

SCORECARD												
Secondary TLE												
Strategic Alignment	Initiative/Goal Statement	Measures	Monitoring Expectations	Evidence	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY / JUNE	
Experiences: Rigorous and Coherent Teaching	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-like PLCs	Growth on the PLC Continuum	Evidence of planning small group instruction in Professional Learning Teams: *Inclusive of learning specialists (ML, SE, SS, etc)	Secondary Schools All Staff PD Fall 2023; RC-T Lesson Framework and RC-T WICOR Organization	fall to spring	SCC/JG/PRINCIPALS	See site scorecards	All sites improve on selected indicators	All sites have selected indicator & identified aligned action items in first 100 days, 5 of 6 sites have demonstrated accelerated growth in area(s) of focus	4 of 6 sites have met their end-of-year PLC Continuum goals	6 of 6 sites have improved on selected indicators	
		PLC Continuum Monitoring	*using data to identify student needs	RC-T Walkthrough Data	spring to spring	SCC/KJ/PRINCIPALS	96%	Maintain 95%+	96%	95%	95%	
		Increased credit attainment for ELA classes (HS)	*utilization of the lesson planning framework with grade level standards	ELA Unpacking with all ELA Staff 6-12	spring to spring	SCC/KJ/PRINCIPALS	57%	60%	60%	58%	60%	
		% increase on Fastbridge aReading (MS)	100% of our sites are operating in initiating or higher in each area of the PLC Continuum.	Oct_2nd Dec_11 Jan_22 Apr_12	spring to spring	SCC/KJ/PRINCIPALS	preACT Reading: 38% preACT Math: 31% ACT Reading: 43% ACT Math: 31%	preACT Reading: 40% preACT Math: 33% ACT Reading: 45% ACT Math: 32%	preACT 9-10 Local Reading: 47% preACT 9-10 Local Math: 32% preACT 11 Local Reading: 41% preACT 11 Local Math: 30%	NA	preACT 9-10 Secure Reading: 41% preACT 9-10 Secure Math: 30% ACT 11 Reading: 42% ACT 11 Math: 30%	
	Increase rigorous and coherent teaching by deepening the implementation of AVMR (6-7) and IXL (6-12) supplemental instructional strategies	Increased credit attainment for Math classes (HS)	Evidence of planning small group instruction in Professional Learning Teams: *Inclusive of learning specialists (ML, SE, SS, etc)	AVMR Re-Launch Oct_2023	spring to spring	SCC/LVH/PRINCIPALS	95%	Maintain 95%+	95%	94%	94%	
		% increase on Fastbridge aMath (MS)	*using data to identify student needs	IXL Training and implementation Plan Fall 2023	spring to spring	SCC/LVH/PRINCIPALS	59%	62%	62%	60%	61%	
	Secondary - Increase literacy achievement by developing a skill gap growth plan for middle school students to increase decoding, fluency, and comprehension skills	Completion of skill gap growth plan for middle school students to increase decoding, fluency, and comprehension skills	Development of skill gap growth plan for middle school students to increase decoding, fluency, and comprehension skills	SPASD 2023-24 Middle School Tiered Support for Literacy Plan	End of year	SCC/DL/DJ	N/A	Plan completion				Plan was completed and delivered at each middle school site
Environment: Culture of Care	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 (HS)	Social contracts visible in ALL classrooms	RJ High School Training Plan	spring to spring	SCC/PRINCIPALS	41%	39%	41%	31%	34%	
		% decrease on OSS/ISS as a response to behavioral errors (MS)	Schoolwide expectations in ALL instructional spaces	RJ Tier 3 Training for High School	spring to spring	SCC/PRINCIPALS	27%	25%	27%	27%	28%	
		% 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)	Circle documentation	Culture of Care Resources for MS and HS	End of Year	SCC/MM/PRINCIPALS	0 modules	3 sites deliver Tier 1 RJ training - 8 modules	All sites have begun training staff with Tier 1 modules	All sites are training staff with Tier 1 modules	All sites have trained staff on Tier 1 modules	
	% increase on site-selected SEL indicator(s) on SELClimate Survey (MS/HS)	IC Resolutions	RJ Tier 3 Training for High School	spring to spring	SCC/MM/PRINCIPALS	13%	15%	758/1593 = 48%	2129/5129 = 42%	2646/6793 = 39%		
				fall to spring	SCC/UT/PRINCIPALS	PV - 79.2% PM - 83.3% CH - 83.5% SPE - 80.5% SPW - 84.3% PPA - 73%	PV - 80.8% PM - 85.3% CH - 85.5% SPE - 82.5% SPW - 87.3% PPA - 80%	PV - 79.2% PM - 77.4% CH - 83.5% SPE - 80.5% SPW - 84.3% PPA - 72%	3 of 6 meeting 2 of 6 in progress 1 of 6 not on track	PV - 92% PM - 94% CH - 92% SPE - 92% SPW - 93% PPA - 82%		
				fall to spring	SCC/MM/PRINCIPALS	PV - 2.52 PM - 1.9 CH - 2.44 SPE - 2.1 SPW - 2.4 PPA - 3.17	PV - 2.62 PM - 2.1 CH - 2.51 SPE - 2.3 SPW - 2.8 PPA - 3.46	PV - 2.52 PM - 1.9 CH - 2.44 SPE - 2.1 SPW - 2.4 PPA - 3.17	No miyaser data collected	PV- 3.14 PM- 2.2 CH- 2.59 SPE- 2.5 SPW- 2.5 PPA - 3		
Equity: Disrupting Inequity	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):	Data TBD based on localized Problem of Practice.	Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point	SPASD Fall SP100 Professional Learning	spring to spring	SCC/MM/PRINCIPALS	See Site Scorecards	See Site Scorecards	See site scorecards for specific problems of practice - 6 of 6 sites have approved Problems of Practice and strategic actions to disrupt identified inequities captured in their Fall and Winter SP100 plans.			
Exceptional Staff Communications and Community Engagement	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	CS/SCC	100% of Required Stay Interviews Completed in 2022-2023	-100% of required stay interviews are completed.				
					Spring/Spring	CS/SCC	Spring of 2023 Staff Survey Results Agreeing with the statement 85.3% Overall Employee 82.9% Professional Educator 96.8% Administrators 86.6% 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 86.8% Overall Employee 84.1% Professional Educator 100% Administrators 88.3% Administrative Support 90.4% Support Staff 71.9% Staff of Color		
	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	Utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities		Spring/Spring	CS/SCC	90% Overall Retention Rate 91% Professional Educator 94% Administrators 94% Administrative Support 87% Support Staff 88% Staff of Color**	-90% 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 88% Support Staff 90% Staff of Color
	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 English Language Arts Curriculum Renewal & Design	Reading and Literacy Communication Plan	Reading and Literacy Communication Plan	Reading and Literacy Communication Plan	End of Year	SCC/PURM			In progress	In progress		
Operational Excellence	Department Item							N/A	N/A	N/A		