

SCORECARD		Northside									
Strategic Alignment	Initiative/ Goal Statement	Measures (Fixed)	Monitoring Expectations (Fixed)	Evidence (Flexed)	Timeline	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="#">Northside PLC Continuum Monitoring</a>	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 meet student needs in literacy and numeracy.  100% of our sites are operating in initiating or higher in each area of the PLC Continuum.	<a href="#">PLT Coaching Data - Response Doc</a> <a href="#">PLT Agendas</a> <a href="#">PLC State of Your Learning Team (fall, winter, spring) 4-2 -3-3</a>	Fall/Spring	Jillian Block Brooke Coy-Tchouani Guiding Coalition	<a href="#">Northside PLC Continuum Monitoring</a>	Move up one proficiency range for our year-long targeted indicator  -Building a collaborative culture through high performing teams		<a href="#">Northside PLT Proficiency</a> *Developed by GC  <a href="#">PLT Strengths &amp; Goals</a> *Identified by GC leaders after development of PLT proficiency rubric.  <a href="#">1st Grade PLT Fishbow</a> <a href="#">Take-Aways</a> *Whole staff will observe 1st grade during a PLT conversation about WIN  <a href="#">The State of Your Learning Team - Mid-Year Review</a>	We moved from "implementing" to "developing" on the following PLC Continuum indicator (that was worked on all year)... We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure: 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported.  Other indicators that showed growth of at least one proficiency level include: -The school has established a clear purpose and priorities that have been effectively communicated. Systems are in place to ensure action steps aligned with the purpose and priorities are implemented and supported. -The leaders in the school communicate purpose and priorities through modeling, allocation of resources, what they celebrate, and what they are willing to confront. -Shared Mission - It is evident that learning for all is our core purpose. -We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we agree to do consistently. -We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high-stakes assessments students will be required to take.  *Many other indicators increased in depth within the current proficiency level, but it was not enough to move levels.
	Increase literacy achievement through universal phonics and phonemic awareness and handwriting instruction	% increase on Fastbridge (Early Reading & CBM/Reading)	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.	<a href="#">Northside Building Schedule</a> <a href="#">PLT Agendas</a> <a href="#">Success Criteria for Teaching Handwriting</a>	Fall/Spring	Jillian Block Amy Lynch	K-1 56% (Early Reading) 2nd 53% (CBM Reading)	K-1 65% 2nd 65%	K-1 57% (Early Reading) 2nd 53% (CBM Reading)	K-1 49% (Early Reading) 2nd 55% (CBM Reading) *THIS MEASURE IS SHOWING SOME GROWTH	K-1 59% (Early Reading) +3% from fall *This was a 15% increase from spring 2023 2nd - 60% (CBM Reading) +7% from fall
	Increase numeracy achievement by deepening the implementation of Advanced Math Recovery (AMVR) strategies in small group instruction	% increase on Fastbridge measure (Early Math & eMath)	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 AMVR strategies to meet students' needs	<a href="#">PLT Coaching Data - Response Doc</a> <a href="#">PLT Agendas</a> <a href="#">PLC State of Your Learning Team - Team Self-Assessment</a> <a href="#">AMVR Training Log</a> <a href="#">Math Workshop PD</a>	Fall/Spring	Jillian Block Amy Lynch	K-1 62% (Early Math) 2nd-5th 55% (aMath)	K-1 71% (Early Math) 2nd-5th 64% (aMath)	K-1 62% (Early Math) 2nd-5th 56% (aMath)	K-1 59% (Early Math) 2nd-5th 53% (aMath)	K-1 71% (Early Math) +9% from last spring 2nd-5th 48% (aMath) -7% from last spring *Early Math made the growth target, but aMath did not.
<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 <a href="#">SEL Goal Setting Guidance</a>	Evidence of planning for site-selected SEL competency. Evidence of completed Second Step Lessons	<a href="#">Mindfulness Resources</a> *Being taught in target classrooms needing more calming strategies  <a href="#">SEL Scope and Sequence</a>	Fall/Spring	Brooke Coy-Tchouani Vicki Feltz	NS 3rd-5th grade students...  <i>I share my feelings respectfully...</i> 39% reported "almost always" 29% reported "often" 27% reported "sometimes" 5% reported "never"	Increase 3rd-5th grade students reporting "often" or "almost always" from 68% to 77% or higher	<i>I share my feelings respectfully...</i> 68%	<i>I share my feelings respectfully...</i> 70%	<i>I share my feelings respectfully...</i> 63%
		% 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"	<a href="#">Community Scripts</a> <a href="#">Interactive Modeling Routines</a> <a href="#">NS SEL PD - RC Interactive Modeling &amp; Teacher Language</a> <a href="#">RC Walkthrough Tool</a>	Fall/Spring	Brooke Coy-Tchouani Guiding Coalition	Observation notes and office assistance calls from 22-23 indicate a need for growing knowledge of interactive modeling and teacher language.  <a href="#">Pre-Assessment Reflection</a> - Total score of 14/5 items = 2.8, 56% *based on walkthroughs, formal observation, teacher self-ratings	Increase consistency of interactive modeling being used in classrooms to introduce/review behavior and concepts  Goal - increase our schoolwide rating to at least 62% proficiency	Defining Interactive Modeling - <a href="#">Flipboard</a> <a href="#">Tool</a> <a href="#">Planning Tool</a>  <a href="#">Interactive Modeling Routines</a>	<a href="#">O2 Staff Survey</a>  Responsive Classroom Kaleidoscope Visit: <a href="#">Community Observation Feedback - School Growth Profile</a>	<a href="#">Interactive Modeling - Post Assessment</a> Total score of 19/5 items = 3.8, 76% *based on walkthroughs, formal observation, teacher self-ratings
<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: Goal 1: Black students will increase their self-reported scoring on the student survey from 2% to 25% reporting "definitely" in response to being able to manage their emotions. Goal 2: We will increase the % of students in our target population making good to great growth by 12% from their baseline on Early Reading (K1) and CBM Reading (23). Early Reading Baseline: Black - 10%, Hispanic - 17%, SwD - 20%, ML - 30%, CBM Reading Baseline: Black - 50%, Hispanic - 45%, SwD - 19%, ML - 52% Goal 3: Each subgroup will increase the % of students making good to great growth on CBM Math by at least 12% per year from their baseline. Baseline: SwD - 18%, Two or More - 19%, Black - 25%, Hispanic - 30%, White - 20%, Asian 57%, ML - 27%	Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point	<a href="#">NS SP100 Plan</a> <a href="#">Coursework Conversations Survey</a> <a href="#">Whole Family Book Study Slides</a> <a href="#">Family Engagement &amp; Communication Tracker</a> <a href="#">Community Scripts</a> <a href="#">Interactive Modeling Routines</a> <a href="#">NS SEL PD - RC Interactive Modeling &amp; Teacher Language</a> <a href="#">Math Workshop &amp; Number Talk/Warm-Up PD Slides</a> <a href="#">Oral Language Focus Areas</a>	Spring/Spring	Jillian Block Brooke Coy-Tchouani Guiding Coalition	Goal 1: 0% of Black students reported "definitely" in response to being able to manage their emotions.  Goal 2: Early Reading Baseline: Black - 10%, Hispanic - 37%, SwD - 29%, ML - 39% CBM Reading Baseline: Black - 50%, Hispanic - 45%, SwD - 19%, ML - 53%  Goal 3: CBM Math SwD - 16%, Two or More - 19%, Black - 29%, Hispanic - 30%, White - 29%, Asian 57%, ML - 27%	Goal 1: Black students will increase their self-reported scoring on the student survey from 0% to 50% reporting "definitely" in response to being able to manage their emotions.  Goal 2: We will increase the % of students in our target population making good to great growth by 12% from their baseline on Early Reading (K1) and CBM Reading (23).  Goal 3: Each subgroup will increase the % of students making good to great growth on CBM Math by at least 12% per year from their baseline.	1) <i>I share my feelings respectfully...</i> 68%  2) Early Reading: Black - 20%, Hispanic - 55%, SwD - 29%, MLs - 35% CBM Reading: Black - 50%, Hispanic - 42%, SwD - 20%, MLs - 64%  3) CBM Math Automatically: SwD - 37%, Two or More - 40%, Black - 44%, Hispanic - 49%, White - 47%, Asian 40%, ML - 49%  *Most subgroups have seen a pretty significant increase from fall to winter	1) Fall - 61/2 (often/always), Winter - 61/4 - 42% (often/always) *Black students reporting "often/always" in response to being able to manage their emotions  Goal 2: Early Reading Baseline: Black - 10%, to 27%, Hispanic - 37% to 47%, SwD - 29% to 47%, MLs - 39% to 52% CBM Reading Baseline: Black - 50%, Hispanic - 45%, SwD - 19% to 29%, ML - 53% to 74%  Goal 3: CBM Math: SwD - 16% to 38%, Two or More - 19% to 29%, Black - 29% to 39%, Hispanic - 30% to 31%, White - 29% to 37%, Asian 57% to 32%, ML - 27% to 32%  *There was some nice growth in these measures and I've coded those green, but not every marker was lit for 12% growth.	

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Exceptional Staff	Create an environment of engagement and inclusion for employees by: --Execution of Stay Interviews (fixed) --Utilization of 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.	Documentation of completed stay interviews. Evidence of school staff utilizing the peer-to-peer recognition tool.	Stay Interviews List Cheers for Peers - Staff encouraged to send a cheers every early release PD or full release PD day	Fall/Spring	Jillian/Brooke		Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Will begin these in December	Stay Interviews were completed in December	Stay Interviews were completed in December
		School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."			Spring /Spring	Jillian/Brooke	93.5% 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.		We also continue to round with our teachers three times a year to get feedback from them that we can use to drive short and long term building goals.	95.7% employees agreed "All things considered the district is a good place to work." in the spring of 2024
Communications and Community Engagement	Create a culture of engagement and inclusion through parent/caregiver communication by implementing the "updated" School Communication Playbook (fixed) Classroom communication to parents/caregivers	School Perception Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school.	Caregiver Communication Survey: -English -Spanish	NS Communication Norms Monthly Building Newsletters	Fall/Spring	Jillian Block	Spring 2023 School Perceptions Survey - 49/52 (91.7%) agree or strongly agree that they receive timely and meaningful communication from Northside. Fall 2023 Google Survey - 90/98 (91.8%) are satisfied or very satisfied with communication from Northside	Maintain above 90% of families indicating that they are satisfied or very satisfied with the communication they receive from Northside.	Waiting for Spring 2024 data	Communication to families includes: -monthly building newsletters -weekly classroom newsletters -many BSC reminders - text seems to be the most appreciated per anecdotal feedback	92% Fall 23, 86% Spring 24
		Process: Execution of the School Communication Playbook	Communications Rounding 23-24	NS Website - Family Engagement	23-24 School Year	Jillian Block Brooke Coy-Tchouani	Currently executing all measures in the playbook	Continue executing all measures in the playbook		All aspects are still being implemented	Communication Strategies from the Playbook were used.
	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."	Northside Family Engagement Plan 23-24		Spring/Spring	Jillian Block Brooke Coy-Tchouani	Of the 74 NS families that took the School Perceptions Survey and scored anything other than "Don't know/doesn't apply"..." 23 (31%) - Strongly Agree 44 (59%) - Agree 6 (8%) - Disagree 1 (1%) - Strongly Disagree	Maintain 90% or higher of families indicating that they agree or strongly agree with feeling that "I belong as part of the school community."		Multicultural Celebrations Communication Tracker February Conferences - 90% attendance	81% Spring 23, 91% Spring 24
	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.	\$8,000 budget	Aug /Sept. - breakfast October - stock the staff lounge	23-24 School Year	Jillian Block SCONES	N/A	SCONES goal is to do something to appreciate the NS staff each month.		Has continued to do a monthly staff appreciation initiative	
	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. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan. 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 B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan. C. Each community school site will host 4-6 community listening sessions with site stakeholders (students, families, staff, community members) using the Harwood model.	Site Leadership Team Rosters		23-24 School Year	Stacey Christenson	N/A	Recruit and retain representation from each stakeholder group.		NS Community School Mid-Year Impact Report	Participated in PLC meetings and decisions for equitable Teacher Appreciation, shared 501C3
Operational Excellence	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	Safety & Security Drill Log 23-24	NS Emergency Drills Guidance	23-24 School Year	Jillian Block	N/A	N/A	Initial data has been collected on field trips and first meeting with building leaders occurred on 11/30.	Additional conversation w/ Phil Frei about field trips on 01/25/24 during Leadership Collaborative. Some next steps were suggested.	Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created
					Spring to Spring	Jillian Block Brooke Coy-Tchouani Administrative Assistant	Baseline Data: Definitely - 106/161, 65.8% Sort Of - 31/161, 19.3% Not Really - 16/161, 9.9% No - 8/161, 5%	Increase students identifying "sort of" or "definitely" from 85.1% to 88%	NS Emergency Drills Guidance	90.1% positive rating for "I feel safe at school." NS Emergency Drills Guidance	