

SCORECARD Student Services											
Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring Expectations (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE
Experiences: Rigorous and Coherent Teaching	Elementary: Increase student achievement outcomes by planning for and implementing data-driven rigorous and coherent teaching using collaborative processes as elementary professional learning communities (PLCs)	contribute to each site's Growth on the PLC Continuum	Site Level: Ec-5 special ed teachers are meeting with their PLTs weekly focusing on the 4 critical questions. Evidence of planning for small group instruction in Professional Learning Teams that are: *inclusive of learning specialists (ML, SE, SS, etc), *using data to identify needs of SWDs, and *aligning instructional routines and scaffolding so that SWDs are accessing literacy and numeracy grade level essential standards. 100% of our sites are operating in initiating or higher in each area of the PLC Continuum. Director Level: Evidence of training and coaching around the rigorous and coherent element of the instructional framework	Site Evidence: Completion of SP100 related action steps, Associate Principal Educator Effectiveness SLO & PPG artifacts, PLC Continuum growth, PLC Continuum site based self assessment Director Evidence: Learning by Doing SSL book study, PLT Self Assessment completed by all CC teachers and used for second semester action planning by Associate Principals (2/23/24), SSL Agendas	Fall/Spring	Apodaca & Thomas	Fall PLC Continuum	100% Site scorecards - 9 elementary schools meet their PLC Continuum growth goals for the school year.	All sites have selected indicator & identified aligned action items in first 100 days. 9 of 9 elementary sites have demonstrated growth in area(s) of focus and 5 of 6 secondary sites have demonstrated accelerated growth in area(s) of focus	ELEM- 4 of 10 sites met EOY goals, 3 of 10 sites met 1 of 2 goals, 3 of 10 in progress towards EOY goals. SP100 Data Summary	10 of 10 sites have assessed selected indicators. 8 of 10 sites have met their end of year PLC Continuum improvement goals 2 of 10 sites are practicing, have not yet made progress toward their end of year goals
	Elementary: Increase literacy achievement through universal phonics and phonemic awareness and handwriting instruction	58% of students with disabilities will make good to great growth on measures of Early Reading (K-1) (baseline from Spring 2023 = 51%)	Site Level: All K-2 CC teachers use adopted instructional resources to teach phonics, phonemic awareness, and handwriting across environments and in small groups. All K-5 CC teachers contribute scaffolding strategies for SWDs to access grade level essential standards in the collaborative planning of instruction of PLTs.	Site Evidence: Elementary AP SLO/PPG documents, Elementary Special Ed Day One Readiness workbooks (tab to links), Elementary scorecards and SP 100 Plans Director Evidence: Individual SSL coaching workbook, Running SSL 23-24 Agenda, SP100 Coaching Agendas	Spring/Spring	Apodaca & Thomas	Spring 2023= 51%	58% of students	Initial assessment (no growth yet)	Winter 2024 = 50%	Spring 2024 = 54%
	SS: Increase literacy achievement of students with disabilities through universal and supplemental phonics and phonemic awareness and handwriting instruction	61% of students with disabilities will make good to great growth on CBM reading (2-3) (baseline from Spring 2023 = 54%)	Director Level: Evidence of training and coaching leaders on the use of the following resources: Literacy Bridge year materials, gated assessment process (diagnostic process), Assessment and Instruction Menu, ELA, the work of the Literacy Diagnostic Assessment PLC, Florida Center for Reading Research (K-5), Literacy PD throughout the year. Evidence of feedback provided re: this focus area through individual AP coaching agendas and Educator Effectiveness processes.	Director Evidence: Individual SSL coaching workbook, Running SSL 23-24 Agenda, SP100 Coaching Agendas			Spring 2023 = 54%	61% of students	Initial assessment (no growth yet)	Winter 2024 = 48%	Spring 2024 = 53%
		64% of students with disabilities will make good to great growth on aReading (4-5) (baseline from Spring 2023 = 57%)					Spring 2023 = 57%	64% of students	Initial assessment (no growth yet)	Winter 2024 = 56%	Spring 2024 = 56%
	Elementary: Increase numeracy achievement by deepening the implementation of Advanced Math Recovery (AVMR) strategies in small group instruction	60% of students with disabilities will make good to great growth on measures of Early Math (K-1) (baseline from Spring 2023 = 52%)	Site Level: Evidence of small group instruction in math with a focus on professional learning teams that are: * inclusive of learning specialists (MS, SE, SS, etc), * using data to identify needs of SWDs * aligning an AVMR strategy to the needs of SWDs and * include planning for CC teacher involvement in facilitating small groups so that SWDs are receiving scaffolds to grade level numeracy essential standards.	Site Evidence: Elementary Special ed Day One Readiness workbooks (tab to links) Director Evidence: Individual SSL Coaching Workbook, SSL Running Agenda 23-24	Spring/Spring	Apodaca & Thomas	Spring 2023 = 52%	60% of students	Initial assessment (no growth yet)	Winter 2024 = 48%	Spring 2024 = 53%
	SS: Increase numeracy achievement of students with disabilities by deepening the implementation of Advanced Math Recovery Strategies (AVMR) in small group instruction.	70% of students with disabilities will make good to great growth on aMath (2-5) (baseline from Spring 2023 = 64%).	Director Level: Evidence of training and coaching leaders on data literacy and goal setting with individual teachers for each student on their caseloads. Evidence of feedback provided re: this area through individual AP coaching agendas and Educator Effectiveness processes.				Spring 2023 = 64%	70% of students	Initial assessment (no growth yet)	Winter 2024 = 56%	Spring 2024 = 57%
	Secondary: Increase rigorous and coherent teaching by planning for 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 Professional Learning Teams.	Growth on the PLC Continuum	Site Level: 6-12 special ed teachers are meeting with their PLTs weekly focusing on the 4 critical questions. Evidence of planning for small group instruction using the AVID practices of organization in Professional Learning Teams that are: *inclusive of learning specialists (ML, SE, SS, etc), *using data to identify needs of SWDs, and *utilizing the lesson planning framework to plan scaffolds so that SWDs access grade level standards 100% of our sites are operating in initiating or higher in each area of the PLC Continuum. Director Level: Evidence of training and coaching around the rigorous and coherent element of the instructional framework	Site Evidence: Completion of SP100 related action steps, Coordinator evaluation artifacts (tab to links), PLC Continuum growth Director Evidence: Learning by Doing SSL book study, PLT Self Assessment completed by all CC teachers and used for second semester action planning by Coordinators (2/23/24), SSL Agendas	fall to spring	Apodaca & Thomas	Fall PLC Continuum	100% Site scorecards - 6 secondary schools meet their PLC Continuum growth goals for the school year.	All sites have selected indicator & identified aligned action items in first 100 days. 5 of 6 secondary sites have demonstrated growth in area(s) of focus	SEC- 4 of 6 sites met EOY goals, 2 of 6 sites met 1 of 2 goals SP100 Data Summary	6 of 6 sites have improved on selected indicators
		Pre-ACT Secure (grades 9-10)/ACT (Grade 11) 9% increase of SWDs grades 9-11 meeting benchmark in Reading & Math			Spring to spring		Spring 2023 Reading: 10% Math: 5%	Reading: 19% Math: 14%	Fall 2023 (Local Administration) Reading: 11% Math: 4%	Assessment administered in March and April. No new data	Reading: 7% Math: 5%
		49% of students with disabilities will make good to great growth on Fastbridge aReading (6-8) (baseline from Spring 2023 = 41%)			Spring/Spring		Spring 2023 = 41%	49% of students	Initial assessment (no growth yet)	Winter 2024 = 53%	Spring 2024 = 47%

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		98% of students with disabilities will receive a D- or better in ELA classes (HS) (Baseline 94%)					Spring 2023 = 94%	98% of students	No grades yet	91%	94%
	Secondary (MS): Increase rigorous and coherent teaching by deepening the implementation of AVMR and IXL supplemental instructional strategies SS: Increase rigorous and coherent teaching by deepening the implementation of AVMR and IXL supplemental instructional strategies with students with disabilities.	72% of students with disabilities will make good to great growth on allMath (6-8) (baseline from Spring 2023 = 62%)	Site Level: Evidence of small group instruction in math with a focus on professional learning teams that are: * inclusive of learning specialists (MS, SE, SS, etc), * using data to identify needs of SWDs * aligning an AVMR or IXL strategy to the needs of SWDs and * include planning for CC teacher involvement in facilitating small groups so that SWDs are receiving scaffolds to grade level numeracy essential standards. Director Level: Evidence of training and coaching leaders on data literacy and goal setting with individual teachers for each student on their caseloads. Evidence of feedback provided re: this area through individual coordinator coaching agendas and evaluation processes.	Site Evidence: Completion of SP100 related action steps, Coordinator evaluation artifacts (workbooks tab to links) Director Evidence: Learning by Doing SSL book study, PLT Self Assessment completed by all CC teachers and used for second semester action planning by Coordinators (2/23/24), SSL Agendas, Individual Coordinator Coaching Workbook		Apodaca & Thomas	Spring 2023 = 62%	72% of students	Initial assessment (no growth yet)	Winter 2024 = 48%	Spring 2024 = 61%
	Secondary (HS): Increase rigorous and coherent teaching by deepening the implementation of IXL supplemental instructional strategies SS: Increase rigorous and coherent teaching by deepening the implementation of IXL supplemental instructional strategies with students with disabilities.	97% of Students with disabilities will receive a D- or better in Math classes (HS) (baseline 93%)	Site Level: Evidence of small group instruction in math with a focus on professional learning teams that are: * inclusive of learning specialists (MS, SE, SS, etc), * using data to identify needs of SWDs * aligning an IXL strategy to the needs of SWDs and * include planning for CC teacher involvement in facilitating small groups so that SWDs are receiving scaffolds to grade level numeracy essential standards. Director Level: Evidence of training and coaching leaders on data literacy and goal setting with individual teachers for each student on their caseloads. Evidence of feedback provided re: this area through individual coordinator coaching agendas and evaluation processes.		Spring to spring	Apodaca & Thomas	Spring 2023 = 93%	97%	No grades yet	90%	90%
Environment: Culture of Care	Elementary: Create and maintain a culture of care by implementing Responsive Classroom strategies in all elementary sites. SS: Special Education and Student Services Staff will contribute to the creation and maintenance of a culture of care by supporting the implementation of Responsive Classroom strategies , inclusive of students with disabilities	% Increase on site-selected SEL indicator(s) on SEL/Climate Survey	Site Level: Evidence of the contributions of special education and student services staff in the planning for site-selected SEL competencies. Evidence of the use of Second Step Lessons for supplementary, small group instruction for some students Director Level: Evidence of training and coaching on the use of social/emotional standards in SP100 coaching agendas, SSL running agenda, and individual SSL coaching workbook.	Site Evidence: Elementary Special Ed Day One Readiness workbooks (tab to links), Elementary scorecards and SP 100 Plans Director Evidence: Individual SSL coaching workbook, Running SSL 23-24 Agenda, SP100 Coaching Agendas	fall to spring	Apodaca & Thomas	10 out of 10 sites have a baseline and competency selected	10 out of 10 will meet growth goal on selected SEL competency	10 out of 10 sites have a baseline and competency selected	1/10 meeting 6/10 in progress 3/10 not on track	8/10 meeting 2/10 not meeting
		% increase on site-selected indicators of Culture of Care on RC Assessment	Site Level: Evidence of the contributions of special education and student services staff in the planning to incorporate RC site-selected practices Evidence of the contributions of special education and student services staff in the implementation of site selected RC practices Evidence of completed RJ walkthrough* Director Level: Evidence of training and coaching on the use of RC strategies in SP100 coaching agendas, SSL running agenda, and individual SSL coaching workbook.	Site Evidence: Elementary Special Ed Day One Readiness workbooks (tab to links), Elementary scorecards and SP 100 Plans Director Evidence: Individual SSL coaching workbook, Running SSL 23-24 Agenda, SP100 Coaching Agendas	fall to spring	Apodaca & Thomas	10 out of 10 sites have a baseline and RC indicator selected	10 out of 10 meeting growth goal set on RC indicator	10 out of 10 sites have a baseline and RC indicator selected	1/10 meeting 9/10 in progress	4/10 meeting 3/10 good progress 3/10 not meeting
	Secondary (MS): Create and maintain a culture of care by deepening the implementation of effective Restorative Practices: (6-8) Year 2 of Restorative Justice Implementation Plan Developmental Designs Strategies SS: Special Education and Student Services Staff will contribute to creating and maintaining a culture of care by deepening the implementation of effective restorative practices: (6-8) Year 2 of Restorative Justice Implementation Plan Developmental Designs Strategies	% increase on site-selected SEL indicator(s) on SEL/Climate Survey % increase on indicators of Culture of Care on RJ Walkthrough Tool fall to spring % decrease on OSS/ISS as a response to behavioral errors for SwDs	Site Level: Social contracts visible in ALL classrooms inclusive of special education environments. School Wide expectations in ALL instructional spaces inclusive of special education environments. Circle documentation involving students with disabilities IC Resolutions for students with disabilities Director Level: Evidence of training and coaching on the use of social/emotional standards in SP100 coaching agendas, SSL running agenda, and individual SSL coaching workbook.	Site Evidence: Secondary evaluation portfolios (tab to links), SP100 action steps, site scorecards Director Evidence: Individual SSL coaching workbook, Running SSL 23-24 agenda, SP100 Coaching agendas, Sample IEP goal	fall to spring fall to spring spring to spring	Apodaca & Thomas	6 out of 6 sites have a baseline and competency selected PV - 79.2% PM - 77.4% CH - Self Concept: 71.99% CH - Social Competence: 63.82% CH - Emotional Dev: 75.17% PV - 2.52 PM - 3.0 CH - 2.44	6 out of 6 sites meeting growth goal on selected SEL Competency PV - 80.8% PM - 83.7% CH - Self Concept: 75.99% CH - Social Competence: 85.82% CH - Emotional Dev: PV - 2.62 PM - 3.18 CH - 2.51	6 out of 6 sites have a baseline and competency selected. Still at baseline; in progress	3 of 6 meeting 2 of 6 in progress 1 of 6 not on track PM- 1.9	6 of 6 meeting (MS/HS) PV- 3.14 PM- 2.2 CH- 2.59 SPE- 2.5 SPW- 2.5 PPA- Met 29% (244 out of 841)

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		% increase on restorative practices as a response (to behavioral errors or other documentation) for SWDs			spring to spring		13%	15%	27%	39%	35%
	Secondary (HS): Create and maintain a culture of care by deepening the implementation of effective Restorative Practices: (9-12) Year 1 of Restorative Justice Implementation Plan Developmental Designs Strategies	% increase on site-selected SEL indicator(s) on SELClimate Survey	Site Level: Social contracts visible in ALL classrooms inclusive of special education environments. School Wide expectations in ALL instructional spaces inclusive of special education environments. Circle documentation involving students with disabilities IC Resolutions for students with disabilities		fall to spring	Apodaca & Thomas	SPE - 80.5% SPW - 84.3% PPA - 75%	SPE - 82.5% SPW - 87.3% PPA - 85%	Still at baseline; in progress	2 of 6 meeting 4 of 6 in progress	6 of 6 meeting
	SS: Special Education and Student Services Staff will contribute to creating and maintaining a culture of care by deepening the implementation of effective restorative practices: (9-12) Year 1 of Restorative Justice Implementation Plan Developmental Designs Strategies	% increase on indicators of Culture of Care on RJ Walkthrough Tool fall to spring	Director Level: Evidence of training and coaching on the use of social/emotional standards in SP100 coaching agendas, SSL running agenda, and individual SSL coaching workbook.		fall to spring		SPE - 2.1 SPW - 2.4 PPA - 3.17	SPE - 2.3 SPW - 2.8 PPA - 3.46	Still at baseline; in progress	PM- 1.9	PV- 3.14 PM- 2.2 CH- 2.59 SPE- 2.5 SPW- 2.5 PPA- Met
		% decrease on OSS/ISS as a response to behavioral errors for SWDs			spring to spring		41% of referrals	39% of referrals	25%	26%	34%
		% increase on restorative practices as a response (to behavioral errors or other documentation) for SWDs			spring to spring		2% of documentation	6%	11%	9%	8%
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 TOA):	Data TBD based on localized Problem of Practice.	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	Site Evidence: Site Scorecards & SP100 plans (3 cycles) Director Evidence: SP100 Coaching Agendas, SP100 facilitation artifacts June - June	spring to spring	Apodaca & Thomas	All sites coached develop an approved problem of practice.	All sites coached maintain an approve problem of practice	All sites coached develop an approved problem of practice.	All sites coached on their PoP. All sites coached have SP100 day plans aligned to PoP.	
Exceptional Staff		Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Completion of stay interviews	Site Evidence: SSL Educator Effectiveness documents & Stay Interview Log	Fall/Spring	Apodaca & Thomas	100% of Required Stay Interviews Completed in 2022-2023	-100% of required stay interviews are completed.		All stay interviews complete	
		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	Apodaca & Thomas	Spring of 2023 Staff Survey Results Agreeing with the statement 85.3% Overall Employee 82.9% Professional Educator 96.6% 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 86.8% Overall Employee 84.1% Professional Educator 100% Administrators 98.3% Administrative Support 90.4% Support Staff 71.9% Staff of Color
	Creates 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)	Retention Rate of employees			Spring/Spring	Apodaca & Thomas	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
Communications and Community Engagement	Completion of the TLE Attendance and Communication Profile	Completion of the TLE Attendance and Communication Profile	Completion of the TLE Attendance and Communication Profile	TLE Attendance & Communication Profile	Fall to spring	Leonard & Thomas					
Operational Excellence	Department Item										