

Strategy	23/24 Goal	23-24 Measure (how we'll assess progress)	Progress Monitor Data					
			Timeline	Baseline	Goal	SP 100 November, 2023	SP 100 March, 2024	SP 100 June, 2024
SPASD Strategic Pillar: Culture of Educational Excellence								
Implementation of the Instructional Framework and Practice Profiles for Disrupting Inequity, Culture of Care, and Rigorous and Coherent Teaching	Increase student achievement outcomes through the continued implementation of the 2022-2030 Instructional Framework and Practice Profiles for Disrupting Inequity, Culture of Care, and Rigorous and Coherent Teaching, following the National Implementation Research Network (NIRN) implementation process.	Completion of Year 2 action steps of the 2022-2024 Instructional Framework Implementation Plan.	End of year	3 of the 9 Practice Profiles completed and published. Usability study completed on 3 of the 9 Practice Profiles. Strategies to improve outcomes for students related to the IF elements 1-3 incorporated into SP100 plans. Initial Draft of training plan for the Instructional Framework.	9 of 9 Practice Profiles completed and published. Usability study completed on 9 of the 9 Practice Profiles. Finalized Instructional Framework Training plan. Identification of IF elements 4-6 to be implemented in the 2024-26 school years.	9 of the 9 Practice Profiles completed and published. Usability study completed on 3 of the 9 Practice Profiles. Draft of training plan for the Instructional Framework.	9 of the 9 Practice Profiles completed and published. Usability study completed on 3 of the 9 Practice Profiles. Draft of training plan for the Instructional Framework.	9 of the 9 Practice Profiles completed and published. Usability study completed on 3 of the 9 Practice Profiles. Draft of training plan for the Instructional Framework.
Disrupt Inequity		School Sites: (Link to Strategic Webpage)	Spring to spring	All sites develop an approved problem of practice.	All sites maintain an approved problem of practice and strategic actions to disrupt the identified inequity.	15 of 15 sites have approved Problems of Practice and strategic actions to disrupt identified inequities captured in their Fall and Winter SP100 plans.	15 of 15 sites have approved Problems of Practice and strategic actions to disrupt identified inequities captured in their Fall and Winter SP100 plans.	15 of 15 sites have approved Problems of Practice and strategic actions to disrupt identified inequities captured in their Fall, Winter and Spring SP100 plans.
	Disrupt inequities by implementing initiatives to address equity-focused problems of practice.	Ops Departments: (Link to Strategic Webpage)	Spring to spring	All departments develop an approved problem of practice.	All departments maintain an approved problem of practice and strategic actions to disrupt the identified inequity.	All departments have approved Problems of Practice and strategic actions that have been discussed in quarterly reviews.	All departments have approved Problems of Practice and strategic actions that are being discussed in quarterly reviews.	All departments have approved Problems of Practice and strategic actions that are being discussed in quarterly reviews.
Create Rigorous and Coherent Teaching Experiences	Increase elementary literacy achievement through universal phonics and phonemic awareness instruction	% increase on Fastbridge Reading measures	Fall to Spring (casecades to buildings) Spring to Spring	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: 56% 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 elementary numeracy achievement by deepening implementation of Advanced Math Recovery (AMR) supplemental instructional strategies	% increase on Fastbridge Math measures	Fall to Spring (casecades to buildings) Spring to Spring	Fall to Spring earlyMath K-1: 72% aMath 2-5: 61% Spring to Spring earlyMath K-1: 65% 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%
	Increase secondary numeracy achievement by deepening the implementation of Advanced Math Recovery (AMR) and IXL supplemental instructional strategies	(6-8) % increase on Fastbridge aMath (9-12) % increase on Math credit attainment	Spring to spring	aMath: 59%	aMath: 62%	aMath: 62%	aMath: 60%	aMath: 61%
	Plan for and implement collaborative design of instruction with effective AVID practices of Organization (AVID WICOR strategy) and utilizing a common lesson framework with all secondary staff in content-based Professional Learning Communities	(6-12) Increased measurement on PLC Continuum	Fall to spring	N/A	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 2 of 6 sites have met their end-of-year PLC Continuum goals for one of two indicators	6 out of 6 sites improved on selected indicators
		(6-8) % increase on aReading (9-12) % increase on ELA credit attainment	Spring to spring	aReading: 57%	aReading: 60%	aReading: 60%	aReading: 58%	aReading: 60%
	Secondary - Increase literacy achievement by developing a skill gap growth plan for middle school students to increase decoding, fluency, and comprehension skills	Completion of Plan	End of year	Development of skill gap growth plan for middle school students to increase decoding, fluency, and comprehension skills	Completion of Plan	Skill gap growth plan created	Skill gap growth plan created and implemented	Skill gap growth plan created and implemented

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	Elementary - Plan for and implement data-driven rigorous and coherent teaching using collaborative processes as Professional Learning Communities	Growth on the PLC Continuum	Fall to spring	N/A	All sites improve on selected indicators	All sites have selected indicator & identified aligned action items in first 100 days, 5 of 10 sites have demonstrated accelerated growth in area(s) of focus	4 of 10 sites have met their end-of-year PLC Continuum goals 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. 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
Create a Culture of Care across All Learning Environments	Elementary - Create and maintain a Culture of Care by deepening the implementation of Responsive Classroom strategies in all elementary sites	% increase on indicators of Culture of Care on Responsive Classroom Assessment	Fall to spring	N/A	All sites improve on selected indicators	10 out of 10 sites have a baseline and indicator selected	10 out of 10 sites have a baseline and indicator selected	8/10 improved 2/10 not improved
		# of sites meeting site-selected SEL indicator(s) on SEL/Climate Survey	Fall to spring	N/A	All sites improve on selected indicators	10 out of 10 sites have a selected SEL indicator	2/10 meeting 5/10 on track 4/10 not on track	9/10 improved 1/10 not improved
	Create a Culture of Care by deepening the implementation of the effective Restoratives Practices:	% decrease on OSS/ISS as a response to behavioral errors	Spring to spring	ES - 31% MS - 27% HS - 41%	ES - 29% MS - 25% HS - 39%	ES - 17% MS - 26% HS - 27%	ES - 17% MS - 31% HS - 30%	ES - 14% MS - 28% HS - 34%
	(6-8) Year 2 of Restorative Justice Implementation Plan	Increase the frequency of restorative practices (Educlimber- restorative circle, restorative conversation + Infinite Campus- use of restorative practices)	Spring to spring	MS/HS	MS/HS - 15%	758/1587 = 48%	2129/5129 = 42%	2646/6793 = 39%
	(9-12 & WS ES, MV ES, CHB ES) Year 1 of Restorative Justice Implementation Plan							
	(6-12) Developmental Designs strategies	# of sites meeting site-selected SEL indicator(s) on SEL/Climate Survey	Fall to spring	See site scorecards	All sites improve on selected indicators	6 out of 6 sites have selected SEL indicator	1/6 meeting 5/6 on track 0/9 not on track	6/6 improved
(6-12) Positive Behavior and Intervention Supports strategies	Increase on indicators of Culture of Care on RJ Walkthrough Tool	Fall to spring	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	N/A	PV- 3.14 PM- 2.2 CH- 2.59 SPE- 2.5 SPW- 2.5 PPA - 3	
SPASD Strategic Pillar: Culture of Engagement and Inclusion								
Exceptional Staff	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)	Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Fall to Spring	100% of Required Stay Interviews Completed in 2022-2023	-100% of required stay interviews are completed.	15 of 15 sites and all departments have plans and are on track to complete stay interviews by the February 15th deadline given to supervisors.	All stay interviews have been completed	All stay interviews have been completed
		School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."	Spring to Spring	Spring of 2023 Staff Survey Results Agreeing with the statement "All things considered the district is a good place to work" 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.	15 of 15 sites and all departments have implemented the district solution (Cheers for Peers) focused on staff-to-staff recognition tied to our strategic priorities with 3,459 cheers completed year-to-date.	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	
		Retention data disaggregated by employee type and racial identities	Fall to Fall	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	90% Overall Retention Rate 92% Professional Educators 92% Administrators 96% Admin Support 88% Support Staff 90% Staff of Color		

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Communications and Community Engagement		School Perception Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school.	Fall to Spring	Survey administered in fall 2023 and then again on SP Survey in Spring. Strategies discussed to maintain high score or increase site score.	% increase in survey question: I am satisfied with the communication that comes from the school.	Jamie/Patti Rounded with 15/15% of sites, discussed communication strategies to consider for the rest of the year to work towards higher satisfaction on spring survey	15/15 sites rounded with (or scheduled). Coached and offered support and clarification	% increase in survey question: I am satisfied with the communication that comes from the school. Schools Average 82.4%
	Create a culture of engagement and inclusion through parent/caregiver communication by implementing the "updated" School Communication Playbook (fixed) Classroom communication to parents/caregivers	Process: Execution of the School Communication Playbook	2023-24 SY	100% of sites develop communication strategies	100% of sites execute identified communication strategies	15/15 of sites rounded with and reviewed the playbook expectations	15/15 sites rounded with (or scheduled). Offered support and clarified their strategies for improving communication.	100% of sites execute identified communication strategies
	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."	Spring to Spring	100% of school sites co-create a Family Engagement & Inclusion Plan.	100% of sites maintain or improve on their survey results from spring 23 to spring 24	Jamie/Patti Rounded with 15/15 of sites, coached on their Family Engagement & Inclusion Plan to ensure it was co-created, communicated to families, and put on website.	Jamie/Patti Rounded with 15/15 of sites, coached on their Family Engagement & Inclusion Plan to ensure it was co-created, communicated to families, and put on website.	School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community." Goal: 71.1% achieved a 78.4%
	Create a culture of engagement and inclusion through equity and excellence for continuous improvement by implementing the SPASD SCO Equity Model at elementary.	Equitable access to staff appreciation funds through monthly events and a standardized budget for staff appreciation week funded by SCOs.	Fall to Spring	N/A	100% of Elementary Schools provide equitable funding for Staff Appreciation through a shared budget model and shared funding structure.	Established per staff member amount that 9/9 elementary SCOs will use to guide budgeting and spending for staff appreciation	100% of Elementary Schools established a communication plan to identify equity gaps their school is experiencing and SCOs identified budget line items of shared funds to easily foster financial support of other schools in support of equitable teacher appreciation	100% of Elementary Schools established a communication plan to identify equity gaps their school is experiencing and SCOs identified budget line items of shared funds to easily foster financial support of other schools in support of equitable teacher appreciation
		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	Fall to Spring	N/A	100% of sites recruit and retain representation from each careholder group and maintain 80% attendance at SLT meetings.	4/8 sites have held SLT meetings.	8/8 sites have held SLT meetings.	All Site Leadership Team rosters are linked on site scorecards.
		B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan.	Fall to Spring	70.37% (students at SPCS sites with 90-100% SIS attendance rate January-March 2024)	100% of sites Goals identify community-driven metrics that will support site SP100 plans	4/8 sites have shared their SP100 plans with their SLT.	8/8 sites have a goal targeting chronic absenteeism	73.88% (students at SPCS sites with 90-100% SIS attendance rate April-June 2024) 3.51% increase
		C. 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)	Fall to Spring	N/A	Top needs and assets of each community school site 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.	3/8 sites have held conversations. 8/8 sites have a plan in place.	8/8 sites have held Community Conversations. Data is being compiled into theme documents.	All sites have held their community conversations with stakeholder groups. Notes from these conversations is linked on their site scorecards.
SPASD Strategic Pillar: Culture of Operational Excellence								

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Operational Excellence	Ensure operational excellence by raising awareness through participation in collaborative data analysis for equity in budgeting with 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.)	2023-24 SY				Initial data has been collected on field trips and first meeting with site leaders occurred on 11/30.	Data has been reviewed by leadership collaborative and initial next steps have been identified.	Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created
	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/fixed) 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	Spring to Spring	87% of students report that they often or almost always feel safe at my school (Spring 2023)	1% increase in the number of students who report that they often or almost always feel safe at my school (Spring 2024)	87% of students report that they often or almost always feel safe at my school (Spring 023)	15 of 15 sites completed fall active threat drills. Backend work for Raptor Emergency Management is in progress. Raptor pilot on track for 2024 implementation.	Spring active threat drills are being scheduled. Initial pilot meetings for Raptor Emergency Management have been held and initial rollout is in process.	Spring Survey Results: Overall: 89% Elem: 92.5% Middle: 89.5% High: 85.7% 15 of 15 sites completed fall and spring active threat drills. Raptor Emergency Management Launch is still on track for fall implementation.