Creekside Elementary Balanced Scorecard 2016-17

Sun Prairie Area School District
Futures depend on us...every child, every day.

Teaching, Learning & Equity	Workforce Focus	Community Engagement	Facilities & Operations
5 Year Goal: All students surpass their annual academic growth targets and graduate ready for success.	**5 Year Goal:** Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.	**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.	**5 Year Goals:** Use district resources effectively and efficiently. Facilities and services meet the needs of our diverse and growing student population and community.

District Annual Action Plan

School Annual Goal

Literacy goal: The number of FAY students testing in the proficient/advanced ranges according to F&P will increase from 64% to 70% by the end of the 2016-2017 school year. **Numeracy goal**: The number of FAY 1st-5th grade students testing in the proficient range on the baseline assessment of STAR Math in September will increase from 74% to 78% by the end of the 2016-2017 school year. **Equity goals**: The gap between white and black FAY students testing at or above proficient according to STAR Math will be cut in half with a decrease from 16% in the fall of 2016 to 8% by the end of the 2016-2017 school year. The gap between white and black FAY students reading at or above proficiency according to F&P will be cut in half with a decrease of 120% in the fall of 2016 to 10% by the end of the 2016-2017 school year.	**Employee Engagement**: The overall mean on the Employee Engagement Survey will increase by the end of the 2016-2017 school year from 3.82 (spring 2016) to 3.92 (spring 2017).	**Student Engagement**: The overall mean on the Student Engagement Survey will increase by the end of the 2016-2017 school year from 4.10 (spring 2016) to 4.15 (spring 2016). **Parent Satisfaction**: The overall mean on the Parent Satisfaction Survey will increase by the end of the 2016-2017 school year from 3.81 (spring 2016) to 3.91 (spring 2017).	

Director Approval: Rick Mueller and Curt Mould

Approval Date: August 22, 2016

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
What specific data will be provided to demonstrate growth in this goal? **Literacy goal**: F&P **Numeracy goal**: STAR Math **Equity goal**: F&P and STAR Math	**What specific data will be provided to demonstrate growth in this goal?** **Employee Engagement Studer Survey - Composite Score**	**What specific data will be provided to demonstrate growth in this goal?** **Student Engagement Studer Survey -** Composite Score **Parent Satisfaction Studer Survey -** Composite Score	N/A for 2016-17
Mid-Year Data Summit Report **Literacy goal** ● The number of FAY students testing in the proficient/advanced ranges according to F&P will increase from 64% to 70% by the end of the 2016-2017 school year. (CURRENTLY @ 56%) ● *I'm planning to leave this goal as is for the time being. This is a decrease from the start of the year, but we have confidence that we can get this number back up to where it needs to be. This was the first time kindergarten was factored into the equation. Almost ¾ of the kindergarten students were not at benchmark yet, but that can be fairly "normal" for mid-year. We'll make it!* **Numeracy goal** ● The number of FAY 1st-5th grade students testing in the proficient range on the baseline assessment of STAR Math in September will increase from 74% to 78% by the end of the 2016-2017 school year. (CURRENTLY @ 80% - without FAY) ● *We are feeling really great about*	**Mid-Year Data Summit Report** Employees were asked to reflect on the lowest survey item, "My supervisor consults me on decisions that affect my job." The staff brainstormed a list of items they would like more say in. The administrative team noticed a trend with responses asking for better communication around behavior referrals. We have decided to implement a new electronic referral system as a way to help speed up and streamline communication to all involved parties.	**Mid-Year Data Summit Report** **Student Engagement:** The students targeted the lowest survey item, "Students show respect to one another at this school." The group of 3rd-5th graders that I pulled together created a list of strategies that were implemented to promote respect at Creekside. As a way to monitor progress toward increasing respect at Creekside, the students took a survey ranking the impact of the action plan on how students are treating one another at school. Results: Not Working - 9.5% A Little Worse - 15.2% About the Same - 25.7% A Little Better - 38.1% A Lot Better - 11.4% Student Engagement Survey - Mid-Year Check-In Next Steps… 1. Share results with students (Coyote Connection) & staff (Coyote Update) 2. Recommit to ideas to boost respect @ school (Coyote Connection & Morning Meetings) **Parent Satisfaction:**	N/A for 2016-17

this. Increasing the goal was considered, but we would prefer to continue with the current goal and plan to maintain this level. These numbers are without FAY year students being considered. I would anticipate the percentage being a little higher if students who enrolled after the first testing window were excluded. We will try to keep a 78% or higher percentage at the end of the year with ALL students included.

Equity goals
- ==The gap between white and black FAY students' reading at or above proficiency according to F&P will be cut in half with a decrease of 120% in the fall of 2016 to10% by the end of the 2016-2017 school year.== ==(CURRENTLY @ 28%)==
- *This was not surprising considering the overall building literacy goal. With kindergarten factored in, our percentage at/above benchmark dropped significantly. I'm confident that we can increase this by the end of the year.*
- ==The gap between white and black FAY students testing at or above proficient according to STAR Math will be cut in half with a decrease from 16% in the fall of 2016 to 8% by the end of the 2016-2017 school year.====(CURRENTLY @ 30% - without FAY)==
- *This score was a little surprising. According to our building numeracy goal, our white students and some other races are obviously making nice progress on STAR. That doesn't seem to be the case for our black students. We are problem-solving as teams to ensure*

The survey item being targeted for parent satisfaction is, "I regularly receive feedback from school staff on how well my child is learning." We sent an initial survey to families asking the type of information they would like to receive, how often they would like that information and the mode through which it should be communicated. Our RTI & BLC teams have been brainstorming around what we communicate demonstrates what we value most to families. Up until now, that has mostly been standardized scores. We would like to move more toward communicating strategies/skills that students are needing. We designed the following survey to collect information from parents about this…

[Parent Satisfaction Survey - Mid-Year Check-In](#)
(Survey)

[Parent Survey Results](#)

Take Aways From Parent Responses:
1. Behavior, effort & social/emotional learning are most important to parents - over academic skills and test scores.
2. Parents are generally satisfied with the amount of information they receive from the school, yet multiple survey comments have included wanting more face-to-face conferences to talk about their child's progress.
3. If our goal is for the child to be able to explain the skills/strategies they are learning/working toward to their parents, then we have definitely room to grow.

Next Steps…
- Every family will be offered a conference in February instead of just asking those with students below-level to attend.
- We will complete a draft of a progress report (Google Form) and send it out around the end of 3rd quarter.

that our math workshops are meeting the needs of these learners. SIP Goals Data 2016-17			
End_of_Year_Data_Summary_Report (Enter data and outcome report here)	**End_of_Year_Data_Summary_Report** (Enter data and outcome report here)	**End_of_Year_Data_Summary_Report** (Enter data and outcome report here)	N/A for 2016-17

Strategic Actions

	Teaching & Learning School Annual Goals					
	All students surpass their annual academic growth targets and graduate ready for success					
Goal	**Leadership Actions**	**Process Owner(s)**	**Timeline**	**Measures**	**Stop Light**	**EOY Stoplight**
Literacy, Numeracy & Equity	→Refining the LLT process ● Increased face-to-face communication between interventionist & grade level team between LLT cycles as a way to track progress & generalization of skills	Psychologist, Building Principal, Interventionist & Grade Level Teachers	2016-17 school year	Documentation of conversations reviewed by principal/psychologist (form from Comprehensive Intervention Model). Evidence of increased skill/strategy development for the students noted through classroom observation, AIMSWeb progress-monitoring and formative/summative assessments.	(yellow)	

Literacy, Numeracy & Equity	→Refining the Data Summit process
	
	● Equity focus for ELLs & African American students
	  ○ language stems
	  ○ culturally relevant instruction
	● Pulling themes from learning progressions
	● Using F&P as a primary literacy focus
	● Pulling PALS data for K/1
	● Analysis & action planning around grade level SWIS behavioral data every quarter
		Building Principal & All Teachers
		
		RtI Data Team will put an equity focus on the data they help prepare for summits
			2016-17 school year	Grade level & department action plans based on STAR, F&P, classroom assessment & SWIS data. Plans will be reviewed and refined every quarter based on what the data is showing.	(yellow)	

Literacy, Numeracy & Equity	→Increased equity focus during PLC conversations ● Academic language stems & domains of language planned into literacy units ● Culturally relevant materials & engagement techniques (i.e. debate, IRA with African American main characters, etc.)	Grade level PLCs	2016-17 school year	Strategies written into PLC Notes Academic Language matched to CCSS Evidence of these strategies/materials being used through mini & announced observations		
Literacy	→Teacher's College PD & Implementation New Staff - Structure & Non-Negotiables of Reading Workshop focus Veteran Staff - Conferring focus for K-5 using goal-setting for individuals ● K-2 - Application of strategies to habits ● 3-5 - Application of reading & writing progressions, etc. ● Student use of academic language stems while conferring Instructional Coaching to support implementation and individual teacher goals	TC Trainers, Instructional Coach & Building Principal Grade level PLCs will oversee weekly planning and implementation of learning	2016-17 school year	Evidence of these strategies being used through mini & announced observations Fidelity Walk-through Results Increase on F&P and STAR Reading scores		
Numeracy	→PD, implementation and instructional coaching around mathematical practices within math workshop Examples include: ● Counting Collections ● Number Talks ● Pre- & Post- Assessment Development/Use ● Math Workshop Structures	Grade level PLCs	2016-17 school year	Evidence of these strategies being used through mini & announced observations		

	● 8 Standards for Mathematical Practices ● Beginning to build a math progression similar to that for reading & writing workshop				 	
Literacy & Numeracy	→Peer Learning Model	Instructional Coach & Building Principal - organizers Teachers - participants	October 2016 - May 2017	Google form to collect feedback from teachers about learning & strategies they plan to implement as a result of learning from their colleague	 	
Equity	→Increase staff capacity to effectively communicate with and engage our black students/families ● Professional Reading/Viewing ● CS staff attendance at African American Family Group meetings ● Inventory of parental needs for information/education from our Rolling Prairie population ● Personal invitations (via telephone or face-to-face interactions) to family nights & parent/teacher conferences ● Interest/cultural inventories administered by classroom teachers	Building Principal & All Teachers RtI/PBIS Communication & Family Outreach Committee	2016-17 school year	Staff participation in discussions <mark style="background-color:red">Staff attendance at African American Family Group meetings - *THE GROUP HAS NO MEETINGS SCHEDULED</mark> Plan to address parental needs at Rolling Prairie created by RtI/PBIS Communication & Family Outreach Committee Attendance at conferences & family nights Interest/cultural inventories returned to classroom teachers	 	
Equity	→Teaching Learner Skills, Behavior/ Expectations & Emotional Management ● 2nd year of Zones of Regulation implementation at a universal level ● Strategies used within BIPs are culturally responsive for the students ● Counselor putting additional focus	Counselor, classroom teachers, student services	2016-17 school year	2016-17 scope & sequence for school counselor Progress-monitoring of African American students on Behavior Intervention Plans (BIPs)	 	

	on teaching learner skills & emotional management where the data tells us we need it					
Equity	→Tightening attendance practices for truancy ● Ensuring that we are catching students early and first offering the right level of support and education around the outcomes for truant students	Social Worker, Associate Principal & Principal	2016-17 school year	Truancy reporting & documentation		

Workforce Focus School Annual Goal

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

Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stoplight
*Improved communication system for kids in crisis (with all teachers that work with that particular child) Targeted Item: My supervisor consults me on decisions that affect my job. Composite Goal: ● Spring 2015 = 4.04 ● Spring 2016 = 3.52	Principal & Associate Principal	2016-17 school year	Employee Engagement Survey	🟨	
→Participate in recruitment events with Human Resource Department.	HR office & Jillian Block	2016-17 school year	Principal attendance at recruitment fairs throughout the 2016-17 school year ● Substitute Job Fair (Sept. 2016) ● Community Expo (Nov. 2016) ● WERF Recruitment Fair (March 2017)	🟩	

Community Engagement School Annual Goal: Student Engagement
Excel in how we serve all stakeholders and build relationships with families, community members, and businesses that promote positive outcomes for students.

Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stoplight
Strategies to promote more respect at Creekside: 1. Student Mentoring Club (being developed by Brianne Pitts using leadership students) 2. Mindfulness incorporated into each classroom at least once per day 3. Student presentations on respect at Coyote Connection - sharing what respect looks like, sounds like & feels like including specific examples from Creekside 4. Respect Leader of the Pack awarded each month - replacing overall C.A.R.E.S. winner 5. Morning meeting games to teach respect (developed in a faculty meeting & possibly by leadership as well) 6. Respect jar with incentives attached implemented in each classroom *Action steps were determined using a focus group of 3rd-5th grade students* Targeted Item: Students show respect for each other at this school. Composite Goal: ● Spring 2015 = 2.93 ● Spring 2016 = 3.21	Principal, classroom teachers, 4th & 5th grade students in leadership, Leadership Advisor (Alison Anderson), Mentoring Club Advisor (Brianne Pitts)	2016-17 school year	1. ODRs for disrespect will decrease as compared to the 2015-16 school year. 2. Students will report on the student engagement survey that kids are showing more respect to one another at school with a score higher than 3.21. 3. Mid-Year Google Form sent to 3rd-5th graders asking how the implementation of the plan is working.	(yellow)	

Community Engagement School Annual Goal: Parent Satisfaction
Excel in how we serve all stakeholders and build relationships with families, community members, and businesses that promote positive outcomes for students.

Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stoplight
Progress Report for Families ● Will be sent in 2nd, 3rd & 4th quarters ● Includes - effort, engagement, citizenship (behavior), content area goals (reading, math, writing, other) Targeted Item: I regularly receive feedback from school staff on how well my child is learning. Composite Goal: ● Spring 2015 = 3.88 ● Spring 2016 = 3.52	Principal & Classroom Teacher	2016-17 school year	1. Parent Satisfaction Goal 2. Mid-Year Survey asking parents how they understand their child as a learner	🟨	

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