

C.H. Bird Elementary Balanced Scorecard 2016-17



Teaching, Learning & Equity	Workforce Focus	Community Engagement	Facilities & Operations
<p>5 Year Goal: All students surpass their annual academic growth targets and graduate ready for success.</p>	<p>5 Year Goal: Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.</p>	<p>5 Year Goal: Excel in how we serve all stakeholders and build relationships with families, community members, and businesses that promote positive outcomes for students.</p>	<p>5 Year Goals: Use district resources effectively and efficiently.</p> <p>Facilities and services meet the needs of our diverse and growing student population and community.</p>

School Annual Goals

District Annual Action Plan

<p><u>Literacy:</u> <u>Building-wide Literacy Data:</u> Number of full academic year Bird students meeting or exceeding the Fountas & Pinnell Benchmark at the end of 2015-2016 school year: 64.1%</p> <p>Number of full academic year Bird students moving at least 3 Fountas & Pinnell levels at the end of the 2015-2016 school year: 67.5%</p> <p><u>Building-wide Literacy Goal:</u> 70% of full academic year Bird students will meet or exceed the Fountas & Pinnell Benchmark by the end of the 2016-2017 school year. (Goal: Increase by 6% or 27 students) <u>and/or</u> 73% of full academic year Bird students will move at least 3 levels on Fountas & Pinnell by the end of the 2016-2017 school year. (Goal: Increase by 6% or 23 students)</p> <p><u>Literacy Equity Data:</u></p>	<p>The overall mean on the Employee Engagement Survey will increase by the end of the 2016-2017 school year from 4.16 to 4.21.</p>	<p>The overall mean on the Student Engagement Survey will increase by the end of the 2016-2017 school year from 4.06 to 4.11 .</p> <p>The overall mean on the Parent Satisfaction Survey will increase by the end of the 2016-2017 school year from 4.15 to 4.20.</p>	
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<p>Number of full academic year Bird students meeting or exceeding the Fountas & Pinnell Benchmark at the end of the 2015-2016 school year: 27.8%</p> <p>Number of full academic year African American Bird students moving at least 3 Fountas & Pinnell levels at the end of the 2015-2016 school year: 54.4%</p> <p><u>Literacy Equity Goal:</u> 38% of full academic year African-American Bird students will meet or exceed the Fountas & Pinnell Benchmark by the end of the 2016-2017 school year. (Goal: Increase by 10% or 5 students) <u>and/or</u> 64% of full academic year African-American Bird students will move at least 3 levels on Fountas & Pinnell by the end of the 2016-2017 school year. (Goal: Increase by 10% or 5 students)</p>			
<p><u>Numeracy:</u> <u>Building-wide Numeracy Data:</u> Number of full academic year 1st-5th grade Bird students meeting or exceeding the STAR Math Benchmark at the end of the 2015-2016 school year: 71%</p> <p>Number of full academic year 1st-5th grade Bird students who met or exceeded average STAR Math growth at the end of the 2015-2016 school year: 57% at or above average growth on STAR Math</p> <p><u>Building-wide Numeracy Goal:</u> 77% of full academic year 1st-5th grade Bird students will meet or exceed the STAR Math Benchmark by the end of the 2016-2017 school year. (Goal: Increase by 6% or 17 students) <u>and/or</u> 63% of full academic year 1st-5th grade Bird students will be at or above average growth on</p>			

<p>STAR Math at the end of the 2015-2016 school year. (Goal: Increase by 6% or 14 students)</p> <p><u>Numeracy Equity Data:</u> Number of full academic year African American 1st-5th grade Bird students meeting or exceeding the STAR Math Benchmark at the end of the 2015-2016 school year: 33%</p> <p>Number of full academic year African American 1st-5th grade Bird students who met or exceeded average STAR Math growth at the end of the 2015-2016 school year: 50% at or above average growth on STAR Math</p> <p><u>Numeracy Equity Goal:</u> 43% of full academic year African American 1st-5th grade Bird students will meet or exceed the STAR Math Benchmark by the end of the 2016-2017 school year. (Goal: Increase by 10% or 3 students) <u>and/or</u> 60% of full academic year African American 1st-5th grade Bird students will be at or above average growth on STAR Math at the end of the 2015-2016 school year. (Goal: Increase by 10% or 3 students)</p>			
<p>Director Approval: Rick Mueller and Curt Mould</p> <p>Approval Date: August 22, 2016</p>			

Progress Monitoring Report

Progress Monitoring Report for each department will be collected, recorded, and reported in this document at mid and end of year.

Spotlight: Green = On track to meet goal; Yellow = In danger of not meeting goal; Red = Not likely to meet goal

Teaching, Learning & Equity	Workforce Focus	Community Engagement	Facilities & Operations Goals
<p><u>What specific data will be provided to demonstrate growth in this goal?</u> Fountas & Pinnell Running Records will be used (3 times a year) to progress monitor and assess the Literacy and Equity goals.</p> <p>The STAR Math assessment will be used to progress monitor and assess the Numeracy and Equity goals 3 times a year.</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u> Employee Engagement survey results will be used twice a year to assess growth.</p> <p>A specific focus will be on the following two areas: “My supervisor provides feedback on my strengths as an employee.” “Supervisor led meetings make efficient use of time and are productive.”</p> <p>These two areas will be assessed 2 times between the Fall and Spring Employee Engagement surveys by sending out a simple Google Survey in order to get a specific idea of employee engagement in these areas.</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u> Student and Parent Engagement survey results will be used twice a year to assess growth.</p> <p>We will also use the SOAR Student Survey three times a year to assess student engagement. The survey has 5 questions all based on our school expectations to give us specific data focused on our school.</p> <p>C.H. Bird SOAR Survey (Fall, Winter and Spring)</p> <ul style="list-style-type: none"> • This survey is locally created and focuses on our school culture of SOARing (Safe, Open minded, Accepting Responsibility, and Respect). This survey will not only give us specific data on our building, but will serve as an ongoing feedback tool for us as we look to improve our overall Student Engagement results. The questions on the Student Survey are: <ul style="list-style-type: none"> ○ Do you feel safe at school? ○ Do you feel safe on the playground? ○ Do you have an adult to talk to at school? ○ Do you feel people like you for who you are at school? ○ Do you feel challenged at school? ○ Do you feel respected at school? <p>A specific focus will be on the following two areas:</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p>

		<p>"I receive positive phone calls, notes, or emails about my child from the school." "School rules/discipline plans are enforced effectively at this school."</p> <p>These two areas will be assessed 2 times between the Fall and Spring Employee Engagement surveys by sending out a simple Google Survey in order to get a specific idea of parent engagement in these areas.</p>	
<p><u>Quarter 1 Data Summit Report</u> (Enter data and outcome report here)</p>	<p><u>Quarter 1 Data Summit Report</u> (Enter data and outcome report here)</p>	<p><u>Quarter 1 Data Summit Report</u> (Enter data and outcome report here)</p>	<p><u>Quarter 1 Data Summit Report</u> (Enter data and outcome report here)</p>

<p><u>Mid-Year Data Summit Report</u> <i>The updates below are using the STAR assessment from December as a measure of growth from the beginning of the school year.</i> Literacy Goal: Growth in Grade Equivalent +.5= ½ Year Growth in approximately a little more than ⅓ of school year</p> <p>29 (+7%) more students moved into the 50th percentile or above</p> <p>Math Goal: Growth in Grade Equivalent +.6= More than ½ Year Growth in approximately a little more than ⅓ of school year</p> <p>24 (+6%) more students moved into the 50th percentile or above</p> <p>Equity Literacy Goal: Growth in Grade Equivalent +.4= A little less than ½ Year Growth in approximately a little more than ⅓ of school year</p> <p>3 (+7%) more students moved into the 50th percentile or above</p> <p>Equity Math Goal: Growth in Grade Equivalent +.5= ½ Year Growth in approximately a little more than ⅓ of school year</p> <p>7 (+19%) more students moved into the 50th percentile or above</p>	<p><u>Mid-Year Data Summit Report</u> <i>The overall engagement score was 4.12 in the fall of 2016.</i></p> <p>“My supervisor provides feedback on my strengths as an employee.” Spring of 2016: 3.91 Fall of 2016: 3.89</p> <p>“Supervisor led meetings make efficient use of time and are productive.” Spring of 2016: 4.19 Fall of 2016: 4.14</p>	<p><u>Mid-Year Data Summit Report</u> “I receive positive phone calls, notes, or emails about my child from the school.” 3.7 (47 Respondents) Based on Mid-Year Check in (3.77 in the spring of 2016) “School rules/discipline plans are enforced effectively at this school.” 3.8 (47 Respondents) Based on Mid-Year Check in (3.8 in the spring of 2016)</p> <p>Student Survey Results Do you feel safe at school? 2.39</p> <p>Do you feel safe on the playground? 2.37</p> <p>Do you have an adult to talk to at school? 2.61</p> <p>Do you feel challenged at school? 2.63</p> <p>Do you feel people like you for who you are at school? 2.35</p> <p>Do you feel challenged at school? 2.63</p> <p>Do you feel respected at school? 2.29</p>	<p><u>Mid-Year Data Summit Report</u> <i>(Enter data and outcome report here)</i></p>
<p><u>Quarter 3 Data Summit Report</u> <i>(Enter data and outcome report here)</i></p>	<p><u>Quarter 3 Data Summit Report</u> <i>(Enter data and outcome report here)</i></p>	<p><u>Quarter 3 Data Summit Report</u> <i>(Enter data and outcome report here)</i></p>	<p><u>Quarter 3 Data Summit Report</u> <i>(Enter data and outcome report here)</i></p>
<p><u>End of Year Data Summary Report</u> <i>(Enter data and outcome report here)</i></p>	<p><u>End of Year Data Summary Report</u> <i>(Enter data and outcome report here)</i></p>	<p><u>End of Year Data Summary Report</u> <i>(Enter data and outcome report here)</i></p>	<p><u>End of Year Data Summary Report</u> <i>(Enter data and outcome report here)</i></p>

Strategic Actions

Proposed Strategic Actions:

- Will be listed for each goal at the the beginning of the year,
- May be revised as a result of what is learned through progress monitoring, and
- Will be approved by the Assistant Superintendent.

Stoplight: Green = Completed; Yellow = In Progress; Red = Not Started

Teaching & Learning School Annual Goals <i>All students surpass their annual academic growth targets and graduate ready for success</i>						
Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
<p>LITERACY: 70% of full-academic year Bird students will meet or exceed the Fountas and Pinnell Benchmark by the end of the 2016-2017 school year. (Goal: increase by 6%/27 students)</p> <p>and/or 73% of full-academic year Bird students will move at least 3 levels on Fountas and Pinnell by the end of the 2016-2017 school year. (Goal: increase by 6%/23 students)</p>	<p>Ensure PLC discussions are focused on student learning and effective instructional strategies. Focus on PLC discussions</p> <ul style="list-style-type: none"> ○ Roles ○ Focused on Students 	Chris, Kayla, and BLC members	September through June	<p>Monitoring of PLC Notes on a bi-weekly basis</p> <p>Participating in PLC discussions on a rotating basis and assessing the conversations based on best practices in implementing Professional Learning Communities.</p>	<p>Literacy Goal: Growth in Grade Equivalent +.5= ½ Year Growth in approximately a little more than ⅓ of school year</p> <p style="background-color: #90EE90;">29 (+7%) more students moved into the 50th percentile or above</p>	
<p>LITERACY: 70% of full-academic year Bird students will meet or exceed the Fountas and Pinnell Benchmark by the end of the 2016-2017 school year. (Goal: increase by 6%/27 students)</p> <p>and/or 73% of full-academic year Bird students will move at least 3 levels on Fountas and Pinnell by the end of the 2016-2017 school year. (Goal: increase by 6%/23 students)</p>	<p>Ensure best practices related to implementation of Workshop model</p>	Chris, Kayla, Gina, TLEC members	September through June	<p>Fidelity check/Workshop Walk-throughs Qs 2-4 especially focused on conferring and strategy grouping giving feedback on our progress as a school.</p> <p>Instructional Coach will work with grade level teams on specific strategies focused on conferring and</p>	<p>Literacy Goal: Growth in Grade Equivalent +.5= ½ Year Growth in approximately a little more than ⅓ of school year</p> <p style="background-color: #90EE90;">29 (+7%) more students moved</p>	

				strategy groups for extended periods using the walk-throughs as a measure of success and ways to improve our conferring/strategy groups.	into the 50th percentile or above	
<p>LITERACY EQUITY: 38% of full-academic year African American Bird students will meet or exceed the Fountas and Pinnell Benchmark by the end of the 2016-2017 school year. (Goal: increase by 10% 5 students)</p> <p><u>and/or</u></p> <p>64% of full-academic year African American Bird students will move at least 3 levels on Fountas and Pinnell by the end of the 2016-2017 school year. (Goal: increase by 10%/5 students)</p>	<p>Conversations and actions focused on bringing in purposeful literature (physical and/or online) connected to <i>current</i> African American culture</p>	<p>Chris, Kayla, Gina, and BLC</p>	<p>September through June</p>	<p>Increase in the number of books in the library and classrooms connected to current African American culture focused on growing interest in literacy and a higher volume of reading among African American students knowing reading volume is one of the strongest indicators of reading success.</p>	<p>Growth in Grade Equivalent +.4= A little less than ½ Year Growth in approximately a little more than ⅓ of school year</p> <p>3 (+7%) more students moved into the 50th percentile or above</p>	
<p>LITERACY EQUITY: 38% of full-academic year African American Bird students will meet or exceed the Fountas and Pinnell Benchmark by the end of the 2016-2017 school year. (Goal: increase by 10%/5 students)</p> <p><u>and/or</u></p> <p>64% of full-academic year African American Bird students will move at least 3 levels on Fountas and Pinnell by the end of the 2016-2017 school year. (Goal: increase by 10%/5 students)</p>	<p>Book Study with BLC focused on building a School Culture to meet the needs of all students (<u>School Culture Rewired</u>)</p>	<p>Chris, Kayla, and BLC</p>	<p>September through June</p>	<p>Discussions result in at least one staff meeting per month dedicated towards a discussion of the book and strategies focused on meeting the needs of all students. As we discuss the strategies, specific strategies will be agreed upon to use and then the following meeting our staff will discuss the results they observed and create our next steps.</p>	<p>Growth in Grade Equivalent +.4= A little less than ½ Year Growth in approximately a little more than ⅓ of school year</p> <p>3 (+7%) more students moved into the 50th percentile or above</p>	

<p>NUMERACY: 77% of full-academic year 1st-5th grade Bird students will meet or exceed the STAR Math Benchmark by the end of the 2016-2017 school year. (Goal: increase by 6%/17 students)</p> <p><u>and/or</u></p> <p>63% of full-academic year 1st-5th grade Bird students will be at or above average growth on STAR Math at the end of the 2016-2017 school year. (Goal: increase by 6%/14 students)</p>	<p>Provide internal professional development and discussion focused on student driven math discussions</p>	<p>Chris, Kayla, and TLEC</p>	<p>September through June</p>	<p>Fidelity Check focused on the amount of time students speak in discussions surrounding math versus time the staff discusses math.</p>	<p>Growth in Grade Equivalent +.6= More than ½ Year Growth in approximately a little more than ⅓ of school year</p> <p>24 (+6%) more students moved into the 50th percentile or above</p>	
<p>NUMERACY EQUITY: 43% of full-academic year African American 1st-5th grade Bird students will meet or exceed the STAR Math Benchmark by the end of the 2016-2017 school year. (Goal: increase by 10%/3 students)</p> <p><u>and/or</u></p> <p>60% of full-academic year African American 1st-5th grade Bird students will be at or above average growth on STAR Math at the end of the 2016-2017 school year. (Goal: increase by 10% 3 students)</p>	<p>Provide internal professional development and discussion focused on student driven math discussions</p>	<p>Chris, Kayla, and TLEC</p>	<p>September through June</p>	<p>Fidelity Check focused on the amount of time students speak in discussions surrounding math versus time the staff discusses math and providing data on which students speak during those discussions.</p>	<p>Growth in Grade Equivalent +.5= ½ Year Growth in approximately a little more than ⅓ of school year</p> <p>7 (+19%) more students moved into the 50th percentile or above</p>	

Workforce Focus School Annual Goal

Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.

Goal	Leadership Actions (add rows as needed)	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
<p>The overall mean on the Employee Engagement survey will increase by the end of the 2016-2017 school year from 4.16 to 4.21.</p>	<p>*5 minute celebrations of staff at beginning of staff meetings *Assistants working in a grade level classroom once a week *Increased presence of principal/assistant principal at PLCs *Continue weekly bulletin to communicate upcoming discussions and work focused on our school goals</p>	<p>Chris, Kayla, PBIS/Culture Team</p>	<p>September to June</p>	<p>Employee Engagement survey in the fall and spring</p> <p>A specific focus will be on the following two areas: “My supervisor provides feedback on my strengths as an employee.” “Supervisor led meetings make efficient use of time and are productive.”</p> <p>These two areas will be assessed 2 times between the Fall and Spring Employee Engagement surveys by sending out a simple Google Survey in order to get a specific idea of employee engagement in these areas.</p>	<p>The overall engagement score was 4.12 in the fall of 2016.</p> <p>“My supervisor provides feedback on my strengths as an employee.” Spring of 2016: 3.91 Fall of 2016: 3.89</p> <p>“Supervisor led meetings make efficient use of time and are productive.” Spring of 2016: 4.19 Fall of 2016: 4.14</p>	

Community Engagement School Annual Goal

Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
<p>The overall mean on the Student Engagement survey will increase by the end of the 2016-2017 school year from 4.06 to 4.11 .</p>	<p>*Continue to implement chip system focused on the good decisions students are making.</p> <p>*Celebrate the “Top Blue Jays” showcasing students who are exhibiting high levels of SOARing.</p> <p>*Staff sends one handwritten postcard home for each student by the end of the school year.</p> <p>*Going from 2 to 3 morning recesses where there are only 2 grade levels at each recess focused on building relationships outside.</p> <p>*Focus morning announcements on having students talk about the good things they are seeing other students doing.</p>	<p>Every staff member; School Culture/PBIS team</p>	<p>Fall of 2016 to the Spring of 2017</p>	<p>Studer Student Engagement survey (Fall and Spring)</p> <p>C.H. Bird SOAR Survey (Fall, Winter, and Spring)</p> <ul style="list-style-type: none"> This survey is locally created and focused on our school culture of SOARing (Safe, Open minded, Accepting Responsibility, and Respect). This survey will not only give us specific data on our building, but will serve as an ongoing feedback tool for us as we look to improve our overall Student Engagement results. The questions on the Student Survey are: <ul style="list-style-type: none"> Do you feel safe at school? Do you feel safe on the playground? Do you have an adult to talk to at school? Do you feel people like you for who you are at school? Do you feel challenged at school? Do you feel respected at school? <p>Results are based on a 3 point scale of 1=No; 2=Sometimes, 3=Yes</p>	<p>Do you feel safe at school? 2.39</p> <p>Do you feel safe on the playground? 2.37</p> <p>Do you have an adult to talk to at school? 2.61</p> <p>Do you feel challenged at school? 2.63</p> <p>Do you feel people like you for who you are at school? 2.35</p> <p>Do you feel challenged at school? 2.63</p> <p>Do you feel respected at school? 2.29</p>	
<p>PBIS/School Culture Goal: Staff and student strengths are regularly communicated and celebrated through positive feedback to families, students and staff as evidenced by information from</p>	<p>*Positive postcards sent home for every child</p> <p>*Top Blue Jay luncheon for parents once a quarter</p> <p>*PBIS quarterly newsletter</p> <p>*Focus the Facebook page to show the great things students are doing</p>	<p>Every staff member; School Culture/PBIS team</p>	<p>Fall of 2016 to the Spring of 2017</p>	<p>Studer Student Engagement survey (Fall and Spring)</p> <p>C.H. Bird SOAR Survey (Fall, Winter, and Spring)</p> <ul style="list-style-type: none"> This survey is locally created and focused on our school culture of SOARing (Safe, Open minded, Accepting Responsibility, and Respect). This survey will not only give us specific data on our building, but will serve as an ongoing feedback tool for us as we look to improve our overall Student 	<p>See above</p>	

<p>surveys given to students, staff and families, with an expected growth of 0.25.</p>	<p>everyday</p> <p>*Morning announcements focused on celebrating one another in the school</p> <p>*Staff celebrations at beginning of staff meetings</p>			<p>Engagement results. The questions on the Student Survey are:</p> <ul style="list-style-type: none"> ○ Do you feel safe at school? ○ Do you feel safe on the playground? ○ Do you have an adult to talk to at school? ○ Do you feel people like you for who you are at school? ○ Do you feel challenged at school? ○ Do you feel respected at school? <p>Results are based on a 3 point scale of 1=No; 2=Sometimes, 3=Yes</p>		
<p>The overall mean on the Parent Engagement survey will increase by the end of the 2016-2017 school year from 4.15 to 4.20.</p>	<p>*Academic Parent Teacher Teams (APTT) meetings 3 times a year- Truly engaging parents in goal setting with their child.</p> <p>*Top Blue Jay luncheon-Inviting parents into the school once a quarter to eat with their Top Blue Jay child.</p> <p>*Family Nights (Literacy and Culture Night, Spaghetti Dinner for New Families, etc.)</p> <p>*Facebook Page- Focus on what is going well at Bird</p> <p>*WatchDOGS</p> <p>*Culver's Night</p> <p>**Fix-It/Minor Form focused more on the discussion than the paper</p>	<p>Every staff member; School Culture/PBIS team</p>	<p>Fall of 2016 to the Spring of 2017</p>	<p>Studer Parent Engagement survey (Fall and Spring)</p> <p>A specific focus will be on the following two areas: "I receive positive phone calls, notes, or emails about my child from the school." "School rules/discipline plans are enforced effectively at this school."</p> <p>These two areas will be assessed 2 times between the Fall and Spring Employee Engagement surveys by sending out a simple Google Survey in order to get a specific idea of parent engagement in these areas.</p>	<p>3.7 (47 Respondents) Based on Mid-Year Check in "School rules/discipline plans are enforced effectively at this school." 3.8 (47 Respondents) Based on Mid-Year Check in</p>	

Facilities & Operations Annual Goal:

Use district resources effectively and efficiently. Facilities and services meet the needs of our diverse and growing student population and community.

Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light