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

2018-19 Department Level Scorecard and Action Plan

Department: Secondary Teaching, Learning and Equity	Director: Andrea Daniels

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 Secondary Scorecard District Objective: All students will surpass their annual academic growth targets and graduate ready for success.			
Results Measures	**Q1**	**MY**	**EOY**
Literacy Goal: 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.	See Individual School Scorecards for Benchmark Baseline Measurements PVMS PMMS CHeights SPHS PPA = alternate report card	PVMS (Goal 64%) = Fall 60%; Winter 64.6% PMMS (STAR Reading will increase by 6% from 53% to 59% by the spring assessment window) = 56% at or above benchmark CHeights (Goal 64%) Q1 = 60% and Q2 = 58% at or above benchmark SPHS (Goal 57%) Q1 = 59% proficient; Q2 = 53% proficient PPA = 33/55 Seniors; 13/36 Juniors; 14/25 Sophomores on track for ELA credit	PVMS: Spring 65.5% PMMS: 6th grade = 53% 7th grade = 56% Overall = 55% Spring CHeights STAR Spring 2019: 8th Grade = 52% 9th Grade = 55% Overall = 53.5% SPHS:10th Grade = 51% 239 out of 465 at or above proficient PPA: Overall growth shows students in attendance are making progress toward graduation: 77% on time graduation, more to follow in summer and within state timelines for alternative school Data summary June 10 PPA Summary

	Senior	38/51 on track for ELA credits 75%
	Junior	9/32 on track for ELA credits 28%
	Sophomore	16/31 on track for ELA credits 52%

Numeracy Goal: 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	**See Individual School Scorecards for Benchmark Baseline Measurements** PVMS PMMS CHeights SPHS PPA = alternate report card	PVMS (Goal 72.5%) = Fall 68.5%; Winter 73% PMMS (STAR Math will increase by 6% from 59% to 65% by the spring assessment window) = 65% at or above benchmark CHeights (Goal 75%) Q1 = 71.5% and Q2 = 73% at or above benchmark SPHS (Goal 63%) Q1 = 82%; Q2 = 81% PPA = 39/55 Seniors; 13/36 Juniors; 14/25 Sophomores on track for ELA credit	PVMS: Spring 72.5% PMMS: 6th grade = 60% 　　　　7th grade = 70% Overall = 65.5% Spring CHeights STAR Spring 2019: 9th Grade = 72% 8th Grade = 64% Overall = 68% SPHS: 10th Grade = 73% 317 out of 436 at or above proficient PPA June 10 PPA Summary

PPA June 10 PPA Summary

Senior	41/51 on track for math credits 80%
Junior	15/33 on track for math credits 45%
Sophomore	14/31 on track for math credits 45%

Equity Goal/Gap-closing Goal: 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.	**See Individual School Scorecards for Benchmark Baseline Measurements** PVMS PMMS	PVMS (In 2018-19, the number of Black students testing at or above proficiency according to STAR Math will increase by 8% from 19.5% to 27.5% by the spring assessment window) = Fall 19.5%; Winter	PVMS: Spring 30% PMMS: 6th grade = 34% 　　　　7th grade = 24.6% Overall = 34.7% Spring

	CHeights SPHS PPA = alternate report card	29.5% **PMMS** (In 2018-19, the number of Black students testing at or above proficiency according to STAR Reading will increase by 12% from 28.5% to 40.5% 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) - Literacy 34.5%; Suspension 52.6% **CHeights** (In 2018-19, the number of Black students testing at or above proficiency according to STAR Reading will increase by 8% from 23% to 31% by the spring assessment window) - Q1 = 23.5%; Q2 = 17% **SPHS** : (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) Q1 =15%; Q2 = 13% **PPA** = Suspension data shows disparity continues to exist	Overall = 43.12% **CHeights** **8th = 14% (9/63)** 9th = 12% (6/50) Overall = 13% **Overall for the Year (as of May 22): Black Only Student OSS Events** 8th Grade = 92/133 = 69.2% 9th Grade = 31/88 = 35.2% Overall = 123/221 = 55.7% ****Compared to Spring 2018: The total number of OSS were down by 45 or 16.9%** **The number of times Black Only students were suspended was up by 13.7%** **SPHS**: 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) **PPA**: Risk ratio data reduced in Quarter 3
Student Engagement Goal: In an effort to increase the district mean on the Student Engagement Survey, we focus on the following three questions: ● 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%.	Formal Survey given in spring = N/A **See individual school scorecards for Quick Measure data** PVMS PMMS CHeights SPHS PPA	Formal Survey given in spring = N/A **See individual school scorecards for Quick Measure data** PVMS (not given this Qtr, will give Q1 and Q3) PMMS CHeights SPHS PPA	"*I believe what I am learning in school will help me to be successful in life*" **2019 District Score: 2.99 (2018: 3.08)** See table below "*My culture and identity is valued at my school*" **2019 District Score: 3.20 (2018: 3.18)**

"*I believe what I am learning in school will help me to be successful in life*"
2019 District Score: 2.99 (2018: 3.08)

PVMS	PMMS	CHeight	SPHS	PPA
Goal Met	Progress	Did not Meet	Did not Meet	Goal Met

			PVMS	PMMS	CHeight	SPHS	PPA
			Goal Met	Goal Met	Did not Meet	Did not Meet	Goal Met

"I feel I belong at this school"
2019 District Score: 2.92 (2018: 2.96)

PVMS	PMMS	CHeight	SPHS	PPA
Did not Meet	Did not Meet	Did not Meet	Did not Meet	Did not Meet

[Chart Comparison]

Parent Engagement/Community Engagement Goal (From Communications Scorecard)
1. **Community Engagement:** In order to assure the flow of information and strategic two-way communication, we will increase Community Engagement.

2. **Parent Engagement:** In an effort to develop strong school to parent partnerships and ensure parents are accurate ambassadors, we will increase overall parent satisfaction (School Perceptions Survey) from 3.68 to 3.83 (4%).

From the Community Engagement Scorecard: Overall satisfaction (Satisfied and Very Satisfied): 77.5%	From the Community Engagement Scorecard: Overall satisfaction (Satisfied and Very Satisfied): 77.5%	From the Community Engagement Scorecard: Overall satisfaction (Satisfied and Very Satisfied): 77.5%
As indicated on the Community Engagement Scorecard	As indicated on the Community Engagement Scorecard	**As indicated on the Community Engagement Scorecard:** Overall satisfaction: 3.63

Employee Engagement/Workforce Focus Goal:
1. **Retention 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%)

DISTRICT TURNOVER REPORT from Human Resources Report Card

Overall Workforce 2018-19
- July - Sept (w/o retirement) = 12.5%

Overall Workforce 2017-18
- July - Sept (w/o retirement) = 0.44%

Administrators 2018-19
- July - Sept (w/o retirement) = 15.38%

Administrators 2017-18
- July - Sept = 2.44%

Teachers 2018-19
- July - Sept (w/o retirement) = 12.2%

Teachers 2017-18
- July - Sept (w/o retirement) = 0/0%

DISTRICT TURNOVER REPORT from Human Resources Report Card

Overall Workforce 2018-19
- Oct - Dec (w/o retirement) = 1.45%

Overall Workforce 2017-18
- Oct - Dec (w/o retirement) = 1.48%

Administrators 2018-19
- Oct - Dec (w/o retirement) = 0%

Administrators 2017-18
- Oct - Dec (w/o retirement) = 0%

Teachers 2018-19
- Oct - Dec (w/o retirement) = 0.5%

Teachers 2017-18
- Oct - Dec (w/o retirement) = 0.4%

DISTRICT TURNOVER REPORT from [Human Resources Report Card] (the way data reported changed for the 18-19 school year)

7.65% attrition rate, 92.35% retention rate. (2017-2018 rate was 7.83%)

Overall Workforce 2018-19
- January - June = 7.65%

Overall Workforce 2017-18
- January - March = 1.46%
- April - June (w/o retirement) 7.83%

Administrators/Administrative Support 2018-19
- January - June = 4.0%

Administrators 2017-18
- January -March = 4.88%
- April - June = 9.76%

Teachers 2018-19
- January - June = 7.2%

2.	**<u>Diversification of workforce</u>:** In an effort to create a workforce mirroring the demographics of our student population, we will increase the number of applicants who identify as ethnically diverse/people of color.	**DIVERSITY** District 2018-19 - July - Sept = 12.6% District 2017-18 - July - Sept = 10.7%	**DIVERSITY** District 2018-19 - October - December = 13.0% District 2017-18 - October - December = 11.2%	Teachers 2017-18 - January - March = 0.7% - April - June = 10.3% **DIVERSITY** District 2018-19 - January - June = 13.0 District 2017-18 - January - March = 11.4% - April - June = 11.1%

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

District Department Level Strategic Actions (* = cascaded to sites)	Artifacts	Measures	Q1	MY	Q3	EOY
Focus on training 6-8 staff in literacy workshop practices, structures and expectations with a focus on conferring strategies.	➔ Literacy Implementation Plans; Scope and Sequence and Analysis of Common Assessment Data ➔ Block scheduling data review	Training plan and presentations Staff exit slip surveys and feedback Workshop fidelity and implementation walkthrough data	Training dates identified; building participation rosters based on staff feedback survey and information pulled from MLP related to amount of training staff has participated in in previous years. Identified dates: 11/30; 12/12 and 2/13	Training dates identified; first two sessions occurred; two more sessions are scheduled. Met with 6-8 admin on 1/20/19 to discuss future training needs Plan		ELA Training 6-8 Frontline Report of Courses
Implement Curriculum Renewal and Design work and refine practice of implementation to further develop literacy progressions so that students reflect on their growth and are able to articulate their learning needs.	➔ Literacy professional development training ➔ Committee agendas	Workshop fidelity and implementation walkthrough data	We have not met as an ELA Curriculum Committee yet this school year. See box above for PD plan.	We have not met as an ELA Curriculum Committee yet this school year. See box above for PD plan.		Need to add two more ELA committee meetings 6-12 next school year
Literacy walkthrough (6-8 (9) and/or AVID WICOR walkthrough data (focus on I,C) (8-12). *	➔ Reader Situation Report ➔ WICOR walkthrough data	Walkthrough data to include PLC and Data Summit discussion notes from administrative reflections and data sharing	PMMS PVMS	PMMS PVMS	PMMS Reader Situation Report PVMS Reader Situation Report	PMMS AVID Site Plan PMMS Data Summit PVMS AVID Site Plan PVMS Data Summit
		AVID Site and District action plan; CCI data **(WICOR walkthroughs are completed Q2 and Q4)**	CHeights site plan SPHS site plan	CHeights site plan CHeights WICOR SPHS site plan SPHS WICOR	CHeights Site Plan SPHS Site Plan	CHeights CCI CHeights WICOR CHeights Site Plan SPHS CCI SPHS WICOR SPHS Site Plan
Implement measurable student specific language goals for each student identified	➔ EL PLC agendas and training	Baseline and completion percentage comparison data	Developed a shared EL folder with language goals for	As of 2/19/19: 100% of the Q2 Language	Language Goal monitoring	Comprehensive Monitoring

as an English Learner (EL) who has not met WIDA standards of literacy proficiency.	➔ WIDA action plan		every EL student in every school. **Goal monitoring begins Q2** Developed an EL Accommodation Form, 2018 shared with all staff. EL PLC will begin District EL plan update 11/18; we are doing some work with a consultant EL PD 4 part series on Language Goals is running now and will run through March. We have 14 participants.	Goal Progress Monitoring is Complete, K-12 PD to be provided for K-12 Admin on 2/28/19 EL Plan revisions in almost final stage WIDA Conference Folder developed	continues	Report EL Plan revisions are complete Staff has presented PD in buildings and through PLC meetings, furthered group learning

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

District Department Level Strategic Actions (* = cascaded to sites)	Artifacts	Measures	Q1	MY	Q3	EOY
Development and refinement of learning environment and conditions necessary for math workshop.	➔ Strategic Coaching ➔ Book Study ➔ Needs Assessment ➔ Block scheduling data review	Workshop fidelity and implementation walkthrough data Needs assessment and resulting action steps	Teams are developing final Walkthrough Tool with Steering Committee and will finalize at the November meeting	"Minds on Mathematics" Book Study led by Math Coordinator - 10/22/18 - 11/5/18 - 12/3/18 - 1/14/19 - 2/4/19 PD opportunities for Secondary Staff Refine Walkthrough Tool with Steering Committee - will be completed 2/2019	Walkthrough Tool completed by 6-12 Math Committee Piloting of tool will happen this quarter	Math team met to discuss the data collected. The team discussed areas where the tool works well and determined areas where the tool needs revision before roll out next fall. Math Coordinator will work on revision based on committee feedback.
Strategic Coaching via Carnegie Learning to assist in the continued implementation of revised scope and sequence grades 6-8. *	➔ Team Consultation Notes ➔ Math Coordinator Action Plan	Student engagement and feedback dipstick measure Student assessment results for common assessments (grade, building, between building)	PMMS PVMS Strategic coaching cycles and feedback from the Carnegie Consultant	Grade level release and curriculum work days (11/18; 1/19; 3/19; 5/19) for - 6th - 7th - 8th 6-8 Grade Compaction and Data Team meetings - 12/2018 - 2/2019 Quick Checks - PVMS - PMMS Student Centered Coaching cycles with Math Coordinator have occurred 6-9	Grade level release and curriculum work days (11/18; 1/19; 3/19; 5/19) for - 6th - 7th - 8th 6-8 Grade Compaction and Data Team meetings - 12/2018 - 2/2019 - 3/2019 - 5/2019	7th grade Coaching Tool Carnegie Visits Grade level release and curriculum work days (11/18; 1/19; 3/19; 5/19) for - 6th - 7th - 8th 6-8 Grade Compaction and Data Team meetings - 12/2018 - 2/2019 - 3/2019 - 5/2019

						Math PD Attendance 6-8 Compaction work with Math Coordinator
Strategic coaching in CPM via Math Coordinator at 9-12 level to assist in the continued implementation of revised scope and sequence related to shift of Algebra. *	➔ Team Consultation Notes ➔ Math Coordinator Action Plan	Student engagement and feedback dipstick measure Student assessment results for common assessments (grade, building, between building)	CHeights Alg 1 example SPHS Precalc example	Math Coordinator joins HS Team meetings and is actively coaching in several classrooms at SPHS Student Centered Coaching cycles have occurred 10-12	Math Coordinator joins HS Team meetings and is actively coaching in several classrooms at SPHS Student Centered Coaching cycles have occurred 10-12	Math Coordinator joins HS Team meetings and is actively coaching in several classrooms at SPHS Student Centered Coaching cycles have occurred 6-12
Continued focus on the development of or access to higher level mathematics options for students who progress through our course offerings.	➔ ECCP Applications ➔ Part-time Open Enrollment Applications ➔ Course Development Proposals	Increased student applications for ECCP and Part-Time Open Enrollment Increased "in-house" course offerings in higher level math	4 requests for Fall 2018 for math to UW No Spring 2019 requests for math No part-time OE requests for Fall 2018 for math 1 revision for addition of dual credit option for ACTC	Summer requests were due 2/1/19. No requests have been received as of 2/4/19. Fall 2019 requests are due 3/1/19.	Fall ECCP and SCN applications approved ALP specialists work directly with students	ALP program review Is underway We will continue to support math alignment initiatives in 19-20

Teaching, Learning and Equity
Strategic Initiative: Student Engagement

District Department Level Strategic Actions (* = cascaded to sites)	Artifacts	Measures	Q1	MY	Q3	EOY
Increase the overall mean on the Student Engagement Survey by attending to the three questions indicated to the right. *	➔ Student Engagement Surveys given in Spring 2019 ➔ Student Engagement data via surveys and dipstick measures	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%.	PMMS Quick Check PVMS Quick Check CHeights will do Q2 SPHS will do Q2 PPA Quick Check	PMMS Quick Check PVMS Quick Check CHeights Quick Check SPHS Quick Check PPA Quick Check	PMMS PVMS CHeights SPHS PPA	PMMS PVMS CHeights SPHS PPA
Refine and revise curricular and non-curricular areas for the CRD process: Implementation Year 1 and archive the work.	➔ ACP ➔ MTSS ➔ Counseling ➔ SEL	Successful completion of Year 1 objectives Archival of completed work for all identified areas	In Progress: Team Drives are created and shared with team; updates and KWKT added to weekly staff newsletters	In Progress: Team Drives are created and shared with team; updates and KWKT added to weekly staff newsletters	In Progress: Team Drives are created and shared with team; updates and KWKT added to weekly staff newsletters	All committees have met and completed objectives
Develop a 3 to 5 year action plan of high leverage strategies to positively impact attendance rates for all students over time.	➔ Action Plan	Positive trend in attendance rates for all student groups	Not started	Not started	Not started	Not started
Develop a structure to study, fund and plan so that we are best positioned to implement AVID at the 6-7 buildings beginning in the 2019-20 school year. * Deepen AVID implementation at the 8-12	➔ Building and District Action Plan; including sustainable PD plan ➔ Plan development during school year 2018-19 for	Completed CCI	CCI will be complete Q4. Areas identified Action Plan - complete	We are working with the Boys & Girls Club of Greater Dane on possible funding and partnership opportunities	Site teams Continue to meet. CCI is completed and updated by quarter	PMMS AVID Site Plan PVMS AVID Site Plan CHeights CCI CHeights Site Plan SPHS CCI SPHS Site Plan

grade levels. *		implementation in 2019-20 school year	Completed site-based and district level action plan Completion of needs assessment at 6-7 Site team agendas and notes from 8-9 and 10-12	Needs Assessment and site team planning for 6-7 underway CHeights Site Team SPHS Site Team	AVID Coordinator actively working with 6-12 admin and teams around 2019-20 structure 6-12 Site Teams meet regularly Quarterly AVID meetings 8-12	
Lead Curriculum Renewal and Design work as defined by the Curriculum Renewal and Design Plan for 2018-19.	➔ Curriculum Steering Committee team notes/agendas ➔ Implementation of social studies curriculum and resources ➔ Standards are adopted in all curriculum areas? ➔ Instructional resources adopted ➔ Work products are documented and communicated to stakeholders	Are standards adopted and documented in literacy, numeracy, science, social studies, art, music, health, and physical education? Are instructional resources adopted and provided for teachers in literacy, numeracy, science, and social studies? Are standards adopted, instructional resources adopted, and instructional approach clearly communicated to teachers via the internal curriculum website?	In Progress Have facilitated and planned for all groups and subgroups in Years 1-6 with the exception of SEL	In Progress Have facilitated and planned for all groups and subgroups in Years 1-6 with the exception of SEL	In Progress Have facilitated and planned for all groups and subgroups in Years 1-6 with the exception of SEL	

Teaching, Learning and Learning
Strategic Initiative: Coaching Leaders in Equity & Gap Closing Strategies

District Department Level Strategic Actions (* = cascaded to sites)	Artifacts	Measures	Q1	MY	Q3	EOY
Implement Student-Centered Instructional Coaching Cycles with a focus on Conferring. *	➔ Participation in PD by self, principals and coordinators ➔ Framework for Coaching in Sun Prairie is defined and documented ➔ Action Plan based on Coaching Cycle Feedback	Coaching cycle data and fidelity check data Successful completion of action steps and benchmarks Successful completion of action steps and benchmarks	I participated in PD as did our EL, AVID/ALP and Math instructional coaches Coaching cycles are underway in EL, Math and ALP/AVID as defined by student centered coaching framework	Coaching cycles are underway in EL, Math and ALP/AVID as defined by student centered coaching framework	Coaching cycles are underway in EL, Math and ALP/AVID as defined by student centered coaching framework	Coaching cycles are underway in EL, Math and ALP/AVID as defined by student centered coaching framework
Professional Development for Secondary Director to increase efficacy of coaching actions. Increase our level of engagement with the Pacific Educational Group to build leadership capacity at the district, school and PLC level to have critical conversations in order to interrupt the norms of the dominant culture. *	➔ TC Leadership Institute ➔ Diane Sweeney Training ➔ Adaptive Schools Training ➔ PEG Work: DELT and LEADS ➔ Supporting Principal Excellence Academy, (AWSA) ➔ WIDA ➔ Equity Focused PLCs (AWSA) ➔ Impactful Coaching Academy (AWSA)	Action plan	In Progress ➔ TC Leadership Institute ➔ Diane Sweeney Training ➔ Adaptive Schools Training ➔ PEG Work: DELT and LEADS ➔ Supporting Principal Excellence Academy, (AWSA) ➔ WIDA ➔ Equity Focused PLCs (AWSA) ➔ Impactful Coaching Academy (AWSA)	In Progress ➔ TC Leadership Institute ➔ Diane Sweeney Training ➔ Adaptive Schools Training ➔ PEG Work: DELT and LEADS ➔ Supporting Principal Excellence Academy, (AWSA) ➔ WIDA ➔ Equity Focused PLCs (AWSA) ➔ Impactful Coaching Academy (AWSA)	In Progress ➔ TC Leadership Institute ➔ Diane Sweeney Training ➔ Adaptive Schools Training ➔ PEG Work: DELT and LEADS ➔ Supporting Principal Excellence Academy, (AWSA) ➔ WIDA ➔ Equity Focused PLCs (AWSA) ➔ Impactful Coaching Academy (AWSA)	➔ TC Leadership Institute ➔ Diane Sweeney Training ➔ Adaptive Schools Training ➔ PEG Work: DELT and LEADS ➔ Supporting Principal Excellence Academy, (AWSA) ➔ WIDA ➔ Equity Focused PLCs (AWSA) ➔ Impactful Coaching Academy (AWSA)
Implement regular coaching of instructional leaders.	➔ Instructional Coordinator notes	Bi-Weekly meetings with Coordinators	In Progress	In Progress	In Progress	

	➔ Secondary Principal Job-Alike agendas ➔ Rounding with Secondary Administrators and Deans of Students ➔ Director/Principal walkthrough visits ➔ Dedicated time on Director calendar for school site visits	Monthly Job-Alike meetings with 6-12 Administrators Bi-Weekly check-in meetings with 6-12 Administrators As Above Calendar Appointments	 	 	 	
Building level administrator/Director *"Data Summit"* to analyze the effect of block scheduling on student achievement and engagement. *	➔ Student achievement data in reading and math ➔ Student engagement data via surveys and dipstick measures	Student data trends Staff feedback Scheduling feedback	PVMS PMMS CHeights SPHS	PVMS PMMS CHeights SPHS	 	PVMS PMMS CHeights SPHS
Website is developed and current curricular documents are uploaded and accessible.	➔ Website is created and accessible ➔ PD for staff related to access and use of website	Do teachers know our curriculum and content of the website: access counts Are staff able to accurately locate/use resources to meet their instructional needs and apply these resources to content/context?	Website created and updated frequently, communicated with all staff and through KWKT	Website continues to be updated with team work products and new artifacts. This is an ever growing compilation of work.	Website continues to be updated with team work products and new artifacts. This is an ever growing compilation of work.	Website continues to be updated with team work products and new artifacts. This is an ever growing compilation of work.

Workforce Focus

Strategic Initiative:

<u>Retention Goal</u>: 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%)

<u>Diversification of Workforce Goal</u>: 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.

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Develop staffing plan for 6-12 Instructional Coaches	➔ Staffing plan and budgetary impact/costing	Plan complete and fully implemented	Request has been added to the Strategic Planning document. Staffing plan will be developed Q2/Q3.	Request has been added to the Strategic Planning document. Positions will be posted 2/20/19.	4, 6-12 Instructional Coaches are hired	4, 6-12 Instructional Coaches are hired
Create staffing model to support hard to fill licensure areas, 6-12	➔ Staffing model ➔ Alternative licensure pathways	Model complete and data shows positive outcome	Staffing plan will be developed Q2/Q3 in conjunction with 6-12 administrators	Staffing plan will be developed Q2/Q3 in conjunction with 6-12 administrators	Staffing plan and update meetings with 6-12 administrators occurred with HR facilitating	Staffing plan and update meetings with 6-12 administrators occurred with HR facilitating

Community Engagement

Strategic Initiative:

Community Engagement: In order to assure the flow of information and strategic two-way communication, we will Increase Community Engagement.

Parent Engagement: In an effort to develop strong school to parent partnerships and ensure parents are accurate ambassadors, we will increase overall parent satisfaction (School Perceptions Survey) from 3.68 to 3.83 (4%).

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Participate as an advisory member to the Secondary School Space Planning Committee and the planning committee for the Secondary School Space Planning Committee	➔ Meeting Minutes	Successful referendum initiative Clear decision from committee related to vision for secondary schools in Sun Prairie	Participated in both the pre-planning, planning and SSSPC meetings	Participated in both the pre-planning, planning and SSSPC meetings	Participated in both the pre-planning, planning and SSSPC Meetings. Added CORE team meetings this quarter.	Participated in both the pre-planning, planning and SSSPC meetings. Continue to participate in CORE team meetings.