



2017-18 School Scorecard

School: C.H. Bird Elementary	Principal: Chris Sadler
------------------------------	-------------------------

Link to [District Scorecard](#)

Special Note: C.H. Bird is an AGR school where instructional coaching and small class size are strategies to support student learning for all students. This report meets the AGR requirement in communicating our mid-year progress to the School Board each year.

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 exceeding expectations on statewide school report cards	Implement math scope and sequence	<ol style="list-style-type: none"> All staff actively participate in ongoing PD regarding math instruction and resources. Consistently discuss math in PLC structure including equity in outcomes (defined, structured discussions). We will continue to structure our service delivery model to support a "Co-plan to Co-serve" model. 	Math TLEC reps and Math Coach (April Lawler, Kristen Murcott, Deb Hart)	STAR Math (grades 1-10) At least 77% of full academic year 1st-5th grade Bird students will meet or exceed the STAR Math Benchmark by the end of the 2017-2018 school year. <u>and/or</u> Our school Student Growth Percentile will be at or above 50 for full academic year 1st-5th grade Bird students on STAR Math at the end of the 2017-2018 school year. <u>Numeracy Equity Goal:</u> At least 43% of full academic year African American	2017-2018 school year	We are currently at 72%.	

				<p>1st-5th grade Bird students will meet or exceed the STAR Math Benchmark by the end of the 2017-2018 school year.</p> <p><u>and/or</u></p> <p>The Student Growth Percentile will be at or above 50 for our full academic year</p> <p>African American 1st-5th grade Bird students at the end of the 2017-2018 school year.</p>			
	Refine conferring in the area of literacy	<ol style="list-style-type: none"> 1. An emphasis on in-class intervention support within the structure of strategy groups/conferring. 2. Consistently discuss conferring strategies and structures in PLC including equity in outcomes (defined, structured discussions). 3. Continue to connect to conferring through our natural staff meeting structures, and offer specific professional development opportunities outside of staff meetings led by our Instructional coach and TLEC representative. 4. We will continue to structure our service delivery model to support a "Co-plan to Co-serve" model. 	Literacy TLEC Rep, Literacy Coach, Reading Specialists (Chris Koop, Gina Neumann, Kris Kirst, Sandi Loftus)	<p>At least 70% of full academic year Bird students will meet or exceed the Fountas & Pinnell Benchmark Independent Reading Level by the end of the 2017-2018 school year.</p> <p><u>and/or</u></p> <p>75% of full academic year Bird students will move at least 3 levels on Fountas & Pinnell by the end of the 2017-2018 school year.</p> <p><u>Literacy Equity Goal:</u></p> <p>At least 40% of full academic year African American Bird students will meet or exceed the Fountas & Pinnell Benchmark by the end of the 2017-2018 school year.</p>	2017-2018 school year	We are currently at 63% at/above in STAR.	

				<p><u>and/or</u> 75% of full academic year African American Bird students will move at least 3 levels on Fountas & Pinnell by the end of the 2017-2018 school year.</p>			
	Revise PLC framework for equity focus, implement and monitor	<ol style="list-style-type: none"> 1. As a part of the beginning of each PLC, discuss the question, <i>“What have you done this week(s) to connect with a student who is unlike you? (i.e. socioeconomic, racial, family structure, gender, etc.)</i> 2. Note-taking will be more focused on the discussion than the form. The form will be more of a running document connected to the quarterly data summits. (We will link the note document to the Grade Level Action Plan used in each of the quarterly Data Summits.) 3. Structure a monthly review for each PLC based on the progress on data and action steps from the Data Summit from the beginning of the quarter. 	<p>Chris and Kayla</p> <p>PLC teams</p> <p>School Culture Team</p>	<p>The notes will be read by school based Leadership.</p> <p>Disproportionality of Discipline and Behavior Referrals along race, gender, and socioeconomic lines will be progress monitored and shared with PLCs.</p>	Begin structure in August and continue through the 2017-2018 school year.		
Increase the district mean on the Student Engagement Survey	Increase the number of classrooms implementing student-centered learning strategies	<ol style="list-style-type: none"> 1. Increasing Student Voice and ownership in improving our school culture (student feedback/student input to improve school culture). 2. Incorporating student interests, strengths and learning styles to create an authentically engaging classroom. 3. Research, understand, and implement effective Asset-based Classroom/School Culture strategies. (Responsive Classroom, Trauma Informed Practices, Identity Relevant Practices, PBIS) 	School Culture Team/PLC	We will measure the number of classrooms consistently providing morning meetings, number of times students are engaged in facilitating discussions with other students concerning our school culture.	Begin structure in August and continue through the 2017-2018 school year.		

<p>Research in and development of flexible scheduling options</p>	<ol style="list-style-type: none"> 1. Researching and implementing flexible scheduling options for interventions and specialized instruction (i.e. Special Education, Interventions, ELL) where students receive instruction in their classroom in a Co-Plan to Co-Serve service delivery model. 	<p>Leadership Team/Special Ed Team/Interventions</p>	<p>Complete study and recommendations presented to School Board</p>	<p>Begin structure in September and continue through the 2017-2018 school year.</p>		
<p>Improve the mean on the school Student Engagement Survey</p>	<ol style="list-style-type: none"> 1. Expand our understanding of "Growth Mindset" concepts and strategies in instruction and implement those strategies throughout the school year. 2. Discussing the following questions with students: What does respect look like at Bird? (disagreeing doesn't mean disrespect) How do we use disagreement to learn? (listen to learn) Intertwine into our ongoing grade level meetings and engaging students in discussions about how they can take responsibility to address respect among each other. 	<p>Judy, Becky, Tom, Laura, Lynn School Culture Team</p>	<p>Our 2018 mean on the question, "Students show respect for each other at this school." will increase from 3.04 to at least 3.45.</p> <p>Our 2018 average response from the question, "Do you feel respected at school?" will increase from 2.42 to at least 2.62 on our C.H. Bird Student School Culture Survey.</p>	<p>2017-2018 school year</p>	<p>Our fall survey met the goal, but this is an end of the year goal.</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"> Stay interviews through rounding Completion of onboarding checklist within 30 days of new hire start date 	1. Completion of onboarding checklist within 30 days of new hire start date	Kayla/Chris	Completion of Stay Interviews through Rounding	2017-2018 school year		
		2. 30, 60, and 90 day rounding conversations with all staff within their first three years of teaching in Sun Prairie.	Kayla/Chris	Number of Completed Onboarding Checklists	2017-2018 school year		
Employee Engagement	Based on Employee Engagement results, identify the two most critical areas of improvement and identify/implement strategies to address.	1. Provide time for staff to openly discuss (agree/disagree) educational concepts through the EdCamp process. 2. During the weekly meetings between the Associate Principal and Principal will specifically discuss the amount of feedback being given to specific teachers ensuring we are providing consistent feedback to all staff (including support staff).	Chris/Kayla/School Culture Team	Using the Employee Engagement Survey, the mean response from the question, "My supervisor provides feedback on my strengths as an employee." will increase from 4.19 to 4.3. Using the Employee Engagement Survey, the mean response from the question, "Supervisor led staff meetings make efficient	2017-2018 school year		

				<p>use of time and are productive.” will increase from 4.25 to 4.35.</p> <p>A list of all staff will be used to track when specific feedback was provided to staff members in order to ensure staff is being provided feedback on a consistent basis.</p>			
Employee Recruitment	<p>Each department/school will identify strategy to meet goal. Include selected strategies selected by department/sites.</p> <p>Recruitment & Retention Strategies for Administrators</p>	<ol style="list-style-type: none"> The Associate Principal or Principal will present at least one workshop/conference during the year or will connect with a University Education Career Services program to promote the Sun Prairie Area School District when pre-service teachers begin the process of looking for a position. 	Chris/Kayla	Number of connections or presentations made with professional organizations and/or universities.	2017-2018 school year		

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.	<ol style="list-style-type: none"> 1. Positive postcards, emails, phone calls, texts (google voice) home throughout the year 2. APTT-Focus on School Community and Increasing Attendance 3. Continue using Facebook Page as our main communication platform 4. Increase our collective competence on various technological communication tools 	School Culture Team/APTT Leadership Team	<p>Attendance at APTT from 67% to 75%.</p> <p>Increase the mean from the statement, "I regularly receive feedback from school staff on how well my child is learning." on the Parent Engagement Survey from 3.45 to at least 3.6 in the 2017-2018 school year.</p> <p>Increase the mean from the statement, "I receive positive phone calls, notes, or emails about my child from the school." on the Parent Engagement Survey from 3.61 to at least 3.75 in the</p>	2017-2018 school year	Our Fall APTT attendance was 64%.	

				2017-2018 school year.			
	Establish a baseline for African American parent satisfaction and create site-based plans and implement strategies to improve satisfaction.	1. Specifically focus on African American families and reach out to them prior to Parent/Teacher Conferences and APTT meetings through phone calls, emails, and other methods.	Chris/Kayla/All Staff	Increase African American attendance at APTT meetings from 35% to 60%.	2017-2018 school year		
Parent Satisfaction Survey	Assess African American parent satisfaction and collaboratively develop recommendations.	1. Create a progress check specifically going out to African American families.	Chris	<p>Unfortunately we are unable to disaggregate our engagement survey into race groups, so the specific questions below will be sent in a survey form 3 times a year to our African American families.</p> <p>Increase the mean from the statement, "I regularly receive feedback from school staff on how well my child is learning." on the Parent Engagement Survey from 3.45 to at least 3.6 in the 2017-2018 school year.</p> <p>Increase the</p>	2017-2018 school year		

				mean from the statement, "I receive positive phone calls, notes, or emails about my child from the school." on the Parent Engagement Survey from 3.61 to at least 3.75 in the 2017-2018 school year.		
Community Engagement Baseline	Establish comprehensive list of school district programs and networked resources and feature through communication channels.	1. Share our specific dates, events, and resources that we are providing, parent to parent meetings, community park events	Chris/Kayla	Newsletters, Facebook, Blackboard	2017-2018 school year	

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	<ol style="list-style-type: none">1. Continue exploring how we can create classrooms in support of co-teaching structures.2. Explore the idea of transitioning some of our classrooms to one LGI room, as our student population is affected by the opening of 2 new schools.3. Be a part of the resource allocation when we go from 7 to 9 elementary schools.	Chris/Kayla	Count the number of meetings and conversations surrounding the topic of creating learning environments.	2017-2018 school year		