

SCORECARD Bird Elementary											
Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring Expectations (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE
<b>Experiences: Rigorous and Coherent Teaching</b>	Increase student achievement outcomes by planning for and implementing data-driven rigorous and coherent teaching using collaborative processes as elementary professional learning communities (PLCs)	Growth on 1-2 site-selected SPASD priority areas of the PLC Continuum <a href="#">Bird PLC Continuum Monitoring</a>	Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student needs *alignment of instructional routines to meet student needs in literacy and numeracy.  100% of our sites are operating in initiating or higher in each area of the PLC Continuum.	2023-24 CH Bird Collaboration 2023-24 Bird Meeting Shared Slides PLTs	Fall/Spring	Guiding Coalition	PLC Continuum Implementation Monitoring 2023-24	Move from Implementing to Sustaining in Turning Data Into Information.  Move from Developing to Sustaining in Providing Students with Systemic Interventions and Extensions.	Turning Data Into Information (Implementing):  Teams have been asked to create and administer CFA and to analyze results together.  Some use the results to identify questions that caused students difficulty so they can eliminate the question.  Providing Students with Systemic Interventions and Extensions (Developing):  The school has developed a schoolwide plan to provide students who experience difficulty with additional time and support for learning a way that is timely, directive, and systematic.  It has made structural changes such as modifications in the daily schedule to support this system of interventions.  Staff members have been assigned new roles and responsibilities to assist with the intervention.	Turning Data Into Information (Developing):  The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or provincial and national assessments.  Teams use the results to identify areas of concern and to discuss strategies for improving results.  Providing Students with Systemic Interventions and Extensions (Developing):  The school has a highly coordinated system of interventions and extensions in place. The system is very proactive.  The achievement of each student is monitored on a timely basis.  All students are guaranteed access to this system of interventions regardless of the teacher to whom they are assigned.	The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or provincial and national assessments.  Teams use the results to identify areas of concern and to discuss strategies for improving results.  Providing Students with Systemic Interventions and Extensions (Developing):  The school has a highly coordinated system of interventions and extensions in place. The system is very proactive.  The achievement of each student is monitored on a timely basis.  All students are guaranteed access to this system of interventions regardless of the teacher to whom they are assigned.
	Increase literacy achievement through universal phonics and phonemic awareness and handwriting instruction	% increase on Fastbridge (Early Reading & CBMRReading)	Evidence of universal phonics, phonemic awareness and handwriting instruction consistently present in all K-2 grade classrooms with all K-2 educators using adopted instructional resources. All grade levels apply essential grade level standards in collaborative planning of instruction.	PLTs 2023-24 CH Bird Collaboration KHANG - CHB Building Schedule 2...	Fall/Spring	Pang/Erin/Koop/Kelli	K-1 62% 2nd 39%	K-1 69% 2nd 51%	K-1 62% 2nd 39%	K-1 59% 2nd 39%	K-1 56% (+8% from the spring 2023) 2nd 42% (+3% from fall baseline)
	Increase numeracy achievement by deepening the implementation of Advanced Math Recovery (AMR) strategies in small group instruction	% increase on Fastbridge measure (Early Math & aMath)	Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student needs *alignment of instructional routines to AVMR strategies to meet students' needs	2023-24 CH Bird Collaboration 2023-24 Bird Meeting Shared Slides CH BIRD Staff Training (AVMR)	Fall/Spring	Pang/Erin/Koop/Kelli	K-1 76% 2nd-5th 42%	K-1 80% 2nd-5th 48%	K-1 75% 2nd-5th 47%	K-1 62% 2nd-5th 48%	K-1 51% 2nd-5th 49% (+7% from fall baseline)
<b>Environment: Culture of Care</b>	Create and maintain a culture of care by implementing Responsive Classroom strategies in all elementary sites.	% increase on site-selected SEL indicator(s) on SEL/Climate Survey	Evidence of planning for site-selected SEL competency Evidence of completed Second Step Lessons	Bird SEL 23-24 PSAT Team and Agendas	Fall/Spring	Guiding Coalition	During the Fall SEL survey around Social Competence 70% of 3rd-5th graders at Bird rated the item "I understand how my actions affect others" with a response of "often/almost always."	83%	79% of 3rd-5th graders at Bird rated the item "I understand how my actions affect others" with a response of "often/almost always."	80% of 3rd-5th graders at Bird rated the item "I understand how my actions affect others" with a response of "often/almost always."	89% of 3rd-5th graders at Bird rated the item "I understand how my actions affect others" with a response of "often/almost always."
		% increase on site-selected indicators of Culture of Care on RC Assessment	Evidence of planning to incorporate RC site-selected practices Evidence of implementation of site-selected RC practices Evidence of completed RJ walkthrough*	Morning Meeting Routines Observation Responsive Classroom Review	Fall/Spring	Pang/Allie/Kelli	All our professional educators have taken the <a href="#">Morning Meeting Checklist: General Procedures</a> survey, which comprises 8 components. The components with lower scores are:  MM3: Meeting Order - 59.3% MM7: Rules Accessibility - 63% MM8: Including Academics - 51.9%	Our goal is to ensure that each of these components are implemented at least 80% of the time by the CHB staff.	MM3: Meeting Order - 59.3% MM7: Rules Accessibility - 63% MM8: Including Academics - 51.9%	MM3: Meeting Order - 61.1% MM7: Rules Accessibility - 66.7% MM8: Including Academics - 44.4%	Data & Next Steps

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Equity: Disrupting Inequity	Disrupt inequities by implementing site-based initiatives to address equity-focused Theories of Action through the 100 day plans (integration of PoP into goals):	Problem of Practice: Goal 1 for Rigorous and Coherent Teaching : 65% Black and Asian students will make good to great growth on aReading and earlyReading (baseline: aReading-56% and 39%, earlyReading-32% and 50%). Goal 2 for Culture of Care : Black students will increase their self-reported scoring on the student survey from 38% to 50% reporting "definitely" in response to social competence. Goal 3 for Disrupting Inequity : Black Students will have a 12% decrease in Behavior Support Calls (Support Log Baseline: 45.8%) and Students With Disabilities will have a 7.5% decrease in Behavior Support Calls (Support Log Baseline: 54.2%).	Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point	<ul style="list-style-type: none"> <li>BIRD INTEGRATED ELEMENTARY...</li> <li>CHB Family Communication &amp; Eng...</li> <li>RJ &amp;</li> <li>CHB PLAN of ACTION (POA)</li> <li>2023-24 - Behavior Responses</li> <li>2023-24 CH Bird Collaboration</li> </ul>	Spring/Spring	Pang	<p>Goal 1 for Rigorous and Coherent Teaching : aReading: 56% Black and 39% Asian students on earlyReading: 32% Black and 50% Asian students</p> <p>Goal 2 for Culture of Care : Black students self-reported scoring on the student survey at 38%.</p> <p>Goal 3 for Disrupting Inequity : Black Students have a baseline of 45.8% of support calls and Students With Disabilities have a baseline of 54.2% for support calls.</p>	<p>Goal 1 for Rigorous and Coherent Teaching : 65% Black and Asian students will make good to great growth on aReading and earlyReading (baseline: aReading-56% and 39%, earlyReading-32% and 50%).</p> <p>Goal 2 for Culture of Care : Black students will increase their self-reported scoring on the student survey from 38% to 50% reporting "definitely" in response to social competence.</p> <p>Goal 3 for Disrupting Inequity : Black Students will have a 12% decrease in Behavior Support Calls (Support Log Baseline: 45.8%, Goal: 33.8%) and Students With Disabilities will have a 7.5% decrease in Behavior Support Calls (Support Log Baseline: 54.2%, Goal: 46.7%).</p>	<p>aReading: 56% Black and 39% Asian students</p> <p>earlyReading: 32% Black and 50% Asian students</p> <p>Black students self-reported scoring on the student survey at 17% in social competence.</p> <p>Black Students have a baseline of 45.8% of support calls and Students With Disabilities have a baseline of 54.2% for support calls.</p>	<p>aReading: 51% Black and 44% Asian students demonstrated good to great growth</p> <p>earlyReading: 46% Black and 38% Asian students demonstrated good to great growth</p> <p>Black students self-reported scoring on the student survey at 0% in social competence.</p> <p>Black Students have 43% of support calls and Students With Disabilities have 50% of support calls.</p>	<p>aReading: 39% Black and 50% Asian students demonstrated good to great growth (up from 19% for Black students and up from 14% for Asian students in spring 2023).</p> <p>earlyReading: 20% Black and 38% Asian students demonstrated good to great growth</p> <p>Black students self-reported scoring on the student survey at 27% in social competence.</p> <p>Black Students have 41% of support calls and Students With Disabilities have 56% of support calls.</p>
		Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Documentation of completed stay interviews. Evidence of school staff utilizing the peer-to-peer recognition tool.	<p>Stay Interviews List</p> <p>Cheers for Peers - Staff encouraged to send a cheers every early release PD or full release PD day</p>	Spring/Spring	Pang/Tamara	<p>83.9% agreed "All things considered the district is a good place to work," in the spring of 2023</p> <p>The percent of employees who answer "agree" or "strongly agree" with the Employee Engagement survey question "All things considered the District is a good place to work" will continue to increase each year until 80% is reached.</p>	<p>Completion of stay interviews as evidenced by data collected and reported to Human Resources.</p> <p>We will maintain 90% or above on this measure.</p>	<p>Will begin these in December</p> <p>Completed with 4 staff</p>	<p>Completed with 4 staff</p> <p>81.4% of employees agreed "All things considered the district is a good place to work." in the spring of 2024</p>	
Exceptional Staff	Create an environment of engagement and inclusion for employees by: -Execution of Stay Interviews (fixed) -Utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities (fixed)	School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."		<ul style="list-style-type: none"> <li>2023-24 COMMUNICATIONS NOR...</li> <li>https://www.sunprairieschools.org/ch-bird/a-bou/newsletter</li> </ul>	Fall/Spring	Pang	<p>91% of Caregivers rated their satisfaction with communication from the school as a 3 or a 4.</p>	<p>We will maintain 90% or above on this measure.</p>	<p>Waiting for Spring 2024 data</p>	<p>Fall 91%, Spring 64%</p>	
		School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community."		<ul style="list-style-type: none"> <li>BIRD ROUNDING FORM 2023-2024: USE IN COMMUNICATIONS DEPARTMENT ROUNDING WITH PRINCIPALS</li> </ul>	Fall/Spring	Pang	<p>Currently executing all measures in the playbook</p> <p>Of the 54 CHB families that took the School Perceptions Survey and scored anything other than "Don't know/doesn't apply"...</p> <p>8 (14.8%) - Strongly Agree 25 (46.3%) - Agree 10 (18.5%) - Disagree 4 (7.4%) - Strongly Disagree</p>	<p>Continue executing all measures in the playbook</p> <p>Increase % families indicating that they agree or strongly agree with feeling that "I belong as part of the school community."</p> <p>8 (14.8%) - Strongly Agree 25 (46.3%) - Agree 10 (18.5%) - Disagree 4 (7.4%) - Strongly Disagree</p>	<p>8 (14.8%) - Strongly Agree 25 (46.3%) - Agree 10 (18.5%) - Disagree 4 (7.4%) - Strongly Disagree</p>	<p>81% Spring 23, 77% Spring 24</p>	
Communications and Community Engagement	Create a culture of engagement and inclusion through parent/caregiver communication by implementing the "updated" School Communication Playbook (fixed) Classroom communication to parents/caregivers	Process: Execution of the School Communication Playbook		<ul style="list-style-type: none"> <li>2023-24 Elementary Family Engagement &amp; Inclusion Plan CH BIRD</li> </ul>	Fall/Spring	Pang	<p>N/A</p>	<p>CH BEST's goal is to do something to appreciate the CHB staff, students, and families each month.</p>	<p>Monthly family events</p>	<p>Participated in PLC meetings and decisions for equitable Teacher Appreciation, shared 501C3</p>	
		School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community."		<ul style="list-style-type: none"> <li>Aug - CH Best Dinner</li> <li>Sept - Taking it to the park</li> <li>October - Blue Jay Shuffle &amp; Parent/Teacher Conferences Dinner</li> <li>November - Fall Fest</li> </ul>	Fall/Spring	Pang	<p>N/A</p>	<p>Recruit and retain representation from each stakeholder group.</p>	<p>Recruited SLT members</p>	<p>75.92% (students with 90-100% SIS attendance rate, April - June 2024), 2.46% increase</p>	
	Create a culture of parent and caregiver engagement and inclusion through Community Schools (or Future Destination): A. Each community school will have a Site Leadership Team that is representative of their school attendance area neighborhoods that will provide community support and strategy for 1-2 focus areas of the school's SP100 plan. B. Each community school site will create a needs and asset map based on qualitative and quantitative inputs, including but not limited to annual community conversations. C. Monitor impact of Community Schools interventions (programs, activities) through standardized data collection and assessment, report impact quarterly. (fixed)	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		<ul style="list-style-type: none"> <li>CH Bird Site Leadership Team</li> </ul>	Fall/Spring	Jenny	<p>n/a</p>	<p>Identify community-driven metrics that will support site SP100 plans</p>	<p>SLT Meetings Jan. 30 Feb. 27 March 19 - set goal to increase attendance by 2% for the last 100 days</p>	<p>SLT Meetings April 23 June 4</p>	
		B. Site Leadership Team will set clear goals with quarterly measurements to support the focus areas of the SP100 plan.		<ul style="list-style-type: none"> <li>CH Bird Elementary Site Leadership Team Agenda 2023</li> </ul>	Fall/Spring	Jenny	<p>n/a</p>	<p>Top needs and assets are identified from themes of Community Conversations and applied to a minimum of two SPCS driven programs and activities in each pillar of the Community School model</p>	<p>Agendas</p>	<p>Agendas</p>	
			<ul style="list-style-type: none"> <li>Community Conversations with CHB Parents and Students Spring 2024</li> </ul>	Fall/Spring	Jenny	<p>n/a</p>					

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Operational Excellence	Ensure operational excellence through building awareness through participation in collaborative data analysis for equity in budgeting through a focus on identified spending categories (fixed); field trips, teacher assigned consumable spending, staffing	Participation of leaders from each building in collaborative data analysis sessions throughout the year. (Identification of key inequities to be addressed through collaborative planning in 2024-25.)		2023-2024 Elementary Student Experiences	Fall/Spring	Pang	N/A	N/A	Initial data has been collected on field trips and first meeting with building leaders occurred on 11/30.	Initial data has been collected on field trips and first meeting with building leaders occurred on 11/30.	Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created.
	Ensure operational excellence through the maintenance of safe and secure school environments and a common understanding of school safety: Execution of an ongoing training plan to refresh staff understanding of school safety protocols (fixed/flexed) Implementation of Raptor Emergency Management software in conjunction with training on active threat / reunification plan (fixed)	School Perceptions Student Survey results surrounding the question: "I feel safe at my school." Completion of full implementation of Raptor Emergency Management software		2023-24 CHB Emergency Drill Guidance	Fall/Spring	Pang	Baseline Data: Definitely - 87/153, 61.7% Sort Of - 30/153, 21.3% Not Really - 3/153, 2.1% No - 21/153, 14.9%	Increase students identifying "sort of" or "definitely" from 83% to 88% for school safety		N/A	86%