

Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Evidence (Flexed)	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE
<b>Experiences: Rigorous and Coherent Teaching</b>	Increase student achievement outcomes by planning for and implementing data-driven rigorous and coherent teaching using collaborative processes as elementary professional learning communities (PLCs)	<a href="#">Growth on 1-2 site-selected SPASD priority areas of the PLC Continuum</a> <a href="#">ES PLC Continuum</a>	<a href="#">Grade Level PLC Documents</a> <a href="#">PLC Continuum</a> <a href="#">4th grade check point</a>	SAIL Team	Building collaborative culture: Implementing Claritying what students must learn: Implementing	Building collaborative culture: Developing Claritying what students must learn: Developing		Developing	Developing - made improvement from implenting to developing which was our goal
	Increase literacy achievement through universal phonics and phonemic awareness and handwriting instruction	% increase on Fastbridge (Early Reading & CBMReading)	<a href="#">Grade Level PLC Documents</a> Master Schedule with principal walk-through to ensure implementation	SAIL Team / Admin.	At or above benchmark K-1 61% 2nd 76%	K-1 67% 2nd 80%	At or above benchmark K-1 61% 2nd 76%	K-1 71% (Early Reading) 2nd 67% (CBM Reading)	K-1 - 70% (Early Reading) 2nd - 68% (CBM Reading)
	Increase numeracy achievement by deepening the implementation of Advanced Math Recovery (AVMR) strategies in small group instruction	% increase on Fastbridge measure (Early Math & aMath)	<a href="#">Grade Level PLC Documents</a>	SAIL Team / Admin.	At or above benchmark K-1 78% 2nd-5th 73%	K-1 80%+ 2nd-5th 77%		K-1 80% (Early Math) 2nd-5th 75% (aMath)	K-1 80% (Early Math) 2nd-5th 77% (aMath)
<b>Environment: Culture of Care</b>	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	End-of-year student survey "I set goals for myself" "I try my best to reach my goals, even when it is hard." Second Step reporting	SAIL Team	Set Goals - 59.5% Try my best...- 78.5%	Set Goals - 66.5% Try my best...82%	Set Goals - 59.5% Try my best...- 78.5%	Set Goals - 54% Try my best...- 79.5%	76.9% set goals - K - 5, 84% Try my best... K - 5 data. Original data was 3 - 5, but due to 100 day plan added K - 2.
		% increase on site-selected indicators of Culture of Care on RC Assessment	Responding to Behavior: <a href="#">Response Classroom Teacher Assessment</a> Our focus is Reset/Return (RC refers to it as Time Out) See FALL tab - line row 15	SAIL Team	38% indicated "Not a strategy I use at this time". 10 questions combined	28% indicate "Not a strategy..."	38% indicated "Not a strategy I use at this time". 10 questions combined		.004% (1 out of 250 responses) indicated not a strategy I used at this time across 10 questions
<b>Equity: Disrupting Inequity</b>	Disrupt inequities by implementing site-based initiatives to address equity-focused Theories of Action through the 100 day plans (integration of PoP into goals):	Problem of Practice: How might we adjust our instructional and professional practices to target lagging skill development so that our Hispanic/black students will increase their overall SGP so that 65% of black student meet their growth in earlyreading and aReading (baseline: 50% for earlyReading and 53% for aReading)?	See Fall tab on this document	SAIL Team / E-Team / Admin	50% for early reading and 53% for aReading	65% of Hispanic/black students meet their growth in earlyreading and aReading	NA	56% of K/1 made good/great growth on Early Reading 44% of 2nd/5th made good/great growth on Fast aReading	69% for K/1 - Early Reading 62% for 2/5 - aReading
<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.	<a href="#">Stay Interviews Completed on 1/16/24</a>	Craig/Katie		Complete required stay interviews		Stay Interviews are complete	Stay Interviews are complete
		School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."	<a href="#">Weekly Cheers for Peers - Sample</a>			81.8% agreed "All things considered the district is a good place to work." will continue to increase each year until 80% is reached.	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.		96.8% of employees strongly agreed/agreed "All things considered the district is a good place to work."
	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.	<b>Survey Results</b> Fall - 97.7% Satisfied/Very Satisfied Spring (part of Perceptions Survey)	Craig	97.7% satisfied/very satisfied "I am satisfied with the communicatin that comes from school."	Remain at or above 95%			79% satisfied/very satisfied "I am satisfied with the communicatin that comes from school."

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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	<a href="#">Eastside Rounding Form</a>	Craig	N/A	N/A			
	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."	<a href="#">Family Engagement Plan</a>	Craig	Spring 2023 - 82.5% agreed "I belong as a part of my student's school community"	86.5% or higher agree or strongly agree - "I belong as a part of my student's school community"			87.4% or higher agree or strongly agree - "I belong as a part of my student's school community"
	Create a culture of engagement and inclusion through equity and excellence for continuous improvement by implementing the SPASD SCO Equity Model at elementary.	Equitable staff appreciation/Measure TBD once determined by SCO PLC.		Craig					Created by the SCO/PLC, modeled after Eastside's SCO
<b>Operational Excellence</b>	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	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.)	<a href="#">Eastside and all SPASD Elementary Student Experiences</a>						Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created
	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." "I feel safe on the bus."  Completion of full implementation of Raptor Emergency Management software		<a href="#">Monthly Safety Log</a>	Craig	93.5% - I am safe at my school 82.6% - I am safe on the bus N/A - Raptor	95% - Safe at school 86.6% - Safe on bus Complete 100% of required drills		All drills to date are complete