

Strategy	23/24 Goal	23-24 Measure (how we'll assess progress)	Progress Monitor Data			
			Timeline	Baseline	Goal	SP 100 November, 2023
<b>SPASD Strategic Pillar: Culture of Educational Excellence</b>						
<b>Implementation of the Instructional Framework and Practice Profiles for Disrupting Inequity, Culture of Care, and Rigorous and Coherent Teaching</b>	Increase student achievement outcomes through the continued implementation of the 2022-2030 Instructional Framework and Practice Profiles for Disrupting Inequity, Culture of Care, and Rigorous and Coherent Teaching, following the National Implementation Research Network (NIRN) implementation process.	Completion of Year 2 action steps of the 2022-2024 Instructional Framework Implementation Plan.	End of year	3 of the 9 Practice Profiles completed and published. Usability study completed on 3 of the 9 Practice Profiles. Strategies to improve outcomes for students related to the IF elements 1-3 incorporated into SP100 plans. Initial Draft of training plan for the Instructional Framework.	9 of 9 Practice Profiles completed and published. Usability study completed on 9 of the 9 Practice Profiles. Finalized Instructional Framework Training plan. Identification of IF elements 4-6 to be implemented in the 2024-26 school years.	9 of the 9 Practice Profiles completed and published. Usability study completed on 3 of the 9 Practice Profiles. Draft of training plan for the Instructional Framework.
<b>Disrupt Inequity</b>	Disrupt inequities by implementing initiatives to address equity-focused problems of practice.	School Sites: (Link to Strategic Webpage)	Spring to spring	All sites develop an approved problem of practice.	All sites maintain an approved problem of practice and strategic actions to disrupt the identified inequity.	15 of 15 sites have approved Problems of Practice and strategic actions to disrupt identified inequities captured in their Fall and Winter SP100 plans.
		Ops Departments: (Link to Strategic Webpage)	Spring to spring	All departments develop an approved problem of practice.	All departments maintain an approved problem of practice and strategic actions to disrupt the identified inequity.	All departments have approved Problems of Practice and strategic actions that have been discussed in quarterly reviews.
<b>Create Rigorous and Coherent Teaching Experiences</b>	Increase elementary literacy achievement through universal phonics and phonemic awareness instruction	% increase on Fastbridge earlyReading measure	Fall to spring	earlyReading K-1: 58% CBMReading 2-3: 56%	earlyReading K-1: 60% CBMReading 2-3: 58%	earlyReading K-1: 58% CBMReading 2-3: 56%
	Increase elementary numeracy achievement by deepening implementation of Advanced Math Recovery (AVMR) supplemental instructional	(K-5) % increase on Fastbridge aMath	Fall to spring	earlyMath K-1: 72% aMath 2-5: 62%	earlyMath K-1: 73% aMath 2-5: 64%	earlyMath K-1: 72% aMath 2-5: 62%
	Increase secondary numeracy achievement by deepening the implementation of Advanced Math Recovery (AVMR) and IXL supplemental instructional strategies	(6-8) % increase on Fastbridge aMath	Spring to spring	62% aMath	64% aMath	62% aMath
		(9-12) % increase on Math credit attainment	Fall to spring	95%	Maintain 95+%	95%
	Plan for and implement collaborative design of instruction with effective AVID practices of Organization (AVID WICOR strategy) and utilizing a common lesson framework with all secondary staff in content-based Professional Learning Communities	(6-12) Increased measurement on PLC Continuum	Fall to spring	N/A	All sites improve on selected indicators	All sites have selected indicator & identified aligned action items in first 100 days, 5 of 6 sites have demonstrated accelerated growth in area(s) of focus
		(6-8) % increase on aReading	Fall to spring	60% aReading	62% aReading	60% aReading
		(9-12) % increase on ELA credit attainment	Spring to spring	96%	Maintain 95+%	96%
	Secondary - Increase literacy achievement by developing a skill gap growth plan for middle school students to increase decoding, fluency, and comprehension skills	Completion of Plan	End of year	Development of skill gap growth plan for middle school students to increase decoding, fluency, and	Completion of Plan	Skill gap growth plan created
Elementary - Plan for and implement data-driven rigorous and coherent teaching using collaborative processes as Professional Learning Communities	Growth on the PLC Continuum	Fall to spring	N/A	All sites improve on selected indicators	All sites have selected indicator & identified aligned action items in first 100 days, 5 of 10 sites have demonstrated accelerated growth in area(s) of focus	

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<b>Create a Culture of Care across All Learning Environments</b>	Elementary - Create and maintain a Culture of Care by deepening the implementation of Responsive Classroom strategies in all elementary sites	% increase on indicators of Culture of Care on Responsive Classroom Assessment	Fall to spring	N/A	All sites improve on selected indicators	9 out of 9 sites have a baseline and indicator selected
		# of sites meeting site-selected SEL indicator(s) on SEL/Climate Survey	Fall to spring	N/A	All sites improve on selected indicators	9 out of 9 sites have a selected SEL indicator
	Create a Culture of Care by deepening the implementation of the effective Restoratives Practices:	% decrease on OSS/ISS as a response to behavioral errors	Spring to spring	ES - 31% MS - 27% HS - 41%	ES - 29% MS - 25% HS - 39%	ES - 31% MS - 27% HS - 41%
	(6-8) Year 2 of Restorative Justice Implementation Plan	% increase on restorative practices as a response to behavioral errors	Spring to spring	MS/HS 13%	MS/HS - 15%	MS/HS 13%
	(9-12 & WS ES, MV ES, CHB ES) Year 1 of Restorative Justice Implementation Plan	# of sites meeting site-selected SEL indicator(s) on SEL/Climate Survey	Fall to spring	See site scorecards	All sites improve on selected indicators	6 out of 6 sites have selected SEL indicator
	(6-12) Developmental Designs strategies (6-12) Positive Behavior and Intervention Supports strategies	Increase on indicators of Culture of Care on RJ Walkthrough Tool	Fall to spring	PV - 2.52 PM - 3.0 CH - 2.44 SPE - 2.0875 SPW - 2.4 PPA - 3.17	PV -2.62 PM - 3.18 CH - 2.59 SPE - 2.171 SPW - 2.5 PPA - 3.46	PV - 2.52 PM - 3.0 CH - 2.44 SPE - 2.0875 SPW - 2.4 PPA - 3.17
<b>SPASD Strategic Pillar: Culture of Engagement and Inclusion</b>						
<b>Exceptional Staff</b>	Create an environment of engagement and inclusion for employees by: Execution of Stay Interviews (fixed) Utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities (fixed)	Completion of stay interviews as evidenced by data collected and reported to Human Resources.  School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."  Retention data disaggregated by employee type and racial identities	Spring to Spring	Spring of 2023 Staff Survey Results Agreeing with the statement "All things considered the district is a good place to work" 85.3% Overall Employee 82.9% Professional Educator 96.6% Administrators 88.6% Administrative Support 91.4% Support Staff 61.3% Staff of Color  100% of Required Stay Interviews Completed in 2022-2023  90% Overall Retention Rate 91% Professional Educator 94% Administrators 94% Administrative Support 87% Support Staff 88% Staff of Color""	-5% increase in agreement with the statement of "All things considered, the district is a good place to work." in the annual Employee Engagement Survey, and an increase in disaggregated employee groups and employees of color -100% of required stay interviews are coimpleted. -90% or higher retention rate of all employees	15 of 15 sites and all departments have plans and are on track to complete stay interviews by the February 15th deadline given to supervisors.  15 of 15 sites and all departments have implemented the district solution ( <b>Cheers for Peers</b> ) focused on staff-to-staff recognition tied to our strategic priorities with 3,459 cheers completed year-to-date.
	Create a culture of engagement and inclusion through	School Perception Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school.	Fall to Spring	Survey administered in fall 2023 and then again on SP Survey in Spring. Strategies discussed to maintain high score or increase site score.	% increase in survey question: I am satisfied with the communication that comes from the school.	Jamie/Patti Rounded with 15/15% of sites, discussed communication strategies to consider for the rest of the year to work towards higher satisfaction on spring survey

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<b>Communications and Community Engagement</b>	parent/caregiver communication by implementing the *updated* School Communication Playbook (fixed) Classroom communication to parents/caregivers	Process: Execution of the School Communication Playbook	2023-24 SY	100% of sites develop communication strategies	100% of sites execute identified communication strategies	15/15 of sites rounded with and reviewed the playbook expectations
	Create a culture of parent/caregiver engagement and inclusion by collaboratively developing a site-based Family Engagement and Inclusion Plan	School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community."	Spring to Spring	100% of school sites co-create a Family Engagement & Inclusion Plan.	100% of sites maintain or improve on their survey results from spring 23 to spring 24	Jamie/Patti Rounded with 15/15 of sites, coached on their Family Engagement & Inclusion Plan to ensure it was co-created, communicated to families, and put on website.
	Create a culture of engagement and inclusion through equity and excellence for continuous improvement by implementing the SPASD SCO Equity Model at elementary.	Equitable access to staff appreciation funds through monthly events and a standardized budget for staff appreciation week funded by SCOs.	Fall to Spring	N/A	100% of Elementary Schools provide equitable funding for Staff Appreciation through a shared budget model and shared funding structure.	Established per staff member amount that 9/9 elementary SCOs will use to guide budgeting and spending for staff appreciation
	Create a culture of parent and caregiver engagement and inclusion through Community Schools (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 SP100 plan. B. Each community school site will create a needs and asset map based on qualitative and quantitative inputs, including but not limited to annual community conversations. C. Monitor impact of Community Schools interventions (programs, activities) through standardized data collection and assessment, report impact quarterly. (fixed)	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	Fall to Spring	N/A	100% of sites recruit and retain representation from each stakeholder group and maintain 80% attendance at SLT meetings.	4/8 sites have held SLT meetings.
		B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan.	Fall to Spring	N/A	100% of sites Goals identify community-driven metrics that will support site SP100 plans	4/8 sites have shared their SP100 plans with their SLT.
		C. Each community school site will host 4-6 community listening sessions with site stakeholders (students, families, staff, community members) using the Harwood model.	Fall to Spring	N/A	Top needs and assets of each community school site are identified from themes of Community Conversations and applied to a minimum of two SPCS driven programs and activities in each pillar of the Community School model.	3/8 sites have held conversations. 8/8 sites have a plan in place.
	<b>SPASD Strategic Pillar: Culture of Operational Excellence</b>					
	Ensure operational excellence by raising awareness through participation in collaborative data analysis for equity in budgeting with a focus on identified spending categories (fixed): field trips, teacher assigned consumable spending, staffing	Participation of leaders from each building in collaborative data analysis sessions throughout the year. (Identification of key inequities to be addressed through collaborative planning in 2024-25.)	2023-24 SY			Initial data has been collected on field trips and first meeting with site leaders occurred on 11/30.

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<b>Operational Excellence</b>	Ensure operational excellence through the maintenance of safe and secure school environments and a common understanding of school safety: Execution of an ongoing training plan to refresh staff understanding of school safety protocols (fixed/flexed) Implementation of Raptor Emergency Management software in conjunction with training on active threat / reunification plan (fixed)	School Perceptions Student Survey results surrounding the question: "I feel safe at my school."  Completion of full implementation of Raptor Emergency Management software	Spring to Spring	87% of students report that they often or almost always feel safe at my school (Spring 2023)	2% increase in the number of students who report that they often or almost always feel safe at my school (Spring 2024)	15 of 15 sites completed fall active threat drills.  Backend work for Raptor Emergency Management is in progress. Raptor pilot on track for 2024 implementation.  87% of students report that they often or almost always feel safe at my school (Spring 2023)