

C.H. Bird Elementary School 2022-23						
Culture of Educational Excellence						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year
Experiences	Implement Rigorous and Coherent Teaching and Learning by: Plan for universal, supplemental and intensive instruction using universal academic screener and other assessment data as Professional Learning Communities (fixed)	Process: Evidence of PLC notes that include universal academic screener and other assessment data (K-5) to plan for universal, supplemental and intensive instruction in literacy and math Practice Profile - Developing Rigorous and Coherent Teaching connection	LINK to CHB Collab Docs , PRINCIPAL	Teams use CHB PLC ALF to develop goals, action plans and evidence collection	LINK to CHB Collab Docs , Mid Year Data Summit	LINK to CHB Collab Docs
		Outcome: % on level 3rd grade reading and math end-of-year Fastbridge assessment	Reading: 40% Math: 38.1%	Use goal setting chart to determine goal, 12% increase Reading: 53% Math: 51%	Reading: 34.4% Math: 50%	Reading: 34.8% Math: 47%
Environment	Implement a Culture of Care by: Consistency in documentation of behavioral errors and use of data to inform building-wide proactive instructional practices (fixed)	Infinite Campus behavioral management report	Behavioral errors are entered in IC. Majors entered by staff in Google Form (p. 10), Administration enters into IC	All schools enter the defined major behaviors in Infinite Campus consistently	Blue Jay Way Leadership Agenda	Blue Jay Way Leadership Agenda IC Behavioral Management Report
		Outcome: "I share my feelings respectfully" EMOTIONAL DEVELOPMENT	38.8% Definitely 78% Sort of + Definitely Link to School Perceptions Fall Survey	49% Definitely 88% Sort of + Definitely	36.1% Definitely 80.4% Sort of + Definitely	37.4% Definitely 83% Sort of + Definitely
	Responsive Classroom strategies implemented in all elementary classes (fixed)	Process: Evidence of completion of Pre/Post Assessment Reflection for at least 1 section in each PLC; RC Assessment Tool for Teachers	Engaging Academics PRINCIPAL		11.18.22 Site-Based PD Engaging Academics Pre Assessment	Engaging Academics Assessment PBIS/SEL ALF
		Evidence of planning and delivery of Responsive Classroom strategies based on the RC Assessment Tool for Teachers	Engaging Academics Walkthrough , PRINCIPAL		Completion of the Walkthrough and related Feedback Data from Pre Assessment led us to focus on EA 21 Format of Reflecting Walkthrough Tool	Planning Documents

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Equity	Implement Disrupting Inequities by: Race and Equity Team Problem of Practice and Goal 2022-2023	Evidence of site specific POP aligned to site scorecard, site SAIL plan, and data metric that isolates race.	"I enjoy going to school" SPRING 2022: 56.1% of 4th and 5th grade students responded "always" or "usually" Black 4th & 5th grade students: 36.4% "I feel I can be myself at school" SPRING 2022: 72.5% of 4th and 5th grade students responded "always" or "usually" Black 4th & 5th grade students: 36.4% (4 always, 0 usually) 3rd Grade aReading FALL 2022: 37.5% of students at or above benchmark Black students: 21.4% at or above benchmark	Use goal setting chart to determine goal, 16% increase	52.4%	52.4%
					37.4%	
Instructional Framework	All schools will implement Year 1 expectations of instructional framework practice profiles	Evidence within site based 100-Day Plans	100-Day Plans Fall Winter Spring PRINCIPAL	Complete action steps in 100-Day Plans	Winter 100 Day Plan Guiding Coalition Agenda	Spring 100 Day Plan Guiding Coalition Agenda
Exceptional and Diverse Staff						
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year

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Exceptional staff	<p>Create an environment of engagement and acknowledgement for employees by:</p> <p>Execution of Stay Interviews with School based initiatives based on stay interview data from previous year (fixed) Supervisors conduct stay interviews with at least one employee in each of the employee groups they supervise or 4 total employee interviews by February 15 if a supervisor does not supervise all 4 employee groups.</p> <p>School based initiative: Staff Shout Outs in Weekly Staff Bird Bulletin and staff mindful space in front office</p>	School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."	<p>2021-22 Survey data 73% of employees agreed to the statement, "All things considered the district is a good place to work."</p>	<p>Increase the percentage of employees agreeing to the statement, "All things considered the district is a good place to work." by 6.5%</p> <p>Stay Interview Process Document</p>	<p>Stay Interviews in process</p> <p>Staff mindful space in full swing and in use</p> <p>Shout outs listed in weekly bulletin; adding "Staff of the Week" celebration based on those who are nominated</p> <p>Staff Spotlights in bulletin and in family newsletter</p> <p>Personal appreciation emails</p>	83.9% of employees agreed to the statement "All things considered the district is a good place to work."	
Communication and Community Engagement							
Scorecard Domain	Initiative	Measure:	Baseline	Goal	Mid-year	End-of-year	
Communications and Community Engagement	Execution of the School Communication Playbook (fixed)	Outcome: SP Survey Question: "I am satisfied with the communication that comes from the school."	Dipstick to find baseline data - could be a survey question sent to all families or ask at an SCO meeting - flexed for site development.	Get baseline data, measure again in spring to determine satisfaction of communication and effectiveness of the Site Communication Playbook.	82% agree or strongly agree	77% agree or strongly agree	
		Process: Execution of the School Communication Playbook	<p>Increased Social Media Presence</p> <p>Monthly family newsletters</p> <p>Rounding Form</p>	Complete actions steps in Communication Playbook - use the checklist and rounding form for guidance.	<p>Increased Social Media Presence</p> <p>Monthly family newsletters</p> <p>Rounding Form</p>	<p>Increased Social Media Presence</p> <p>Monthly family newsletters</p> <p>Rounding Form</p>	
	Collaborative Development of a Family Engagement Plan (Elementary, Secondary) with Diverse Caregiver Parent Voice (flexed)	SP Survey Question: "I feel I belong as a part of the school community."	2021-22: 169% (15% strongly agree and 54% agree)	Use goal setting chart to determine goal			61%
	SITE: Sites with a Community School Placement (or future destination):	A. Each site leadership team should have 1-2 representatives from the following groups to ensure representation of the school attendance area neighborhoods: school administration, school staff, students (if age appropriate), family members, community organizations, faith-based organizations, local government		<p>Family Engagement Plan</p> <p>SLT roster and notes</p> <p>100 Day Plan</p> <p>Creation of Family Engagement Plan PRINCIPAL</p>		Site Leadership Team	Site Leadership Team
		B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SAIL plan.		<p>Creation of 100-Day Plans Fall Winter Spring PRINCIPAL</p>	<p>SLT roster and notes</p> <p>100 Day Plan</p>	Mid-Year Impact Report Winter 100 Day Plan	<p>SLT Goals</p> <p>SLT Agenda</p> <p>Spring 100 Day Plan</p>
		C. Each community school site will host 4-6 community listening sessions with site stakeholders (students, families, staff, community members) using the Hanwood model. Elementary: August/September Secondary: March/April		Bird Community Conversations		Need: Date Stakeholder group Number of people Notes	<p>Community Conversation Themes</p> <p>Community Conversation Date</p>
Facilities and Finance							
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