

Creekside												
Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring Expectations (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOV/JUNE	
Experiences: Rigorous and Coherent Teaching	Increase student achievement outcomes by planning for and implementing data-driven rigorous and coherent teaching using collaborative processes as elementary professional learning communities (PLCs)	Growth on 1-2 site-selected SPASD priority areas of the PLC Continuum CS PLC Continuum	Growth on 1-2 site-selected SPASD priority areas of the PLC Continuum CS PLC Continuum	Guiding Coalition Agenda PLT agendas	Fall/Spring	Kyle, GC	PLC Continuum Implementation Monitoring 2023-24	Move from Implementing to Developing in these two areas of the PLC Continuum: 1. Building a Collaborative Culture Through High-Performing Teams 2. Monitoring Each Student's Learning	PLC Continuum Implementation Monitoring 2023-24	PLC Continuum Implementation Monitoring 2023-24	PLC Continuum Implementation Monitoring 2023-24	
	Increase literacy achievement through universal phonics and phonemic awareness and handwriting instruction	% increase on Fastbridge (Early Reading & CBMReading)	Evidence of universal phonics, phonemic awareness and handwriting instruction consistently present in all K-2 grade classrooms with all K-2 educators using adopted instructional resources. All grade levels apply essential grade level standards in collaborative planning of instruction.	Guiding Coalition Agenda PLT agendas	Fall/Spring	Kyle, GC	K-1 56% 2nd 70%	K-1 65% 2nd 79%	K-1 56% 2nd 70%	K-1 57% 2nd 63%	K-1 59% 2nd 55%	
	Increase numeracy achievement by deepening the implementation of Advanced Math Recovery (AMR) strategies in small group instruction	% increase on Fastbridge measure (Early Math & aMath)	Evidence of planning small group instruction in Professional Learning Teams: "Inclusive of learning specialists (ML, SE, SS, etc) "using data to identify student needs "alignment of instructional routines to AMR strategies to meet students' needs"	Guiding Coalition Agenda	Fall/Spring	Kyle, GC	K-1 71% 2nd-5th 54%	K-1 81% 2nd-5th 63%	K-1 72% 2nd-5th 54%	K-1 70% 2nd-5th 60%	K-1 63% 2nd-5th 52%	
Environment: Culture of Care	Create and maintain a culture of care by implementing Responsive Classroom strategies in all elementary sites.	% increase on site-selected SEL indicator(s) on SEL/Climate Survey	Evidence of planning for site-selected SEL competency Evidence of completed Second Step Lessons	Guiding Coalition Agenda PBIS/RJ Agenda	Fall/Spring	Kyle, Katie, PBIS/RJ Team	Self Concept ("I set goals for myself): 55% always/often Emotional Development ("I share my feelings respectfully): 73% always/often	Self Concept ("I set goals for myself): 64% always/often Emotional Development ("I share my feelings respectfully): 82% always/often	Self Concept ("I set goals for myself): 55% always/often Emotional Development ("I share my feelings respectfully): 73% always/often	Self Concept ("I set goals for myself): 62% always/often Emotional Development ("I share my feelings respectfully): 71% always/often	Self Concept ("I set goals for myself): 65% always/often Emotional Development ("I share my feelings respectfully): 69% always/often	I feel I belong during MM Focus group (Black, students with IEPs)
		% increase on site-selected indicators of Culture of Care on RC Assessment	Evidence of planning to incorporate RC site-selected practices Evidence of implementation of site-selected RC practices Evidence of completed RJ walkthrough*	Morning Meeting (RC) Look-Fors PBIS Mid-Year Boosters	Fall/Spring	Kyle, Katie, PBIS/RJ Team	GC identified five components of RC Morning Meeting for universal/classroom walkthroughs (aligned with focus on authentic sense of belonging): Space (MM1) Participation (MM 7&8) Appropriateness (MM11&12) Community Building (MM 20) Engagement (MM 26)	Proficiency ("3") according to the RC rubric in the five identified components based on walkthroughs conducted by administrators, GC and PBIS/RJ team members		Data collected (one classroom/grade level) between 2/27 and 3/9: Space: 3 Greeting/Participation: 2.71 Sharing/Appropriateness: 3 (observed in 5/7) Activity/Community Building: 3 (observed in 5/7) Morning Message/Engagement: 3 (observed in 5/7) *scale of 1-3 3/20/24: "I belong at my school" "I belong... as part of MM"		
Equity: Disrupting Inequity	Problem of Practice: How might we ensure all students- especially our Black students- have consistent reading fluency (accuracy & rate) instruction, and are progress monitored for growth, so that they are meeting at least 80% rate & accuracy as measured by CBMReading (1-3) (**earlyReading with letter sound fluency (K) and nonsense word fluency (K-1) and CBM (4-5))?		Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point	See FALL tab Reading Corps Site Report Small Group Instruction	Spring/Spring	Kyle, Elisabeth, Katie	aReading (Black students): 38% meeting benchmark CBMReading (Black students): 48% meeting benchmark earlyReading / letter sound fluency (Black students): 20% meeting benchmark Nonsense word fluency (Black students): 15% meeting benchmark	aReading (Black students): 47% meeting benchmark CBMReading (Black students): 57% meeting benchmark earlyReading / letter sound fluency (Black students): 29% meeting benchmark Nonsense word fluency (Black students): 24% meeting benchmark	aReading (Black students): 38% meeting benchmark CBMReading (Black students): 48% meeting benchmark earlyReading / letter sound fluency (Black students): 20% meeting benchmark Nonsense word fluency (Black students): 15% meeting benchmark	aReading (Black students): 33% meeting benchmark CBMReading (Black students): 36% meeting benchmark earlyReading / letter sound fluency (Black students): 57% meeting benchmark Nonsense word fluency (Black students): 38% meeting benchmark	aReading (Black students): 40% meeting benchmark CBMReading (Black students): 35% meeting benchmark earlyReading/ letter sound fluency (Black students): 50% meeting benchmark Nonsense word fluency (Black students): 29% meeting benchmark	
	Disrupt inequities by implementing site-based initiatives to address equity-focused Theories of Action through the 100 day plans (integration of PoP into goals):											
Exceptional Staff	Completion of stay interviews as evidenced by data collected and reported to Human Resources.		Documentation of completed stay interviews.	Rounding Stay interviews	Fall/Spring	Kyle/Team			Rounding started	14 total stay interviews (Kristi Otto/Katie Mould/Kyle Walsh)	Ongoing rounding (Katie)	
	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)	School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work." Evidence of school staff utilizing the peer-to-peer recognition tool.			Cheers for Peers (November example)	Spring/Spring	Kyle/Team	82.9% agreed "All things considered the district is a good place to work." in the spring of 2023	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.			88.9% employees agreed "All things considered the district is a good place to work." in the spring of 2024

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Communication	<p>School Perception Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school.</p> <p>Process: Execution of the School Communication Playbook</p> <p>Classroom communication to parents/caregivers</p>	<p>School Perception Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school.</p> <p>Process: Execution of the School Communication Playbook</p>		<p>Guiding Coalition Agenda</p> <p>Newsletter example</p>	2023-24 School Year	Kyle, Katie, Katrina/Sophie, CSSLT	91% 3 or 4 ("satisfied")	Maintain 91% or above 3 or 4 ("satisfied")		<p>3/15 meeting with Patti</p> <p>Survey data from Community Fun Nights (3.73/4 from 290 respondents Sept-Feb Community Fun Nights)</p>	<p>91% Fall 23</p> <p>74% Spring 24</p>	
				<p>Tutoring at DSC</p> <p>Community Fun Night Planning</p> <p>Newsletter example</p>	2023-24 School Year	Kyle, Katie, Katrina/Sophie, CSSLT	Currently executing Playbook			3/15 meeting with Patti	Communication Strategies from the Playbook were used.	
	<p>Create a culture of parent/caregiver engagement and inclusion by collaboratively developing a site-based Family Engagement and Inclusion Plan</p>	<p>School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community."</p>			<p>Community Fun Night Attendance</p>	2023-24 School Year	Kyle, Katie, Katrina/Sophie, CSSLT	82% Strongly Agree/ Agree	82% Strongly Agree/ Agree		<p>Spring 2024 data to come</p> <p>Communication to families so far includes: -monthly building newsletters -weekly/bi-weekly updates to families -many BBC reminders -many Dojo reminders (for variety of topics)</p>	<p>82% Spring23.</p> <p>83% Spring 24</p>
	<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 staff appreciation/Measure TBD once determined by SCO PLC.</p>			<p>SCO Agenda link needs to be added</p>	2023-24 School Year	Kyle, Katie, Katrina/Sophie, CSSLT	NA			<p>Active SCO, PLC, participation</p>	<p>Participated in PLC meetings and decisions for equitable Teacher Appreciation, shared 501C3</p>
		<p>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</p> <p>B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan.</p>			<p>Site Leadership Team</p>	2023-24 School Year	Katie, Katrina/Sophie	3 of 6 groups represented	<p>Recruit and retain representation from each stakeholder group and maintain 80% attendance at SLT meetings.</p>	Met 3 times this fall	<p>2023-24 Mid Year</p> <p>Impact Reporting Form - Creekside</p>	<p>Parent Community Organization Student Staff</p>
	<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 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</p> <p>B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan.</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.</p>			<p>SP100 plan</p> <p>Caregiver Conversations Schedule</p>	2023-24 School Year	Katie, Katrina/Sophie, CSSLT	75.61% (students with 90-100% SIS attendance rate, January - March 2024)	<p>Identify community-driven metrics that will support site SP100 plans</p> <p>Top needs and assets 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.</p>	<p>Have met twice as a CSSLT so far, grade level representatives from every team</p>	<p>2023-24 Mid Year</p> <p>Jan. 30th Feb. 27th March 19th - set goal to increase attendance by 2% for the last 100 Days</p> <p>Recruited a team that consists of Community partners, family partners, student partners and 4 staff members to form our district site leadership team.</p> <p>Agendas</p>	<p>76.15% (students with 90-100% SIS attendance rate April- June 2024) .54% increase</p> <p>SLT Meetings April 23 June 4</p> <p>Agendas</p>
Operational Excellence	<p>Ensure operational excellence through building awareness through participation in collaborative data analysis for equity in budgeting through a focus on identified spending categories (fixed): field trips, teacher assigned consumable spending, staffing</p>	<p>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.)</p>		<p>Learner Strategic Team agenda (+ links to LLT data analysis sessions)</p>		Kyle, Katie, Elisabeth				<p>Winter data submit</p> <p>Creekside - Winte...</p>	<p>Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created</p>	
	<p>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)</p>	<p>School Perceptions Student Survey results surrounding the question: "I feel safe at my school." Completion of full implementation of Raptor Emergency Management software</p>			<p>Perceptions Survey findings need to be linked</p>		Kyle, Katie, PBIS/RJ Team	88.7% sort of / definitely	91.7% sort of/ definitely	88.7% sort of / definitely		92%