



2017-18 School Scorecard

School: Westside Elementary	Principal: Nikki Burke
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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	<ul style="list-style-type: none"> <li>Study Bridges curriculum during grade level PLCs and PD Thursdays</li> <li>Create classroom schedules that allow for full minutes of instruction (60 minute math block and 15 minute Number Corners block)</li> <li>Coaching Cycles focused on student centered math</li> </ul>	Grade level PLCs Instructional Coach Admin	<ul style="list-style-type: none"> <li>Increase the number of FAY 1st-5th grade students who are at or above benchmark on STAR Math from 67% to 73%</li> <li>Increase the number of FAY African American students in 1st-5th grade who are at or above benchmark on STAR Math from 67% to 73%</li> <li>PLC Notes</li> <li>Classroom Schedules</li> </ul>	Ongoing		
	Refine conferring in the area of literacy	<ul style="list-style-type: none"> <li>Study and implement different types of conferring</li> <li>Use the data from conferring to plan targeted instruction</li> <li>Implement fidelity checklist for Readers and Writers Workshop</li> <li>Coaching cycles focused on conferring</li> </ul>	Instructional Coach and Principal Grade Level PLCs	<ul style="list-style-type: none"> <li>STAR Literacy</li> <li>F&amp;P: 70% of FAY students will be proficient/advanced on F&amp;P in the Spring 2018 (Baseline: 64% of FAY students were proficient/advanced in the Spring 2017)</li> <li>40% of FAY African American students will be proficient/advanced on F&amp;P in the Spring 2018 (Baseline: 34% of FAY African American students were proficient/advanced in Spring 2017)</li> <li>Conferring and PLC notes</li> </ul>	Ongoing		

		<p>Continue to implement Lexia and analyze results to drive instruction.</p> <ul style="list-style-type: none"> <li>● Increase access to technology in classrooms</li> <li>● Provide PD in analyzing Lexia data to plan for targeted instruction</li> </ul>	Admin, Lexia Trainer, Grade Level PLCs	<ul style="list-style-type: none"> <li>● 80% of students will get their prescribed minutes each week</li> </ul>	Ongoing		
		<p>All students identified through the LLT process to receive a targeted intervention will receive a second daily dose of targeted literacy instruction by the classroom teacher.</p> <ul style="list-style-type: none"> <li>● All classroom teachers will receive PD in “Next Steps in Guided Reading”</li> <li>● Additional Book study (“Next Steps in Guided Reading”) will be offered for all classroom teachers</li> </ul>	PLCs Interventionists Coach	<ul style="list-style-type: none"> <li>● F&amp;P: 70% of FAY students will be proficient/advanced on F&amp;P in the Spring 2018 (Baseline: 64% of FAY students were proficient/advanced in the Spring 2017)</li> <li>● 40% of FAY African American students will be proficient/advanced on F&amp;P in the Spring 2018 (Baseline: 34% of FAY African American students were proficient/advanced in the Spring 2017)</li> </ul>	Ongoing		
		<p>Interventionists Push-In during core instruction to provide Tier 2 small group intervention for students identified “in yellow” on F&amp;P</p> <ul style="list-style-type: none"> <li>● Common Literacy Block (Scheduling)</li> </ul>	Interventionists and Teachers	<ul style="list-style-type: none"> <li>● F&amp;P: 70% of FAY students will be proficient/advanced on F&amp;P in the Spring 2018 (Baseline: 64% of FAY students were proficient/advanced in the Spring 2017)</li> <li>● 40% of FAY African American students will be proficient/advanced on F&amp;P in the Spring 2018 (Baseline: 34% of FAY African American students were proficient/advanced in the Spring 2017)</li> </ul>	Ongoing		
	Revise PLC framework for equity focus, implement and monitor	<ul style="list-style-type: none"> <li>● Framework/Guidelines for PLCs will be shared with staff</li> <li>● Communication Tool/Process between interventionists and teachers for students scoring “in red” on literacy and math assessments (F&amp;P, STAR) so that intervention/core are connected to core.</li> </ul>	TLEC Rep  Interventionist, Teachers and Admin	<p>PLC notes</p> <p>Decrease the risk index of African American students receiving Office Discipline Referrals from 58% (baseline) to 48%.</p> <p>and</p> <p>Decrease risk ratio of African Americans receiving Office Discipline Referrals from 2.37 (baseline) to 1.37.</p>			
Increase the district mean on the Student Engagement Survey	Increase the number of classrooms implementing student-centered learning strategies	<ul style="list-style-type: none"> <li>● Introduce and Collect Learner Profiles K-5</li> <li>● Offer PD Opportunities to learn Personalized Learning Strategies</li> </ul>	Teachers	# of classrooms			

	Research in and development of flexible scheduling options	<ul style="list-style-type: none"> <li>● 45-15 Scheduling Research</li> <li>● Master schedule was created to allow for push-in time from interventionists</li> </ul>	Admin	Complete study and recommendations presented to School Board			
	Improve the mean on the school Student Engagement Survey	<ul style="list-style-type: none"> <li>● Continue to identify students with high behavior referrals and place into small group intervention within the first week of school (started 2016-17 school year)</li> <li>● Circles of Support Mentorship group for African American students in grades 4 and 5</li> <li>● Increase Community Schools programming through 21st Century Grant</li> <li>● Continued monthly Focus on Equity and Culturally Responsive Teaching practices staff meetings</li> <li>● Guidance lessons to focus on diversity and acceptance</li> <li>● Continue to implement mindfulness practices school-wide through coaching and PD opportunities</li> </ul>	Student Services Admin School Counselor	<p>Decrease the risk index of African American students receiving Office Discipline Referrals from 58% (baseline) to 48%.</p> <p>and</p> <p>Decrease risk ratio of African Americans receiving Office Discipline Referrals from 2.37 (baseline) to 1.37.</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>	<ul style="list-style-type: none"> <li>Completion of stay interviews for all educators who have been in Sun Prairie between 4-10 years</li> <li>Completion of onboarding checklist for all new employees within the first 30 days of the school year</li> </ul>	Admin	Completion of Stay Interviews through Rounding	Ongoing	Yellow	
			Admin	Number of Completed Onboarding Checklists	Ongoing		
Employee Engagement	Based on Employee Engagement results, identify the two most critical areas of improvement and identify/implement strategies to address.	<p>Two lowest scores on Spring Employee Engagement Survey:</p> <p>My supervisor provides me feedback concerning areas for improving my performance.</p> <p>My supervisor consults me on decisions that affect my job.</p>	Admin	Employee Engagement Surveys	Ongoing	Green	
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>	<ul style="list-style-type: none"> <li>Include employment opportunities in school/parent newsletter on a regular basis</li> <li>Build relationships with cultural group and organizations that work with diverse communities</li> </ul>	Admin	Completion of Strategies	Ongoing		

**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.**

<b>Vital Measure</b>	<b>District Strategic Action</b>	<b>Strategic Actions</b>	<b>Process Lead(s)</b>	<b>Measures</b>	<b>Timeline</b>	<b>Stop Light</b>	<b>EOY Stop Light</b>
Parent Satisfaction Survey	Assess site communication strategies and create recommendation for standards.	<ul style="list-style-type: none"> <li>• Add question to Parent Satisfaction Survey about access to technology/communication</li> <li>• FB Focus on each grade level per week</li> <li>• Weekly FB posts to highlight PBIS</li> </ul>	Admin Internal PBIS Coach Library/Media Specialist	Survey	Ongoing		
	Establish a baseline for African American parent satisfaction and create site-based plans and implement strategies to improve satisfaction.	<ul style="list-style-type: none"> <li>• Create Parent Satisfaction Survey to gather feedback from African American parents</li> </ul>		Survey	Ongoing		
	Assess African American parent satisfaction and collaboratively develop recommendations	<ul style="list-style-type: none"> <li>• Circles of Support World Cafe discussion with African American parents</li> <li>• Parent Liaison position to bridge home/school connection</li> <li>• Surveys available at Read Your Heart Out, Carnival, Family Fun Nights and P/T conferences</li> </ul>		Anecdotal notes from cafe	Ongoing		
Community Engagement Baseline	Establish comprehensive list of school district programs and networked resources and feature through communication channels	Will be updated by building leadership team (Community Schools, Clubs, etc.) Shared via communication manager (newsletter)					

**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.**

<b>Vital Measure</b>	<b>District Strategic Action</b>	<b>Strategic Actions</b>	<b>Process Owner(s)</b>	<b>Measures</b>	<b>Timeline</b>	<b>Stop Light</b>	<b>EOY Stop Light</b>
Engage in enrollment management planning 2.0.	Facilities can accommodate best teaching practices	Continue to update building as needed to meet students' learning needs					