



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

## 2018-19 School Scorecard

School: Meadow View Elementary

Principal: Cynthia Bell Jimenez

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> % of all FAY 1st-5th grade students below benchmark will meet or exceed their “catch up/keep up” growth goal for the 2018-19 school year according to STAR Math.  <i>*Review baseline data for at/above benchmark students and adjust goal accordingly</i>				
<b>Reading goal</b> % of all FAY 1st-5th grade students below benchmark will increase their reading level the equivalent of 1.5 years and/or meet the grade level benchmark goal by the spring assessment window according to Fountas & Pinnell.  <i>*Review baseline data for at/above benchmark students and adjust goal accordingly</i>				
<b>Equity Goal/Gap-closing goal</b> MATH = The number of FAY _____ students testing at or above proficiency according to STAR Math will increase from ??% to ??% by the spring assessment window.				

READING = The number of FAY \_\_\_\_\_ students testing at or above proficiency according to F&P will increase from **??%** to **??%** by the spring assessment window.

*\*As the building discovers inequities, goals will be adjusted*

**Parent Engagement**

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.) build a strong partnership with the School Community Organization of Meadow View.

**Employee Engagement**

During the first year of “being,” we will focus on relationship building with all 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 Meadow View is a good place to work.

**Student Engagement**

During the first year of “being,” we will focus on developing the Otter identity.

*“I feel I belong at this school”* will increase by the percent of students responding usually or always from \_\_\_\_\_ % to **??%**.

*“My culture and identity is valued at my school”* will increase by the percent of students responding usually or always from \_\_\_\_\_ % to **??%**.

*“I believe what I am learning in school will help me to be successful in life”* will increase by the percent of students responding usually or always from \_\_\_\_\_ % to **??%**.

*\*Develop 1st quarter student survey with the three statements above*

**Literacy  
Literacy Goal:**

Strategic Initiatives:	Q1	Mid-Year	Q3	EOY
Begin implementing Literacy walkthrough visits used to guide site based PD/coaching to become familiar with the support				
<ul style="list-style-type: none"><li>Complete reader situation reports <a href="#">K-2</a> <a href="#">3-8</a><ul style="list-style-type: none"><li>Focus on Engagement and Independence (to discern this you may need to talk to kids and reflect on your own teaching)</li></ul></li></ul>	(due MY)		(due EOY)	
Teachers will take actions to develop their knowledge and practice of implementing the literacy workshop model				
<ul style="list-style-type: none"><li>Complete reader situation reports <a href="#">K-2</a> <a href="#">3-8</a></li></ul>	(due MY)		(due EOY)	
Teachers will work on building reading relationships and joy for reading <ul style="list-style-type: none"><li>Meet with small groups regularly</li><li>Individual conferring with readers</li><li>Coaching during book shopping</li><li>Model high energy and love for books</li><li>Share personal experiences with reading</li></ul>				

Implement math scope and sequence Math Goal:				
Strategic Initiatives	Q1	Mid-Year	Q3	EOY
Math classroom walkthrough tool				
<ul style="list-style-type: none"><li>Students will use math language and solve math problems as teachers become acquainted and comfortable with new math resources: Bridges/Number Corner</li></ul>				
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:**

<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>				
<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>Share and model equity strategies for classroom implementation (courageous conversations)</li> </ul>				
Refine equity based PLCs in partnership with AWSA				
<ul style="list-style-type: none"> <li>Establish practices that support culturally and linguistically diverse students                             <ul style="list-style-type: none"> <li>Identify, model, and implement GLAD strategies</li> </ul> </li> </ul>				

Student Engagement Student Engagement Goal:				
Strategic Initiatives	Q1	Mid-Year	Q3	EOY
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)				
• Support students' passions through makerspace, greenspace, and other technology				
Investigate/Implement school and/or classroom based innovations				
•				

## 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

**Strategic Initiatives** 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”

- We will increase the amount of staff that agree that the district is a good place to work by developing relationships and creating a collaborative culture
- Teachers make their personal goals about Literacy and Math (Honoring the Continuous Learning Progression for Teachers)
  - Literacy PD, going deep with reader situation reports

- Common Planning Time established in schedule
- Implement [Norms of meetings](#) (Adaptive Schools)
- Cross-grade and staff connections and interactions
- Create a tool kit with strategies to support effective meetings and model for staff

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<ul style="list-style-type: none"><li>Culture Day &amp; Night (learning about different countries/cultures)</li></ul></li></ul>				
<ul style="list-style-type: none"><li>-Positive Teacher-based/Parent Interactions to Support Learning<ul style="list-style-type: none"><li>Postcards mailed home</li><li>"Ottery" Tickets</li><li>Parent getting photo/video during the first weeks<ul style="list-style-type: none"><li><a href="#">Seesaw app</a> (does translate)</li><li><a href="#">Flipgrid</a></li></ul></li></ul></li></ul>				
<ul style="list-style-type: none"><li>Establish Site Councils of Diverse Parents (+2 teachers)<ul style="list-style-type: none"><li>Linguistic, socioeconomic, special education, racial, cultural</li></ul></li></ul>				