



2018-19 School Scorecard

School: Westside Elementary	Principal: Nikki Burke
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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
<b>Math goal</b> <ul style="list-style-type: none"> <li>Increase the number of FAY students in 1st-5th grade who are at or above benchmark on STAR Math from 54% to 60%</li> <li>Increase the number of FAY African American students in 1st-5th grade who are at or above benchmark on STAR Math from 22% to 28%</li> </ul>	<ul style="list-style-type: none"> <li>Baseline: 54%</li> </ul>	STAR: 63%		STAR FAY: 59% (+5%) STAR FAY African American: 28% (+6%)
<b>Literacy goal</b> <ul style="list-style-type: none"> <li>Increase the number of FAY students who are proficient or advanced on F&amp;P Reading Assessment from 40% to 46%</li> <li>Increase the number of FAY students who are at or above benchmark on STAR Reading from 44% to 50%</li> </ul>	Baseline: 40% Baseline: 44%	F&P: 45% STAR: 49%		F&P (FAY): 60% (+20%) STAR FAY: 51% (+6%)

<p><b>Equity/Gap Closing goal</b></p> <ul style="list-style-type: none"> <li>● Increase the number of FAY African American students who are proficient or advanced on F&amp;P Reading Assessment from 28% to 34%</li> <li>● Increase the number of FAY African American students in 1st-5th grade who are at or above benchmark on STAR Math from 22% to 28%</li> </ul>	<ul style="list-style-type: none"> <li>● Baseline: 28%</li> <li>● Baseline: 22%</li> </ul>	<ul style="list-style-type: none"> <li>● F&amp;P Reading: 20%</li> <li>● STAR Math: 35%</li> </ul>		<p>STAR Math FAY African American: 28% (+6%)</p> <p>F&amp;P FAY African American 36% (+14%)</p>
<p><b>Parent Engagement</b></p> <p>DISTRICT GOAL 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.</p> <p>WESTSIDE GOALS</p> <ul style="list-style-type: none"> <li>● Overall satisfaction: 83.33 to 89.33</li> <li>● Increase the score on “I feel I belong as part of the school community” from 4.07 to 4.27</li> <li>● Increase the score on “Teachers have a culture of high expectations for my child” from 4.15 to 4.35</li> </ul>	<p><a href="#">Quarter 1 Parent Check In</a></p>	<p><a href="#">Quarter 2 Parent Check In</a></p> <p>80% of families responded Strongly Agree or Agree to the following question: I am satisfied with my child's educational experience this year.</p> <p>84% of families responded Strongly Agree or Agree to the following question: Teachers have a culture of high expectations for my child.</p> <p>88% of families responded Strongly Agree or Agree to the following question: My child feels they are a part of the school community.</p>	<p><a href="#">Family Engagement Night</a></p>	<p>School Perceptions Survey Results</p> <ul style="list-style-type: none"> <li>● 60 Respondents</li> </ul> <p>“I feel I belong as part of the school community:” 3.79</p> <p>“Teachers have a culture of high expectations for my child:” 4.04</p> <p>Camp Read A lot End of Year Carnival</p>
<p><b>Employee Engagement</b></p> <p>DISTRICT GOAL 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.</p> <p>WESTSIDE GOAL Increase the percentage of staff answering “strongly agree” or “agree” from 46% in the Spring 2018 to 56% in the Spring 2019 to the survey item, “I trust my supervisor.”</p>	<p>Rounding in progress</p> <p>Shared out Engagement Goal and data from survey</p>	<p>Rounding in progress</p>		<p>District</p> <p>Westside: 70% (+24%)</p>

<p><b>Student Engagement</b></p> <ul style="list-style-type: none"><li>• Score on “I feel I belong at this school” will increase from 81% to 87%</li><li>• Score on “I have a good relationship with adults at school” will increase from 88% to 94%</li></ul>		In progress	<a href="#">Pride Parties</a>	School Perceptions Survey “I feel I belong at this school:” 83.4% “I have a good relationship with adults at school:” 87.2%
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**Literacy**  
**Literacy Goal:**

- Increase the number of FAY students who are proficient or advanced on F&P Reading Assessment from 40% to 46%
- Increase the number of FAY students who are at or above benchmark on STAR Reading from 44% to 50%

<b>Strategic Initiatives</b>	<b>Q1</b>	<b>Mid-Year</b>	<b>Q3</b>	<b>EOY</b>
Literacy walkthrough visits used to guide site based PD/coaching	(due MY)		(due EOY)	
<ul style="list-style-type: none"> <li>● Complete reader situation reports</li> </ul>	Oct. RS Report			April RS Report
<ul style="list-style-type: none"> <li>● Using the reader situation report, teachers self reflect and identify area of focus</li> </ul>				
Staff members develop deeper understanding of reader behaviors and progressions				
<ul style="list-style-type: none"> <li>● Staff professional development around using reader behaviors and progressions to plan for Guided Reading, Strategy Groups and Conferring</li> </ul>				PD occurred throughout the 2018-19 school year
<ul style="list-style-type: none"> <li>● BLC will study and share out best practices in Culturally Responsive Teaching Strategies in the area of Reading</li> </ul>				
Interventionists and grade level teams will meet monthly to collaborate around student data and growth				
<ul style="list-style-type: none"> <li>● Classroom teachers provide daily Guided Reading Instruction for all students in intervention</li> </ul>				LLT process supported identification of discrete skills to be targeted in Core and teaching strategies to support

## Implement Math Scope and Sequence

### Math Goal:

- Increase the number of FAY students in 1st-5th grade who are at or above benchmark on STAR Math from 54% to 60%
- Increase the number of FAY African American students in 1st-5th grade who are at or above benchmark on STAR Math from 22% to 28%

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Math classroom walkthrough tool (TBD)				
Online math resource adoption				
<ul style="list-style-type: none"> <li>● Freckle implementation: Students who have access to Freckle getting the minimum recommended weekly minutes of use</li> </ul>				
Grade levels unpack major cluster focus in CCSS for their grade level				Work occurred in <a href="#">Data Summits</a>
<ul style="list-style-type: none"> <li>● Each grade level team will decide on area of focus</li> </ul>				
<ul style="list-style-type: none"> <li>● BLC member will plan for learning within the PLC around unpacking the standards</li> </ul>				
<ul style="list-style-type: none"> <li>● Grade level PLCs determine formative assessments and use that data to plan for instruction</li> </ul>				ASL work in PLC and whole group
<ul style="list-style-type: none"> <li>● BLC will study and share out best practices in Culturally Responsive Teaching Strategies in the area of Math</li> </ul>				

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

- Increase the number of FAY African American students who are proficient or advanced on F&P Reading Assessment from 28% to 34%
- Increase the number of FAY African American students in 1st-5th grade who are at or above benchmark on STAR Math from 22% to 28%

<b>Strategic Initiatives</b>	<b>Q1</b>	<b>Mid-Year</b>	<b>Q3</b>	<b>EOY</b>
Implement student-centered coaching cycles				
<ul style="list-style-type: none"> <li>• Successful completion of action steps and benchmarks</li> </ul>				
6 weeks coaching cycles for all instructional staff who teach reading and math	Yellow	Yellow	Yellow	Green
<ul style="list-style-type: none"> <li>• Collaborative classroom visits</li> </ul>	Red	Red	Red	Red
Facilitate and implement E-Teams (participate in training)	Yellow	Yellow	Yellow	Green
Refine equity based PLCs in partnership with AWSA	Yellow	Yellow	Yellow	Green
Continue collaboration with Sharroky Hollie and use of culturally responsive practices	Red	Red	Red	Red
<ul style="list-style-type: none"> <li>• Continue VABB focus and implementation for all staff (weekly newsletter)</li> </ul>	Red	Yellow	Green	Green

**Student Engagement**  
**Student Engagement Goal:**

- Score on "I feel I belong at this school" will increase from 81% to 87%
- Score on "I have a good relationship with adults at school" will increase from 88% to 94%

<b>Strategic Initiatives</b>	<b>Q1</b>	<b>Mid-Year</b>	<b>Q3</b>	<b>EOY</b>
STEAM- Ongoing coaching and training for the implementation of two units				
<ul style="list-style-type: none"> <li>• Begin to infuse practices in all instructional areas</li> </ul>	Yellow	Green	Green	Green
Strengthen all students' sense of belonging to school				
<ul style="list-style-type: none"> <li>• Emphasize leadership opportunities for underserved students</li> </ul>	Yellow	Green	Green	Green
<ul style="list-style-type: none"> <li>• Strategic relationship building with students who have disproportionate number of ODRs</li> </ul>	Yellow	Green	Green	Green
<ul style="list-style-type: none"> <li>• Implement restorative justice practices with students who have disproportionate number of ODRs</li> </ul>	Yellow	Yellow	Yellow	Yellow
<ul style="list-style-type: none"> <li>• 2 minute walk and talks for students who have disproportionate number of ODRs</li> </ul>	Yellow	Green	Green	Green
<ul style="list-style-type: none"> <li>• PD for staff in CPS and trauma informed care</li> </ul>	Yellow	Yellow	Yellow	Yellow

**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

<b>Strategic Initiatives</b> 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”				
Stakeholders will have a voice in building-wide decisions				
<ul style="list-style-type: none"> <li>● BLC will develop system of communication</li> </ul>				
Regular staff recognitions/appreciations				
<ul style="list-style-type: none"> <li>● Shout outs</li> </ul>				
<ul style="list-style-type: none"> <li>● Notes of appreciation in mailbox</li> </ul>				
Opportunities for social interactions				
<ul style="list-style-type: none"> <li>● Create social committee</li> </ul>				
Cross grade level connections				
<ul style="list-style-type: none"> <li>● Breakout meetings at staff meetings</li> </ul>				



**Community Engagement  
Community Engagement Goal:**

- Overall satisfaction: 83.33 to 89.33
- Increase the score on “I feel I belong as part of the school community” from 4.07 to 4.27
- Increase the score on “Teachers have a culture of high expectations for my child” from 4.15 to 4.35

<b>Strategic Initiatives</b>	<b>Q1</b>	<b>Mid-Year</b>	<b>Q3</b>	<b>EOY</b>
<a href="#">Parent Engagement Goals</a>				
<ul style="list-style-type: none"> <li>• School-wide strategy for engaging parents (quarterly family engagements events- PBIS, community school monthly events, back to school BBQ, RYHO)</li> </ul>				
<ul style="list-style-type: none"> <li>• Positive teacher-based/parent interactions to support learning</li> </ul>				
<ul style="list-style-type: none"> <li>• Establish Site Councils of Diverse Parents</li> </ul>				
<ul style="list-style-type: none"> <li>• Parent Education Nights (3/year- Reading, Math and Social/Emotional)</li> </ul>				
Increase participation in WatchDOG program				