

Westside Elementary School 2022-23						
Culture of Educational Excellence						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year
Experiences	Implement Rigorous and Coherent Teaching and Learning by: Plan for universal, supplemental and intensive instruction using universal academic screener and other assessment data as Professional Learning Communities (fixed)	Process: Evidence of PLC notes that include universal academic screener and other assessment data (K-5) to plan for universal, supplemental and intensive instruction in literacy and math	WS Instructional Framework Website: Includes links to all PLT Agendas and ASL Documents.	PLTs will continue to analyze student learning and based on that data implement WINN Block as well as Tier 1 Intervention Block	WS Instructional Framework Website: Includes links to all PLT Agendas and ASL Documents. Guiding Coalition Notes: Shows evidence of implementation of Tier 1 Interventions	
		Outcome: % on level 3rd grade reading and math end-of-year Fastbridge assessment	Reading: 55.2% Math: 36.8%	Reading: 61% Math: 43%	Reading: 42.4% Math: 32.8% Fall to Winter Growth	
Environment	Implement a Culture of Care by: Consistency in documentation of behavioral errors and use of data to inform building-wide proactive instructional practices (fixed)	Infinite Campus behavioral management report	Behavioral errors are entered in IC	All schools enter the defined major behaviors in Infinite Campus consistently	Major Behaviors continue to be entered into IC	
	Responsive Classroom strategies implemented in all elementary classes (fixed)	Outcome: % increase on identified SEL standards measured by climate/culture survey data from fall to spring SEL Survey Goal Setting Guide Fall School Perceptions Data Winter School Perceptions Data WS Restorative Practices Implementation Document	I share my feelings respectfully.	Increase students reporting Definitely/Sort of from 76% to 82%	79% of students in 3rd-5th grade reported Definitely/Sort of on the question, "I share my feelings respectfully."	
		Process: Evidence of completion of Pre/Post Assessment Reflection for at least 1 section in each PLC; RC Assessment Tool for Teachers	Morning Meeting Pre Assessment Data	Completion of Pre/Post Assessment and Evidence of Implementation in each PLC	Morning Meeting Pre-Assessment Reflection (Winter)	

		Evidence of planning and delivery of Responsive Classroom strategies based on the RC Assessment Tool for Teachers	Walkthrough, PRINCIPAL	Completion of the Walkthrough and related Feedback	WS Instructional Framework Website: Linked PLC agendas show evidence of teams planning and implementing Circles based on Restorative Practices Learning	
Equity	Implement Disrupting Inequities by: Race and Equity Team Problem of Practice and Goal 2022-2023	Evidence of site specific POP aligned to site scorecard, site SAIL plan, and data metric that isolates race	Supporting Document	<p>59% of Black or African American students and 67% of Hispanic/Latino students made Good to Great Growth on aReading from Fall to Winter.</p> <p>61% of Black or African American students and 61% of Hispanic/Latino students made Good to Great Growth on aMath from Fall to Winter.</p> <p>Goal: 68% of Black or African American students and 76% of Hispanic/Latino students will make Good to Great Growth on aReading from Fall to Spring.</p> <p>70% of Black or African American students and 70% of Hispanic/Latino students made Good to Great Growth on aMath from Fall to Spring.</p>	<p>59% of Black or African American students and 67% of Hispanic/Latino students made Good to Great Growth on aReading from Fall to Winter.</p> <p>61% of Black or African American students and 61% of Hispanic/Latino students made Good to Great Growth on aMath from Fall to Winter.</p>	
Instructional Framework	All schools will implement Year 1 expectations of instructional framework practice profiles	Evidence within site based 100-Day Plans	100-Day Plans Fall Winter Spring PRINCIPAL	Complete action steps in 100-Day Plans	Westside Winter 100 Day Plan	
Exceptional and Diverse Staff						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year

Exceptional staff	<p>Create an environment of engagement and acknowledgement for employees by:</p> <p>Execution of Stay Interviews with school based initiatives based on stay interview data from previous year (fixed) <i>Supervisors conduct stay interviews with at least one employee in each of the employee groups they supervise or 4 total employee interviews by February 15 if a supervisor does not supervise all 4 employee groups.</i></p> <p>Site Goal: Integrate Building, Grade Level and Individual Staff Celebrations and Acknowledgements through Weekly Update, at Staff Meetings and all Site Based PD so that teachers feel seen and acknowledged.</p>	<p>School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work." "My perspectives and ideas are valued."</p>	<p>2021-22 Survey data 65.1% of employees agreed to the statement, "All things considered the district is a good place to work." 42.2% of employees agreed to the statement, "My perspectives and ideas are valued."</p>	<p>Increase the percentage of employees agreeing to the statement, "All things considered the district is a good place to work." by 5.9% and to the statement, "My perspectives and ideas are valued." by 5.9%</p> <p>Stay Interview Process Document</p>	Stay Interviews completed by Nikki Harcus	
Communication and Community Engagement						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year
Communications and Community Engagement	Execution of the School Communication Playbook (fixed)	<p>Outcome: SP Survey Question: "I am satisfied with the communication that comes from the school."</p>	<p>Dipstick to find baseline data - could be a survey question sent to all families or ask at an SCO meeting - flexed for site development.</p> <p>29 caregivers took the communication satisfaction survey with an 86.2% satisfaction rate</p>	29 people took the communication satisfaction survey with an 86.2% satisfaction rate	57 people took the communication satisfaction survey with a 92% satisfaction rate. Written feedback is being used to increase engagement.	
		Process: Execution of the School Communication Playbook	<p>Rounding Form will be the tool that we will use when Patti rounds with each Principal in November/ December</p>	Complete actions steps in Communication Playbook - use the checklist and rounding form for guidance.	Communications Rounding Form	
	Collaborative Development of a Family Engagement Plan (Elementary, Secondary) with Diverse Caregiver Parent Voice (flexed)	SP Survey Question: "I feel I belong as a part of the school community."	2021-22: 13% strongly agree and 70% agree	Goal: 17% strongly agree and 74% agree	93% Strongly Agree or Agree Data and Comments	

	SITE: Sites with a Community School Placement (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 SAIL plan. B. Each community school site will create a needs and asset map based on qualitative and quantitative inputs	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	Family Engagement Plan	Execution of Family Engagement Plan	Westside Elementary Community School 100-Day Plan (Nov. 2022 - Mar. 2023)	
		B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SAIL plan Westside Elementary Community School 100-Day Plan (Nov. 2022 - Mar. 2023)	Creation of 100-Day Plans PRINCIPAL	Complete action steps outlined in 100-Day Plans	Westside Elementary Community School 100-Day Plan (Nov. 2022 - Mar. 2023)	
		C. Each community school site will host 4-6 community listening sessions with site stakeholders (students, families, staff, community members) using the Harwood model. Elementary: August/September Secondary: March/April	Process Measure TBD		Community Conversations	
Facilities and Finance						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year
Operational-excellence	TBD, Will be populated if November operational referendum is unsuccessful					