



Sun Prairie Area
School District

Futures depend on us...every child, every day.

2019-20 Student Services Department Scorecard

School/Department: Student Services	Administrative Team: Jennifer Apodaca and Janet Thomas
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Strategic Goal Areas and Vital Measures		Q1 Progress Monitoring Report	MY Progress Monitoring Report	EOY Goal Report
Through explicit focus on student achievement, academic growth, gap closing and postsecondary readiness, we will increase the number of schools exceeding expectations on statewide school report cards.				
T E A C H I N G & L E A R N I N G	NUMERACY			
	ACHIEVEMENT GOAL	We will increase our overall STAR MATH ACHIEVEMENT scores from ____ to ____ through the implementation of the strategies and action steps listed below.	ACHIEVEMENT	
	GROWTH GOAL	We will increase our overall STAR MATH BELOW TO MEETING BENCHMARK scores from ____ to ____ through the implementation of the strategies and action steps listed below. We will increase our overall STAR MATH GROWTH scores from ____ to ____ through the implementation of the strategies and action steps listed below.	GROWTH	
	LITERACY			
ACHIEVEMENT GOAL	We will increase our overall District STAR LITERACY ACHIEVEMENT scores from ____ to ____ through the implementation of the strategies and action steps listed below.	ACHIEVEMENT		

	<p>GROWTH GOAL</p> <p>We will increase our overall STAR LITERACY BELOW TO MEETING BENCHMARK scores from ____to____ through the implementation of the strategies and action steps listed below.</p> <p>We will increase our overall STAR LITERACY GROWTH scores from ____to ____ through the implementation of the strategies and action steps listed below.</p>	<p>GROWTH</p>		<p>GROWTH</p>		<p>GROWTH</p>	
	<p>ENGAGEMENT & ATTENDANCE</p>	<p>STUDENT ATTENDANCE</p> <p>We will increase our overall Attendance Rate from 93.17% to 94.17%.</p>	<p>ATTENDANCE</p>		<p>ATTENDANCE</p>		<p>ATTENDANCE</p>
	<p>STUDENT ENGAGEMENT</p> <p>In an effort to increase the overall district mean on the Student Engagement survey, we will focus on the following three questions.</p> <ul style="list-style-type: none"> • The survey question, <i>“I am satisfied with my school’s efforts to prevent bullying”</i> from 2.56 to 2.59 • The survey question, <i>“I feel I belong at this school”</i> from 2.92 to 2.95 • The survey question, <i>“I enjoy going to school”</i> from 2.55 to 2.58. 	<p>ENGAGEMENT</p>		<p>ENGAGEMENT</p>		<p>ENGAGEMENT</p>	
W O R K F O R C E F O C U S							
	<p>EMPLOYEE ENGAGEMENT</p> <p>In an effort to create an asset-based school district where staff feels engaged in our work as a school district, an increase in the district mean to the survey question, <i>“All things considered, this District is a good place to work”</i> from 3.76 to 3.87 or higher.</p>	<p>ENGAGEMENT</p>		<p>ENGAGEMENT</p>		<p>ENGAGEMENT</p>	

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PARENT SATISFACTION	In an effort to maintain and grow strong school to parent partnerships, we will increase our parent satisfaction rate in 2019-20 from 3.62 to 3.76.
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STRATEGIC BUDGETING	In order to demonstrate fiscal stewardship, we will increase the district's financial standing through excellence in district operations. In order to maximize district resources, the instructional vision and strategic plan will be annually aligned to the resource allocation plan.
SAFETY & SECURITY	In order to provide a safe and secure environment that promotes student learning, we will continue to implement and monitor necessary safety and security improvement procedures and processes.

STRAT BUDGET	
SAFETY	

STRAT BUDGET	
SAFETY	

STRAT BUDGET	
SAFETY	

NUMERACY- Student Results Policy 2

MATH Goal:

Proficiency Goal:

- ?? of students with disabilities will be at or above benchmark in math as measured by Spring 2020 STAR. This will be a ?% increase from fall to spring (Spring 2019 baseline **34%**)
- List out by grade bands with specific proficiency measures that support the overall goal: 1-5; 6-8; 9-12 after STAR results come in.

Growth Goal:

- **56%** of students with disabilities will meet their **math** growth or accelerated growth goal from fall to spring (54% in 2018-19)
- List out by grade bands with specific growth measures that support the overall goal after STAR results come in.

Strategic Initiatives	Q1	Mid-Year	EOY
STUDENT GROWTH AND ACHIEVEMENT (AT OR ABOVE BENCHMARK)			
<p>Elementary - Through our special education lab sessions, we will continue to build teachers', coaches', interventionists', and administrators' understanding of:</p> <ol style="list-style-type: none"> 1. The K-5 math standards and learning progressions 2. The K-5 core curricula, assessments, interventions and progress monitoring tools 3. How to maximize Bridges intervention for students who are not mastering learning targets 4. How to highlight and document individual learning priorities through the IEP process so that all IEP team members are clear on what the learning priorities are for students with disabilities and how those targets relate to the core learning targets 			
<p>Secondary - We will monitor and coach around use of the Math Educator Observation Walkthrough tool in co-taught, supported, and self-contained math classrooms in grades 6-12 in order to offer special education lab session professional development opportunities that support the understanding of classroom teachers, special education teachers, instructional coaches, interventionists, special education program managers, and principals of the core 6-12 math standards, assessments, district selected curricula, and interventions.</p>			
<p>Low Incidence - Through our special education lab sessions, we will implement Year 3 of our K-12 Math Plan for students who take the Dynamic Learning Maps Assessment. Specific focus will be:</p> <ol style="list-style-type: none"> 1. Educator understanding of the essential elements for math and how they are taught through the Equals Math Curriculum 2. Educator understanding of the assessments associated with Equals Math and grouping students most effectively for instruction 3. The integration of communication skill building within Equals Math instruction 4. Using Equals Math progressions to identify the essential elements that should inform individual student IEP goals 5. Working with special education assistants to support and enhance Equals Math instruction for students with low incidence disabilities 			

LITERACY- Student Results Policy 2

LITERACY Goal:

Proficiency Goal:

- 22 of students with disabilities will be at or above benchmark in reading as measured by Spring 2020 STAR. This will be a ?% increase from fall to spring (Spring 2019 baseline 26%)
- List out by grade bands with specific proficiency measures that support the overall goal: 1-5; 6-8; 9-12 after STAR results come in.

Growth Goal:

- 60% of students with disabilities will meet their reading growth or accelerated growth goal from fall to spring (58% in 2018-19)
- List out by grade bands with specific growth measures that support the overall goal after STAR results come in

Strategic Initiatives	Q1	Mid-Year	EOY
STUDENT GROWTH AND ACHIEVEMENT (AT OR ABOVE BENCHMARK)			
<p>Elementary - Through shared facilitation of the ELA Curriculum Renewal and Design Committee over the next two years we will support these targets by:</p> <ol style="list-style-type: none"> 1. Building the understanding of classroom teachers, special education teachers, instructional coaches, interventionists, and principals of the core K-5 ELA standards, assessments, district selected curricula, and interventions. (2019-20) 2. Collaboratively identify the ELA essential learning standards so that all educators and leaders K-5 share the understanding of what is priority. (2019-20) 			
<p>Secondary - Through shared facilitation of the ELA Curriculum Renewal and Design Committee over the next two years, we will:</p> <ol style="list-style-type: none"> 1. Build the understanding of classroom teachers, special education teachers, instructional coaches, interventionists, special education program managers, and principals of the core 6-12 ELA standards, assessments, district selected curricula, and interventions. (2019-20) 2. Collaboratively identify the ELA essential learning standards so that all educators and leaders 6-12 share the understanding of what is priority. (2019-20) 			
<p>Low Incidence - Through our special education lab sessions, we will implement Year 4 of our K-12 Literacy Plan for students who take the Dynamic Learning Maps Assessment. Specific focus will be:</p> <ol style="list-style-type: none"> 1. Educator understanding of the essential elements for ELA and how they are taught through the MeVille To WeVille Curriculum and Readtopia Curriculum 2. Educator understanding of the assessments associated with MeVille to WeVille and Readtopia and grouping students most effectively for instruction 3. The integration of communication skill building within MeVille to WeVille instruction as a foundational literacy skill 4. Using MeVille to WeVille and Readtopia skill progressions to identify the essential elements that 			

<p>should inform individual student IEP goals</p> <p>5. Working with special education assistants to support and enhance MeVille to WeVille instruction, access to print, and communication opportunities for students with low incidence disabilities</p>			
<p>Data Literacy - Throughout the 2019-20 school year we will facilitate the fidelity of PLC practices through special education participation in universal data summits at all schools by coaching and monitoring:</p> <ol style="list-style-type: none"> 1. Completion of associate principal and program manager SLOs to support building specific STAR literacy and math achievement and growth goals aligned to the Student Services scorecard 2. Completion of caseload profile analysis documents aligned with building universal data summits to include a short cycle instructional goal 3. Through specific coaching and monitoring, we will ensure the utilization of student data from data summits to inform instructional practices 			

ENGAGEMENT AND ATTENDANCE -In order to support OE-10.1 and SR-3.

Attendance Goal:

The percentage of students with disabilities who have a >10% absence rate will decrease by 1% from the end of year 2018-19 percentage of 22.9% to 21.9% as measured by the 2019-20 end of year Risk Ratio data

Engagement Goal:

In an effort to increase the overall district mean on the Student Engagement survey, we will focus on the following three questions.

- The survey question, "I am satisfied with my school's efforts to prevent bullying" from 2.56 to 2.59
- The survey question, "I feel I belong at this school" from 2.92 to 2.95
- The survey question, "I enjoy going to school" from 2.55 to 2.58

Strategic Initiatives	Q1	Mid-Year	EOY
ATTENDANCE			
<p>Through monthly meetings, we will lead the Student Services District Level Tier 2/3 team to:</p> <ol style="list-style-type: none"> 1. Review district-wide attendance data 2. Identify attendance patterns and trends 3. Identify entry points for improving student engagement/attendance 4. Identify areas of connection for impact (evidence based practices, parent engagement, policies and procedures, tracking practices, attendance response, etc) 5. Capitalize upon motivational interviewing to address issues related to attendance concerns 6. Capitalize upon SBIRT to address issues contributing to attendance challenges (internalizing issues, externalizing issues, AOD symptoms, crime/violence symptoms) 			
STUDENT ENGAGEMENT			
<p>Throughout the 2019-20 school year we will facilitate the fidelity of the implementation of Universal PBIS at all schools by coaching and monitoring:</p> <ol style="list-style-type: none"> 1. Completion of the universal action plan 2. Implementation of the universal action plan 3. Completion of the district fidelity measures 4. Utilization of fidelity measure to inform practices 			
<p>We will grow the fidelity of implementation of Tier 2/Tier 3 Evidence-Based Practices (MI and SBIRT) from an Average Implementation Score of .7 to .9 by strategically focusing on the coaching and performance assessment components as measured by the <i>Drivers Best Practices Assessment</i> in order to support student engagement and OE-10 and SR-3</p>			

Implementation Driver	% In place (2)	% Partially in Place (1)	% Not in Place (0)	Average Score (0-2)			
Staff Selection	0%	40%	60%	0.4			
Training	67%	0%	33%	1.3			
Coaching	0%	50%	50%	0.5			
Performance Assessment (Fidelity)	0%	50%	50%	0.5			
Data Systems	0%	50%	50%	0.5			
Facilitative Administration	0%	86%	14%	0.9			
Systems Intervention	0%	100%	0%	1.0			
Total Score				.7			
<p>Throughout the 2019-20 school year we will lead the Social Emotional Learning Curriculum Renewal and Design Committee through the development of the SPASD PK-12 SEL Scope and Sequence and rollout plan by:</p> <ol style="list-style-type: none"> 1) Completing the adoption SEL competencies 2) Identifying essential learning standards within those competencies 3) Exploring where those standards currently exist within our core academic content areas 							

WORKFORCE FOCUS

WORKFORCE FOCUS Goal: In an effort to create an asset-based school district where staff feel engaged in our work as a school district, an increase in the district mean to the survey question, “All things considered, this District is a good place to work” from 3.76 to 3.87 or higher.

Strategic Initiatives	Q1	Mid-Year	EOY
EMPLOYEE ENGAGEMENT			
Through our weekly student services lab sessions, certified staff will have access to high leverage professional development activities that directly impact their work and are aligned to the student services and school score cards, and professional SLOs.			

COMMUNITY ENGAGEMENT - In order to support OE-10

COMMUNITY ENGAGEMENT Goal: In an effort to maintain and grow strong school to parent partnerships, we will increase our parent satisfaction rate in 2019-20 from 3.62 to 3.76.

Strategic Initiatives	Q1	Mid-Year	EOY
PARENT SATISFACTION			
<p>Facilitation of the Taskforce on Student Behavior and Bullying to achieve the four objectives articulated in the Taskforce Project Description and approved by the School Board on 7/15/19</p> <ol style="list-style-type: none"> 1. Understand our current data and factors contributing to that data in order to identify key issues in student behavior and bullying 2. Examine the current prevention, response, reporting, monitoring, and communication practices in student behavior and bullying 3. Advise the School Board and district administration regarding improvements that allow us to achieve the goals associated with our Vision and Mission and meet the expectations of the Board’s governance policy OE 10 4. Provide avenues for community partnerships going forward 			

FACILITIES & OPERATIONS

FACILITIES AND OPERATIONS Goal: In order to maximize district resources, the instructional vision and strategic plan will be annually aligned to the resource allocation plan.

Strategic Initiatives	Q1	Mid-Year	EOY
STRATEGIC BUDGETING			
Align department budget to identified District strategic initiatives; maintain positive account balance in the Student Services Department budget.			

Initial Scorecard Development Date:	July 18, 2019	Associated Operational and Results Policies	
Finalized Scorecard Date:	July 25, 2019	Mega Result SR-1	OE-10 Learning Environment/Discipline
Building Administrator Sign Off/Date:		SR-2 Academics (Literacy)	OE-11 Instructional Program
District Director Sign Off/Date:		SR-2 Academics (Math)	
Senior Leadership Sign Off/Date:	July 25, 2019- SLW/BS	SR-3 Student Personal Development	Links to District Scorecards (update for 19-20)