



Sun Prairie Area School District

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

2018-19 Department Level Scorecard and Action Plan

Department: Elementary Teaching, Learning and Equity

Director: Rick Mueller

Link to [District 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 Elementary Scorecard

District Objective: Increase the number of schools exceeding expectations on statewide school report cards.

Results Measures	Q1	MY	Q3	EOY
STAR Math District Grades 1-10 (71% to 74%)		7 out of 9 schools have met the end of year goal, 2 out of 9 are making progress toward the goal.		CHB - No (62%) CS - Yes (55%) ES - No (81%) HE - Yes (82%) MV - Yes (72%) NS - Yes (75.2) RO - Yes (88%) TS - No (86%) WS - Yes (65%) Avg district elementary spring: 74.02 - meets district goal
STAR Reading District Grades 1-10 (59% to 62%)		4 out of 9 schools have met the end of year goal, 5 out of 9 are making progress toward the goal.		CHB - Yes (59%) CS - Yes (48%*) ES - Yes (79%) HE - Yes (73%) MV - Yes (64%) NS - Yes (61.2%) RO - Yes (86%)

				<p>TS - Yes (80%) WS - Yes (54%)</p> <p>Avg district elementary spring: 67.1 - exceeds 62% district goal for improvement</p>
F&P % of students at or above target reading level increases				<p>CHB - No (from 63.1 to 57.6) CS - Yes (from 61.3 to 67) ES - Yes (from 60.4 to 71.5) HE - Yes (69.2 to 72) MV - Yes (60.2 to 68.4) NS - Yes (from 58 to 69) RO - Yes (82 to 84.3) TS - Yes (74 to 75.6) WS - Yes (48.2 to 57.9)</p> <p>District average improved from 63.9 to 69.2 (+5.3%)</p>
Student Attendance - Maintain K-12 attendance rates (End of Year 2017-18 = 94%)				<p>CHB - 94.07% CS - 95.33% ES - 96.21% HE - 95.73% MV - 94.72% NS - 95.32% RO - 95.41% TS - 96.10% WS - 93.87% Avg - 95.2% meets district goal</p>

Student Engagement

- The survey question, “*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 71.2% to 76.2%.
- The survey question, “*My culture and identity is valued at my school*” will increase by the percent of students responding usually or always from 68.7% to 73.7%.
- The survey question, “*I feel I belong at this school*” will increase by the percent of students responding usually or always from 66.7% to 71.6%.

2018-2019 Student Engagement	I believe what I am learning in school will help me to be successful in life.	My culture and identity is valued at my school.	I feel I belong at this school.
CHB	78.7	60.5	36%
CS	80.4	65.2	64.3
ES	84	69.8	75.1
HE	77.3	73.5	72.8
MV	58.5	61.3	61.1
NS	87.5	73.1	64.6
RO	88.4	79.5	79.5
TS	73.8	74.8	59
WS	76.3	50	62.3
Overall Avg	78.08	67.5	63.86

F&P		
Schools	Fall	Spring
CHB	63.1%	57.6%
CS	61.3%	67.0%
ES	60.4%	71.5%
HE	69.2%	72.0%
MV	60.2%	68.4%
NS	57.3%	68.2%
RO	82.2%	84.3%
TS	74.0%	75.6%
WS	48.2%	57.9%
Elem Average	63.99	AVG 69.17

Teaching, Learning and Equity Strategic Initiative: Improve student achievement in numeracy						
District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Math workshop framework development	<p>Book study - <u>Minds on Mathematics</u>, by Wendy Ward Hoffer</p> <p>Documents that show an alignment of Bridges and Math workshop approach</p> <p>Math classroom walkthrough tool developed</p> <p>Freckle implementation plan</p>	<p>Are STAR Math scores trending upward (use Fall STAR Math to set goal, same as district scorecard)?</p> <p>Is there a well-defined framework for math workshop by the end of April 2018 and a plan for professional development?</p> <p>Is the math classroom <u>walkthrough tool developed</u> and initial implementation prior to the end of the school year?</p> <p>Are students who have access to <u>Freckle getting the minimum recommended weekly minutes</u>? Freckle <u>use analysis</u> Freckle student <u>growth data</u></p>		<p>Math scores show an increase of students scoring at or above proficient on STAR (an average of 6.9% higher than fall with a range of 2.8-12.2% increases.) All schools show higher % at or above proficient compared to fall.</p>		<p>CHB - No (62%) CS - Yes (55%) ES - No (81%) HE - Yes (82%) MV - Yes (72%) NS - Yes (75.2) RO - Yes (88%) TS - No (86%) WS - Yes (65%)</p> <p>Avg district elementary spring: 74.02 - meets district goal</p>

Teaching, Learning and Equity
Strategic Initiative: Improve student achievement in literacy

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY	
Literacy walkthrough visits used to guide site-based PD/coaching	Literacy walkthrough visit notes Reader Situation Reports for all K-5 schools with recommendations	Are Reader Situation Reports shared with the Elementary Director for all sites twice per school year? Evidence exists that sites followed up with actions based on recommendations	All K-5 schools completed 1st semester walkthrough visits and submitted reports. Reports include celebrations and areas for growth.				
Continued ELA Curriculum Renewal and Design work	Pilot TC Word Work K-1 - Action Plan	Did pilot project work take place as planned? Is a decision whether to adopt TC Word Work made by January 2019?	Pilot work has taken place as planned.	TC Phonics Adopted, 3-5 solution in process		TC Phonics Adopted, Words Their Way Adopted in grades 3-5	
Development, implementation and maintenance of district-wide curriculum website	Website created Website updated to show curriculum work of steering committees Communication with staff about the website	Do teachers know our curriculum and the contents of the curriculum website? Are staff able to locate, use and apply the curriculum to their context?	Website created and updated frequently, communicated with all staff	Quick check in progress to see if staff know about and use the curriculum website contents		Teachers commonly refer to website and scores on Staff Engagement increased	

Teaching, Learning and Equity

Strategic Initiative: Coaching Leaders in Equity & Gap Closing Strategies

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Implement Student-Centered Instructional Coaching Cycles with a focus on Confering	<ul style="list-style-type: none"> ● Participation in PD by self, principals and instructional coaches ● Framework for coaching in Sun Prairie is defined and documented ● Action plans based on coaching cycle feedback are summarized and communicated to TLE Director 	<ul style="list-style-type: none"> ● Did elementary administrators participate in Student-Centered Coaching training? ● Is there a well-defined framework for student-centered coaching documented and shared with educators throughout the elementary level? ● Are action plans based on coaching cycle feedback summarized and communicated to TLE Director for all elementary sites? 	<p>I participated in PD as did our instructional coaches</p> <p>Coaching cycles are underway as defined by student-centered coaching framework</p>	<p>Coaches and admin participated in training</p> <p>A framework exists for student-centered coaching</p> <p>Work needs to be done to round with coaches and provide feedback on coaching as designed vs coaching as implemented</p>		<p>Training completed and Coaching Framework complete and communicated</p>
Professional Development for Elementary Director	<ul style="list-style-type: none"> ● Teachers College Leadership Institute - October ● Student-Centered Coaching Training ● Adaptive Schools Advanced Training ● PEG Training ● AWSA Supporting Principal Excellence Training ● AWSA Equity Focused PLCs Training 	Participation in identified professional development took place	Underway	<p>Much of the PD has been completed or is underway</p> <p>Next steps are to increase collaborative site walkthroughs of PLCs and classroom instruction with principals to</p>		<p>PD completed and much of the learning shared and practiced with principals</p>

<p>Implement regular coaching of leaders</p>	<ul style="list-style-type: none"> ● Instructional Coaches PLCs notes ● Elementary Principal Job-Alike notes ● Community Schools Director meeting notes ● Rounding with Elementary Principals and 4K Program Supervisor ● Director/Principal walkthrough visits ● Establish a baseline for percent of time spent in classrooms/with teachers for principals and instructional coaches ● Establish a baseline for percent of time spent in sites and with community partners for Community Schools Director 	<p>Bi-annual quick check measure for percent of time spent in classrooms/with teachers for principals and instructional coaches</p> <p>Bi-annual quick check measure for Community Schools Director on percent of time spent in sites and with community partners</p>	<p>Underway</p>	<p>practice coaching and feedback skills acquired.</p>		
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Teaching, Learning and Equity

Strategic Initiative: Student Engagement

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Lead Curriculum Renewal and Design work as defined by the Curriculum Renewal and Design Plan for 2018-19	<p>Curriculum Steering Committee team notes/agendas</p> <p>Implementation of social studies curriculum and resources</p> <p>Standards are adopted in all curriculum areas?</p> <p>Instructional resources adopted</p> <p>Work products are documented and communicated to stakeholders</p> <p>Parent curriculum guides are developed for grades 3-5</p>	<p>Measure 1: The survey question, "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 71.2% to 76.2%.</p> <p>Measure 2: The survey question, "My culture and identity is valued at my school" will increase by the percent of students responding usually or always from 68.7% to 73.7%.</p> <p>Measure 3: Are standards adopted and documented in literacy, numeracy, science, social studies, art, music, health, and physical education?</p> <p>Measure 4: Are instructional resources adopted and provided for teachers in literacy, numeracy, science, and social studies?</p> <p>Measure 5: Are standards adopted, instructional resources adopted, and instructional approach clearly communicated to teachers via the internal curriculum website?</p>		Steering committee work is on schedule for the year.		<p>Result on Measure 1: 80.3</p> <p>Measure 2: 68.9</p> <p>Measure 3: Yes</p> <p>Measure 4: Yes</p> <p>Measure 5: Yes</p>
Improve student attendance by analyzing data and developing action plans	Develop a 3-5 year plan to improve students attendance	The survey question, "I feel I belong at this school" will increase by the percent of students responding usually or always from 66.7% to 71.6%.				65.4
Improve student engagement by taking site dipstick measures and developing action plans	PEG professional development	The survey question, "My culture and identity is valued at my school" will increase by the percent of students responding usually or always from 68.7% to 73.7%.	Participated in PEG PD	Based on dipstick measures developed		68.9

				additional equity focused PD		
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Workforce Focus Strategic Goal:

Strategic Initiative: Support strategic actions identified in the Human Resources Workforce Focus Scorecard

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Provide coaching and support for principals new to their school/position	Calendar of meetings Coaching tools Observation & feedback	Successful retention of principals Employee Engagement Survey	Rounding meetings, school walkthrough visits on track	Rounding meetings, school walkthrough visits on track		100% of elementary principals plan to return for the next school year
Develop Community School positions, long-range staffing plan for Sun Prairie Community Schools	New position at PMMS Staffing plan for 3-5 years	Is a staffing plan in place for 3-5 years by the end of the 2018-19 school year? Are all community schools positions filled?	Positions are filled	New position partially funded at CH Bird Staffing plan not yet started		Plans are in place to expand to a 3rd school and to fill the position. Work underway with senior leaders and city to develop 3-5 year plan.

Community Engagement Annual Goal:

Strategic Initiative: Support strategic actions identified in the Community Engagement Officer/Superintendent Scorecard

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Develop and approve district policy for students in out of home/foster care	New policy document	Is the policy in place by the end of the 2018-19 school year and communicated to stakeholders?	Policy development underway	Policy written and feedback is being gathered		Approved at June 10 board mtg
Develop and approve district policy for parent/family engagement	New policy document	Is the policy in place by the end of the 2018-19 school year and communicated to stakeholders?	Not yet underway	Policy research is underway		Approved in May 2019
Develop parent/family curriculum guides for grades 3-5	Parent/family guides	Are the guides complete, translated and ready for publication by the end of the 2018-19 school year?		A team of teachers has begun work on content for these guides		In final editing/review. Will be published in time for 2019-20 school year.