| Special Education and Student Services 2022-23 | | | | | | |
|---|---|---|---|---|---|---|
| **Culture of Educational Excellence** | | | | | | |
| **Scorecard Domain** | **Initiative** | **Measure:** | **Baseline** | **Goal** | **Mid-year (2/1/23)** | **End-of-year** |
| **Experiences** | **(Elem) Implement Rigorous and Coherent Teaching by:**<br><br>* Planning for universal, supplemental and intensive instruction using universal academic screener and other assessment data as Professional Learning Communities | **Process:**<br>**PLC notes** contain evidence of -<br>1) special education and student services staff participation and<br>2) use of data for students with disabilities<br><br>**SSL meeting notes** and **SSL pd planning document** reflect capacity building of the APs to lead for the use of student data in common planning. | Student Services Scorecard Implementation Monitoring<br><br>SSL Running Agenda<br><br>Student Services Strategic Leadership Planning | 100% of schools | 8/10 Schools | |
| | **(Secondary) Implement Rigorous and Coherent Teaching by:**<br><br>* Deliver social emotional learning instruction in all secondary classes | **Process**:<br>**Secondary SP30 Calendar**<br><br>Students with social/emotional/behavioral disability related needs will have **IEP goals** that are aligned to SEL competencies.<br><br>**Lesson/unit planning documents** include SEL standards and reflect special education/student services staff participation.<br><br>**Lesson/Unit planning documents** for self-contained secondary special education classes contain evidence of SEL integration.<br><br>**Special ed team meeting notes** from each secondary school will contain evidence of each coordinator's work with their team to use SEL competencies to inform IEP goals AND to integrate SEL competencies into instructional planning. | Student Services Scorecard Implementation Monitoring<br><br>Secondary SSL Agenda<br><br>ATP GOAL Writing Guidance | 100 % of schools | 1/6 schools | |
| **Environment** | **(Elem) Implement a Culture of Care by:**<br><br>* Consistency in documentation of behavioral errors and use of data to inform building-wide proactive instructional practices. | **Process:**<br>Infinite Campus **behavioral management audit**. | March 2022 Data Analysis<br><br>Sept 2022 Behavior Calibration<br><br>TLE team planning notes<br><br>Elementary LC Agenda | 100% of schools | | |
| | **(Elem) Implement a Culture of Care by:**<br><br>* Responsive Classroom strategies implemented in all elementary classes | **Process:**<br>**Special ed team meeting notes** from each elementary school will contain evidence of each APs work with their team to identify entry points for co-planning based upon the 10 practices of responsive classrooms and student data for students with disabilities.<br><br>**PLC notes** will contain evidence of co-planning between special ed/student services staff and grade level teams to integrate responsive classroom practices into instruction. | Student Services Scorecard Implementation Monitoring | 100 % of schools | 5/10 Schools | |
| | **(Secondary) Implement a Culture of Care by:**<br><br>* Implementation of expanded restorative practices (Second Step/Social Emotional Learning/Developmental Designs/Restorative Justice at middle school, Social Emotional Learning/Developmental Designs at HS) | **Process:**<br>Evidence of special ed & student services staff participation on the building leadership teams that are defining this work in each secondary building (**meeting minutes and attendance** for the appropriate teams in each bulding). | Student Services Scorecard Implementation Monitoring<br><br>Secondary SSL Agenda | 100% of schools | 4/6 Schools | |
| **Equity** | **Disrupt Inequities by:**<br><br>* Directors will co-coach the site based e-team problems of practice. | **Process:**<br>Evidence of coaching | SP 100 Leadership Coaching Assignments Assigned to Bird, Meadow View, Northside, Horizon, SPHS East, SPHS West.<br><br>Following the SP100 Leadership Coaching Model in conjunction with our TLE 100 day plans for 22-23. | 100% of schools assigned | In progress and on track (14/16) | |
| **Culture of Engagement and Inclusion** | | | | | | |
| **Scorecard Domain** | **Initiative** | **Measure:** | **Baseline** | **Goal** | **Mid-year** | **End-of-year** |
| | Create an environment of engagement and acknowledgement for employees by:<br><br>Execution of Stay Interviews with School based initiatives based on stay interview data from previous year | **Outcome:** Data Disaggregated by employee type and racial identities<br><br>Retention data disaggregated by employee type and racial identities | 85.6% Overall Employee<br>86.1% Professional Educator<br>93.6% Administrators<br>93.6% Administrative Support<br>81.9% Support Staff<br>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. | 8 stay interviews completed | |

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| **Scorecard Domain** | **Initiative** | **Measure:** | **Baseline** | **Goal** | **Mid-year (2/1/23)** | **End-of-year** |
| Exceptional staff | | 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. | 🟩 | |
| | | 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** |
| Communications and Community Engagement | Dept Collaboration and Engagement Plan for the SPASD Instructional Framework (Practice Profile) Cascaded, flexed | **Process:** Instructional Framework Communication Plan Completion | Instructional Framework Communication Plan developed | Implement instructional framework communication plan | 🟨 | |
| | Support Referendum Communication Plan Cascaded, fixed | **Process:** Referendum Communication Plan | Attended 3 referendum communication events | Contribute to successful referendum | Referendum Successful "Road-show" | |
| | DSC Leadership Representatives (SET and DSC Eteam) Cascaded, flexed | Student Services Representatives Identified and Participate DSC ETeam Roster (R. Mahal) Service Excellence Team Roster (S. Pogue) | Staff assigned to both teams and attending meetings. | Achieve the measure | | |
| **Facilities and Finance** | | | | | | |
| **Scorecard Domain** | **Initiative** | **Measure:** | **Baseline** | **Goal** | **Mid-year** | **End-of-year** |
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