

SCORECARD		SCHOOL NAME									
		Prairie Phoenix Academy									
Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE
<b>Experiences: Rigorous and Coherent Teaching</b>	Increase rigorous and coherent teaching by planning and implementing collaborative design of instruction with effective AVID practices of Organization (AVID WICOR strategy) and utilizing a common lesson framework with all secondary staff in course-alike PLCs	<a href="#">Growth on the PLC Continuum</a>	<b>Evidence of planning small group instruction in Professional Learning Teams:</b> *inclusive of learning specialists (ML, SE, SS, etc) <b>*using data to identify student needs</b> <b>*utilization of the lesson planning framework with grade level standards</b>	<a href="#">Workshop planning doc 23/24 SY</a>  <a href="#">PPA Notes and Agendas</a>  <a href="#">New system presentation</a>	fall to spring	NS	Pre-initiating: Data Pre-initiating -Monitoring Student Learning	Implementing Data (pg 151) Implementing Monitoring (pg 153-154)	In progress	Completed	Completed-Data Developing for Monitoring
		Increased credit attainment for ELA classes			spring to spring	NS	65 out 109 = 59%	Increase by 9% of students served in the 23-24 school year	In progress	In progress	54 students earned 73.5 ELA credits
		Pre-ACT Secure (Grades 9-10)/ACT (Grade 11)			spring to spring	KM & AW	ELA 22-23 SY (At or Above grade level) 11th grade- 14.3% 10th grade- 14.3% 9th grade- 66.7%	9% increase	ELA (Pre- ACT Local At or Above college benchmarks) 11th grade- 8% 9th-10th grade- 13%	ELA (Pre- ACT Local At or Above college benchmarks) 11th grade- 8% 9th-10th grade- 13%	English ACT 11= 9% English preACT Secure 9-10= 13%
	Increase rigorous and coherent teaching by deepening the implementation of IXL supplemental instructional strategies	Increased credit attainment for Math classes	<b>Evidence of planning small group instruction in Professional Learning Teams:</b> *inclusive of learning specialists (ML, SE, SS, etc) <b>*using data to identify student needs</b> <b>*alignment of IXL strategies to meet</b>	<a href="#">Workshop planning doc 23/24 SY</a>	spring to spring	NS	67 out 109 =61%	Increase by 9% of students served in th 23-24 school year	In progress	In progress	52 students earned 59.5 math credits
<b>Environment: Culture of Care</b>	Create a culture of care by deepening the implementation of the effective Restoratives Practices: Year 1 of Restorative Justice Implementation Plan Developmental Designs strategies	% decrease on OSS/ISS as a response to behavioral errors	Social contracts visible in ALL classrooms Schoolwide expectations in ALL instructional spaces Circle documentation IC Resolutions		spring to spring	NS	11/16- 69%	60%	4/4 = 100%	12/14 = 86%	12/14 = 86%
		% increase on the use of restorative practices (restorative circle/ restorative conversation - in response to RJ documentation, and/or use of restorative practices - in response to behavioral error from all instances			spring to spring	ED & NS	0%	9%	November 10, 2023 = 1 out of 1 RJ documented responses included either circle or conversation, 0 responses out of 4 total responses included use of restorative practices. 1/5 = 20%	March 22, 2024 = 14 out of 21 RJ documented responses included either circle or conversation, 0 responses out of 16 total responses included use of restorative practices. 14/37 = 38%	June 6, 2024 = 14 out of 21 RJ documented responses included either circle or conversation 0 behavior incident responses out of 16 total responses included use of restorative practices. 14/37 = 38%
		% increase on site-selected SEL indicator(s) on <a href="#">SEL/Climate Survey</a>			fall to spring	AW & NS	72%	Increase by 5% = 77%	67%	82%	82%
		I can express my emotions in a variety of ways and understand that how I express myself impacts others. Increase on indicators of Culture of Care on RJ Walkthrough Tool			fall to spring	RL, RS, NS, AH, & ED	3.17	Increase by 9%= 3.46	In progress	In progress	3
<b>Equity: Disrupting Inequity</b>	Disrupt inequities by implementing site-based localized initiatives to address equity-focused Theories of Action through the 100 day plans (integration of PoP into goals): <b>2023/24 Problem of Practice: How might students and staff co-construct a culture of care so that our Black students, Hispanic students, and students who report two or more races, will have positive outcomes in academic outcomes in academic, attendance, and social emotional data.</b>  <b>PPA PoP:</b> How might we strengthen foundational skills in core content for PPA Scholars so that they are prepared for post-secondary success for the benefit of PPA Scholars?	Data TBD based on localized Problem of Practice.	Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point	Fastbridge aReading	spring to spring	NS & ED	N/A didn't have Fastbridge in place last spring	N/A	Did not yet have Fastbridge assessment in place to take	31% likely meeting grade level standards or 50% unlikely demonstrating risk (32 students assessed)	27% likely meeting grade level standards or 33% unlikely demonstrating risk (15 students assessed)
		Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Documentation of completed stay interviews.	Completion of stay interviews	fall to spring	Nikole	Stay Interviews complete from 22-23	All Stay Interviews completed	In progress		

SCORECARD	SCHOOL NAME										
	Prairie Phoenix Academy										
Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE
Exceptional Staff	<p>Initiative/Goal Statement</p> <p>Initiative/Goal Statement</p> <p>Initiative/Goal Statement</p>	<p>Measures (Fixed)</p> <p>School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."</p>	<p>Monitoring (Fixed)</p> <p>Evidence of school staff utilizing the peer-to-peer recognition tool.</p>	<p>Evidence (Flexed)</p> <p>57.1% agreed "All things considered the district is a good place to work." in the spring of 2023</p>	<p>Timeline</p> <p>spring to spring</p>	<p>Process Owner(s)</p> <p>Nikole</p>	<p>Baseline Data</p> <p>57.1% agreed "All things considered the district is a good place to work." in the spring of 2023</p>	<p>GOAL</p> <p>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.</p>	<p>NOVEMBER</p> <p></p>	<p>MARCH</p> <p></p>	<p>EOY/JUNE</p> <p>71.4% of employees agreed to "All things considered the district is a good place to work." in the spring of 2024.</p>
	<p>Initiative/Goal Statement</p> <p>Create a culture of engagement and inclusion through parent/caregiver communication by implementing the "updated" School Communication Playbook (fixed) Classroom communication to parents/caregivers</p>	<p>Measures (Fixed)</p> <p>School Perception Parent/Caregiver Survey Question: "I am satisfied with the communication that comes from the school."</p>	<p>Monitoring (Fixed)</p> <p>23-24 Playbook Rounding Form</p>	<p>Evidence (Flexed)</p> <p>School Perceptions Survey</p>	<p>Timeline</p> <p>Fall to Spring</p>	<p>Process Owner(s)</p> <p>NS</p>	<p>Baseline Data</p> <p>Baseline data was 0% for Caregiver Communication Survey. "I am satisfied with communication from the school."</p>	<p>GOAL</p> <p>By the end of the 23-24 school year we will increase the percentage of parents responding that "I am satisfied with the communication that comes from school" from 0% to 13%</p>	<p>NOVEMBER</p> <p>0% Waiting for spring results</p>	<p>MARCH</p> <p>Waiting for spring results</p>	<p>EOY/JUNE</p> <p>No results</p>
	<p>Initiative/Goal Statement</p> <p>Process: Execution of the School Communication Playbook</p>	<p>Measures (Fixed)</p> <p>Process: Execution of the School Communication Playbook</p>	<p>Monitoring (Fixed)</p> <p>23-24 Playbook Rounding Form</p>	<p>Evidence (Flexed)</p> <p>23-24 Playbook Rounding Form</p>	<p>Timeline</p> <p>Fall to Spring</p>	<p>Process Owner(s)</p> <p>NS</p>	<p>Baseline Data</p> <p>23-24 Playbook Rounding Form</p>	<p>GOAL</p> <p>Complete implementation of family engagement plan. Completed rounding in the Fall of 23-24 SY in October.</p>	<p>NOVEMBER</p> <p>Rounding #1 completed; discussed communication strategies for family satisfaction.</p>	<p>MARCH</p> <p>Rounded again and progress monitored in February.</p>	<p>EOY/JUNE</p> <p>n/a</p>
	<p>Initiative/Goal Statement</p> <p>Create a culture of parent/caregiver engagement and inclusion by collaboratively developing a site-based Family Engagement and Inclusion Plan</p>	<p>Measures (Fixed)</p> <p>School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community."</p>	<p>Monitoring (Fixed)</p> <p>2023-24 High School Family Engagement and Inclusion form</p>	<p>Evidence (Flexed)</p> <p></p>	<p>Timeline</p> <p>Spring to Spring</p>	<p>Process Owner(s)</p> <p>NS</p>	<p>Baseline Data</p> <p>60% from the 22-23 school year, school perception data.</p>	<p>GOAL</p> <p>By the end of the 23-24 school year we will increase the percentage of parents responding that "I feel I belong as a part of the school community" from 60% to 73%</p>	<p>NOVEMBER</p> <p>0% waiting for spring results</p>	<p>MARCH</p> <p>Waiting for spring results</p>	<p>EOY/JUNE</p> <p>No results</p>
	<p>Initiative/Goal Statement</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>Measures (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>Monitoring (Fixed)</p> <p></p>	<p>Evidence (Flexed)</p> <p>2023-2024 PPA's Site Leadership Team Roster</p>	<p>Timeline</p> <p></p>	<p>Process Owner(s)</p> <p>AH</p>	<p>Baseline Data</p> <p></p>	<p>GOAL</p> <p>Recruit and retain representation from each stakeholder group.</p>	<p>NOVEMBER</p> <p>We met once in November with complete roster.</p>	<p>MARCH</p> <p></p>	<p>EOY/JUNE</p> <p>2023-2024 PPA's Site Leadership Team Roster  Complete roster with the exception of family member and faith-based partner.</p>
	<p>Initiative/Goal Statement</p> <p>B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan.</p>	<p>Measures (Fixed)</p> <p></p>	<p>Monitoring (Fixed)</p> <p></p>	<p>Evidence (Flexed)</p> <p>Site Leadership Team Agenda 2023-2024</p>	<p>Timeline</p> <p></p>	<p>Process Owner(s)</p> <p>AH</p>	<p>Baseline Data</p> <p>18.33% (students with 90-100% SIS attendance rate, January-March 2024)</p>	<p>GOAL</p> <p>Identify community-driven metrics that will support site SP100 plans</p>	<p>NOVEMBER</p> <p>We met once in November with complete roster.</p>	<p>MARCH</p> <p>SLT Meetings Jan. 30 Feb. 27 March 19 - set goal to increase attendance by 2% for the last 100 days</p>	<p>EOY/JUNE</p> <p>17.5% (students with 90-100% SIS attendance rate, April-June 2024)  SLT Meetings April 23 June 4</p>

SCORECARD		SCHOOL NAME									
		Prairie Phoenix Academy									
Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE
<b>Communications and Community Engagement</b>		C. Each community school site will host 4-6 community listening sessions with site stakeholders (students, families, staff, community members) using the Harwood model.		<a href="#">Community Talk Note Tracker 23-24 (1-4)</a>		AH	N/A	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.	The group was in the planning stage at this time.	This box is still yellow because we are still continuing these conversation, seeing how we can best support their needs.	<a href="#">Community Talk Note Tracker 23-24 (1-4)</a>
	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="#">Field trip workbook</a>		PF	N/A			In progress	Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created.
<b>Operational Excellence</b>	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		In School Perception	Spring to Spring	NS	88% of students said "I feel safe at school", sort of / definitely	Maintain		In progress	87.50%