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

## 2018-19 School Scorecard

| School: Sun Prairie High School | Principal: Keith Nerby |
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Link to **District Scorecard**
Link to **Secondary 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 | | | | |
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| **Results Measures** | **Q1** | **MY** | **Q3** | **EOY** |
| **Numeracy goal** In 2018-19, the number of students testing at or above proficiency according to STAR Math will increase by 4% from 59% to 63% by the spring assessment window. | 10th Grade=82% Proficient | 10th Grade=81% Proficient | No STAR testing in Quarter 3 | 10th Grade=73% 317 out of 436 at or above proficient |
| **LIteracy goal** In 2018-19, the number of students testing at or above proficiency according to STAR Reading will increase by 4% from 53% to 57% by the spring assessment window. | 10th Grade=59% Proficient | 10th Grade=53% Proficient | No STAR testing in Quarter 3 | 10th Grade=51% 239 out of 465 at or above proficient |
| **Equity/Gap Closing goal** In 2018-19, the number of Black students testing at or above proficiency according to STAR Reading will increase by 8% from 15% to 23% by the spring assessment window. In 2018-19, we will reduce the percent of Black students out of school suspended by 10% (from 34% 24/71 in Spring 2018) | 10th Grade=15% Proficient Quarter 1=52.5% OSS (42/80 resolutions) | 10th Grade=13% Proficient Quarter 2=50% OSS (19/38 resolutions) Semester 1 Total=51% (61/118) | No STAR testing in Quarter 3 Quarter 3=40% OSS (4/10 resolutions) | 10th grade=18% Proficient Quarter 4=34% OSS (12/35 resolutions) Semester 2 Total=35.5% (16/45 resolutions) Year Total=47% OSS (77/163) |
| **Parent Engagement (Community Engagement)** In 2018-19, increase the overall Parent Satisfaction of the | | We are drafting invitations for a Parent Advisory Cohort dinner on | N/A | Overall Parent Satisfaction with District: 70.1 |

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| district from 73.8% to 76.7%.<br><br>We will increase the percentage of parents/guardians answering "agree" or "strongly agree" from 63.5% in Spring 2018 to 67.6% or higher by Spring 2019 to the survey item, "I feel I belong as a part of the school community." | | March 12 in tandem with Parent/ Family Teacher conferences.<br><br>An online survey will be available at kiosks during Parent/Family Teacher conferences. | | Building: 14.9 strongly agree and 48.8 agree=63.7% total |
| **Employee Engagement**<br>We will have an increase in the percentage of staff answering "agree" or "strongly agree" from 55.2% in Spring 2018 to 58.92% or higher by Spring 2019 to the survey item, "All things considered, this District is a good place to work" on the School Perceptions Survey. | Monthly "Cardinal Way To Go Awards" are given at each staff meeting.<br><br>Principal weekly newsletter highlights positive activities and staff success.<br><br>Staff breakfast is hosted by staff for staff to promote positive culture and unity.<br><br>Football Family Potluck<br><br>Monthly BLC meetings have dedicated time for departments to voice concerns or suggestions which are addressed by BLC or admin team. | Continued with all activities listed in Quarter 1.<br><br>Stay interviews are being scheduled for employees within the 6-10 year range. | | Increased to 65% |
| **Student Engagement**<br>Increase the overall mean on the Student Engagement Survey by attending to the three questions below:<br>● *"I believe what I am learning in school will help me to be successful in life"* from 2.63 to 2.70.<br>● *"My culture and identity is valued at my school"* from 3.01 to 3.05.<br>● *"I feel I belong at this school"* from 2.88 to 2.94. | An activity and club expo was held during lunches to introduce students to a variety of ways to get involved in the school community. | Homeroom activities have focused on Academic Career Planning and Readiness.<br><br>Weekly opportunities have been offered during Cardinal30 to allow students to have choice and voice in their learning.<br><br>Students joined teachers in representing departments and courses to promote course selection for next year.<br><br>A student survey was developed to learn more about the value and use of Cardinal30. Survey sent on February 18. | | *2019: "I believe what I am learning in school will help me to be successful in life"* 2.49<br><br>*"My culture and identity is valued at my school"* 2.92<br><br>*"I feel I belong at this school"* from 2.96 to 2.72 |

| Literacy |
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| **Literacy Goal:** In 2018-19, the number of students testing at or above proficiency according to STAR Reading will increase by 4% from 53% to 57% by the spring assessment window. |

| Strategic Initiatives | Q1 | Mid-Year | Q3 | EOY |
|---|---|---|---|---|
| AVID Strategy implementation | | | | |
| ● WICOR walkthrough data (focus on I,C) (8-12)<br>  ■ Walkthrough data to include PLC<br>  ■ Data Summit discussion notes<br>  ■ Each semester all staff will have data collected through walkthroughs | | WICOR Data for 1st Semester | | |
| ● Create a "Shared" strategy from WICOR in the weekly newsletter | | WICOR strategy has been added to weekly newsletters | | Each newsletter included WICOR strategies. |
| ● Share WICOR strategies during monthly meetings and document on department agendas to share with admin | | This is a part of all PLC meetings that departments have | | Science PLC Agenda (Example) |
| Common literary expectations for all classrooms | | | | |
| ● English department shares writing manual for all staff to utilize and provide department "spotlights" that demonstrate student work using the stylebook<br>● Literary expectations posted in each classroom | | Discussions have occurred with English and this should be coming out before Spring Break | | Document work towards updating, but was not completed before end of year |
| Incorporate Choice Reading into the Cardinal30 | | | | |
| ● At minimum, students will have choice reading time "Drop Everything and Read" (DEAR) each quarter to read during the Cardinal30. | | We have had DEAR once each month during the first semester | N/A | We have had DEAR once each month during the second semester |

## Implement Math Scope and Sequence

**Math Goal:** Math classes will utilize common assessments for like classes and exam data will be analyzed for student trends to identify common characteristics for students who are receiving either a D or F on exam in order to provide targeted intervention offerings.

| Strategic Initiatives | Q1 | Mid-Year | Q3 | EOY |
|---|---|---|---|---|
| Increase student engagement and awareness of understanding through Standards Based Grading | | | | |
| ● Student engagement and feedback dipstick measure | | Quick Check Results | | Quick Check Results |
| ● Student assessment results for common assessments (grade, building, between building) | | | | All math courses had common assessments for each standard 3 times. |
| Increase math intervention opportunities for all students | | | | |
| ● Through the use of our MTSS process we will continue to refine our implementation of math specific interventions for students that are identified to be in need of more intensive remediation through our data driven identification process. | Qtr. 1, 28 students w/o IEPs identified in need of more intensive remediation | Qtr. 2, 23 students w/o IEPS identified for more intensive remediation<br><br>19 students in S1 math intervention class | No STAR data this quarter | At the end of year LLT mtg we identified 38 students w/o IEPs in need of more intensive remediation for 2019-20 SY, and 25 who will be supported in co-taught sections<br><br>18 students in S2 math interventions |
| ● We will utilize student specific data within the math PLC to identify students in need of additional Tier 1 support. This support will occur during the Cardinal30 structure and math department members will tailor their support offerings around student needs. | | | | Math Study Group Schedule |

## Equity/Gap Closing

**Equity/Gap Closing Goal:** We will increase the participation of students and families of color in school by providing meaningful and relevant opportunities for partnerships quarterly.
We will use this year to create a baseline of the number of participants throughout the year.

| Strategic Initiatives | Q1 | Mid-Year | Q3 | EOY |
|---|---|---|---|---|
| **Implement student-centered coaching cycles** | | | | |
| ● Coaching cycle data and fidelity check data | [yellow] | [yellow] | | |
| ● Successful completion of action steps and benchmarks | [yellow] | [yellow] | | |
| **Facilitate and implement E-Teams** | | | | |
| ● Develop and establish a community building plan addressing community and student belonging | [yellow] | PowerPoint for PD to start discussion | | Race, Identity, and Belonging PD |
| ● Continued monthly Focus on Equity and Culturally Responsive Teaching practices at staff meetings | [yellow] | Agenda for E-Team meetings | | Book Study<br><br>EOS Monthly Meetings |
| **Refine equity based PLCs in partnership with AWSA** | | | | |
| ● Incorporate equity lens when discussing student data during PLC | [green] | Quarter 1 Data Summit | February 1st Data Summit | May 24th Professional Learning Agenda |
| **Building level administrator/Director *"Data Summit"* to analyze the effect of block scheduling on student achievement and engagement** | | | | |
| ● Work with BLC throughout the year to collect data to review related to block scheduling | [yellow] | Work being organized to review Cardinal30 practices and implement changes based on feedback | | Student Survey and Responses that were reviewed at BLC<br><br>BLC Agenda |
| **Reduce African American absence rate from 68.6% to 63.6%** | | | | |
| ● Consistent school-wide attendance check expectations | [green] | Bi-monthly attendance meetings | | |

| | | Attendance checks in Tier 2/3 | | |
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| ● Earlier intervention with students and parents for students who are consistently absent | | More students scheduled truancy meetings in first semester than the previous total year | | Letters and meetings were had at a higher rate than ever before |

| Student Engagement |
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**Student Engagement Goal:** Increase the overall mean on the Student Engagement Survey by attending to the three questions below:
- *"I believe what I am learning in school will help me to be successful in life"* from 2.63 to 2.70.
- *"My culture and identity is valued at my school"* from 3.01 to 3.05.
- *"I feel I belong at this school"* from 2.88 to 2.94.

| Strategic Initiatives | Q1 | Mid-Year | Q3 | EOY |
|---|---|---|---|---|
| Student Engagement Survey | | | | |
| ● Student engagement data via surveys and dipstick measures | | Quick Check Data<br><br>Questions are created and survey will go out to students 3rd quarter Potential Survey | | Survey Summary |
| ● Student Engagement Surveys given in Spring 2019 | | Potential Survey | | Survey Summary |
| Investigate/Implement school and/or classroom based innovations | | | | |
| ● Utilize the Principal Advisory Committee to help guide student engagement initiatives | | We utilized our PAC team to help plan and create increased student and parent involvement in the Course Expo Agendas from PAC Meetings | | Goals set for 2019-20 school year and new members recruited Agendas from PAC Meetings |
| AVID | | | | |
| ● Deepen implementation of AVID strategies at the building level: Site team agendas and notes from 10-12 | | | | Site Plan<br><br>Principal/Dist. Coordinator Monthly meeting<br><br>Monthly Site Team Agenda |
| ● Enhancing the school climate to promote post-secondary education | | Student Services has added college materials to the office space | | Student Services Windows |

| 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) | | | | |
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| ● Utilize the Principal Advisory Committee to help guide student engagement initiatives | | We utilized our PAC team to help plan and create increased student and parent involvement in the Course Expo [Agendas from PAC Meetings](#)<br><br>[Pictures](#) | | We utilized our PAC team to help plan and create increased student and parent involvement in the Course Expo [Agendas from PAC Meetings](#)<br><br>[Pictures](#) |
| ● Meet quarterly with school-wide focus goals developed for each quarter | | [Meeting Topics](#) | | |

## 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" | | | | |
| • Increase staff engagement (social) opportunities throughout the year | Staff tailgate party at a home football game | We have held 3 staff lunches during first semester of the school year | | Tailgate party, monthly breakfasts in teachers' lounge, 5 staff meals, Mallards game |
| • Increase staff communication weekly and monthly through the use of weekly newsletters, staff meetings, emails, staff calendar, department PLC form | | We have sent out a weekly newsletter each week and increased out communication through email to provide more reminders of information. We have created a webpage where all documents are linked for staff related to dates, documents, initiatives. | | We have sent out a weekly newsletter each week and increased out communication through email to provide more reminders of information. We have created a webpage where all documents are linked for staff related to dates, documents, initiatives. |

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| ● Completion of stay interviews through rounding<br>    ○ Completion of onboarding checklist for all new employees within the first 60 days of the school year<br>    ○ Completion of stay interviews for all educators who have been in Sun Prairie between 4-10 years | <span style="background:red"> </span> | <span style="background:yellow">Stay Interview Questions created<br><br>Staff identified for completion</span> | | <span style="background:#00ff00">Stay Interview Survey Results</span> |
| Staff Engagement Survey | | | | |
| ● Identify the two most critical areas of Staff Survey for improvement and identify/implement strategies to address<br>    ○ Increase the statement, "*I receive meaningful and timely feedback that helps me improve my performance*" from 2.96 to 3.06.<br>    ○ Increase the statement, *"How would you rate the communication from Principal/Building Administration"* from 2.44 to 2.60. | <span style="background:yellow"> </span> | <span style="background:yellow">Webpage was created to keep all information in one central location. We have increased our email reminders to staff related to important dates documents.</span> | | <span style="background:#00ff00">Meaningful Feedback 3.24<br><br>Communication 2.72</span> |

## Community Engagement

**Community Engagement Goal:** Assure the timely flow of information, appropriate input, and strategic two-way communication between the district and the public that builds understanding and support for district efforts.

**Parent Satisfaction:** In an effort to create an asset-based school district where parents feel engaged as members of SPHS, we will have an increase in the percentage of families answering "agree" or "strongly agree" from 63.5% in the Spring 2018 to 71% or higher by the Spring 2019 to the survey item, "I feel I belong as a part of the school community" on the School Perceptions Survey.

| Strategic Initiatives | Q1 | Mid-Year | Q3 | EOY |
|---|---|---|---|---|
| Parent Engagement Goals | | | | |
| ● School-wide strategy for engaging parents<br>　○ Establish shared staff strategies for home contact and engagement<br>　○ Increased opportunities for students to host family events throughout the year<br>　○ Increased opportunities for parents/families to participate in workshops or special events around learning skills or culture<br>　○ Increase the percentage of parents who indicate "Agree" or "Strongly Agree" on the question, "I am satisfied with the communication that comes from the school" from 3.45 to 3.62 (5% increase) | | We have used our PAC student group to help identify parents to reach out to and will be holding a parent night in March. | Soul Food Night | AP Celebration Night<br><br>PLP Tab to Document Parent Contact<br><br>Prairie Fire<br><br>Communication Survey Result 3.46 |
| ● Positive teacher-based/parent interactions to support learning<br>　○ Positive Message - PBIS or email home twice per month from teachers to families<br>　○ Teachers will make positive contact with each of their homeroom students' families at least twice per year | | We have created a system where staff reach out to families twice per quarter to share positive messages.<br><br>We have created a Cardinal Way To Go Award to recognize students each week on the announcements. | | Teachers place a record of the calls and comments of the calls in IC under the Communications tab. I will get a print out of the number of calls. |
| ● Establish Site Councils of Diverse Parents<br>　○ Build relationships with cultural group and organizations that work with diverse communities<br>　○ Include employment opportunities in school/parent newsletter on a regular basis<br>　○ Utilize PAC to identify parents to collaborate as Site Councils | | We have used our PAC student group to help identify parents to reach out to and will be holding a parent night in March. | | Principal Advisory Council Parent meeting - Invite and attendance |