

Community Schools

Initiative/Goal Statement	Measures & Evidence	Timeline	Process Owner(s)	Baseline Data	NOVEMBER	MARCH	EOY/JUNE
<p>Establish equitable practices, services and programs across all Full Service Community School sites. Programs will reflect each Full Service Community School site's strategic program development based on the six key practices of the Community Schools Framework. These programs are based on each site's specific needs and assets. Programs will be developed in partnership between Site Coordinator and Site Principal to build coherence and alignment with cascaded district strategies and site SP100 plans.</p>	<p>All sites will use needs assessment to identify two priority programs in the first four key practice areas of the Community Schools Framework. All sites will use consistent data collection and measurement tools to identify progress and impact.</p> <p>Asset/Need Driven Programming Alignment folder</p>	Fall/Winter/Spring	Racine	8/8 sites identified two key program strategies in 4/6 key practices identified in the Community Schools framework.	eduClimber is used to recruit and track impact of key program strategies' impact on target student groups		8/8 sites identified two key program strategies in each of the 4/6 key practices identified in the Community Schools Framework. The students participating in the targeted out of school time programs are tracked in each site's Data Playbook to exemplify equitable approach and impact.
	Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Fall/Spring	Racine	100% of Required Stay Interviews Completed in 2022-2023	-100% of required stay interviews are completed.	100% of required stay interviews are complete	
	School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."	Spring/Spring	Racine	Spring of 2023 Staff Survey Results Agreeing with the statement 85.3% Overall Employee 82.9% Professional Educator 96.6% Administrators 88.6% Administrative Support 91.4% Support Staff 61.3% Staff of Color"	The percent of employees who answer "agree" or "strongly agree" with the Employee Engagement survey question "All things considered the District is a good place to work" will continue to increase each year until 80% is reached.		Spring of 2024 Staff Survey Results 86.8% Overall Employee 84.1% Professional Educator 100% Administrators 98.3% Administrative Support 90.4% Support Staff 71.9% Staff of Color
<p>Create an environment of engagement and inclusion for employees through the execution of Stay Interviews (fixed) and the execution of a specific district-based initiative related to staff retention based on stay interview data from previous two years (fixed)"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)</p>	Retention Rate of employees	Spring/Spring	Racine	90% Overall Retention Rate 91% Professional Educator 94% Administrators 94% Administrative Support 87% Support Staff 88% Staff of Color""	-90% or higher retention rate of all employees and increase all subgroups to at least 90% retention		90% Overall Retention Rate 90% Professional Educators 92% Administrators 96% Admin Support 88% Support Staff 90% Staff of Color

<p>Create an environment of engagement and inclusion for employees by: Execution of Stay Interviews (fixed) Execution of a specific district-based initiative related to staff retention based on stay interview data from previous two years (fixed) In response to a theme within Stay Interviews regarding staff-to-staff acknowledgement and feedback, the district will utilize a platform focused on staff-to-staff recognition tied to our strategic pillars. Create an environment of engagement and inclusion for employees through the execution of Stay Interviews (fixed) and utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities (fixed)</p>	<p>School Perception Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school.</p>	Spring	Racine	2022-23 School Perception Data			Ensure all SPCS sites rate above 90% OR increase 3% from previous year
	<p>Process: Execution of the School Communication Playbook</p>	Spring	Racine				
<p>Create a culture of parent/caregiver engagement and inclusion by collaboratively developing a site-based Family Engagement and Inclusion Plan: Collaborative Development of a Family Engagement and Inclusion E&I Plan (Elementary, Middle School, High School) with Diverse Caregiver Parent Voice (flexed) Co-created Site based strategies for engagement and inclusion (not one-way communication) Support for implementation Assess the impact of the the plan On going training and support with managing/leading complex communication (face to face conversations; navigating complex topics; plans for emergency communication; how to talk/lead to build inclusive, mission/value centered conversation) Role of School Leadership with Family Leadership Groups including but not limited to SCOs Support/guide PLC Equity Model at your site</p>	<p>School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community."</p>	Spring	Racine				
<p>Create a culture of engagement and inclusion through equity and excellence for continuous improvement by implementing the SPASD SCO Equity Model at elementary.</p>	<p>Equitable access to one school-wide field trip and one classroom level field trip sponsored by SCO funds. Equitable access to supplemental classroom materials by adhering to a district-wide classroom teacher budget amounts funded by SCOs.</p>	Spring	Racine				
	<p>Equitable access to staff appreciation funds through monthly events and a standardized budget for staff appreciation week funded by SCOs.</p>	Spring	Racine				
<p>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)</p>	<p>A. Each site leadership team will 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>	Fall/Winter/Spring	Racine		Site Coordinators and Principals recruited members for their Site Leadership Team	Site Leadership Teams began meeting all together in January 2024.	All Site Leadership Team rosters are linked on site scorecards and have complete rosters.
	<p>B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan.</p>	Fall/Winter/Spring	Racine	70.37% (students at SPCS sites with 90-100% SIS attendance rate January-March 2024)	Planned for the shift from individual Site Leadership Team meetings to one meeting for all Site Leadership Teams	Site Leadership Teams identified a goal of increasing attendance with a focus on students that are currently identified as chronically absent.	73.88% (students at SPCS sites with 90-100% SIS attendance rate April-June 2024) 3.51% increase
	<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.</p>	Spring	Racine			All sites have held at least 2 of the community conversations with plans for	All sites have held their community conversations with stakeholder