

ELEMENTARY TLE SCORECARD

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Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring Expectations (Fixed)	Evidence (Fixed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/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 the PLC Continuum PLC Continuum Monitoring	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.	Site scorecards - number out of 9 of elementary schools meeting this goal	Fall/Spring	Mueller	0%	100%	All sites have selected indicator & identified aligned action items in first 100 days. 5 of 10 sites have demonstrated accelerated growth in early literacy.	4 of 10 sites have met their end of year PLC Continuum goal. 3 of 10 sites have met their end-of-year PLC Continuum goals for one of two indicators. 3 of 10 sites are in progress toward their end-of-year goals.	10 of 10 sites have assessed selected indicators. 9 of 10 sites have met their end of year PLC Continuum goals. 2 of 10 sites are practicing, have not yet made progress toward their end of year goals.
	Increase literacy achievement through universal phonics and phonemic awareness instruction	% increase on Fastbridge measures: earlyReading K-1, CBMreading 2-3	Phonics instruction is present in classroom schedules Phonics is taught using UFLI Phonemic awareness is taught using Heggerty	Fastbridge earlyReading & CBMReading	Fall to Spring (cascades to buildings) Spring to Spring	Mueller	Fall to Spring earlyReading K-1: 58% CBMReading 2-3: 56% Spring to Spring earlyReading K-1: 48% CBMReading 2-3: 54%	Fall to Spring earlyReading K-1: 60% CBMReading 2-3: 58% Spring to Spring earlyReading K-1: 51% CBMReading 2-3: 57%	Fall to Spring earlyReading K-1: 58% CBMReading 2-3: 55% Spring to Spring earlyReading K-1: 58% CBMReading 2-3: 56%	Fall to Spring earlyReading K-1: 55% CBMReading 2-3: 54% Spring to Spring earlyReading K-1: 55% CBMReading 2-3: 54%	Fall to Spring earlyReading K-1: 57% CBMReading 2-3: 54% Spring to Spring earlyReading K-1: 57% CBMReading 2-3: 54%
	Increase numeracy achievement by deepening the implementation of Advanced Math Recovery (AMR) strategies in small group instruction	% increase on Fastbridge measures: earlyMath K-1, aMath 2-5	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	Fastbridge earlyMath & aMath	Fall to Spring (cascades to buildings) Spring to Spring	Mueller	Fall to Spring earlyMath K-1: 72% aMath 2-5: 61% Spring to Spring earlyMath K-1: 60% aMath 2-5: 61%	Fall to Spring earlyMath K-1: 73% aMath 2-5: 63% Spring to Spring earlyMath K-1: 67% aMath 2-5: 63%	Fall to Spring earlyMath K-1: 72% aMath 2-5: 61% Spring to Spring earlyMath K-1: 72% aMath 2-5: 61%	Fall to Spring earlyMath K-1: 67% aMath 2-5: 62% Spring to Spring earlyMath K-1: 67% aMath 2-5: 62%	Fall to Spring earlyMath K-1: 68% aMath 2-5: 61% Spring to Spring earlyMath K-1: 68% aMath 2-5: 61%
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 % Increase on site-selected indicators of Culture of Care on RC Assessment	Evidence of planning for site-selected SEL competency Evidence of completed Second Step Lessons Evidence of planning to incorporate RC site-selected practices Evidence of implementation of site-selected RC practices Evidence of completed RJ walkthrough*	Site scorecards - number out of 10 of elementary schools meeting this goal	Fall/Spring	Mueller/Thomas	10 out of 10 sites have a baseline and competency selected	10 out of 10 meeting growth goal on selected SEL competency	10 out of 10 sites have a baseline and competency selected	1/10 meeting 3/10 not on track	6/10 meeting 2/10 not meeting
	Disrupt inequities by coaching site-based localized initiatives to address equity-focused Theories of Action through the 100 day plans (integration of PoP into goals).	School sites received coaching: (Link to Strategic Webpage)	Site Level: Evidence of identified and completed strategic actions in SP100 plans to disrupt the identified inequity data point. Evidence of the Student Services Leader's participation in the SP100 process and the 100 day plan implementation. District Level: Development and facilitation of SP100 process, completion of SP100 Coaching Cycles, and Evidence of completion of TLE SP100 action items	SP100 Coaching data review/analysis	Monthly through May, 2024	Mueller	Monthly	100% of schools receive monthly SP100 leadership coaching	9 of 9 sites have approved Problems of Practice and strategic actions to disrupt identified inequities captured in their Fall and Winter SP100 plans.	9 of 9 sites have approved Problems of Practice and strategic actions to disrupt identified inequities captured in their Fall and Winter SP100 plans and receive monthly SP100 coaching.	4/10 meeting 3/10 good progress 3/10 not meeting
Exceptional Staff	Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Completion of stay interviews	Completion of stay interviews	Completion of stay interviews	Fall/Spring	Mueller	100% of Required Stay Interviews Completed in 2022-2023	-100% of required stay interviews are completed.			
	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)	School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work." Utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities (fixed)	Utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities	Utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities	Spring/Spring	Mueller	Spring of 2023 Staff Survey Results Agreeing with the statement: 85.3% Overall Employee 82.9% Professional Educator 96.0% 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 85.8% Overall Employee 84.1% Professional Educator 100% Administrators 98.3% Administrative Support 90.4% Support Staff 71.9% Staff of Color	
	Retention Rate of employees	Retention Rate of employees			Spring/Spring	Mueller	90% Overall Retention Rate 91% Professional Educator 94% Administrators 94% Administrative Support 87% Support Staff 86% Staff of Color	80% 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 86% Support Staff 90% Staff of Color	
Communications and Community Engagement	Excel in how we collaborate and communicate with all staff and caregivers and build relationships that promote positive outcomes for students. 1. Literacy Legislation & local implications 2. English Language Arts Curriculum Renewal & Design	Dist Collaboration and Engagement Plan (Practice Profile) Cascaded, fixed	Completion of the Elementary TLE Collaboration and Communication Practice Profile	Completion of the Elementary TLE Collaboration and Communication Practice Profile	May 2024	Mueller			Planning is underway with local leaders for a community event focused on early literacy.	The Right to Read events were created to rally the community around the topic of early literacy. See the Practice Profile worksheet for more information.	More than 50 people including educators, community members, facilitators and consultants have engaged in the Amplify OLA cultural responsiveness review process that developed as a part of the implementation of our English Language Arts curriculum.