Community Schools Department

Culture of Educational Excellence						
Scorecard Domain	**Initiative**	*Measure:*	**Baseline**	**Goal**	**Mid-year**	**End-of-year**
Equity	Implement Disrupting Inequities by coaching site coordinators to match family and community partnerships to support solutions for their site's problem of practice Cascaded, flexed (Problem of Practice)	*Coaching sessions occur and a record of coaching sessions exists; partnerships are named and aligned with site POP. Evidence will include documentation of the problem of practice and partnerships and programs aligned to addressing the problem of practice.*				
Culture of Engagement and Inclusion						
Scorecard Domain	**Initiative**	*Measure:*	**Baseline**	**Goal**	**Mid-year**	**End-of-year**
Exceptional staff		Data Disaggregated by employee type and racial identities				
		Retention data disaggregated by employee type and racial identities	85.6% Overall Employee 86.1% Professional Educator 93.6% Administrators 93.6% Administrative Support 81.9% Support Staff 81.6% Staff of Color	90% of benefit eligible staff in good standing are retained by the District in each employee group and staff of color.		
		School Perceptions Staff Survey results disaggregated by employee type and racial identities surrounding the question "All things considered the district is a good place to work."	62.5%% Overall Employee 48.2% Professional Educator 96.6% Administrators 68.1% Administrative Support 78.6% Support Staff 52.7% Staff of Color	Overall percentage of employee responding with agreement increases by 10%, and increases in each disaggregated employee group.		
	Create an environment of engagement and acknowledgement for employees by: Execution of Stay Interviews with School based initiatives based on stay interview data from previous year	School Perceptions Staff Survey results disaggregated by employee type and racial identities surrounding the question "My perspectives and ideas are valued."	50.5% Overall Employee 41.3% Professional Educator 83.3% Administrators 55.5% Administrative Support 56.5% Support Staff **N/A No Baseline established in 21-22** Staff of Color	Overall percentage of employee responding with agreement increases by 10%, and increases in each disaggregated employee group.		
Communication and Community Engagement						
Scorecard Domain	**Initiative**	*Measure:*	**Baseline**	**Goal**	**Mid-year**	**End-of-year**
		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. Evidence will include each community school site Site Leadership Team roster and notes from Site Leadership Team meetings.	SLT Rosters and Notes with Attendance	Site leadership teams have regular attendance by 75% of its members.	2/6 sites have all stakeholders represented. All sites have at least five of the stakeholder groups represented.	

		B. Site Leadership Team will set clear goals with 100 day measurements to support the focus areas of the SAIL plan. Evidence will include each site needs assessment and aligned goals/measures.	100 Day Plans SLT Notes		Site leadership teams have identified 1-2 goals.	5/6 sites have set goals with their Site Leadership Team.	
	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	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		Site Plans & Notes for Community Conversations	4-6 Community listening sessions complete and data collected for all community school sites.	2/4 elementary sites held four listening sessions. 4/4 elementary sites have held at least one session and have the remaining scheduled. Secondary are planning for spring.	
	Revise data analysis plan for Community Schools	Evidence will include: A. Documentation of active use of quantitative and qualitative data for needs assessment that drives community schools work B. A plan to monitor the short and long term impact of the community schools is in place by February 2023 and in use by the end of June 2023.		Community Schools Data Project Ta	Indicators and process to measure Community School impact are created and being used at each site as evidenced by site based data dashboards.	Data collection pilots are occuring with plans to implement across all sites by the end of February. Mid Year Impact Report will also collect data across all four pillars of Community School work as a public-facing progress report to the community.	
	Dept Collaboration and Engagement Plan (Practice Profile) Cascaded, flexed	*Evidence will include:* *A. Weekly Facebook posts for each site* *B. Monthy Community School Newsletter with sections highlighting a shared theme at each site* *C. Monthly (minimum) school newsletter communication regarding community schools* *D. Updated website calendar with all annual programs and events*					
Communications and Community Engagement	Support Referendum Communication Plan Cascaded, fixed	Referendum Communication Plan					
Facilities and Finance							
Scorecard Domain	**Initiative**	***Measure:***		**Baseline**	**Goal**	**Mid-year**	**End-of-year**
Operational excellence	*Listed as contributory and participatory for department leader*						