



2018-19 School Scorecard

School: Patrick Marsh Middle School

Principal: Corey Shefchik

[Link to District Scorecard](#)

[Link to Secondary 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
<p>Literacy goal: In 2018-19, the number of students testing at or above proficiency according to STAR Reading will increase by 6% from 52% to 58% by the spring assessment window.</p>	<p>6th grade = 46% 7th grade = 58%</p> <p>Overall = 52% Fall</p>	<p>6th grade = 51% 7th grade = 61%</p> <p><u>Overall = 56% Winter</u></p>	n/a	<p>6th grade = 53% 7th grade = 56%</p> <p><u>Overall = 55% Spring</u></p>
<p>Numeracy goal: In 2018-19, the number of students testing at or above proficiency according to STAR Math will increase by 6% from 59% to 65% by the spring assessment window.</p>	<p>6th grade = 57% 7th grade = 63%</p> <p>Overall = 59% Fall</p>	<p>6th grade = 61% 7th grade = 69.7%</p> <p><u>Overall = 65% Winter</u></p>	n/a	<p>6th grade = 60% 7th grade = 70%</p> <p><u>Overall = 65.5% Spring</u></p>
<p>Equity/Gap Closing goals: In 2018-19, the number of Black students testing at or above proficiency according to STAR Reading will increase by 12% from 28.5% to 40.5% by the spring assessment window.</p> <p>In 2018-19, we will reduce the percent of Black students out of school suspended by 10% (from 34% 24/71 in Spring 2018 to 24% in Spring 2019).</p>	<p>STAR Overall = 28.5% Fall</p>	<p>6th grade = 39.7% 7th grade = 27.8%</p> <p><u>Overall = 34.5% Winter</u></p> <p><u>Overall = 52.6% RED</u></p>	n/a	<p>6th grade = 34% 7th grade = 24.6%</p> <p><u>Overall = 34.7% Spring</u></p> <p><u>Overall = 53.03% RED</u></p>

<p>Student Engagement goal: In an effort to increase the overall mean on the Student Engagement Survey, we focus on the following three questions:</p> <ol style="list-style-type: none"> 1. The survey question, <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 71.2% to 76.2%. 2. The survey question, <i>"My culture and identity is valued at my school"</i> will increase by the percent of students responding usually or always from 68.7% to 73.7%. 3. The survey question, <i>"I feel I belong at this school"</i> will increase by the percent of students responding usually or always from 66.7% to 71.6%. 	<p><u>Student 1st Qtr. Check-In</u></p> <ol style="list-style-type: none"> 1. 85.7% 2. 100% 3. 85.7% 	<p><u>Student Mid-Year Check-In</u></p> <ol style="list-style-type: none"> 1. 91.6% 2. 100% 3. 100% 	<p>3rd quarter check-in</p>	<p>Student survey:</p> <ol style="list-style-type: none"> 1. 72.4% 2. 73.8% 3. 64.7%
<p>Parent Engagement/Community Engagement goal:</p> <ol style="list-style-type: none"> 1. Community Engagement: In order to assure the flow of information and strategic two-way communication, we will increase Community Engagement. 2. Parent Engagement: In an effort to develop strong school to parent partnerships and ensure parents are accurate ambassadors, we will increase overall parent satisfaction (School Perceptions Survey) from 3.68 to 3.83 (4%). <p>We will increase the percentage of parents/guardians answering "agree" or "strongly agree" from 70.9% in Spring 2018 to 75% or higher by Spring 2019 to the survey item, "I feel I belong as part of the school community."</p>		<p><u>Parent Mid-Year Check-In</u></p>		<p>71.6% agree/strongly agree</p>
<p>Employee Engagement/Workforce Focus goal:</p> <ol style="list-style-type: none"> 1. Retention 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%) 2. Diversification of workforce: In an effort to create a workforce mirroring the demographics of our student population, we will increase the number of applicants who identify as ethnically diverse/people of color. <p>PMMS Staff Engagement goal: We will have an increase in the percentage of staff answering "agree" or "strongly agree" from 31% in Spring 2018 to 34.72% or higher by Spring 2019 to the survey item, "All things considered, this District is a good place to work" on the School Perceptions Survey.</p>		<p><u>Staff Mid-Year Check-In</u></p> <p>59.6% (31/52) agree/strongly agree</p>	<p>n/a</p>	<p>66.7% agree/strongly agree</p>

Literacy

Literacy Goal: In 2018-19, the number of students testing at or above proficiency according to STAR Reading will increase by 6% from 52% to 58% by the spring assessment window.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Workshop implementation				
<ul style="list-style-type: none"> Literacy walkthrough will be completed by administration twice this year using the Reader situation report* Q1 & Q3 ELA teachers will self-assess twice per year using the Reader situation report to identify personal celebrations and a personal goal area. Q2 & Q4 	Qtr 1	Qtr 2	Qtr 3	
Student-Centered Focused Strategies and Outcomes				
<ul style="list-style-type: none"> Review student learning data at team PLCs Building LLT meeting will use student learning data to determine appropriate intervention and support (data rules LLT) 	Oct. 9 & 10	Jan. 15 & 18		May 22 & 24

Implement Math Scope and Sequence

Math Goal: In 2018-19, the number of students testing at or above proficiency according to STAR Math will increase by 6% from 59% to 65% by the spring assessment window.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Strategic Coaching via Carnegie Learning to assist in the continued implementation of revised scope and sequence grades 6-8*				
<ul style="list-style-type: none"> Student engagement and feedback quick check measure 	quick check measure	quick check measure	quick check measure	
<ul style="list-style-type: none"> Student assessment results for common assessments (grade, building, between building) <ul style="list-style-type: none"> Grade discussions during PLC time (ongoing) Building discussion held at quarterly Data Summits (ongoing - Quarterly) Cross building discussion held at Carnegie math training (ongoing - June 13 and August 21, 2018; November 26, 2018; and January 14 and March 25, 2019) 				
Student-Centered Focus				
<ul style="list-style-type: none"> Math PLC meetings will use student learning data-driven to determine flexible/strategy groups during Math block 				
<ul style="list-style-type: none"> Building LLT meeting will use student learning data (Data rules LLT) to determine appropriate intervention and support 	Oct. 9 & 10	Jan. 15 & 18		
<ul style="list-style-type: none"> Math Intervention will push-in support for students flagged for intervention, using daily student learning to drive intervention support. *Revised at data summit-will now support during each student's resource class. 	Revised at Qtr. 1 data summit	With the exception of additional time-carded interventionist, unable to provide intensive intervention.		

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

- In 2018-19, the number of Black students testing at or above proficiency according to STAR Reading will increase by 12% from 28.5% to 40.5% by the spring assessment window.
- In 2018-19, we will reduce the percent of Black students out of school suspended by 10% (from 34% 24/71 in Spring 2018 to 24% in Spring 2019).

Strategic Initiatives	Q1	Mid-Year Reading 34.5% Suspension 52.6%	Q3	EOY
Implement student-centered coaching cycles				
<ul style="list-style-type: none"> • Coaching cycle data and fidelity check data • Successful completion of action steps and benchmarks 				
Facilitate and implement E-Teams				
<ul style="list-style-type: none"> • Members attend Beyond Diversity 				
<ul style="list-style-type: none"> • Trauma informed school learning as a staff to better understand trauma informed practices 	August training	Regular reminders via e-mail communication		
Refine equity based PLCs in partnership with AWSA				
<ul style="list-style-type: none"> • Use of an equity lens when discussing student data in Professional Learning Communities, disaggregated by race 				
Building level administrator/Director <i>"Data Summit"</i> to analyze the effect of block scheduling on student achievement and engagement*				
<ul style="list-style-type: none"> • BLC/CCT brings qualitative feedback to the administrative team and ongoing open communication with staff regarding challenges and successes 	PMMS Universal Data Summit I	Scheduling Sub-Committee notes	Scheduling Sub-Committee notes	Scheduling Sub-Committee notes

Student Engagement

Student Engagement Goal: In an effort to increase the overall mean on the Student Engagement Survey at the building level, we will focus on the following three questions:

- The survey question, “*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 71.2% to 76.2%.
- The survey question, “*My culture and identity is valued at my school*” will increase by the percent of students responding usually or always from 68.7% to 73.7%.
- The survey question, “*I feel I belong at this school*” will increase by the percent of students responding usually or always from 66.7% to 71.6%.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Student Engagement Survey*				
<ul style="list-style-type: none"> • Student engagement data via surveys and quarterly student dipstick measures • Student Engagement Surveys given in Spring 2019 				
AVID*				
<ul style="list-style-type: none"> • Complete needs assessment (Q1) • Develop site planning and leadership team and attend planning meetings (Q2 & Q3) • Engage staff in the recruitment and selection process (Q2 & Q3) • Develop professional development for staff and plan for 2019-20 schedule (Q3 & Q4) 				
PBIS Reboot: 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"> • Communicate student behavior expectations and procedures to staff - New Year PD and Weekly Staff News 	Qtr 1 Data Review	Weekly Staff Newsletter	Weekly Staff Newsletter	Weekly Staff Newsletter
<ul style="list-style-type: none"> • Weekly Social Emotional Lessons (SEL) taught in house teams 	Review progress at CCT meetings	Review progress at CCT meetings	Review progress at CCT meetings	Review progress at CCT meetings
<ul style="list-style-type: none"> • Use of our Building Leadership Team - Culture and Climate Team (CCT) meetings to problem solve, develop solutions, and track progress using TIPS model 	CCT Goals	CCT Goals	CCT Goals	CCT Goals

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 Spring 2018 to 71% or higher by 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
Staff engagement goal: We will have an increase in the percentage of staff answering “agree” or “strongly agree” from 31% in Spring 2018 to 34.72% or higher by Spring 2019 to the survey item, “All things considered, this District is a good place to work” on the School Perceptions Survey.				
<ul style="list-style-type: none"> ● Administration will be transparent and define how decisions will be made and who will be making the decisions 		E-mails, weekly Newsletters, CCT Team meeting, Faculty meetings, Team meetings, 1-1 discussions	E-mails, weekly Newsletters, CCT Team meeting, Faculty meetings, Team meetings, 1-1 discussions	Scheduling and room change decisions
<ul style="list-style-type: none"> ● Administration will have designated calendar time to visit classrooms 	Google Calendar Invites	Google Calendar Invites	Google Calendar Invites	
Distributed Leadership and Collective Efficacy Qtr. 1 Scheduling Quick Check				
<ul style="list-style-type: none"> ● All staff will develop a set of working agreements that will be used and reviewed for all building level meetings 	Recipe (also, House based Norms attached to data collection sheets)	Example of House Norms	Example of House Norms	
<ul style="list-style-type: none"> ● Staff meetings will be structured to include PD tied to building needs and goals 	Example of Faculty meeting AVID	Example of Jan Faculty meeting	Example of Jan Faculty meeting	
<ul style="list-style-type: none"> ● Staff meetings will be structured to include teacher-led sharing to build a sense of community 	Example of Nov Faculty meeting	Example of Jan Faculty meeting	Example of Jan Faculty meeting	
<ul style="list-style-type: none"> ● Our Building Leadership Team - Culture and Climate Team (CCT) has a defined purpose and structure to monitor our goals and problem solve areas of growth 		CCT ongoing notes	CCT ongoing notes	End of year CCT eval

Community Engagement

Community Engagement Goal: Overall District Satisfaction at PMMS: 73.3% to 76.2%

- We will increase the percentage of parents/guardians answering “agree” or “strongly agree” from 70.9% in Spring 2018 to 75% or higher by Spring 2019 to the survey item, “I feel I belong as part of the school community.”

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Parent Engagement Goals				
<ul style="list-style-type: none"> ● School-wide strategy for engaging parents: We will have four school-wide family events <ul style="list-style-type: none"> ○ Music at the Marsh, Math Night at Sunshine Place, Movin’ at the Marsh, Mingle in the Marsh 	Music at the Marsh	Movin’ at the Marsh	Mingle at the Marsh - April	
<ul style="list-style-type: none"> ● Positive teacher-based/parent interactions to support learning monthly House Newsletter sent to families and daily homework communication 	Sample Classwork Link	Daily work link on Website Ex. House Newsletter		
<ul style="list-style-type: none"> ● Establish Site Councils of Diverse Parents 	Dec. 12	Jan. 30	Mingle at the Marsh	
<ul style="list-style-type: none"> ● PBIS Committee Parent Liaison - provide voice and feedback 	CCT and SCO	CCT and SCO	CCT and SCO	