



2017-18 School Scorecard

School: Creekside Elementary

Principal: Jillian Block

[Link to District Scorecard](#)

**Teaching, Learning and Equity Annual Goal:  
All students surpass their annual academic growth targets and graduate ready for success.**

Vital Measure	District Strategic Action	Strategic Actions	Process Lead(s)	Measures	Timeline	Stop Light	EOY Stop Light
Increase the number of schools <a href="#">exceeding expectations on statewide school report cards</a>	Implement math scope and sequence	1. Engaging grade level teams in learning the new math tool through PLCs and Instructional Coaching 2. Goal-setting around strategies within each unit using CCSS & math progressions	1. Principal 2. Associate Principal 3. Instructional Coach 4. Title I Math Teacher 5. BLC 6. Authentic Engagement Committee	50% of all FAY 1st-5th grade students below benchmark will meet or exceed their “catch up/keep up” growth goal for the 2017-18 school year according to STAR Math.  The number of FAY Black students testing at or above proficiency according to STAR Math will increase from 41% to 51% by the spring assessment window.	2017-18 school year  <b>MID-YEAR UPDATE:</b> 39% of students who tested below benchmark in the fall are on track to make their accelerated growth goals according to STAR Math.  31% of our students who tested below benchmark in the fall have made progress toward their goal, but are slightly behind the mid-point of their accelerated growth goal.  <i>**The “catch up/keep up” goal is representative of a goal meant to close a student’s complete gap in achievement over 3 years time. This is a very aggressive goal, but we are hopeful that 50% of our kids will make it.</i>  Black students testing at or above grade level according to STAR Math have gone from 41% in the fall to 43% in the winter.		
	Refine conferring in the area of literacy	1. Implementation of fidelity checklists for reading & writing workshop (i.e. environmental checklist for Reading Workshop & conferring across content areas) 2. Goal-setting using Teacher’s College learning progressions, F&P Continuum & Serravallo Strategies	1. Principal 2. Associate Principal 3. Instructional Coach 4. BLC 5. Authentic Engagement Committee	50% of all FAY 1st-5th grade students below benchmark will increase their reading level the equivalent of 1.5 years and/or meet the grade level.	2017-18 school year  <b>MID-YEAR UPDATE:</b> 46% of students who tested below benchmark in the fall are on track to make their 1.5 years of accelerated growth goals according to F&P.		

		3. Continue with labsite visits through Teacher's College with a strong focus on conferring and PLC work		benchmark goal by the spring assessment window according to Fountas & Pinnell.  The number of Black students testing at or above proficiency by the spring assessment window according to Fountas & Pinnell will increase from 33% to 43%.	28% of our students who tested below benchmark in the fall have made progress toward their goal, but are slightly behind the mid-point of their accelerated growth goal.  Black students testing at or above grade level according to F&P have gone from 33% in the fall to 37% in the winter.		
	Revise PLC framework for equity focus, implement and monitor	<u>Data Summit:</u> Grade level teams/departments reviewing and action planning around disaggregated behavioral & academic data on a quarterly basis  <u>PLC:</u> Grade level teams will implement the new model for equity PLCs  <u>LLT:</u> Incorporating intervention allocation to students needing Tier 2/3 behavioral supports	1. Principal 2. Associate Principal 3. Instructional Coach 4. School Psychologist 5. BLC	Implementation of action plan  PLC Notes	2017-18 school year  <u>MID-YEAR UPDATE:</u> *Have been using the following to put more of an equity focus into PLCs: -Teacher's College Training sharing more equity-focused activities -Instructional Coaching - coaching into PLCs to model and guide teams in equity-based activities -Teams exploring their own learning (i.e. 1st grade listening to a podcast about the difference between multiculturalism and culturally responsive teaching -Principal gives weekly feedback on their PLC notes		
Increase the district mean on the Student Engagement Survey	Increase the number of classrooms implementing student-centered learning strategies	1. All staff learning around grade level and vertical alignment of Common Core State Standards (CCSS) in math 2. Continuing to foster staff learning around authentic engagement strategies (i.e. Purposeful Play, flexible seating, Genius Hour, choice in demonstrating learning, etc.) through individual exploration, vertical teaming, site visits and peer learning opportunities 3. Helping to build parent knowledge and awareness around flexible instructional options (i.e. co-teaching, switching, seating, etc.)	1. Principal 2. Associate Principal 3. Instructional Coach 4. BLC	Completion of student-led conferences  The number of classrooms implementing authentic engagement strategies will increase.  Peer learning feedback surveys	2017-18 school year  <u>MID-YEAR UPDATE:</u> 1. Authentic Engagement Committee is working on building a common definition for authentic engagement at Creekside & building a bank of resources for what authentic engagement can look like. 2. Contracted with the Center for Personalized Learning and have Kate Sommerville working with CS from Jan. through March on <a href="#">learner profiles</a> , voice & choice, personal learning goals and more. Topics are based on <a href="#">Staff Survey on Personalized Learning Interests</a> . 3. Sending staff on peer learning experiences in and out of the district to see more personalized models.		

<p>Research in and development of flexible scheduling options</p>	<p>Participate in job-alike conversations around 45-15 day calendars, busing schedules, start times, etc.</p> <p>Supporting the communication for 5th grade students taking 6th grade math at either Patrick Marsh or Prairie View</p>	<p>1. Principal</p>	<p>Complete study and recommendations presented to School Board</p>	<p>2017-18 school year</p> <p>We continue to have conversations as a principal team about innovative ideas that will engage students. Creekside is digging into some research on the benefits of a Primary Years Program as part of an International Baccalaureate program.</p>		
<p>Improve the mean on the school Student Engagement Survey</p>	<p>1. Engage students in targeting the following student-determined action steps around cleanliness and respect:</p> <ul style="list-style-type: none"> <li>*Golden Rule Campaign</li> <li>*Respect Goals for Each Grade Level (based off discipline referrals)</li> <li>*Adopt-A-Hallway</li> <li>*Monthly Locker Clean-Up</li> <li>*Drop Everything &amp; Clean Day in April</li> </ul> <p>2. Leverage social/emotional learning opportunities as a way to increase student connectedness and engagement at school (i.e. revamp of classroom guidance, 6-week social/emotional entry plan, SAIGs, mindfulness, trauma sensitivity training, etc.)</p> <p><a href="#">Creekside Guidance/Social Emotional Learning Plan</a></p>	<p>1. Principal 2. Associate Principal 3. Instructional Coach 4. BLC 5. Social Emotional Learning Committee 6. Restorative Discipline Committee</p>	<p>Student Survey results from Spring 2018</p> <p>Zones of Regulation Pre/Post Test</p> <p>Second Step Pre/Post Test</p>	<p>2017-18 school year</p> <p><u>MID-YEAR UPDATE:</u></p> <ul style="list-style-type: none"> <li>-Series of kindness activities that happened during the month of December and will continue with a follow-up to the 4th grade kindness retreat as we begin a kindness boomerang challenge in February.</li> <li>-Hallways and lockers are looking pretty good! Students are owning their duties to keep the school clean.</li> <li>-Behavior data continues to see over a 60% decrease in referrals from 2016-17 to 2017-18. Increased respect is one portion of that data.</li> <li>-Creekside presented at the February 12th SPASD Board meeting on our SEL &amp; the impact it's had at Creekside this year.</li> </ul> <p><a href="#">Social Emotional Learning Video</a></p>		

**Workforce Focus Strategic Goal:  
Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.**

Vital Measure	District Strategic Action	Strategic Actions	Process Lead(s)	Measures	Timeline	Stop Light	EOY Stop Light
Employee Retention (Turnover)	All schools/departments will be given turnover/ retention data and implement the following strategies: <ul style="list-style-type: none"> <li>Stay interviews through rounding</li> <li>Completion of onboarding checklist within 30 days of new hire start date</li> </ul>	Complete stay interviews for all educators who have been in the Sun Prairie Area School District between 4-10 years.	1. Principal 2. Associate Principal	Completion of Stay Interviews through Rounding	2017-18 school year  <u>MID-YEAR UPDATE:</u> -Planning to begin stay interviews in March	Red	
		Completion of onboarding checklists within the first 30 days of employment for all new staff	1. Principal 2. Associate Principal	Number of Completed Onboarding Checklists	2017-18 school year  <u>MID-YEAR UPDATE:</u> All onboarding checklists have been completed during the first 30 days of employment for our three new SEAs		
Employee Engagement	Based on Employee Engagement results, identify the two most critical areas of improvement and identify/implement strategies to address.	“My supervisor consults me on decisions that affect my job.”  Creekside grade level teachers (in conjunction with their related service providers) will be given the opportunity to cluster/place all students with IEPs, ELLs and ALPs on a class list as a team, rather than being given the clusters and teacher assignments at the start of the class list process.	1. Principal 2. Associate Principal	Dipstick Measures through Google Form  Employee Engagement Surveys	2017-18 school year  <u>MID-YEAR UPDATE:</u> The plan is created, but it won't come to fruition until we build class lists for the 2018-19 school year in May	Red	
Employee Recruitment	Each department/ school will identify strategy to meet goal. Include selected strategies selected by department/sites. <a href="#">Recruitment &amp; Retention Strategies for Administrators</a>	1. Completed application to have a 2nd semester WIP intern at Creekside. 2. Continue to participate on the Grow Your Own Committee as we formalize more of the process and bring in new applicants. 3. Use the screening process to include rather than exclude candidates, to avoid missing attractive candidates. In reviewing qualifications, consider how each applicant might enhance diversity in your school/department. 4. Pilot recruitment plan to offer a course for pre-service teachers on how to present themselves on paper (i.e. WECAN, resume, etc.) and in an interview.	1. Principal 2. Associate Principal	Completion of Strategies	2017-18 school year  <u>MID-YEAR UPDATE:</u> -Continued participation and oversight for Grow Your Own -Have hired 2/3 employees of color since the year started -Taught a “preparing for hiring season” workshop with Chris Sadler on Jan. 20 & 27 to undergraduates getting ready for hiring season. We identified one candidate of color that we should recruit heavily to join SPASD next year as well as a number of other strong teaching candidates that would make excellent additions to our faculties. -Participating in the district’s Feb. 20 recruitment fair doing interviews from 4:45-6:30 p.m.	Green	

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

Vital Measure	District Strategic Action	Strategic Actions	Process Lead(s)	Measures	Timeline	Stop Light	EOY Stop Light
Parent Satisfaction Survey	Assess site communication strategies and create recommendation for standards.	1. Consistent homework expectation across building that is clearly communicated to families 2. All classrooms sending monthly newsletters to families 3. Increased time for parent/teacher conferences from 15 minutes to 25 minutes per family in both November and February.	1. Principal 2. Associate Principal 3. BLC	Parent Satisfaction Survey results	2017-18 school year  <u>MID-YEAR UPDATE:</u> Surveyed families about fall conferences and got positive feedback about the increased time with the classroom teacher. Once again surveyed families to see if they would like an equivalent experience for February conferences. The data is showing they would like to continue with 25 minute conferences. <a href="#">Winter Conferences Parent Feedback</a>		
	Establish a baseline for African American parent satisfaction and create site-based plans and implement strategies to improve satisfaction.	Survey to be developed in order to gauge African American parent satisfaction	1. Principal 2. Associate Principal 3. BLC	Implementation of Developed Survey Tool	2017-18 school year  *WAITING FOR PARENT SATISFACTION SURVEY TO BE DEVELOPED AND SHARED		
	Assess African American parent satisfaction and collaboratively develop recommendations	Complete action plan	1. Principal 2. Associate Principal 3. BLC 4. Family & Community Involvement Committee	Disaggregated Parent Satisfaction Survey Data	2017-18 school year  *THE SURVEY HAS NOT BEEN DEVELOPED		
Community Engagement Baseline	Establish comprehensive list of school district programs and networked resources and feature through communication channels	Collaborate with Communications & Engagement Officer to develop and maintain a network of outside agencies that support Creekside and SPASD.  WatchDOGS HEART Humane Education Junior Achievement Homework Club (sponsors & volunteers) BEP - 1st Grade Classroom Buddies BEP - GRIT Incentives Summer Playdates @ Sun Prairie Public Library	1. Principal 2. Associate Principal 3. BLC 4. Family & Community Involvement Committee	Completion of comprehensive list	2017-18 school year  <u>MID-YEAR UPDATE:</u> <ul style="list-style-type: none"> <li>• Our first year of WatchDOGS has been a HUGE success. Our dads have had really positive feedback and grown an awareness for what their children do on a daily basis. The students look forward to seeing/working with the WatchDOG on a daily basis.</li> <li>• We have a HEART That CARES Fair scheduled for May 24 and are excited to have the students show off their passion projects.</li> </ul>		

					<ul style="list-style-type: none"><li>• The principal has been trying to keep up with a post on FB each day, but hasn't met that goal. Need to spread out access to that to more staff still.</li><li>• We continue to use BBC to reach parents around specific topics and keeping them in the loop of upcoming events.</li></ul>		
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**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.**

Vital Measure	District Strategic Action	Strategic Actions	Process Owner(s)	Measures	Timeline	Stop Light	EOY Stop Light
Engage in enrollment management planning 2.0.	Facilities can accommodate best teaching practices	<p>Participating in job-alike conversations around the transition from 7 to 9 schools.</p> <p>Plan to modify classroom spaces to encourage more personalized learning (i.e. knock down walls, revamp dens).</p>	Principal	<p>Implementation of transition plans for the opening of the two new buildings.</p> <p>Implementation of special projects building plan.</p>	<p>2017-18 school year</p> <p><u>MID-YEAR UPDATE:</u></p> <ul style="list-style-type: none"> <li>Conversations around moving from 7 to 9 schools have occupied the majority of our time together as a principal team. We have completed staff shifts for classroom teachers, ESL, SPED, ALPS and are currently working on Specials.</li> <li>I have teachers wanting holes cut in their walls so they can do some really effective co-teaching next year.</li> </ul>		