



2018-19 School Scorecard

School: Meadow View Elementary	Principal: Cynthia Bell Jimenez
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Link to [District Scorecard](#)

Link to [Elementary TLE Scorecard](#)

Associated Results Policies: [Mega Result SR-1](#), [SR-2 Academics \(Literacy\)](#), [SR-2 Academics \(Math\)](#), [SR-3 Student Personal Development](#), [OE-10 Learning Environment/Discipline](#), [OE-11 Instructional Program](#)

Teaching, Learning and Equity Annual Goal:
All students surpass their annual academic growth targets and graduate ready for success.
 District Objective: Increase the number of schools exceeding expectations on statewide school report cards

Results Measures	Q1	MY	Q3	EOY
Numeracy goal Increase the number of FAY students proficient and advanced on the STAR math assessment from fall to spring 2018-19. <i>*Review baseline data for at/above benchmark students and adjust goal accordingly</i>	Fall 77% Spring 81%	Winter 82% Spring 81%		Spring 78% Spring 81%
Literacy goal Increase the number of FAY students proficient and advanced on the STAR reading assessment from fall to spring 2018-19. <i>*Review baseline data for at/above benchmark students and adjust goal accordingly</i>	Fall 65% Spring 69%	Winter 65% Spring Goal 69%		Spring 75% Spring Goal 69%
Equity/Gap Closing goal MATH = The number of FAY African American and Hispanic students testing at or above proficiency according to STAR Math will increase: African American from 70% to 74% by the spring assessment window. Hispanic from 56% to 60% by the spring assessment window.	African American Fall 70% Spring Goal 74% Hispanic Fall 56% Spring Goal 60%	African America Winter 71% Spring Goal 74% Hispanic Winter 63% Spring Goal 60%		African American Spring 54% Spring Goal 74% Hispanic Spring 75% Spring Goal 60%

<p>READING = The number of FAY African American and Hispanic students testing at or above proficiency according to STAR Reading will increase from African American Fall 41% / Spring 45% Hispanic Fall 56% / Spring 60%</p> <p><i>*As the building discovers inequities, goals will be adjusted</i></p>	<p>African American Fall 41% Spring Goal 45%</p> <p>Hispanic Fall 56% Spring Goal 60%</p>	<p>African American Winter 43% Spring Goal 45%</p> <p>Hispanic Winter 53% Spring Goal 60%</p>		<p>African American Spring 50% Spring Goal 45%</p> <p>Hispanic Spring 59% Spring Goal 60%</p>
<p>Parent Engagement (Community) During the first year of "being," we will focus on offering numerous family engagement opportunities (e.g., family dinners, movie nights, food trucks on the playground, academic nights) to build a strong partnership with the School Community Organization of Meadow View.</p>	<p>SCO family engagement opportunities: Movie Night, Fall Dance</p> <p>School family engagement opportunities: ESL Night, Math Night</p>	<p>SCO family opportunities: International Night</p>		
<p>Employee Engagement During the first year of "being," we will focus on relationship building with <u>all</u> staff through clear communication, transparency among all levels (e.g, district, site, community), consistency of expectations, all with the desired outcome of being a school where all employees believe Meadow View is a good place to work.</p>	<p>Survey</p>	<p>Survey on Feb 2019</p>		<p>Survey on June 2019</p>
<p>Student Engagement In an effort to increase the district mean on the Student Engagement Survey, we will focus on the following three questions:</p> <p><i>"I feel I belong at this school"</i> will increase by the percent of students responding usually or always from 66% to 70%.</p> <p><i>"My culture and identity is valued at my school"</i> will increase by the percent of students responding usually or always from 75% to 80%.</p> <p><i>"I believe what I am learning in school will help me to be successful in life"</i> will increase by the percent of students responding usually or always from 76% to 80%.</p>	<p>Survey</p>	<p>Survey on Feb 2019</p>		<p>Survey on June 2019</p>

Literacy

Literacy Goal: Increase the number of FAY students proficient and advanced on the STAR reading assessment from fall to spring 2018-19.

Strategic Initiatives:	Q1	Mid-Year	Q3	EOY
Begin implementing Literacy walkthrough visits used to guide site based PD/coaching to become familiar with the support				
<ul style="list-style-type: none"> ● Complete reader situation reports K-2 3-8 <ul style="list-style-type: none"> ○ Focus on Engagement and Independence (to discern this you may need to talk to kids and reflect on your own teaching) 	October 2018		(due EOY)	
Teachers will take actions to develop their knowledge and practice of implementing the literacy workshop model				
<ul style="list-style-type: none"> ● Complete reader situation reports K-2 3-8 	(due MY)		(due EOY)	
Teachers will work on building reading relationships and joy for reading <ul style="list-style-type: none"> ● Meet with small groups regularly ● Individual conferring with readers ● Model high energy and love for books ● Share personal experiences with reading 	Universal Data Summit Grade Level LLT		Universal Data Summit Grade Level LLT	
School Focus on Enriching Universal instruction with Cultural and Linguistic strategists for all students <ul style="list-style-type: none"> ● Training will be provided during staff meetings ● Three teachers and an administrator will attend the TC The Power and Risk of Scaffolds for English Language Learners Institute 2019: Grades K-5 	Presentation		Presentation	

Implement Math Scope and Sequence

Math Goal: Increase the number of FAY students proficient and advanced on the STAR math assessment from fall to spring 2018-19.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Math classroom walkthrough tool				
<ul style="list-style-type: none"> Students will use math language and solve math problems as teachers become acquainted and comfortable with new math resources: Bridges/Number Corner 				Report
Online math resource adoption				
<ul style="list-style-type: none"> Freckle implementation: Students who have access to Freckle getting the minimum recommended weekly minutes of use 		Freckle 2019		

**Equity/Gap Closing
Equity/Gap Closing Goal:**

MATH = The number of FAY African American students testing at or above proficiency according to STAR Math will increase from 70% to 74% by the spring assessment window.
 The number of FAY Hispanic students testing at or above proficiency according to STAR Math will increase from 56% to 60% by the spring assessment window.
 READING = The number of FAY African American students testing at or above proficiency according to STAR Reading will increase from 41% to 45% by the spring assessment window.
 The number of FAY Hispanic students testing at or above proficiency according to STAR Reading will increase from 56% to 60% by the spring assessment window.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Implement student-centered coaching cycles				
<ul style="list-style-type: none"> Training with Diane Sweeney for Instructional Coach, LMS, AP and Principal 				
<ul style="list-style-type: none"> Coaching cycle data and fidelity check data 				
Facilitate and implement E-Team *Meadow View Team Members - Cynthia Bell, Jennifer Balzer				
<ul style="list-style-type: none"> Beyond Diversity Training 	November 2018	January 2019		
<ul style="list-style-type: none"> Two additional training days - topic TBD Optional Book Study Culturally and Linguistically Responsive Teaching and Learning by Sharroky Hollie (March 2019) 				
Refine equity-based PLCs				
<ul style="list-style-type: none"> Partnership with AWSA 				
<ul style="list-style-type: none"> Train BLC on elements of Adaptive Schools and Beyond Diversity so they have the capacity to facilitate equity conversations in their PLCs 		BLC Agenda		
<ul style="list-style-type: none"> Consistent administrator and/or instructional coach presence during PLCs as an engaged participant/knowledge authority to help guide conversation and coach up BLC facilitator 				
Implement Meadow View Social/Emotional Action Plan - Year 1				
<ul style="list-style-type: none"> Universal instruction of Zones of Regulation, Mindfulness Student access to the Mindfulness Room Continued focus on relationship-building through morning meeting, classroom circles, PBIS Student Recognition systems, extracurricular clubs, etc. 		Zones Folder		
Leverage Peer Learning Opportunities to Grow Teacher Practice Around Equity				

<ul style="list-style-type: none"> Teachers will have the opportunity to visit classrooms of other teachers in the building, the district or other Wisconsin school districts to help refine their instructional practices related to authentic engagement and social/emotional learning 				
<ul style="list-style-type: none"> Establish practices that support culturally and linguistically diverse students <ul style="list-style-type: none"> Identify, model, and implement some GLAD strategies (Behavior Y Charts, Name sticks) 		Y Charts GLAD Strategies		
<p>School focus on understanding behavior is a form of communication</p> <ul style="list-style-type: none"> Training will be provided during staff meetings An administrator will attend the Trauma Sensitive School Training at Washington DC 		Presentation		Presentation

Student Engagement Student Engagement Goal:

"I feel I belong at this school" will increase by the percent of students responding usually or always from 66% to 70%.

"My culture and identity is valued at my school" will increase by the percent of students responding usually or always from 75% to 80%.

"I believe what I am learning in school will help me to be successful in life" will increase by the percent of students responding usually or always from 76% to 80%.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Establish PBIS practices: Universal secondary teams and MV/TS teams engage in Universal PBIS foundations training in order to establish systems and structures to support ongoing conditions of the learning environment (OE-10)				
<ul style="list-style-type: none"> ● PBIS training ● Developing belief statements ● Developing common language around behavior expectations ● Developing PBIS matrix for areas around the school including classroom ● Providing teaching during the first day and refreshers throughout the school year <p><i>*Staff and students will have opportunities to weigh into decisions throughout the school year.</i></p>		MATT Survey		
<ul style="list-style-type: none"> ● Investigate/Implement school and/or classroom-based innovations <ul style="list-style-type: none"> ○ Learning Profile for students 				
<ul style="list-style-type: none"> ● Participate in professional development for the “why” behind the new school design 	August 2018			
<ul style="list-style-type: none"> ● Student Survey 	September 2018	Survey Feb 2019		

Workforce Strategy
Workforce Strategic Goal:

- In our effort to create a district where the needs of all students are met, we will maintain a retention rate in the 2018-19 school year of 90% or higher. (National avg. 84%)
 - In an effort to create an asset-based school district where staff feel engaged in our work as a school district, we will have an increase in the percentage of staff answering “agree” or “strongly agree” from 65.5% in the Spring 2018 to 71% or higher by the Spring 2019 to the survey item, “All things considered, this District is a good place to work” on the School Perceptions Survey

Strategic Initiatives School Leadership teams will set specific school goals based on the following question in order to support our larger goal supporting retention of staff and staff engagement: “How will our school include, and act on, all perspectives into improving staff responses to, “All things considered, this District is a good place to work” that is in our control?”	Q1	Mid-Year	Q3	EOY
District Indicator = “All things considered, this District is a good place to work” (86% agree or strongly agree in Spring 2018) Meadow View Focus Areas: <ul style="list-style-type: none"> → “The social and emotional needs of students are being met.” (43% agree or strongly agree in Spring 2018) → “Student discipline is handled in a consistent manner by all staff.” (31.6% agree or strongly agree in Spring 2018) → “I feel comfortable sharing my ideas and opinions.” (64.6% agree or strongly agree in Spring 2018) 				
● Staff training on PBIS		PBIS training		
● We will increase the amount of staff that agree that the District is a good place to work by developing relationships and creating a collaborative culture <ul style="list-style-type: none"> ○ Equity PLC forms ○ Administrator Feedback provided monthly on PLC document ○ Common Planning Time established in the schedule ○ Implement Norms of Collaboration (Adaptive Schools) ○ Honor Retreat 		PLC notes sample Honor corner Newsletter pg 5		
● Teachers make their personal growth goals around Literacy and Math (Honoring the Continuous Learning Progression for Teachers) <ul style="list-style-type: none"> ○ Literacy PD, going deep with reader situation reports 		SLO Samples		
● Create a tool kit with strategies to support effective meetings and model for staff <ul style="list-style-type: none"> ○ Padlet 				

**Community Engagement
Community Engagement Goal:**

- In an effort to develop strong school to parent partnerships and ensure parents are accurate ambassadors, we will increase overall parent satisfaction ([Parent School Climate Survey](#)) from 73% of parents identifying agree or strongly agree to 76% by Spring 2019.
- We will increase the overall participation rate on our parent survey from 42 parents to 70+ parents for the Spring 2019 parent survey window.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Parent Engagement Goals				
<ul style="list-style-type: none"> • Parent School Climate Survey <ul style="list-style-type: none"> • In an effort to develop strong school to parent partnerships and ensure parents are accurate ambassadors, we will increase overall parent satisfaction (Parent School Climate Survey) from 73% of parents identifying agree or strongly agree to 76% by Spring 2019. • We will increase the overall participation rate on our parent survey from 42 parents to 70+ parents for the Spring 2019 parent survey window. 	Sept 2018	Feb 2019		June 2019
<p>MEADOW VIEW FOCUS INDICATORS</p> <ul style="list-style-type: none"> • My child enjoys going to school. (80% of parents agreed or strongly agreed in Fall 2018; will increase to 85% by Spring 2019) • I am satisfied with the communication that comes from school. (70% of parents agreed or strongly agreed in Fall 2018; will increase to 75% by Spring 2019) • Teachers personalize instruction to meet my child's needs. (75% of parents agreed or strongly agreed in Fall 2018; will increase to 78% by Spring 2019) • Teachers have a culture of high expectations for my child. (70% of parents agreed or strongly agreed in Fall 2018; will increase to 75% by Spring 2019) • The school policies and activities respect and value the diversity of the families in the community. (89% of parents agreed or strongly agreed in Fall 2018; will increase to 93% by Spring 2019) 		Feb 2019		
<ul style="list-style-type: none"> • My child enjoys going to school. (87% of parents agreed or strongly agreed in Fall 2018; will increase or remain at 87% by Spring 2019) 		Feb 2019		
<ul style="list-style-type: none"> • I am satisfied with the communication that comes from school. (70% of parents agreed or strongly agreed in Fall 2018; will increase to 75% by Spring 2019) <ul style="list-style-type: none"> ○ Parent getting photo/video during the first weeks ○ Seesaw app (does translate) ○ Flipgrid ○ Classroom Newsletter ○ School-wide Newsletter ○ Postcards mailed home ○ "Ottery" Tickets 		Feb 2019		

<ul style="list-style-type: none"> Teachers personalize instruction to meet my child's needs. (75% of parents agreed or strongly agreed in Fall 2018; will increase to 78% by Spring 2019) 		Feb 2019		
<ul style="list-style-type: none"> Teachers have a culture of high expectations for my child. (70% of parents agreed or strongly agreed in Fall 2018; will increase to 75% by Spring 2019) <ul style="list-style-type: none"> Otter Pledge Y Charts post in every classroom Use of Name sticks to provide equal opportunity 		Feb 2019		
<ul style="list-style-type: none"> The school policies and activities respect and value the diversity of the families in the community. (89% of parents agreed or strongly agreed in Fall 2018; will increase to 93% by Spring 2019) <ul style="list-style-type: none"> Establish Site Councils of Diverse Parents (+2 teachers) Linguistic, socioeconomic, special education, racial, cultural Invitation School-wide strategy for engaging parents <ul style="list-style-type: none"> -Culture Day & Night (learning about different countries/cultures) -Black History Month celebration 		Feb 2019		