

Student Services Department Balanced Scorecard 2016-17
Aligned to the [District Annual Action Plan](#)



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

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>
<p>Increase the percentage of 3rd grade students scoring proficient or advanced on the state standardized literacy assessment from 38.7% to 63%.</p> <p>Increase the number of 8th grade students successfully completing Algebra from 19% to 21%.</p> <p>Increase the percentage of 10th grade students meeting all five ACT Aspire readiness standards from 33% to 39%.</p> <p>Increase the percentage of high school students earning one or more:</p> <ul style="list-style-type: none"> ● Post-secondary credits ● Nationally recognized certifications ● AP courses <p>Build staff capacity to create and maintain a learning environment to increase student achievement for African American students in literacy, numeracy, access to higher level courses and engagement.</p> <p>Increase district mean on the Student Engagement Survey from 3.84% to 3.94%.</p>	<p>Maintain an employee retention rate that is best-in-class among benchmark districts.</p> <p>Increase the district mean on the Employee Engagement Survey from 3.85 to 4.0.</p> <p>Increase the percentage of employees with racially and ethnically diverse backgrounds from 10% to 11%.</p>	<p>Successful referendum outreach effort</p> <p>Increase internal engagement</p> <p>Establish a baseline for measuring external engagement</p> <p>Increase parent satisfaction</p> <p>Increase African American parent satisfaction</p>	<p>Establish sustainable resource allocation plan for the 2017-2018 school year.</p> <p>Increase the district mean on the District Services Survey from 3.75 to 3.85.</p> <p>Maintain or increase the District's bond rating Aa2 to Aa1.</p> <p>New school construction opens on time, under budget.</p> <p>I also have a Quality Project: <i>By May 1 of 2017, we will go from taking, on average, 44 calendar days after the IEP meeting to mail the IEP home to 14 calendar days after the IEP meeting to mailing the IEP home.</i></p>

Assistant Superintendent: Stephanie Leonard-Witte

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	Workforce Focus	Community Engagement	Facilities & Operations Goals
<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p> <p>STAR benchmarking data</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p> <p>Employee Engagement scores</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p> <p>Parent Satisfaction Survey</p>	<p><u>What specific data will be provided to demonstrate growth in this goal?</u></p> <p>IEP tracking log for Quality Project: DSS for F and O Goals</p>
<p><u>Quarter 1 Data Summit Report</u> Reading: At or Above Benchmark - 25.8% On Watch - 11.3% Intervention - 19.1% Urgent - 43.8%</p> <p>Math: At or Above Benchmark - 40.9% On Watch - 15.2% Intervention - 18.7% Urgent - 25.1%</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>November: 14 days (Quality Project)</p>
<p><u>Mid-Year Data Summit Report</u> Reading: At or Above Benchmark - 30.1% On Watch - 12.5% Intervention - 19% Urgent - 38.4%</p> <p>Math: At or Above Benchmark - 46.4% On Watch - 12.3% Intervention - 19.3% Urgent - 22%</p>	<p><u>Mid-Year Data Summit Report</u></p> <p>Fall 4.15 Student Services Employee Engagement Score</p>	<p><u>Mid-Year Data Summit Report</u></p>	<p><u>Mid-Year Data Summit Report</u></p> <p>January: 15 days (Quality Project)</p> <p>Mid year DSS: 4.51</p>
<p><u>Quarter 3 Data Summit Report</u> (Enter data and outcome report here)</p>	<p><u>Quarter 3 Data Summit Report</u> (Enter data and outcome report here)</p>	<p><u>Quarter 3 Data Summit Report</u> (Enter data and outcome report here)</p>	<p><u>Quarter 3 Data Summit Report</u> (Enter data and outcome report here)</p>

End of Year Data Summary Report
(Enter data and outcome report here)

End of Year Data Summary Report
(Enter data and outcome report here)

End of Year Data Summary Report
(Enter data and outcome report here)

End of Year Data Summary Report
(Enter data and outcome report here)

Student Services Strategic Actions Aligned to the DAAP

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 Department Annual Goals

All students surpass their annual academic growth targets and graduate ready for success

Goal	Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
<p>40% of students with disabilities will be at or above benchmark in reading as measured by spring '17 STAR (Spring '16 baseline 29%)</p> <p>29.11% at or above 12.66 on watch 21.68 intervention 36.55 urgent</p> <p>(632 total students)</p>	<p>Ensure best practice in universal literacy instruction through the following processes:</p> <ul style="list-style-type: none"> ● Update secondary scope and sequence for reading instruction (IP) ● Support Handwriting w/o Tears implementation (OTs) (IP) <p>Develop special education teacher strategy capacity in reading</p> <ul style="list-style-type: none"> ● Sondag Strategies training for all K-12 CC teachers (done) ● Update secondary scope and sequence for reading instruction (IP) ● Achieve 3000 project plan (IP) <p>Develop special education teacher reading instructional skills for students taking the alternate assessment</p> <ul style="list-style-type: none"> ● Meville to Weville Pilot (IP) <p>Leading the SSLeadership group to develop their skills in coaching for impact (IP)</p> <ul style="list-style-type: none"> ● Data Summit #1 & 2 complete ● Reflections #1 & 2 complete ● Ongoing monitoring (IP) ● Coaching conversations (IP) ● PLC Support (IP) 	<p>Director of Student Services</p>	<p>September - May</p>	<p>AIMsWeb Progress monitoring at least bi-weekly (in progress)</p> <p>STAR Benchmarking 3 times a year (in progress)</p> <p>Quarterly data review aligned to data summits (impact spreadsheets)</p> <ul style="list-style-type: none"> ● Q1 (done) ● Q2 (done) ● Q3 (IP) <p>Project stoplight reports (IP)</p> <ul style="list-style-type: none"> ● Achieve 3000 Project Plan ● Meville to Weville Pilot ● Spec Ed TLEC 	<p>Winter Reading - all spec ed (includes grades 11-12):</p> <p>At or Above Benchmark - 30.1% On Watch - 12.5% Intervention - 19% Urgent - 38.4%</p> <p>Growth progress monitoring via individual school PM spreadsheets</p>	
<p>65% of students with disabilities will meet their reading growth or accelerated growth goal from fall to spring (mirror results policy)</p>						

	<p>Lead the development of teacher skills in using progress monitoring data to assess impact of instruction (IP)</p>					
<p>55% of students with disabilities will be at or above benchmark in math as measured by spring '17 STAR (Spring '16 baseline 44%)</p> <p>44.16% at or above 10.02% on watch 21.55% intervention 24.28% urgent</p> <p>(659 total students)</p>	<p>Ensure best practice in math instruction through the following processes:</p> <ul style="list-style-type: none"> CRD process in math (IP) <p>Ensure that students demonstrate behaviors that allow them to access instruction through the following plan:</p> <ul style="list-style-type: none"> Collaborative and Proactive Solutions project (spec ed teachers) (IP) <p>Leading the SSLeadership group to develop their skills in coaching for impact</p> <ul style="list-style-type: none"> Data Summit #1 complete Reflection complete Ongoing monitoring (IP) Coaching conversations (IP) PLC Support (IP) <p>Lead the development of teacher skills in using progress monitoring data to assess impact of instruction (IP)</p>	<p>Director of Student Services</p>	<p>Ongoing</p>	<p>AIMsWeb Progress monitoring at least bi-weekly (IP)</p> <p>STAR Benchmarking 3 times a year (IP)</p> <p>Quarterly data review aligned to data summits (impact spreadsheets) (IP)</p> <ul style="list-style-type: none"> Q1 (done) Q2 (done) Q3 (IP) <p>Project spotlight reports (IP)</p> <ul style="list-style-type: none"> Collaborative and Proactive Solutions (at a glance) CPS (Detailed) 	<p>Winter Math - all spec ed (includes grades 11-12):</p> <p>At or Above Benchmark - 46.4% On Watch: 12.3% Intervention: 19.3% Urgent: 22%</p> <p>Growth progress monitoring via individual school PM spreadsheets</p>	
<p>65% of students with disabilities will meet their math growth or accelerated growth goal from fall to spring (mirror results policy)</p>						
<p>Increase the number of 8th grade students successfully completing Algebra from 19% to 21%.</p>	<p>Lead the development of academic and career plan (ACP) process for students in grades 6-12, so that the process is ready to implement with the start of the 2017-2018 school year.</p>	<p>Director of Student Services, Director of Secondary TLE, School to Work Specialist</p>	<p>September - May</p>	<p>Initial Planning Meeting scheduled (done)</p> <p>Project plan progress/spotlight report (IP)</p>		
<p>Increase % of 10th grade students meeting all five ACT Aspire readiness standards from 33% to 39%.</p>						
<p>Increase the percentage of high school students earning one or more:</p> <ul style="list-style-type: none"> Post-secondary credits Nationally recognized certifications 						

<ul style="list-style-type: none"> AP courses 						
<p>Increase district mean on the Student Engagement Survey from 3.84% to 3.94%.</p>	<p>Lead the Universal PBIS Coaches in unpacking the Student Engagement Survey item, “Students show respect for each other at this school” so that they can work with their Universal PBIS teams to develop an action plan to address this item in their respective sites.</p>	<p>Director of Student Services</p>	<p>September - April</p>	<p>Site action plans developed by October 30 (done)</p> <ul style="list-style-type: none"> SIPs Agenda Items share and learn from one another. <p>Dipstick Measures: random student surveys completed 2 times a year in each site (November/February)</p> <p>Supporting Data: Student Engagement Survey item, “Students show respect for each other at this school:” (2.73 HS) to 2.88 (3.06 MS) to 3.21 (3.33 ES) to 3.48 To move from a mean of 3.04 to a mean of 3.19 on this survey item.</p>		
<p>Build staff capacity to create and maintain a learning environment to increase student achievement for African American students in literacy, numeracy, access to higher level courses and engagement.</p>	<p>Lead the work of the Student Services & ELL TLEC representatives to increase the culturally responsive practices used across the district. (IP)</p>	<p>Director of Student Services, Director of Secondary TLE</p>	<p>August - May</p>	<ul style="list-style-type: none"> TLEC Student Services & ELL Areas of Focus stop light report (IP) SS, ELL and Spec Ed TLEC CRD Areas of Focus stoplight report (IP) 		

Workforce Focus School Annual Goal:

Proactively recruit, retain and engage talent that reflects and is responsive to our diverse community.

Increase the mean on the **Student Services** Employee Engagement Survey from **3.83 to 3.93**.

(Nov 2016: 4.15 - On track)

Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
<p>Lead the listed groups through the process of selecting a relevant professional evaluation tool</p> <ul style="list-style-type: none"> SSMs, OT, PT, SDPE, Paras, SLPs, counselors, SW, psych, Nurses, Health room assistants 	Apodaca	September - July 2017	<p>EESurvey Questions (summative and formative) My supervisor provides feedback on my strengths as an employee. My supervisor sets clear expectations to judge my performance. My supervisor provides feedback concerning areas for improving my performance.</p> <p>Rounding related to above questions (IP)</p> <p><u>Project Stoplight (IP)</u></p> <ul style="list-style-type: none"> Tools reviewed using template (IP) New tools selected (IP) New tools approved (IP) Evaluator Training created (IP) Evaluator Training implemented (not started - fall 2017) <p>By the 2017-2018 school year, each group will have a new evaluation system in place.</p>		
<p>Maintain Student Services Department identity and camaraderie through:</p> <ul style="list-style-type: none"> Bi/Monthly/Quarterly department newsletter (IP) 2 district-wide social events for student services (IP) Monthly “Keurig-side chats” (IP) 	Apodaca	September - June	<p>EESurvey Questions (summative and formative) My supervisor cares about me as a human being. My supervisor provides processes and resources to do my job.</p> <p>Rounding re: above survey questions (IP)</p> <p>Exit Surveys (day of chats and social events) (IP)</p> <p>Participation tracking and readership:</p> <ul style="list-style-type: none"> Department Newsletter (modified product, IP) My contributions to weekly district newsletter (IP) <p>Participation in Keurig-side chats and tracking & communicating outcomes (what happened as a result) (IP)</p>	4.48 4.07	

Lead the Paraprofessional PD Plan Implementation Year 1 (IP)	Apodaca	Ongoing	Exit Surveys from PD (IP) Communication Fostering Independence PBIS		
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Community Engagement School Annual Goal:

Excel in how we serve all stakeholders and build relationships with families, community members, and businesses that promote positive outcomes for students.

Increase the mean on the **Parent Satisfaction Survey** from **3.94** to **4.04**

Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
<p>Provide outreach to families of students with disabilities:</p> <ul style="list-style-type: none"> ● Hold 2 informational evenings for parents/guardians of children with disabilities (IP) <ul style="list-style-type: none"> ○ Family University Format <ul style="list-style-type: none"> ■ Who Cares About Kelsey (IP) ■ ARC parent meeting (IP) ● Create a resource guide for parents/guardians of children with disabilities (IP) 	Apodaca	1 per semester December & Feb/March	Survey of topics (done) Look into the DPI Indicator survey for questions that could be used to inform the satisfaction of parents of children with disabilities. (done) Attendance (IP) Exit feedback (IP)		
<p>Facilitate the successful migration from incumbent specialized transportation provider to Kobussen</p>	Apodaca	August - December with feedback collected quarterly	Contract written (done) Processes Updated (done) Transportation at a Glance document created and shared (done) Student Services & District Website updated (done) Quarterly Parent surveys completed and results shared with transportation company (3 questions) <ul style="list-style-type: none"> ● School Transportation meets the need of my child (PES) ● Survey Created (done) <ul style="list-style-type: none"> ○ November data (done) ○ March data (IP) ○ May data (not started) 		
<p>Lead the Universal PBIS Coaches in unpacking the Parent Engagement Survey items:</p> <ul style="list-style-type: none"> ● I receive positive phone calls, notes or emails about my child from the school. (3.39) 	Apodaca PBIS Internal Universal Coaches	September - May	Site action plans developed by October 30 (done) <ul style="list-style-type: none"> ● SIPs ● Agenda Items share and learn from one another. (IP) 		

<p>And</p> <ul style="list-style-type: none">● My child is recognized for good work and behavior at this school. (4.00) <p>so that they can work with their Universal PBIS teams to develop an action plan to address these items at their respective sites</p>			Dipstick Measures: random parent surveys completed 2 times a year in each site (November/February) (IP)		
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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.

Increase the mean on the **Student Services** District Services Survey from **3.66** to **3.81**.

Leadership Actions	Process Owner(s)	Timeline	Measures	Stop Light	EOY Stop Light
<p>Facilitate the multi-tiered systems of behavioral support efforts of the SPASD by leading the areas of focus items for the following teams:</p> <ul style="list-style-type: none"> ● Internal Universal PBIS Coaches ● PBIS Tier II/III Team (psychs, sw, counselors) ● Social Emotional Health Steering Committee (mental health) ● 4K PBIS Steering Committee 	Apodaca	August - May	<p>Project plan spotlight reports for each team</p> <p>DSS benchmarking January 2017(4.51) and May 2017</p> <p>Employee Engagement Benchmarking - My supervisor provides me with the tools to do my job. (November 2017 4.07)</p>	<p>January 4.51</p> <p>November 4.07</p>	
<p>Implement and refine Student Services resource allocation plan so that 65% of student services dollars go to costs as allocated (baseline year).</p>	Apodaca	August - May	<p>Developed building and department budgets for 2016-2017 using ZBB process (done)</p> <p>Implement improved budget communication process (August, October, January, March)</p> <p>Implement and monitor improved budget tracking process (August, October, January, March)</p>		
<p>Using processes endorsed by the Studer group, I will unpack the May 2016 DSS Student Services Survey results to specifically address the area of timeliness going from a 3.55 (5/2016) to a 3.70 (5/2017).</p>	Apodaca	September - May	<p>Development and Implementation of action plan (done)</p> <p><i>"Did you receive a timely response?"</i></p> <p>DSS benchmarking January 2017 (4.42) and May 2017</p> <p>Revise accordingly following benchmarking periods (IP)</p>	<p>January 4.42</p>	

Quality Annual Department Target

By May 1 of 2017, we will go from taking, on average 44 calendar days after the IEP meeting to mail the IEP home to 14 calendar days after the IEP meeting to mailing the IEP home.

Leadership Actions	Process Owner(s)	Timeline	Measures	Stoplight	EOY Stop Light
<p>Apply greenbelt strategies to improve our timeliness in mailing IEP paperwork home to families following the IEP meeting.</p>	<p>Apodaca</p>	<p>September - May</p>	<p>Define the problem: <i>During the 2015-2016 school year, on average IEPs were mailed home 44 calendar days after the IEP meeting was held.</i> done</p> <p>Measure the problem done</p> <p>Analyze the process done</p> <p>Improve the process in process</p> <ul style="list-style-type: none"> • IEP tracking log changes <p>Control the process improvements not started</p>	<p>January data: 15 days</p>	