

Christian County Public Schools
School Scorecard
SY 19 - 20 Scorecard

AREA	GOALS	STRATEGIC ACTIONS	RESPONSIBLE PERSON(S)	PROGRESS MONITORING
Student Learning: <i>Ensure all students achieve academic proficiency and a successful transition to life</i>	1) Increase the number of students scoring proficient or above in reading from 42.8% to 48% as measured by the EOY District Standards Assessment (grades 2-10, English I and II).	Implement and monitor the usage of the CCPS Instructional Framework. <ul style="list-style-type: none"> Support school Deep Dive Teams in their professional learning focused on priority areas from the CCPS Instructional Framework. Utilize instructional rounds and informal classroom observations as opportunities to measure the progress toward each school's problem of practice and provide feedback to educators. Utilize monthly CLT meetings as opportunities to support school leadership in their implementation of the CCPS Instructional Framework. 	Amy Wilcox	1. PLC Observation Data and Feedback Loop 2. Instructional Rounds 3. Deep Dive Plan and Monitoring 4. Walk-Throughs monitoring implementation of CCPS Instructional Framework
	2) Increase the number of students scoring proficient or above in mathematics from 38% to 46% as measured by the EOY District Standards Assessment (grades 2-10 and Algebra I).	Implement and monitor school level PLCs using the PLC Guidance Document. <ul style="list-style-type: none"> Build the capacity of school leaders in facilitating PLCs using the CCPS PLC Guidance Document through regular participation in school-level PLCs. Plan and facilitate responsive support for school leaders based upon observed implementation of the professional actions of the PLC Guidance Document. 	Amy Wilcox	1. PLC Observation Data and Feedback Loop 2. Leader feedback loop 3. DSS data
	Link to Evidence (Data) https://docs.google.com/spreadsheets/d/1GoPOP-X_q2fnee4UoiZnE9YwPM7zP45QP0yEMoOjZiU/edit?usp=sharing	Implement school and district literacy plans to ensure students experience challenging, literacy-rich, interdisciplinary learning environments. <ul style="list-style-type: none"> LDC curriculum alignment/tasks Balanced Literacy implemented Self-contained model classrooms developed 	Kadi Ralston Leigh Ann Stewart	1. Implementation records/student work from LDC Anchor Modules 2. Learning Logs 3. Balanced Literacy support plans from coaches with data 4. Walkthrough data 5. Anecdotal records
	DSA Reading 45: 90: 180:	Refine curriculum and instructional processes to ensure equitable learning outcomes for students. <ul style="list-style-type: none"> Map and pace state-approved standards. Develop congruent common assessments using CASL methodology. 	Jessica Addison	1. Products brought and developed through TILT and Growth Days 2. Work Products from

	Reading Inventory 45: 90: 180:	Support leaders in ensuring high-quality, equitable learning outcomes for students.	Amy Wilcox Tracey Leath	Summer 2020
	BAS 45: 90: 180:	<ul style="list-style-type: none"> Update PLC Guidance Document with clearly defined protocols for a PDSA Cycle. Set “growth goals” for all students, with students who are below proficient set at a rate of 1.5 the growth expectation. Develop a Leadership Framework to support leadership development in all schools (instruction). Integrate all instructional work under one framework for clarity with stakeholders. Develop plan for kindergarten readiness Update the RTI Guidance document(Hartline) 		
	Math DSA 45: 90: 180:	Make intentional connection to special education collaboration and resource settings that includes analysis of gap group performance in different settings as part of data analysis		
	Math Inventory 45: 90: 180:	<ul style="list-style-type: none"> Provide support in IEP development and compliance guidelines Connect intentional planning into the PLC expectations during the PLAN stage 		
Staff and Student Support Services: <i>Provide equitable services that ensure the growth of staff to support the success of all students</i>	Increase the mean score on the Employee Engagement Survey from 4.03 to 4.08 by June of 2020	<p>Support school leaders through by building their capacity to grow staff through differentiated supervision, coaching, support, and evaluation practices.</p> <ul style="list-style-type: none"> Conduct Performance Conversations <ul style="list-style-type: none"> 30/90 day conversations with new employees Rounding conversations with all employees Coaching conversations Re-recruiting conversations Feedback conversations Roll out EE survey results and implement action plan Recognize employee good work through a variety of structures Provide 6 hours of peer-facilitated, individualized professional learning experiences to support teachers through the TILT structure. 	Gemmill Wilcox Morris Hawkins Hartline	<ul style="list-style-type: none"> Review EE action plan at Administrators Academy Monitor Standards of Excellence action plan roll out Monitor participant evaluations of processional experiences Board recognitions State of the Schools Video messages Newsletter Cards/Notes/Letters

	<p>Increase student attendance rate from 94.46 to 94.48</p> <p>Data Sheet for Staff and Support Services</p>	<ul style="list-style-type: none">● Monitor attendance rates through Infinite Campus monthly attendance reports.● An administrator/AP liaison will be assigned by building administrator to attend attendance training, implement strategies and assist in monitoring (in house) attendance procedures.● Continue working with Baptist Health School Wellness Initiative to complete wellness assessments, action plans. Complete the required meetings at school/district level	Barrett Kidd	<ul style="list-style-type: none">● School liaison will be trained to run basic attendance reports for monitoring purposes.● School liaison will work with supervising principal to set attendance goals.● Monitor Absenteeism rates through Monthly Progress Reports.● Meeting Agenda(s) and sign-in sheets will be maintained at the school level● Media recognition-social media, newspaper, radio, board meetings
	<p>Collect data to help determine root causes for teacher/staff loss through “exit interview” process.</p>	<p>Increase ways exit interviews are sent to employees</p> <ul style="list-style-type: none">● Send exit interview forms through school email as soon as resignation letters are received● Recruit school administrators to encourage completion of exit interviews when resignation are received● Continue to mail with return envelope for those not received before employee leaves district● Follow-up via phone call from Personnel when possible● Rounding conversation based on why resignation is occurring● Address/analyze root causes for teacher/staff loss	Hopson	<ul style="list-style-type: none">● Track return rates via spreadsheet● Assign designated time during each month to discuss progress and ways to improve process
<p>Community Partnerships : <i>Encourage sustainable partnerships among all stakeholder</i></p>	<p>Twenty-five percent of households will respond to the Parent Satisfaction Survey by December 15, 2019</p>	<p>Schools will implement plans to increase parent participation in Parent Satisfaction Survey.</p>	Susie Hartline Building Principals	<ol style="list-style-type: none">1. Review action plans at Administrator Academy2. Share best practices3. Monitor response rate during survey and provide feedback to schools

groups and with the Christian County community	Improve mean response from 3.7 in SY 18 - 19 to 3.87 in SY 19 - 20 on Parent Satisfaction Survey on <i>“I receive positive phone calls, emails, or notes about my child from school.”</i>	Schools will implement action plans on methods of positive communication.	Susie Hartline Building Principals Title I Contacts	<ol style="list-style-type: none"> 1. Review action plans at Administrator Academy 2. Share best practices on creating a system to ensure that each child receives positive communication 3. Provide postage paid postcards to schools
	Improve mean response from 3.72 in SY 18 - 19 to 3.85 in SY 19 - 20 on Parent Satisfaction Survey on <i>“I regularly receive feedback from school staff on how well my child is learning.”</i>	Schools will implement action plans on how to provide regular feedback on student learning to families.	Susie Hartline Building Principals Title I Contacts	<ol style="list-style-type: none"> 1. Review action plans at Administrator Academy 2. Share best practices 3. Utilize Parent Portal to communicate with families
	Increase Kindergarten Readiness by ten percent from 45.9% to 50.4% by September 2020.	The district will collaborate with community partners to provide education to parents and families, early learning centers, and health care providers to better prepare young learners for Kindergarten entry.	Leigh Ann Stewart Kadi Ralston Tracey Shifflett	<ol style="list-style-type: none"> 1. Work with Striving Reader grant partners 2. Develop partnerships with health care providers 3. Promote and host early learning initiatives to raise community awareness.
Fiscal and Operational: <i>Maintain fiscal responsibility while creating and sustaining an inviting, safe, caring environment which supports learning and achieving</i>	<p>Safety: Develop a reunification plan for all schools in the event of an emergency requiring the relocation of students and staff.</p> <p>45: 90: 135: 180:</p>	<ul style="list-style-type: none"> ● Work collaboratively with emergency responders to develop a plan which includes: <ul style="list-style-type: none"> ○ Reunification locations based on the school and event. ○ Communication protocols ○ Technology set-up and operations ● Collaboratively develop and review expectations and procedures for ensuring student and staff safety. ● Communicate with principals at the summer leadership retreat 	Brad Hawkins Emergency Responders	<ul style="list-style-type: none"> ● Meeting agendas ● ● Procedural documentation on communication ● ● Procedural documentation on technology and operations ● ● School meeting agendas ● ● Simulation exercises

	<p>Increase mean on the District Services Survey from 4.12 to 4.17 by June 2020.</p> <p>45: 90: 135: 180</p>	<p>Monitor DSS participation on surveys and evaluate stakeholder results to:</p> <ul style="list-style-type: none">● Provide courteous and professional service to all stakeholders.● Provide timely responses - Phone messages, emails, texts, etc... will be answered within 24 hours.● Staff will remain professional and courteous when speaking to parents, teachers, or administrators.	Brad Hawkins	<p>Select employees from Operations Dept. to be trained in Service Excellence Standards.</p> <p>All classified staff will be trained in Service Excellence. All Depts will develop an improvement plan based on DSS results.</p>
	<p>Train and monitor all operations staff on the Service Excellence Standards</p> <p>45: 90: 135: 180:</p>	<ul style="list-style-type: none">● Identify individuals from each department to participate in Train the Trainer for Service Excellence● Trained employees will train their departments/job functions on the Service Excellence Standards.● Directors and trainers will model professional customer service.	Brad Hawkins Operations Division Directors	<p>All classified staff will be trained on Service Excellence Standards. Employees will be monitored for professional behavior and customer service. (Train the Trainer 6/20/19)</p> <p>DSS scores will increase.</p>