

Sun Prairie High School Balanced Scorecard 2016-17



Teaching, Learning & Equity	Workforce Focus	Community Engagement	Facilities & Operations
<p>5 Year Goal: All students surpass their annual academic growth targets and graduate ready for success.</p>	<p>5 Year Goal: Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.</p>	<p>5 Year Goal: Excel in how we serve all stakeholders and build relationships with families, community members, and businesses that promote positive outcomes for students.</p>	<p>5 Year Goals: Use district resources effectively and efficiently.</p> <p>Facilities and services meet the needs of our diverse and growing student population and community.</p>

School Annual Goals

District Annual Action Plan

<p><u>Literacy Goal:</u> According to the 2015-2016 Aspire reading data, 9% of the 10th grade cohort of African American students were predicted to be on track for college and career readiness as measured by Aspire. By the end of the 2016-2017 school year, the number of African American students in this cohort will increase achievement of college and career readiness in reading to 19% as measured by ACT.</p>	<p>The overall mean on the Employee Engagement Survey will increase by the end of the 2016-2017 school year from 3.96 to 4.06.</p>	<p>The overall mean on the Parent Satisfaction Survey will increase by the end of the 2016-2017 school year from 3.62 to 3.77.</p>	
<p><u>Numeracy Goal:</u> According to the 2015-2016 Aspire math data, 9% of the 10th grade cohort of African American students were predicted to be on track for college and career readiness as measured by Aspire. By the end of the 2016-2017 school year, the number of African American students in this cohort will increase achievement of college and career readiness in math to 19% as measured by ACT.</p>			

Equity Goal:

By the end of the 2016-2017 school year, the overall mean on the Student Engagement Survey will increase from 3.59 to 3.74.

Director Approval: Andrea Daniels and Curt Mould

Approval Date: August 22, 2016

Progress Monitoring Report

Progress Monitoring Report for each department will be collected, recorded, and reported in this document at mid and end of year.

Spotlight: Green = On track to meet goal; Yellow = In danger of not meeting goal; Red = Not likely to meet goal

Teaching, Learning & Equity	Workforce Focus	Community Engagement	Facilities & Operations Goals
<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p> <p>Literacy goal: STAR data for cohort</p> <p>ACT College and Career Readiness data for cohort</p> <p>Numeracy goal: STAR data for cohort</p> <p>ACT College and Career Readiness data for cohort</p> <p>Equity goal: Engagement surveys related to digging into the annual Student Engagement Survey will be created in BLC and taken by the students quarterly. These surveys will allow students to indicate their ethnicity.</p> <p>Student Engagement Survey results</p> <p>Infinite Campus attendance data, generated weekly and reviewed by administration. Team-data will be summarized quarterly.</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p>
<p><u>Quarter 1 Data Summit Report</u> In our quarterly data summit, we analyzed ACT data by subject areas.</p> <p>Departments completed <u>discussion documents</u> based on their conversations about the data.</p>	<p><u>Quarter 1 Data Summit Report</u></p>	<p><u>Quarter 1 Data Summit Report</u></p>	<p><u>Quarter 1 Data Summit Report</u></p>

<p>The BLC created a Safety and Respect Survey for students. We have started to analyze the data and discuss next steps.</p>			
<p><u>Quarter 2 Data Summit Report</u> In our data summit, each department analyzed attendance data and STAR data for our cohort students.</p> <p>In the winter of 2016, 24% of our cohort students were proficient on the Reading STAR assessment. In the winter of 2017, 31% of our cohort students were proficient on the Reading STAR assessment.</p> <p>In the winter of 2016, 50% of our cohort students were proficient on the Math STAR assessment. In the winter of 2017, 57% of our cohort students were proficient on the Math STAR assessment.</p> <p>The BLC created a Safety and Respect Survey for students. The PBIS teams and staff committees will be analyzing the data and will develop action plans.</p>	<p><u>Quarter 2 Data Summit Report</u> The overall mean score on the Employee Engagement Survey dropped from 3.96 to 3.75.</p> <p>We plan to focus on the following areas in which our scores dropped with our staff members at the February 28 inservice meeting.</p> <p>7. My supervisor consults me on the decisions that affect my job. 8. My supervisor sets clear expectations to judge my performance. 9. My supervisor provides the support needed to accomplish my work objectives.</p>	<p><u>Quarter 2 Data Summit Report</u> The BLC created a Safety and Respect Survey for students. The PBIS teams and staff committees will be analyzing the data and will develop action plans at the February 28 inservice.</p>	<p><u>Quarter 2 Data Summit Report</u></p>
<p><u>Quarter 3 Data Summit Report</u> As a staff, we analyzed the results of the Safety and Respect Survey for students. We looked at the overall data, data for some of the questions separated by race, and the narrative responses from students.</p> <p>Every department completed a document, Ideas to Improve Safety and Respect at SPHS. The document was divided into school-wide ideas, department-wide ideas, and classroom based ideas.</p>	<p><u>Quarter 3 Data Summit Report</u></p>	<p><u>Quarter 3 Data Summit Report</u></p>	<p><u>Quarter 3 Data Summit Report</u></p>
<p><u>Quarter 4 Data Summary Report</u> Literacy goal: The results of our cohort group on ACT Reading:</p>	<p><u>Quarter 4 Data Summary Report</u> The overall mean score on the Employee Engagement Survey dropped from 3.75 to 3.50.</p>	<p><u>Quarter 4 Data Summary Report</u> The overall mean score on the Parent Engagement Survey increased from 3.62 to 3.69.</p>	<p><u>Quarter 4 Data Summary Report</u></p>

Above projected ACT score range	8%
Within projected ACT score range	60%
Below projected ACT score range	32%
Reading Readiness Benchmark	22
% of Students Meeting Benchmark	11%

Our goal was to move the cohort group from 9% to 19% of students who met the college and career readiness ACT benchmark. 11% of the students in the cohort met this benchmark.

Numeracy goal:

The results of our cohort group on ACT Math:

Above projected ACT score range	13%
Within projected ACT score range	67%
Below projected ACT score range	20%
Math Readiness Benchmark	22
% of Students Meeting Benchmark	9%
5 of our students were within 1 or 2 points of a 22.	

Our goal was to move the cohort group from 9% to 19% of students who met the college and career readiness ACT benchmark. Only 9% officially met the benchmark, but 20% of students met the benchmark or were within one or two points of meeting the benchmark. Also, 80% of the cohort students scored within or above their projected ACT score range.

Equity goal:

We had 1080 students take the Student Engagement Survey this year. This is up 395 students from last year. The overall mean score on the survey dropped from 3.59 to 3.52.

Positive data from our school Safety and Respect Survey:

<p>-864 students took the survey</p> <p>-94.8% students indicated that they feel safe in the classrooms at SPHS, 79% of students indicated that they feel safe in the lunchroom, and 76% of students indicated that they feel safe in the hallways</p> <p>-80.8% of students indicated that there is adequate adult supervision in the lunchroom</p> <p>-73.2% of students indicated that they feel safe at all times at SPHS</p> <p>-When asked about what makes students feel most connected to school, the highest number of responses (508) were the classroom atmosphere and interactions.</p> <p>-80% of students said that they feel respected or highly respected by their peers in the school</p> <p>-83% of students said that they feel respected or highly respected by the adults in the schools</p> <p>Areas to improve based on the school Safety and Respect Survey:</p> <p>-62% indicated that they feel safe in the parking lot at school, and 27% of students indicated that there is adequate adult supervision in the parking lot</p> <p>-46% of students indicated that they have experienced some type of harassment that has made them feel unsafe</p> <p>-82% of white students indicated that they feel respected or highly respect by peers while 68% of African American students indicated that they feel respected or highly respected by peers</p> <p>-85% of white students indicated that they feel respected or highly respected by adults, while 63% of African American students indicated that they feel respected or highly respected by adults</p>			
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Strategic Actions

Proposed Strategic Actions:

- Will be listed for each goal at the the beginning of the year,
- May be revised as a result of what is learned through progress monitoring, and
- Will be approved by the Assistant Superintendent.

Stoplight: Green = Completed; Yellow = In Progress; Red = Not Started

Teaching & Learning School Annual Goals <i>All students surpass their annual academic growth targets and graduate ready for success</i>						
Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
Literacy Goal	Facilitate professional development for staff on AVID strategies and set expectations for the implementation of AVID strategies in the classroom.	Administrators and AVID trained teachers	Introduction on August 30 Ongoing training and presentations throughout the school year	AVID walk-through tool		
	Support departmental collaboration time in which reading specialists meet with content specific teams to discuss students with reading concerns and to provide literacy coaching.	Administrators and Reading Specialists	Ongoing	Department collaboration data Reading intervention data		
	Support personalized learning exploration in the LMC and throughout the school (emphasizing choice reading opportunities, varied discussion spaces, and open dialogues around a centralized theme).	Administrators and LMC Specialist	Ongoing	Data based on personalized learning action plan developed by LMC specialist Collaborative lesson plans (teachers and LMC specialist) Student work		

	Increase access of academic supports for cohort students.	Administrators	Ongoing	Track Learning Resource Center (LRC) attendance Track after-school tutoring attendance Intervention data LLT data		
Numeracy Goal	Provide students who are not demonstrating success in math (STAR assessment and/or course grades) opportunities to work with a math interventionist during their study hall time to earn credit.	Administrators and Math Interventionists	Ongoing	STAR data Course grade data Intervention attendance data		
	Facilitate the analysis of common math assessments in department meetings.	Math Administrator and Department Chair	Ongoing	Analysis of common assessment data Aligning assessments to standards, working as a team to define levels of proficiency		
	Ensure math teachers have job-embedded access to high quality professional learning and feedback related to math practices.	Math Administrator and Department Chair	Ongoing	Coaching data Math Steering Committee data		
	Increase access of academic supports for cohort students	Administrators	Ongoing	Track Learning Resource Center (LRC) attendance Track after-school tutoring attendance Intervention data LLT data		
Equity Goal	Create engagement surveys related to digging into the annual Student Engagement Survey. Students will have the opportunity to indicate their ethnicity on these surveys. We	Administrators and BLC members	Quarterly	Survey data		

	will determine next steps based on survey data.					
	Facilitate professional development for staff on AVID strategies and set expectations for the implementation of AVID strategies in the classroom.	Administrators and AVID trained teachers	Introduction on August 30 Ongoing training and presentations throughout the school year	AVID walk-through tool		
	Create an action plan to increase enrollment in AP by students of color as part of Equal Opportunity Schools and National Equity Project.	Administrators, Kathy Enstad, and Brooke Buchanan	Ongoing	Action Plan		

Workforce Focus School Annual Goal: Increase the mean on the Employee Engagement Survey from 3.96 to 4.06. Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.						
Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
	Participate in HR recruiting events with HR staff.	All staff members in building	Throughout the year	Attendance and participation		

Community Engagement School Annual Goal: Increase the mean on the Student Engagement Survey from 3.59 to 3.74.

Increase the mean on the Parent Satisfaction Survey from 3.62 to 3.77.

Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
	Offer opportunities for parent participation in after-school events.					

Facilities & Operations Annual Goal:

Use district resources effectively and efficiently. Facilities and services meet the needs of our diverse and growing student population and community.

Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
N/A						