalition Notes : Shows evidence of implementation of Tier 1 Interventions
		Outcome: % on level 3rd grade reading and math end-of-year Fastbridge assessment	Reading: 55.2% Math: 36.8%	Reading: 61% Math: 43%	Reading: 42.4% Math: 32.8% Fall to Winter Growth	Reading: 44% Math: 39% Fall to Spring
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 Behaviors continue to be entered into IC	Major Behaviors have been entered into IC all year
	Responsive Classroom strategies implemented in all elementary classes (fixed)	Outcome: % increase on identified SEL standards measured by climate/culture survey data from fall to spring SEL Survey Goal Setting Guide Fall School Perceptions Data Winter School Perceptions Data Spring School Perceptions Data WS Restorative Practices Implementation Document	I share my feelings respectfully.	Increase students reporting Definitely/Sort of from 76% to 82%	79% of students in 3rd-5th grade reported Definitely/Sort of on the question, "I share my feelings respectfully."	79% of students in 3rd-5th grade reported Definitely/Sort of on the question, "I share my feelings respectfully."
		Process: Evidence of completion of Pre/Post Assessment Reflection for at least 1 section in each PLC; RC Assessment Tool for Teachers	Morning Meeting Pre Assessment Data	Completion of Pre/Post Assessment and Evidence of Implementation in each PLC	Morning Meeting Pre-Assessment Reflection (Winter)	Morning Meeting Pre-Assessment Reflection (Spring)
	Evidence of planning and delivery of Responsive Classroom strategies based on the RC Assessment Tool for Teachers	Walkthrough, PRINCIPAL	Completion of the Walkthrough and related Feedback	WS Instructional Framework Website : Linked PLC agendas show evidence of teams planning and implementing Circles based on Restorative Practices Learning	WS Instructional Framework Website : Linked PLC agendas show evidence of teams planning and implementing Circles based on Restorative Practices 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	Supporting Document	59% of Black or African American students and 67% of Hispanic/Latino students made Good to Great Growth on aReading from Fall to Winter. 61% of Black or African American students and 61% of Hispanic/Latino students made Good to Great Growth on aMath from Fall to Winter. Goal: 68% of Black or African American students and 76% of Hispanic/Latino students will make Good to Great Growth on aReading from Fall to Spring. 70% of Black or African American students and 70% of Hispanic/Latino students made Good to Great Growth on aMath from Fall to Spring.	59% of Black or African American students and 67% of Hispanic/Latino students made Good to Great Growth on aReading from Fall to Winter. 61% of Black or African American students and 61% of Hispanic/Latino students made Good to Great Growth on aMath from Fall to Winter.	57% of Black or African American students and 75% of Hispanic/Latino students made Good to Great Growth on aReading from Fall to Winter. 64% of Black or African American students and 77% of Hispanic/Latino students made Good to Great Growth on aMath from Fall to Winter.
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	Westside Winter 100 Day Plan	Westside Spring 100 Day Plan
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. Site Goal: Integrate Building, Grade Level and Individual Staff Celebrations and Acknowledgements through Weekly Update, at Staff Meetings and all Site Based PD so that teachers feel seen and acknowledged.	School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."	2021-22 Survey data 65.1% 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 5.9% Stay Interview Process Document	Stay Interviews completed by Nikki Harcus	Stay Interviews completed by Nikki Harcus 89.8% 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." Process: Execution of the School Communication Playbook	Dipstick to find baseline data - could be a survey question sent to all families or ask at an SCO meeting - flexed for site development. 29 caregivers took the communication satisfaction survey with an 86.2% satisfaction rate Rounding Form will be the tool that we will use when Patti rounds with each Principal in November/ December	29 people took the communication satisfaction survey with an 86.2% satisfaction rate	57 people took the communication satisfaction survey with a 92% satisfaction rate. Written feedback is being used to increase engagement.	28 people took the communication satisfaction survey with a 65% satisfaction rate. Written feedback will be used to improve for the 2023/24 school 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: 13% strongly agree and 70% agree	Goal: 17% strongly agree and 74% agree	Communications Rounding Form	Communications Rounding Form
	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	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	Family Engagement Plan	Execution of Family Engagement Plan	Data and Comments	Westside Elementary Community School 100 Day Plan (Nov. 2022 - Mar. 2023)

<p>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>B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SAIL plan</p> <p>Westside Elementary Community School 100-Day Plan (Nov. 2022 - Mar. 2023)</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. Elementary: August/September Secondary: March/April</p>	<p>Creation of 100-Day Plans PRINCIPAL</p>	<p>Complete action steps outlined in 100-Day Plans</p>	<p>Westside Elementary Community School 100-Day Plan (Nov. 2022 - Mar. 2023)</p>	<p>Westside Elementary Site Leadership Team Notes</p>
		<p>Process Measure TBD</p>		<p>Community Conversations</p>	<p>Community Conversations</p>
Facilities and Finance					
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year End-of-year