

Prairie View Middle School 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. Facilities and services meet the needs of our diverse and growing student population and community.</p>

School Annual Goals

[District Annual Action Plan](#)

<p>Literacy Goal: Using the STAR reading assessment, PVMS students reading at or above benchmark will increase by 3% from fall to spring during the 2016-2017 school year.</p>	<p>Maintain the mean on the Employee Engagement Survey of 4.34.</p>	<p>Increase the mean on the Student Engagement Survey from 3.84 to 3.90. Increase the mean on the Parent Satisfaction Survey from 3.95 to 4.0.</p>	
<p>Numeracy Goal: Using the STAR math assessment, PVMS math students working at or above benchmark will increase by 3% from fall to spring during the 2016-2017 school year.</p>			
<p>Equity Goal: Using the STAR reading assessment, 55% of PVMS students identified as African American and students identified as more than one race will achieve their SPG (growth) from fall to spring during the 2016-2017 school year.</p>			

Director Approval: Andrea Daniels 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
<p><u>What specific data will be provided to demonstrate growth in this goal?</u> STAR assessment data</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u> Survey data</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u> Survey data</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p>
<p><u>Quarter 1 Data Summit Report</u> Overall Fall Reading: 5th grade reading: 99 tested students:</p> <p><i>At/Above Benchmark: 65 (66%) On Watch: 19 (19%) Intervention: 10 (10%) Urgent Intervention: 5 (5%)</i></p> <p>6th grade reading: 285 tested students:</p> <p><i>At/Above Benchmark: 176 (62%) On Watch: 47 (16%) Intervention: 45 (16%) Urgent Intervention: 17 (6%)</i></p> <p>7th grade reading: 251 tested students:</p> <p><i>At/Above Benchmark: 164 (65%) On Watch: 41 (16%) Intervention: 41 (16%) Urgent Intervention: 15 (6%)</i></p> <p>Total School Population: 64% At/Above Benchmark</p>	<p><u>Quarter 1 Data Summit Report</u> Fall 2016 EE Survey Results shows a slight decline in the overall mean to a 4.32.</p>	<p><u>Quarter 1 Data Summit Report</u> <i>(Enter data and outcome report here)</i></p>	<p><u>Quarter 1 Data Summit Report</u> <i>(Enter data and outcome report here)</i></p>

Group breakdown:

ESL:

5th grade: 5 students; 2 of them at/above benchmark (40%)

6th grade: 17 students; 0 of them at/above benchmark (0%)

7th grade: 10 students; 1 of them at/above benchmark (10%)

Special Education:

5th grade: 9 students; 5 of them at/above benchmark (56%)

6th grade: 31 students; 8 of them at/above benchmark (26%)

7th grade: 26 students; 10 of them at/above benchmark (38%)

African American and 2 or more races:

5th grade: 14 students; 8 of them at/above benchmark (57%)

6th grade: 59 students; 27 of them at/above benchmark (46%)

7th grade: 37 students; 16 of them at/above benchmark (43%)

Overall Fall Math:

5th grade math:

98 tested students

At/Above Benchmark: 82 students (84%)

On Watch: 5 students (5%)

Intervention: 6 students (6%)

Urgent Intervention: 5 students (5%)

6th grade math:

283 tested students

At/Above Benchmark: 221 students (78%)

On Watch: 28 students (10%)

Intervention: 25 students (8%)

Urgent Intervention: 9 students (3%)

<p>7th grade math: 261 tested students</p> <p>At/Above Benchmark: 198 students (76%) On Watch: 33 students (13%) Intervention: 20 students (8%) Urgent Intervention: 10 students (4%)</p> <p>Total School Population: 78% At/Above Benchmark</p> <p>Group Breakdown:</p> <p>ESL: 5th grade: 5 students; 4 of them at/above benchmark (80%) 6th grade: 16 students; 7 of them at/above benchmark (44%) 7th grade: 10 students; 1 of them at/above benchmark (10%)</p> <p>Special Education: 5th grade: 9 students; 6 of them at/above benchmark (67%) 6th grade: 32 students; 12 of them at/above benchmark (38%) 7th grade: 27 students; 12 of them at/above benchmark (44%)</p> <p>African American and 2 or more races: 5th grade: 14 students; 9 of them at/above benchmark (64%) 6th grade: 60 students; 38 of them at/above benchmark (63%) 7th grade: 35 students; 20 of them at/above benchmark (57%)</p>			
<p><u>Mid-Year Data Summit Report</u> Overall Winter Reading: 5th grade reading: 96 tested students:</p> <p>At/Above Benchmark: 62 (65%)</p>	<p><u>Mid-Year Data Summit Report</u> Fall 2016 EE Survey Results show a slight decline in the overall mean to a 4.32.</p>	<p><u>Mid-Year Data Summit Report</u> Mid-year check in with PVSCO regarding concerns and communication at PV. Parents appreciate Facebook and Twitter communication and the playback of morning</p>	<p><u>Mid-Year Data Summit Report</u> <i>(Enter data and outcome report here)</i></p>

<p>On Watch: 16 (17%) Intervention: 10 (10%) Urgent Intervention: 8 (8%)</p> <p>6th grade reading: 288 tested students:</p> <p>At/Above Benchmark: 193 (67%) On Watch: 45 (16%) Intervention: 35 (12%) Urgent Intervention: 15 (5%)</p> <p>7th grade reading: 255 tested students:</p> <p>At/Above Benchmark: 160 (62%) On Watch: 37 (15%) Intervention: 38 (15%) Urgent Intervention: 20 (8%)</p> <p>Total School Population: 65% At/Above Benchmark</p> <p>Group breakdown:</p> <p>ESL: 5th grade: 3 of 9 at/above benchmark (33%) 6th grade: 3 of 20 at/above benchmark (15%) 7th grade: 1 of 15 at/above benchmark (7%)</p> <p>Special Education: 5th grade: 3 of 9 at/above benchmark (33%) 6th grade: 11 of 30 at/above benchmark (37%) 7th grade: 9 of 27 at/above benchmark (33%)</p> <p>African American: 5th grade: 2 of 4 at/above benchmark (50%) 6th grade: 12 of 28 at/above benchmark (43%) 7th grade: 5 of 22 at/above benchmark (23%)</p> <p>2 or more races: 5th grade: 5 of 10 at/above benchmark (50%) 6th grade: 21 of 33 at/above benchmark (64%) 7th grade: 10 of 16 at/above benchmark (63%)</p>		<p>announcements. Parents would like to see the announcements written in a Google Doc as well.</p>	
---	--	--	--

Overall Winter Math:

5th grade math:

97 tested students

At/Above Benchmark: 87 students (90%)

On Watch: 2 students (2%)

Intervention: 4 students (4%)

Urgent Intervention: 4 students (4%)

6th grade math:

270 tested students

At/Above Benchmark: 207 students (77%)

On Watch: 22 students (8%)

Intervention: 27 students (10%)

Urgent Intervention: 14 students (5%)

7th grade math:

259 tested students

At/Above Benchmark: 202 students (78%)

On Watch: 21 students (8%)

Intervention: 30 students (12%)

Urgent Intervention: 6 students (2%)

Total School Population:

79 % At/Above Benchmark

Group Breakdown:

ESL:

5th grade: 7 of 9 at/above benchmark (78%)

6th grade: 8 of 20 at/above benchmark (40%)

7th grade: 3 of 14 at/above benchmark (21%)

Special Education:

5th grade: 7 of 9 at/above benchmark (78%)

6th grade: 13 of 30 at/above benchmark (43%)

7th grade: 10 of 27 at/above benchmark (37%)

African American:

5th grade: 2 of 4 at/above benchmark (50%)

6th grade: 10 of 28 at/above benchmark (36%)

7th grade: 8 of 22 at/above benchmark (36%)

<p>2 or more races: 5th grade: 9 of 10 at/above benchmark (90%) 6th grade: 26 of 34 at/above benchmark (76%) 7th grade: 13 of 16 at/above benchmark (81%)</p>			
<p><u>Quarter 3 Data Summit Report</u> (Enter data and outcome report here)</p>	<p><u>Quarter 3 Data Summit Report</u> (Enter data and outcome report here)</p>	<p><u>Quarter 3 Data Summit Report</u> (Enter data and outcome report here)</p>	<p><u>Quarter 3 Data Summit Report</u> (Enter data and outcome report here)</p>
<p><u>End of Year Data Summary Report</u> (Enter data and outcome report here)</p>	<p><u>End of Year Data Summary Report</u> (Enter data and outcome report here)</p>	<p><u>End of Year Data Summary Report</u> (Enter data and outcome report here)</p>	<p><u>End of Year Data Summary Report</u> (Enter data and outcome report here)</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
Literacy Goal:	Ensure best practice in the use of data to drive student achievement.	Principal Associate Principal	August 29, 2016 Staff meetings Data Summits	Look for staff utilizing STAR scores in data summits to ensure that students are getting the supports needed for growth. Look for teachers planning instruction based on STAR data to ensure student needs are met. Continuous training for school-wide trainers regarding STAR updates.	Staff are utilizing STAR scores in data summits 1 and 2, as well as for our LLT and meetings for teams.	
	Continuous improvement in reading and writing workshop fidelity in reading and language arts classrooms.	Principal Associate Principal	2nd, 3rd, and 4th quarters	Workshop fidelity walkthroughs	Qtr 2 complete	
	Increase staff capacity to improve literacy skills on the 1:1 device.	Principal Associate Principal Technology Integrators	2016-2017	Look for staff using the 1:1 device for increasing literacy skills. Look for staff incorporating new ways to increase digital literacy skills of our students.	Every teacher and classrooms using the device for literacy skills	
	Provide focused reading study halls and after-school tutoring.	All PVMS Staff	2016-2017	Look for students actually reading in every study hall the first 15 minutes, and see if reading continues when other options are	Qtr1 and 2 every study	

				<p>available to impact growth.</p> <p>Look for students reading with and to tutor After and during school to increase the number of minutes students are reading to impact growth.</p>	<p>hall reading 15 minutes. Tutors set up by Volunteer coordinator</p>	
Numeracy Goal:	Ensure best practice in the use of data to drive student achievement.	Principal Associate Principal	Ongoing training and observations during Data Summits	Look for staff utilizing STAR information at data summits throughout the year to ensure that student supports are in place for success.	Qtr1 and 2 STAR info part of our Data retreat	
	Provide focused math study halls and after-school tutoring.	Principal Associate Principal Math Teachers Tutors	2016-2017	<p>Look for math focused study hall rooms to see teachers assisting students with math that will increase math proficiency.</p> <p>Re-evaluate student needs for success in math at Quarterly Data Summits, to make sure that student placement is accurate.</p>	Every team has a math study hall set up for the year.	
Equity Goal:	Positive phone calls at the beginning of the year.	All PVMS Staff	2016-2017	<p>Quarterly checks of the Google Doc.</p> <p>Quarterly reminders of staff for positive phone calls.</p> <p>Surveys</p>	Every student contacted from teachers/staff throughout the first semester	
	Building-based connection program (Kid Connections), inclusive of all students while keeping our equity goal in the forefront.	All PVMS Staff	2016-2017	<p>Look for risk factors that may influence student engagement, such as:</p> <ul style="list-style-type: none"> -Attendance after the first 10 days of school -Changes in and/or minimal scores on report cards, including conduct grades. <p>Assess the impact of Kid Connections based on communication with adults and students to access growth in the specified risk area.</p> <p>Evaluate the number of students involved in</p>	Still work in progress, working hard at getting students with truancy issues	

				Kid Connections per quarter and determine next steps in programming.	
--	--	--	--	--	--

Workforce Focus School Annual Goal:
Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.
 Maintain the mean on the Employee Engagement Survey of 4.34.

Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
	Attend recruitment fairs and/or be involved in the process of hiring minority candidates when we are hiring. <ul style="list-style-type: none"> • Grow our Own • Look for high school graduates interested in becoming teachers • Look for candidates pursuing careers in education 	HR Principal Associate Principal	2016-2017	Increase candidates from diverse backgrounds. Currently working with and mentoring three of our own minority assistants who are pursuing career advancement (college) in education or related fields.	Attended recruitment fair in Nov. Recruited and hired 2 minority candidates this year. Still mentoring 3 staff members.	
	Meet with new hires and review the HR checklist with them.	Principal Associate Principal	Before Sept. 9, 2016	Complete the checklists with each new teacher and assessing need.	Did all new staff already.	
	Implement strategies to maintain our Employment Engagement, currently scoring at 4.34.	Principal Associate Principal BLT	By January 2017	Mean score on Employee Engagement survey is maintained.	Currently maintained at 4.32.	

Community Engagement School Annual Goal:

Increase the mean on the Student Engagement Survey from 3.84 to 3.90.

Increase the mean on the Parent Satisfaction Survey from 3.95 to 4.00.

Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
	Increase parent engagement through positive communications such as positive phone calls, monthly assemblies, Blackboard messages, monthly newsletters.	All staff members	2016-2017	Quarterly checks of the Google Doc Quarterly reminders of staff for positive phone calls Surveys	All parent communication has increased with use of Blackboard, Facebook and Twitter.	
	Increase community involvement by working directly with community members through our volunteer program, Veteran's Day assembly participation, Career Day participation, PVSCO participation, Fun Run, and Madison College visit.	Principal Associate Principal PBIS Team	2016-2017	Business partnerships throughout the school year Acknowledge community members' involvement in our newsletters	More community involvement, partners, invited more community to be involved. Madison visit at end of year.	
	Utilize homework calendar to increase communication.	All staff members	2016-2017	Periodically check the Google Doc to ensure effective communication between students, families, and adults at school to increase student achievement and responsibility. Look for study hall teacher check-ins with students to assess organizational needs and/or responsibility.	Homework calendar is utilized by all parents and staff members.	

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
	<p>Use district resources effectively and efficiently to accommodate an additional 130 students.</p> <ul style="list-style-type: none"> ● Meet with all stakeholders (i.e., teachers, assistants, parents) to learn the needs ● Reallocation of furniture, materials, technology ● Purchase furniture, materials, technology ● Change the traffic pattern for drop off/pick up in 5th and 6th/7th grade areas ● Addition of recess area for 5th grade to use in our driveway behind the building ● Addition of FOB access to back of the building by 5th grade for easy accessibility and safety 	<p>Principal Associate Principal BLT</p>	<p>2016-2017</p>	<p>Look for day-to-day activities in various school settings.</p> <p>Analyze the reallocation of classroom spaces to meet student and teacher needs.</p> <p>Look for changes in traffic patterns to make sure all students, families, and staff are safe.</p>	<p>All of this was done by September 2016</p>	