



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

2018-19 Department Level Scorecard and Action Plan

Department: Professional Development	Program Manager: Aloy Pien
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Link to [District Scorecard](#)

Links to: [Elementary TLE Scorecard](#); [Secondary TLE Scorecard](#); [Digital Media Innovation and Strategy](#); [Student Services](#)

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 Professional Development Scorecard District Objective: Increase the number of schools <u>exceeding expectations</u> on statewide school report cards				
Results Measures	Q1	MY	Q3	EOY
STAR Math				
STAR Reading				
F&P (K1-5)				
Student Engagement				

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

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Support the professional development around conferring with further development of literacy progressions to drive instruction so that students reflect on their growth and are able to articulate their learning needs	<p>Collaboration evidence with K-5 director, principals, instructional coaches and mentors to provide ongoing PD that supports the deepening of conferring work and evidence including the use in special education</p> <p>MLP events related to learning progressions/conferring</p>	<p>Did teachers have access to professional development related to conferring, learning progressions and other opportunities as evidenced in MLP documentation and coaching cycles?</p> <p>Was there a special emphasis placed on training special educators so they can begin to implement the language of the learning progressions in writing their IEP goals?</p> <p>Frontline Report of Events</p>	Ongoing	<p>New Teacher Literacy Workshop for K-5</p> <p>Book Study: Understanding Texts and Readers by Jennifer Serravallo</p>		
	<p>Deploy Teachers College (TC) labsite model at CHB and NS. Goals set with outcomes from TC with facilitators. Evidence of goal - Work completion from instructional coach from CHB and NS.</p>	<p>Schedule of TC with staff developers is complete by May 2019</p> <p>Google folders containing artifacts of work with staff developers and staff have been created</p> <p>CHB Folder</p> <p>NS Folder</p>	Ongoing			
	<p>Leverage TC labsite model and learning gained from CHB and NS with instructional coaches to support Reading and Writing workshop models at all other elementary schools. MLP documentation of labsite/PD replication at all 9 elementary sites.</p>	<p>Finalized TC schedules and confirmed calendar for all 9 sites by May 2019</p> <p>TC Schedule/Calendar</p> <p>Non-Labsite Structures for Sharing Work</p>	Ongoing	TC Schedule/Calendar		

	Support the development and PD related to the pilot TC Word Work K-1 -MLP events	Did pilot project work take place as planned? Is a decision whether to adopt TC Word Work made by January 2019? Frontline Report of Courses		Phonics Pilot Team Teachers College Phonics Pilot Study/Make-and-Take		
	Develop, coordinate and execute PD plan for 6-8 Reading/Writing Workshop model. Literacy Implementation Plans PD Evidence	Training plan and presentations Staff exit slip surveys and feedback Plan Frontline Report of Courses	Ongoing	English Language Arts Instruction in a Block Schedule (Session 1) Advanced Literacy Session Literacy Training - Advanced Session Literacy Training - Beginning Session (REPEAT)		
	Development and implementation of F&P fidelity/calibration PD for all K-5 teachers that use assessment	Elementary buildings have an onboarding and calibration process in place by May 2019 Calibration process in place for first PD Thursday in Elementary F&P Training	Ongoing	Fountas & Pinnell (F&P) Assessment Overview for Beginners Only Fountas & Pinnell (F&P) Assessment Overview for Beginners Only Fountas & Pinnell (F&P) Assessment Overview for Beginners Only		
	Support special education in the implementation of Year 3 of the 2-12 literacy plan for students who take the DLM	MEville to WEville PD plan is supported with MLP documentation Teachers trained in all 13 schools Frontline Report of Student Services Courses	Ongoing	Initial MEville to WEville Workshop MEville and Equals Workshop & PLC		

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

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Support the learning and development around learning environments and conditions necessary for math development in a workshop format	-MyLearningPlan documentation and rosters for math workshop related training	Were there opportunities for math workshop related professional growth? Frontline Report: Workshop Line 152	Ongoing	Elementary Math Workshop Model Book Study		
	-Professional development (PD) for Bridges Intervention training -MLP events	Two options were provided for teachers to attend Frontline Report: Bridges	Ongoing	Bridges Intervention for Grades K-5 Bridges Intervention		
	-Freckle PD event(s) in MLP Rosters of participation	At least 30 elementary teachers attended Freckle training by June 2019 Frontline Report: Math-Freckle	Ongoing	Freckle - K-5 Online Adaptive Math Resource Freckle Math - Digging In Freckle Math - Digging In (REPEAT) Freckle Math - Digging In (REPEAT)		
	-Support K-5 Director and District Math Coordinator and instructional coaches/teachers to offer math PD through PD Thursdays/after school workshops/ongoing instructional coaching support that focuses on math workshop, Bridges Year 2 implementation	Strategic math events can be documented in a K-5 math plan by May 2019 K-12 Math Planning Frontline Report: Bridges	Ongoing	K-12 Math Planning		
Curriculum Renewal and Design: Support Year 2 implementation for math resources - Bridges, Carnegie and CPM	Camp Cardinal 2 Professional Development documentation in MLP for Bridges Year 2	Did elementary teachers have access to Bridges Year 2 implementation PD through attendance in a workshop or	Yes	Bridges Math Year 2 Implementation 3-5 Bridges Math Year 2		

		<p>training provided by a grade level representative or instructional coach?</p> <p>Frontline Report: Bridges</p>		<p>Implementation K-2</p> <p>Mathematical Practices in Number Corner (Session 1)</p>		
	<p>Support strategic coaching via Carnegie Learning to assist in the continued implementation of revised scope and sequence grades 6-8</p>	<p>Did secondary math teachers have access to Carnegie PD during Camp Cardinal 2?</p> <p>Coaching plan was developed and implemented</p> <p>Frontline Report 6-12 Math</p>	Ongoing			
	<p>Support PD related to CPM via Math Coordinator at 9-12 level to assist in the continued implementation of revised scope and sequence related to the shift of Algebra</p>	<p>CPM has evidence of professional growth opportunities in MLP and/or department level coaching</p> <p>K-12 Math Planning</p> <p>Frontline Report 6-12 Math</p>	Ongoing			

Teaching, Learning and Equity
Strategic Initiative: Student Engagement

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Support Curriculum Renewal and Design work as defined by the Curriculum Renewal and Design Plan for 2018-19	Standards adopted Instructional resources adopted Resources have supported PD plans developed	The survey question, " <i>I believe what I am learning in school will help me to be successful in life</i> " will increase by the percent of students responding usually or always from 71.2% to 76.2%.	Ongoing	Phonics plan World Language AP US History		End Result: 68.9%
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)	Roster of MV/TS staff attendance in MLP	Universal Action plans exist for all schools for the 2019-20 school year All schools implementing Universal PBIS to fidelity as measured by district fidelity measures Frontline Report: Student Services	Ongoing	Universal PBIS: Student Engagement/Culture/Climate Strategy for 2018-19 Universal PBIS: Student Engagement/Culture/Climate Strategy		

Teaching, Learning and Equity
Strategic Initiative: Equity and Gap Closing Strategies

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
<p>Student-Centered Coaching - Diane Sweeney Training</p>	<ul style="list-style-type: none"> -Participation in PD -Lead in-district support sessions between Sweeney cycles -Development of a framework for coaching in Sun Prairie -Action plans based on coaching cycle feedback -Mentor PLCs one (1) hour per month delegated to work 	<p>Framework for coaching by June 2019</p> <p>Successful completion of action steps and benchmarks</p> <p>Support Session Agendas and activities are documented</p> <p>Blueprint for SC Coaching</p> <p>Calendar</p> <p>Roster</p> <p>Coaching Labs</p> <p>Coaching Framework</p> <p>Student Centered Coaching Competencies</p> <p>Coaching Framework to Guide Mentor Work</p>	<p>Ongoing</p>			
<p>Participation in PEG professional development and the professional development of Equity Teams</p>	<ul style="list-style-type: none"> -MLP documentation of attendance -Use equity work in mentor PLCs through case study teacher, case study student, and mentor in-field observations 	<p>The survey question, “<i>My culture and identity is valued at my school</i>” will increase by the percent of students responding usually or always from 68.7% to 73.7%.</p> <p>Baseline data on case study student during Q1 compared to end of year measure of growth</p> <p>Individual mentor goal baseline and end of year reflection on same goal along with in-field coach observations around goal</p> <p>Attended all PEG training; DELT, LEADS and E-Team</p>	<p>Ongoing</p>	<p>Attended all PEG training so far for DELT, LEADS and E-Team with Mentors</p> <p>Scheduling mentor in-fields with equity as focus</p>		<p>End Result: 69.5%</p>

		Formed an E-Team with mentors to learn, practice and enfuse equity into PLCs. OLE tool focus for equity.				
	E-Team formation is created and PD is provided in Beyond Diversity	E-Team identification per site Beyond Diversity training occurred for over half on team <u>E-Teams 2018-2019</u> Frontline Report: Equity	Ongoing	E-Teams 2018-2019 Beyond Diversity Beyond Diversity (Repeat Session)		
Support continued training for AVID	PD in MLP	Were requests for PD in this area supported? Frontline Report: AVID	Ongoing	AVID Summer Institute 2018 AVID PD Team - Building Capacity AVID Site Team Workshop-Beloit, WI		
Block Scheduling PD	Support Secondary and Special Education Directors by providing professional development opportunities based on the building/teacher needs assessment	Training documents Teacher feedback on sessions provided Frontline Report: Block Courses	Ongoing	World Languages: How to Survive & Thrive in the Block World Languages: Planning for Learning in the Block Schedule Using the Design Process in a Block Schedule Mathematics Instruction in a Block Schedule (Session 1) Create Student Engagement		

				and Make the Most of a 90(ish)-Minute Block		
				English Language Arts Instruction in a Block Schedule (Session 1)		
Refine equity based PLCs in partnership with AWSA	Support administration and directors in PLC equity focus	<p>AWSA attendance Attending all AWSA sessions -Arranged to have Heather Lott from DCNTP come on 1/10/19 to present ASL tool to principals. We shared the whole presentation and files. ASL Tool</p>	Ongoing	<p>-Attending all AWSA sessions -Arranged to have Heather Lott from DCNTP come on 1/10/19 to present ASL tool to principals. We shared the whole presentation and files. ASL Tool</p>		
Learn, develop and deploy all new mentor tools in alignment with re-calibration from NTC through DCNTP consortium	<p>-Documented training of all mentors and program manager in tools -Embed practice using tools in mentor PLCs -Cross-walk of Student-Centered Coaching practices in mentor cycles of inquiry -Train all mentors and program manager in online tool: Learning Zone which contains the new tools -Observe practice using new tools</p>	<p>100% of mentors have gone through update training 100% attend training in Learning Zone Mentors attend monthly cross-walk study of Student-Centered coaching and induction Work Coaching Framework to Guide Mentor Work Coaching Framework</p>	Ongoing	<p>DCNTP sessions will be recorded Attend all Program Manager Mentor sessions</p>		

Workforce Focus Strategic Goal:
Strategic Initiative: Maintain Retention Rate

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Study, develop and implement a special education support model within the mentor program and Student Services model	<ul style="list-style-type: none"> -Caseload list -Strategy list -Models tried -Analyzing caseload through online tool from NTC 	Retention of teachers on the special education caseload and create a baseline Student Services Mentor Model Planning Document	Ongoing	Special Education Model for Mentoring		85% Retention Baseline
Develop a Pre-Licensure Category in New Teacher Mentor Program	<ul style="list-style-type: none"> -List of all pre-licensure category teachers from all sites -Plan that defines and identifies placement in category and support provided 	Retention of 90% of the teachers in this Category Pre-Licensure Category in New Teacher Mentor Plan	Ongoing	Historical List Current Caseloads PD Model		