



Sun Prairie Area  
School District  
Futures depend on us...every child, every day.

## 2018-19 School Scorecard

School: Westside Elementary

Principal: Nikki Burke

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 students who are at or above benchmark on STAR Math from ____ to ____</li><li>• Increase the number of FAY African American students in 1st-5th grade who are at or above benchmark on STAR Math from ____ to ____</li></ul>				
<b>Reading 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 ____ to ____</li><li>• Increase the number of FAY students who are at or above benchmark on STAR Reading from ____ to ____</li></ul>				
<b>Equity Goal/Gap-closing goal</b> <ul style="list-style-type: none"><li>• Increase the number of FAY African American</li></ul>				

<p>students who are at or above benchmark on STAR Reading from ____ to ____</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 ____ to ____</li> <li>• Increase the number of FAY African American students in 1st-5th grade who are at or above benchmark on STAR Math from ____ to ____</li> </ul>				
<p>Parent Engagement</p> <p>DISTRICT GOAL</p> <p>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 SPECIFIC GOALS:</p> <ul style="list-style-type: none"> <li>• Increase the score on “I feel I belong as part of the school community” from 4.07 to ____</li> <li>• Increase the score on “Teachers have a culture of high expectations for my child” from 4.15 to ____</li> </ul>				
<p>Employee Engagement</p> <p>DISTRICT GOAL</p> <p>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 SPECIFIC GOALS</p>				
<p>Student Engagement</p> <ul style="list-style-type: none"> <li>• Score on “I feel I belong at this school” will increase from ____ to ____</li> <li>• Score on “I have a good relationship with adults at school will increase from ____ to ____</li> </ul>				

**Literacy  
Literacy Goal:**

<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				
<ul style="list-style-type: none"> <li>Complete reader situation reports</li> </ul>	(due MY)		(due EOY)	
<ul style="list-style-type: none"> <li>Using the reader situation report, teachers self reflect and identify area of focus</li> </ul>				
Staff develops 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>				
<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>				

**Implement math scope and sequence**  
**Math Goal:**

<b>Strategic Initiatives</b>	<b>Q1</b>	<b>Mid-Year</b>	<b>Q3</b>	<b>EOY</b>
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				
<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>				
<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:**

<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				
<ul style="list-style-type: none"> <li>Collaborative classroom visits</li> </ul>				
Facilitate and implement E-Teams (participate in training)				
Refine equity based PLCs in partnership with AWSA				
<ul style="list-style-type: none"> <li>BLC participates in book study (TBD)</li> </ul>				
Continue collaboration with Sharroky Hollie and use of culturally responsive practices				
<ul style="list-style-type: none"> <li>Continue VABB focus and implementation for all staff (weekly newsletter)</li> </ul>				

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

<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>				
Strengthen all students' sense of belonging to school				
<ul style="list-style-type: none"> <li>Emphasize leadership opportunities for underserved students</li> </ul>				
<ul style="list-style-type: none"> <li>Strategic relationship building with students who have disproportionate number of ODR's</li> </ul>				
<ul style="list-style-type: none"> <li>Implement restorative justice practices with students who have disproportionate number of ODR's</li> </ul>				
<ul style="list-style-type: none"> <li>2 minute walk and talks for students who have disproportionate number of ODR's</li> </ul>				
<ul style="list-style-type: none"> <li>PD for staff in CPS and trauma informed care</li> </ul>				

## 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?”	<b>Q1</b>	<b>Mid-Year</b>	<b>Q3</b>	<b>EOY</b>
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 Goal				
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 (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>				
Parent Education Nights (3/year- Reading, Math and Social/Emotional)				
Increase participation in WatchDOG program				