

Elementary Teaching, Learning & Equity 2022-23						
Culture of Educational Excellence						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year
Experiences	<b>Implement Rigorous and Coherent Teaching:</b> Plan for universal, supplemental and intensive instruction using universal academic screener and other assessment data as Professional Learning Communities	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.	Link to PLC notes	100% of schools have PLC notes shared and PLC notes show evidence of key indicators of effectiveness	100% of schools have PLC notes shared and PLC notes show some evidence of key indicators of effectiveness	100% of schools have PLC notes shared and PLC notes show some evidence of key indicators of effectiveness  Not all schools/grade levels show evidence of using data to plan for universal, supplemental and intensive instruction in literacy and math
		Reading Outcome- % on level 3rd grade reading end-of-year Fastbridge assessment	57.70%	60.60%	54.50%	55.80%
		Math Outcome- % on level 3rd grade math end-of-year Fastbridge assessment	57.80%	60.80%	61.70%	63.70%
Environment	<b>Implement a Culture of Care:</b> Consistency in documentation of behavioral errors and use of data to inform building-wide proactive instructional practices.	Infinite Campus behavioral management audit. <a href="#">TLE team planning notes</a>		<a href="#">March 2022 Data Analysis</a>  <a href="#">Sept 2022 Behavior Calibration</a>	100% of schools consistently entering behavioral errors based on behavioral error data entry review	100% of schools consistently entering behavioral errors based on behavioral error data entry review
		Outcome: % increase on identified SEL standards measured by climate/culture survey data from fall to spring	Two lowest indicators:  I share my feelings respectfully: 44.3% definitely I set goals for myself: 43.7% definitely	I share my feelings respectfully: 47.3% definitely  I set goals for myself: 46.7% definitely	I share my feelings respectfully: 43.2% definitely  I set goals for myself: 35.8% definitely	I share my feelings respectfully: 42.9% definitely  I set goals for myself: 35.3% definitely
	<b>Implement a Culture of Care:</b> Responsive Classroom strategies implemented in all elementary classes	Process: <a href="#">Responsive Classroom assessment tool</a> : Select and complete assessment rubric(s) in one or more of the 10 key RC practice areas.	Average implementation score on selected RC assessment rubric.	Improvement on implementation score from the baseline or other similar data that shows improved implementation	2 Yellow 8 Green	
		Evidence of planning and delivery of Responsive Classroom strategies	N/A	Evidence exists for all grade levels/schools		
		Disrupt Inequities by: * Directors will co-coach the site based e-team problems of practice.	Process - Evidence of coaching	N/A	Evidence of directors coaching site based E-teams exists	10/10
Equity						
Culture of Engagement and Inclusion						
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	Retention data disaggregated by employee type and racial identities	86% Overall Employee 86% Professional Educator 94% Administrators 94% Administrative Support 82% Support Staff 82% Staff of Color	90% of overall benefit eligible staff in good standing are retained by the District and the retention rate in each employee group and staff of color increases.		90% Overall Retention Rate 91% Professional Educator 94% Administrators 94% Administrative Support 87% Support Staff 88% Staff of Color
		School Perceptions Staff Survey results disaggregated by employee type and racial identities surrounding the question "All things considered the district is a good place to work."	62.5% Overall Employee 48.2% Professional Educator 96.6% Administrators 68.1% Administrative Support 78.6% Support Staff 52.7% Staff of Color	Overall percentage of employee responding with agreement increases by 10%, and increases in each disaggregated employee group.		85.3% Overall Employee 82.9% Professional Educator 96.6% Administrators 68.1% Administrative Support 91.4% Support Staff 61.3% Staff of Color
Communication and Community Engagement						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year

Communications and Community Engagement	Dept Collaboration and Engagement Plan for the SPASD Instructional Framework (Practice Profile) Cascaded, flexed	<a href="#">Instructional Framework Communication Plan Completed</a>				
	Support Referendum Communication Plan Cascaded, fixed	Referendum Communication Plan	N/A	Successful referendum	Instructional Framework Communication Plan Completed	Participated in communication plan Successful referendum
	DSC Leadership Representatives (SET and DSC Eteam) Cascaded, flexed	Elementary TLE Representatives Identified and Participated DSC ETeam Roster Service Excellence Team Roster		Staff assigned		Staff assigned to teams, participate in meetings
<b>Facilities and Finance</b>						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year