



2018-19 School Scorecard

School: Token Springs Elementary	Principal: Michael Marincic
----------------------------------	-----------------------------

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
<p><b>Math goal</b>            Increase the number of FAY students at or above grade level proficiency on the STAR Math assessment from fall to spring 2018-19.</p> <p>Fall Baseline: 83% at or above grade level            Spring Goal: 87% at or above grade level</p>	Fall 83%	Winter 87%	N/A	Spring 86%
<p><b>Reading goal</b>            Increase the number of FAY students at or above grade level proficiency on the STAR Reading assessment from fall to spring 2018-19.</p> <p>Fall Baseline: 66% at or above grade level            Spring Goal: 70% at or above grade level</p>	Fall 66%	Winter 77%	N/A	Spring 80%
<p><b>Equity/Gap Closing goal</b>            Proficiency Goal: Increase the number of FAY Black and Hispanic students who are proficient and advanced on the STAR Reading assessment from fall to spring 2018-19.</p> <p>Fall Baseline: 35% at or above grade level            Spring Goal: 50% at or above grade level</p>	Fall 35% of Black & Hispanic students are At/Above benchmark (6/17)	Winter 53% of Black & Hispanic students are At/Above benchmark (9/17)	N/A	Spring 58% of Black & Hispanic students are At/Above benchmark (10/17)

<p>Growth Goal: For those students identified below proficiency in fall 2018, 55% will meet or exceed grade level expectations in spring 2019.</p> <p>Spring Goal: 55% proficient [6/11 are proficient]</p>		<p>Winter 27% [3/11 are proficient]</p>		<p>Spring 36% [4/11 are proficient]</p>
<p><b>Parent Engagement</b> 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, school-wide book clubs, Watch D.O.G.S., etc.) to build a strong partnership with SCOTS (School Community Organization of Token Springs).</p>	<p>Token Springs Climate Survey sent out during November. Watch D.O.G.S. program in place. Various SCOTS events have taken place and future events planned.</p>	<p>PBIS Family Night scheduled for February. Continued SCOTS events planned for remainder of the school year.</p>	<p>International Potluck</p>	<p>SCOTS Spring Fling Terrapin Tailgate Family Event</p>
<p><b>Employee Engagement</b> 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 Token Springs is a good place to work.</p>	<p>BLC, Equity Teams, and Equity PLCs in place. Weekly updates to staff. Various staff social events have taken place and future events planned.</p>	<p>“Overall, Token Springs is a good place to work.”  81.6% Strongly Agree 18.4% Agree (68% response rate, 38/56)</p>		<p>“Overall, Token Springs is a good place to work.”  70.6% Strongly Agree 29.4% Agree (61% response rate, 34/56)</p>
<p><b>Student Engagement</b> During the first year of “being,” we will focus on developing the Terrapin identity.</p> <p>“I feel I belong at this school” will increase by the percent of students responding agree or strongly agree from 81.4% to 85%.</p> <p>“My culture and identity is valued at my school” will increase by the percent of students responding agree or strongly agree from 87% to 91%.</p> <p>“I believe what I am learning in school will help me to be successful in life” will increase by the percent of students responding agree or strongly agree from 91% to 95%.</p> <p>*Develop 1st semester student survey with the three statements above to be given to all 4th and 5th graders.</p>		<p>Semester Baseline Survey Results (124 students):</p> <p>“I feel I belong at this school” 81.4% Agree or Strongly Agree</p> <p>“My culture and identity is valued at my school” 87% Agree or Strongly Agree</p> <p>“I believe what I am learning in school will help me to be successful in life” 91% Agree or Strongly Agree</p>		<p>School Perceptions Data:</p> <p>“I feel I belong at this school” 2.88</p> <p>“My culture and identity is valued at my school” 3.5</p> <p>“I believe what I am learning in school will help me to be successful in life” 3.06</p>

## Literacy

**Literacy Goal:** Increase the number of FAY students at or above grade level proficiency on the STAR Reading assessment from fall to spring 2018-19.

### Strategic Initiatives

Q1

Mid-Year

Q3

EOY

Literacy walkthrough visits used to guide site based PD/coaching

- Complete reader situation reports

[Completed 10.31.18](#)

[Completed 3.22.19](#)

## Implement Math Scope and Sequence

**Math Goal:** Increase the number of FAY students at or above grade level proficiency 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"> <li>Through coaching cycles, ensure that <i>Number Corner</i> is being implemented to fidelity</li> <li>Further investigation and exploration of the workshop model of teaching math</li> </ul>	N/A		<a href="#">Completed 5.3.19</a>	
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>				

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

- Proficiency Goal: Increase the number of FAY Black and Hispanic students who are proficient and advanced on the STAR Reading assessment from fall to spring 2018-19.
- Growth Goal: For those students identified below proficiency in fall 2018, 55% will meet or exceed grade level expectations in spring 2019.

<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>• Coaching cycle data and fidelity check data</li> </ul>	Weekly meetings between coach and principal.			
<ul style="list-style-type: none"> <li>• Successful completion of action steps and benchmarks</li> </ul>				
Facilitate and implement E-Teams				
<ul style="list-style-type: none"> <li>• E-Team will bring back information and share with building</li> </ul>	E-Team members completed <i>Beyond Diversity</i> as well as first-year work with the Pacific Educational Group (PEG).			
Refine equity based PLCs in partnership with AWSA				
<ul style="list-style-type: none"> <li>• Continued training opportunities to improve PLC functioning</li> </ul>	10/25/18	1/29/19	2/22/19	4/25/19

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

- *"I feel I belong at this school"* will increase by the percent of students responding agree or strongly agree from 81.4% to 85%.
- *"My culture and identity is valued at my school"* will increase by the percent of students responding agree or strongly agree from 87% to 91%.
- *"I believe what I am learning in school will help me to be successful in life"* will increase by the percent of students responding agree or strongly agree from 91% to 95%.

<b>Strategic Initiatives</b>	<b>Q1</b>	<b>Mid-Year</b>	<b>Q3</b>	<b>EOY</b>
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"> <li>● School-wide implementation of Responsive Classroom</li> </ul>	Targeted site-based PD offered throughout the year, introducing RC to the building.		EOY closeout to plan RC refreshers throughout the 19-20 school year, with continued refinement.	
Investigate/Implement school and/or classroom based innovations				
<ul style="list-style-type: none"> <li>● Further investigation and exploration of the school design itself</li> <li>● Further investigation of co-teaching models</li> <li>● Further investigation of Personalized Learning (Learner Profiles)</li> </ul>	Summer attendance to ISTE Conference	TIES Conference		Site visits planned to schools similar to TS & MV

**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”				
<ul style="list-style-type: none"> <li>● Clear communication, transparency of decisions, consistency of expectations</li> </ul>	Year-long work through BLC and faculty meetings Weekly updates to staff Utilize strategies from Adaptive Schools (e.g., Levels of Decision-Making, etc.)			More staff will attend Adaptive Schools training in summer

## Community Engagement

**Community Engagement Goal:** 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, school-wide book clubs, Watch D.O.G.S., etc.) to build a strong partnership with SCOTS (School Community Organization of Token Springs).

Strategic Initiatives	Q1	Mid-Year	Q3	EOY
<a href="#">Parent Engagement Goals</a>				
<ul style="list-style-type: none"> <li>School-wide strategy for engaging parents</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>			Meetings held 3.27.19 and 5.1.19 with summer date planned to kick-off the 19-20 school year	