



2018-19 School Scorecard

School: Cardinal Heights Upper Middle School	Principal: Reginald McGee
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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
Numeracy goal In 2018-19, the number of students testing at or above proficiency according to STAR Math will increase by 4% from 71% to 75% by the spring assessment window.	8th Grade = 69% 9th Grade = 74% Overall = 71.5%	8th Grade = 70% 9th Grade = 76% Overall = 73%		STAR Spring 2019: 8th Grade = 64% 9th Grade = 72% Overall = 68% **Compared to Spring 2018: 9th grade went up 5%
Literacy goal In 2018-19, the number of students testing at or above proficiency according to STAR Reading will increase by 4% from 60% to 64% by the spring assessment window.	8th Grade = 59% 9th Grade = 61% Overall = 60%	8th Grade = 59% 9th Grade = 57% Overall = 58%		STAR Spring 2019: 8th Grade = 52% 9th Grade = 55% Overall = 53.5% **Compared to Spring 2018: 8th Grade dropped 10% and 9th grade dropped 3%. Overall: Dropped 6.5%

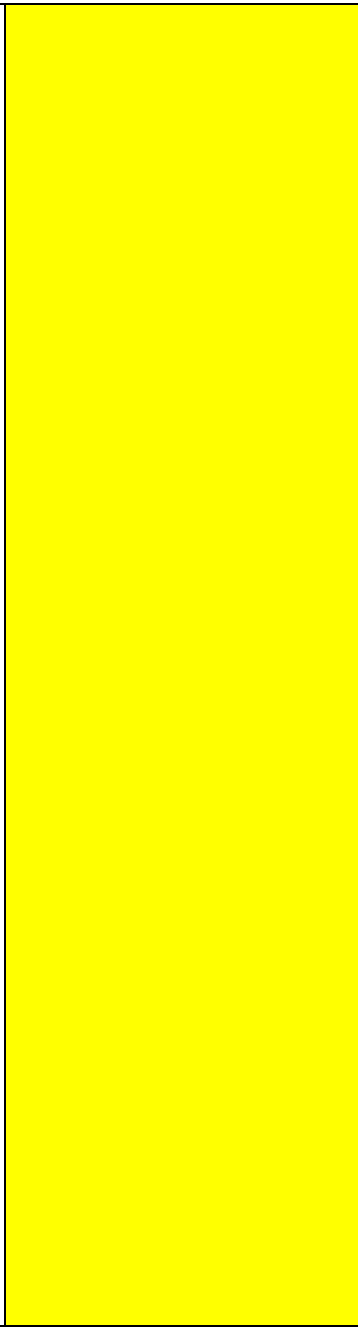
<p>Equity/Gap Closing goal In 2018-19, the number of Black students testing at or above proficiency according to STAR Reading will increase by 8% from 23% to 31% by the spring assessment window.</p> <p>In 2018-19, the number of times Black students are suspended out of school will decrease by 5% from 42% (112/266 in Spring 2018) to 37%.</p>	<p>8th Grade = 29% (18/63) 9th Grade = 18% (9/49) Overall = 23.5%</p> <p>8th Grade = 23/34 = 62.7% 9th Grade = 7/27 = 25.9% Overall = 30/61 = 49.2%</p>	<p>8th Grade = 22% (15/66) 9th Grade = 12% (6/49) Overall = 17%</p> <p>8th Grade = 26/42 = 61.9% 9th Grade = 14/22 = 63.6% Overall = 40/64 = 62.5%</p>	<p>8th = 14% (9/63) 9th = 12% (6/50) Overall = 13%</p> <p>8th Grade = 11/20 = 55% 9th Grade = 7/18 = 38.9% Overall 18/38 = 47.3%</p>	<p>8th = 14% (9/63) 9th = 12% (6/50) Overall = 13%</p> <p>Overall for the Year (as of May 22): Black Only Student OSS Events 8th Grade = 92/133 = 69.2% 9th Grade = 31/88 = 35.2% Overall = 123/221 = 55.7%</p> <p>**Compared to Spring 2018: The total number of OSS were down by 45 or 16.9%</p> <p>The number of times Black Only students were suspended was up by 13.7%</p>
<p>Parent Engagement (Community 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 (out of 4).</p>	<p>1 Parent Group (SCO) - 1 meeting and Link to Notes added to school website</p> <p>1st Parent Vision Meeting</p>	<p>1.5 Parent Groups (SCO meets monthly) Diverse Parent Group Members selected</p> <p>2nd Parent Vision Meeting</p> <p>Weekly Blackboard Connects</p>		<p>SCO and Council of Diverse Parents meet regularly. Volunteers secured for next year.</p> <p>Weekly BBC to parents</p>
<p>Employee Engagement Retention Goal</p> <ul style="list-style-type: none"> 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>Diversification of workforce:</p> <ul style="list-style-type: none"> 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>RICH Relationships to increase positive staff interactions: Sweet Success Jar/Staff Shout Outs</p> <p>Workforce Diversity: Hired new staff that identify as ethnically diverse/people of color</p>	<p>RICH Relationships continued: Halfway Staff Gathering (most participation this year)</p> <p>Workforce Diversity: Hired 6 new staff that identify as ethnically diverse/people of color</p>		<p>RICH Relationships continued:</p> <p>Workforce Diversity: Hired 6 new staff that identify as ethnically diverse/people of color</p> <p>Less employee turnover expected</p> <p>Anecdotal evidence that more teachers are happy with their job</p> <p>All things considered, this District is a good place to work (agree or strongly agree) = 69.4%</p>
<p>Student Engagement</p>	<p>PBIS Student Survey Given:</p> <p>61.2% of students said they have</p>	<p>Additional Student Survey created, but not given yet</p>		<p>“My culture and identity is valued at my school”</p>

In an effort to increase the overall mean on the Student Engagement Survey, 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% = **48.2%**
- 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% = **64.6%**
- 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% = **50.9%**

a relationship with at least 1 staff member

80.4% of students said they have positive friend relationships



****Increase from 2.8 (2018) to 2.97 (2019)****

(as measured on Student Engagement Survey)

“I believe what I am learning in school will help me to be successful in life”

	A	U	S	N	D
2018	54/ 17.6%	109/3 5.6%	111/3 6.3%	27/ 8.8%	5/ 1.6%
2019	63/ 14.6%	145/3 3.6%	184/4 2.7%	31/ 7.2%	8/ 1.9%

“My culture and identity is valued at my school”

	A	U	S	N	D
2018	94/ 28.1%	98/ 29.3%	65/ 19.5%	45/ 13.5%	32/ 9.6%
2019	153/ 32.4%	152/ 32.2%	84/ 17.8%	42/ 8.9%	41/ 8.7%

“I feel I belong at this school”

	A	U	S	N	D
2018	71/ 21.3%	117/ 35%	103/ 30.8%	37/ 11.1%	6/ 1.8%
2019	97/ 20.5%	144/ 30.4%	166/ 35.1%	38/ 8%	28/ 5.9%

A = Always
 U = Usually
 S = Sometimes
 N = Never
 D = Don't Know

Literacy

Literacy Goal: In 2018-19, the number of students testing at or above proficiency according to STAR Reading will increase by 4% from 60% to 64% by the spring assessment window.

Strategic Initiatives: 64% of students will show a 5 point growth in their SGP score on STAR Reading testing.	Q1	Mid-Year	Q3	EOY
Workshop implementation				
<ul style="list-style-type: none"> ● Literacy walkthrough <ul style="list-style-type: none"> ○ Reader situation report (8th Grade) ○ WICOR focusing on I and C (8th and 9th Grades) ○ Silent sustained reading in resource classes 	All students engaged in silent sustained reading for 10 minutes in resource classes every Mon, Wed and Fri.	WICOR Wed AVID Updates		WICOR Wed AVID Updates
Employ Sharroky Hollie culturally responsive strategies for instruction and classroom management	The Equity Team members were asked what VABB meant. One team member knew Validate, Affirm, Build and Bridge. We will check again in our December meeting. Now that many teachers are engaged in the book study, more will be familiar with the concepts.	Continue Working w/ VABB Process Book study completed		Continue Working w/ VABB Process Book study completed

Implement Math Scope and Sequence

Numeracy Goal: In 2018-19, the number of students testing at or above proficiency according to STAR Math will increase by 4% from 71% to 75% 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	See 11-9-18 email from Saradhi Saripalli			
<ul style="list-style-type: none"> Student assessment results for common assessments (grade, building, between building) 		Common ASW Activity in department mtg		Common ASW Activity in department mtg
<ul style="list-style-type: none"> Math Intervention with fidelity (Perhaps look at STAR data for all or a subpopulation) 	Monthly check-ins w/ School Psychs	LLT process Solidified		LLT process Solidified Monthly fidelity checks

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 8% from 23% to 31% by the spring assessment window.
- In 2018-19, the number of times Black students are suspended out of school will decrease by 5% from 42% (112/266 in Spring 2018) to 37%.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Implement student-centered coaching cycles				
<ul style="list-style-type: none"> • Coaching cycle data and fidelity check data 		Individual staff members trained		Individual staff members trained
<ul style="list-style-type: none"> • Successful completion of action steps and benchmarks 				
<ul style="list-style-type: none"> • Refine equity based PLCs in partnership with AWSA 		Discussions happening in PLC		Discussions happened in PLC
<ul style="list-style-type: none"> • Also considering PEG, ICS and Sharroky Hollie 	The Equity team met in September and October. All staff were offered a Sharroky Hollie book and many are involved in the book study.	Ongoing E-Team meetings Equity Core Values (in development) Black History Month Kickoff with all staff Leadership meetings to begin with equity focus		Ongoing E-Team meetings Staff Core Values (in development) Black History Month
Building level administrator/Director “Data Summit” to analyze the effect of block scheduling on student achievement and engagement	Quarter 1 staff feedback	Quarter 2 staff feedback		Quarter 4 Staff feedback discussed at data day

Student Engagement

Student Engagement Goal: Increase the overall mean on the Student Engagement Survey by attending to the three questions below:

- "I believe what I am learning in school will help me to be successful in life" from 71.2% to 76.2%.
- "My culture and identity is valued at my school" from 68.7% to 73.7%.
- "I feel I belong at this school" from 66.7% to 71.6%.

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Ongoing data reviews				
<ul style="list-style-type: none"> ● Administration will review OSS data quarterly <ul style="list-style-type: none"> ○ Free and Reduced Lunch data ○ Other Categories? ● Student engagement data via surveys and dipstick measures [LINK] 	Nothing is linked due to Student names. 8th Grade = 23/34 = 62.7% 9th Grade = 7/27 = 25.9% Overall = 30/61 = 49.2%	Must reduce African American suspensions second semester 8th Grade = 26/42 = 61.9% 9th Grade = 14/22 = 63.6% Overall = 40/64 = 62.5%		**Compared to Spring 2018: The total number of OSS were down by 45 or 16.9%
<ul style="list-style-type: none"> ● Student Engagement Surveys given in Spring 2019 	Did not complete quick check	Quick Check data		Quick Check
<ul style="list-style-type: none"> ● Forums and other direct communication with students in resource period ● Connecting African American students to school (Absentee rate more than double any other group in the school) ● Connecting Hispanic and African American students to school (suspension rate for White students 7.3%, Hispanic 19%, Two or more races 23%, African American 50%) 	During resource we highlight all clubs and available opportunities Active Black Student Union	Continue to investigate resource implementation via walk thru and scheduling committee feedback		E-Team check in w/ BSU students Added 2 diverse members to E-Team # of suspensions fell
Investigate/Implement school and/or classroom based innovations				
AVID				
<ul style="list-style-type: none"> ● Site team agendas and notes from 8-9 and 10-12 		Increasing use and understanding of AVID strategies		Increasing use and understanding of AVID strategies AVID integral part of SAIL plan

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)

New attendance systems in place
Sunshine committee re-established

-Circle Keepers
Program underway
-RJ leadership team being
trained

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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
Staff engagement goal: “All things considered, this District is a good place to work”				
<ul style="list-style-type: none"> ● Sweet Success Jar ● Positive emails (facilitated through PBIS or Student Council) forwarded to teachers 	Sweet Success Jar and positive emails were used. New Shout out system implemented.	Weekly Shout outs		Weekly Shout outs
Increasing staff well-being				
<ul style="list-style-type: none"> ● Repeated focus on gratitude / school successes ● Mindfulness (for staff) ● Foster connections staff to staff (Buddy rooms / team building activities / Building Buddies) ● Increased communication between staff and administration (weekly newsletter) ● Kindness staff challenges 	Sept and Nov faculty meetings included a focus on gratitude, mindfulness. A weekly newsletter is being distributed.	Ongoing Kindness Challenge . Participation in DO Wellness Challenge		Ongoing Kindness Challenge . Participation in DO Wellness Challenge

Community Engagement

Community Engagement Goal: Cardinal Heights Upper Middle School Overall Parent Satisfaction from 68.44-71.17

- 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 (out of 4).

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Parent Engagement Goals				
<ul style="list-style-type: none"> ● School-wide strategy for engaging parents <ul style="list-style-type: none"> ○ Quarterly forum with community ○ Family Social connect (increase opportunities to connect staff with families and students) ○ Reach out to parents to ask what experiences they could share with students (led by S.S. department) 	The first quarter meetings were held on Oct 11 (12 parents) and Oct 12 (8 parents). Parents submitted written responses to 1 - What questions do you have about the Cardinal Heights vision 2018-19? 2 - What suggestions do you have? Presentation Parent Survey	2nd sem. Vision Meeting Jan 17+18 (4 parents) Reaching out to families for Council of Diverse Parents		Council of Diverse Parents SCO Weekly BBC to parents
<ul style="list-style-type: none"> ● Positive teacher-based/parent interactions to support learning <ul style="list-style-type: none"> ○ Cardinal Compliments sent to all students ○ Increase positive phone calls home 	The PBIS team met in September, October and November and confirmed Cardinal Compliments are being sent and positive phone calls are being made.	Positive phone call tracker		Positive call tracker PBIS Plan developed
<ul style="list-style-type: none"> ● Establish Site Councils of Diverse Parents <ul style="list-style-type: none"> ○ Parents (at least one) active on PBIS universal team ○ Re-establish CH Parent Group (develop leadership) 	12 parents have been identified for the Council of Diverse Parents. We will hold 2 meetings 2nd quarter after gaining commitments from some of the parents. The first SCO meeting was held on Nov 13 (5 parents) SCO Agenda 11-13-18	Currently reaching out to families (who agreed in prior conversations)		Successful series of meetings and culminating event of a family dinner and culture discussion (including heavy focus on student voice)