

SCORECARD									
Strategic Alignment	Action Steps	Monitoring (Fixed)	Measures	Timeline	Baseline Data	GOAL	BEG/OCT	MID/FEB	END/MAY
Environment	We will ensure that all students have access to high quality grade level Social Emotional Learning (SEL) curriculum and instruction through the implementation of grade-level, essential standards so that student social-emotional competency increases and exclusionary discipline decreases in grades K-12.	Program Fidelity Tools	SEL Competencies Survey Outcome (3-12)	Spring to Spring					
			95% of students described as having no OSS/ISS (K-12)	Spring to Spring					
Equity	Across our four elementary Community School sites (Westside, C.H. Bird, Creekside, and Northside), we see significant racial and ability-based disparities in student participation in out-of-school time programming. While 55% of white students engage in extracurricular opportunities, only 29% of Black students participate—a 26-percentage-point gap. Similarly, students with disabilities participate at disproportionately lower rates than their peers. These inequities limit access to enrichment, belonging, and extended learning opportunities, and suggest that our current systems, outreach, and program design are not meeting the needs of all students.	Department Problem of Practice & quarterly rouding with DSEI	Department identified problems of practice	Spring to Spring	29% of black students	32% of black students (increase of 45 students)	22% of black students are enrolled in SPCS driven out of school time programs	48% of black students at 4 elementary sites are enrolled in SPCS driven out of school time programs.	
Exceptional Staff	We will collaboratively implement recognition and feedback structures as defined by Human Resources that include elements of care, behavior, impact, and curiosity so that employees feel they can utilize the feedback they receive from colleagues and supervisors to improve their ability to successfully fulfill their role.	Feedback Inventory Feedback Professional Development Planning Documents	Employee Engagement survey item "I receive meaningful feedback from colleagues and direct supervisors that challenges me to grow as a professional."	Spring to Spring	Spring 2025: 80%			DW: 83% Prof Edu: 84% Support Staff: 78%	
Communications and Community Engagement	We will improve and refine classroom-to-parent/caregiver communication expectations through the School Site Communications Playbook so that parent/caregiver engagement and satisfaction increases.	Communications Rounding Tool	School Perceptions Parent/Caregiver Survey Question, "I am satisfied with the communication that comes from my students' teachers/classrooms."	Spring to Spring					
	Schools will develop and implement a Family Engagement & Inclusion plan co-created with staff and families so that parents/caregivers feel they belong to their school community.	Communications Rounding Tool	School Perceptions Parent/Caregiver Survey Question, "I belong as a part of my student's school community."	Spring to Spring					
	Departments will select a department scorecard initiative and utilize the Engagement Framework so that that there is an opportunity for input.	Engagement Framework	Effective implementation of the Engagement Framework.	Fall to Spring	LINK to Plan	Plan Completed	SPCS 2025-2026 Department Participation and Communicati on Rubric	In progress	
	Community Schools will develop and implement Aligned Futures strategies so that we support confident, well-prepared students, create equitable and engaging environments, and foster transformed schools through collaborative problem-solving.	Monthly rounding to review Aligned Futures Strategies.	Chronic absenteeism at full-service Community School sites.	Spring to Spring	Spring 2024: 21.4% (24.7% chronically absent for four elementary sites & PPA) Spring 2025:	GOAL: 22.7%	22% chronically absent	25.5% are at risk of chronic absensteeism across all five sites. (22.9% of students in SPCS-driven out of school tim eporgrams are at risk of chronic absenteesim.)	
Operational Excellence	We will implement an accident reduction action plan so that workers compensation incidents are reduced and staff feel that their school is well maintained.	Implementation of accident reduction program, including districtwide strategies and site-specific strategies tied to incident history	The district's Experience Modification Rating (EMR or MOD raiting) will decrease each year until it is below 1.05 and then maintained below 1.05.	Spring to Spring	1.41	Mod rating will decrease each year until it is below 1.05.	41 claims districtwide as of 10/17/25	Projected Mod Rating as of 01/02/26: 1.23	1.23
	We will implement school safety standard response protocols, to address situations up to and including critical incidents, so that adults are prepared to maintain safe schools.	Standard lanugage and visuals are used and posted. Standard response protocols are applied during monthly drills. Training sessions held with all staff	Completed "I Luv U Guys Foundation" and Raptor Implementation Training Plan	Fall to Spring					