

SCORECARD	SCHOOL NAME											
	Sun Prairie East High School											
Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE	
Experiences: Rigorous and Coherent Teaching	Increase rigorous and coherent teaching by planning and implementing collaborative design of instruction with effective AVID practices of Organization (AVID WICOR strategy) and utilizing a common lesson framework with all secondary staff in course-like PLCs	Growth on the PLC Continuum East HS PLC Continuum	Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student needs *utilization of the lesson planning framework with grade level standards	PLC Agendas Department Chair Agenda T2T3 Agenda LLT Agenda 9th Grade Network Agendas Semester grade data	fall to spring	Renee/Chrissy/Heidi	PLC Continuum (16 Items) Pre-Initiating: 3 Items Initiation Stage: 10 Items Implementation Stage: 3 Items Developing: 0 Items Sustaining: 0 Items	Move from Initiating to Developing on Items (#20 and #21) related to Building a			Shifted from initiating to implementing.	
		Increased credit attainment for ELA classes	100% of our sites are operating in initiating or higher in each area of the PLC Continuum Grades: ELA and Math class passing rates		spring to spring	Renee/Chrissy/Heidi	22-23 ELA Credit Attainment Semester 1 97% Semester 2 97%	Maintain 95% +	In Progress passing grades @ 11/7: 88%	23-24 ELA Credit Attainment Semester 1 97.48%	23-24 ELA Credit Attainment Semester 1 97.48%	
		Pre-ACT Secure (Grades 9-10)ACT (Grade 11)			spring to spring	Renee/Chrissy/Heidi	22-23 % At/Above Benchmark 9th Grade Reading 38.1% 10th Grade Reading 28.7% 11th Grade Reading 44.45	6% increase	23-24 Fall % At/Above Benchmark 9th Grade Reading 48.4% 10th Grade Reading 45.5% 11th Grade Reading 39.6%	23-24 Fall % At/Above Benchmark 9th Grade Reading 38.4% 10th Grade Reading 40.1% 11th Grade Reading 40.5%	23-24 Fall % At/Above Benchmark 9th Grade Reading 38.4% 10th Grade Reading 40.1% 11th Grade Reading 40.5%	
					spring to spring	Renee/Chrissy/Heidi	22-23 % At/Above Benchmark 9th Grade Math 30.7% 10th Grade Math 27.6% 11th Grade Math 29.3%	6% increase	23-24 Fall % At/Above Benchmark 9th Grade Math 33.1% 10th Grade Math 27.9% 11th Grade Mat 29.6%	23-24 Fall % At/Above Benchmark 9th Grade Math 26.4% 10th Grade Math 29.1% 11th Grade Math 40.5%	23-24 Fall % At/Above Benchmark 9th Grade Math 26.4% 10th Grade Math 29.1% 11th Grade Math 40.5%	
	Increase rigorous and coherent teaching by deepening the implementation of IXL supplemental instructional strategies	Increased credit attainment for Math classes	Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student needs *alignment of IXL strategies to meet students' needs		spring to spring	Renee/Chrissy/Heidi	22-23 Math Credit Attainment Semester 1 96% Semester 2 95%	Maintain 95% +	In progress passing grades @ 11/7 94.5%	23-24 Math Credit Attainment Semester 1 97.22%	23-24 Math Credit Attainment Semester 1 97.22%	
Environment: Culture of Care	Create a culture of care by deepening the implementation of the effective Restoratives Practices: Year 1 of Restorative Justice Implementation Plan Developmental Designs strategies	% decrease on OSS/ISS as a response to behavioral errors	Social contracts visible in ALL classrooms Schoolwide expectations in ALL instructional spaces Circle documentation IC Resolutions	OSS/ISS Data T23 Behavior Meeting	spring to spring	Renee/Chrissy/Heidi	22-23 OSS/ISS 307 ISS Resolutions (307/1018 behavioral resolutions = 30%) 138 OSS Resolutions (138/1018 behavioral resolutions = 13.5%)	Decrease in the total amount of OSS/ISS behavioral resolutions in 23-24 by 9% from the 22-23 schoolyear from 43.7% to 34.7%.	23-24 OSS/ISS 25 ISS Resolutions (20/140 behavioral resolutions = 14.2%) 3 OSS Resolutions (3/140 behavioral resolutions = 2%)	23-24 OSS/ISS 48 ISS Resolutions (48/459 behavioral resolutions = 10.45%) 31 OSS Resolutions (31/459 behavioral resolutions = 6.75%)	23-24 OSS/ISS OSS/ISS resolutions decreased to 23.66% from 43.7%	
		% increase on the use of restorative practices (restorative circle/ restorative conversation - in response to RJ documentation, and/or use of restorative practices - in response to behavioral error from all instances			RJ Data Tracker RJ Circles	spring to spring	Renee/Chrissy/Heidi	22-23 30 Restorative Practice resolutions (30/1018 = 2.9%)	Increase the use of restorative practices by 9% from 2.9% in 22-23 school year to 11.9% of behavioral resolutions in 23-24.	November 10, 2023 = 0 out of 0 RJ documented responses included either circle or conversation, 29 out of 161 responses included use of restorative practices. 29/161 = 18%	March 22, 2024 = 3 out of 3 RJ documented responses included either circle or conversation, 114 responses out of 657 total responses included use of restorative practices. 117/650 = 18%	June 6, 2024 = 3 out of 3 RJ documented responses included either circle or conversation and 139 behavior incident responses out of 955 total responses included use of restorative practices. 139/955 = 14.5%
		% increase on site-selected SEL indicator(s) on SEL/Climate Survey			SP30 Lessons & Grade Checks	fall to spring	Renee/Chrissy/Heidi	82.5% reported almost always/often. "I can assess the progress I'm making towards reaching my goals and adjust my actions accordingly," on the fall of 23 survey.	2% increase	82.4% reported almost always/often. "I can assess the progress I'm making towards reaching my goals and adjust my actions accordingly," on the fall 2023 survey.	83.8% reported almost always/often. "I can assess the progress I'm making towards reaching my goals and adjust my actions accordingly," on the winter 2024 survey.	92.4% reported almost always/often. "I can assess the progress I'm making towards reaching my goals and adjust my actions accordingly," on the spring 2024 survey.
	Increase on indicators of Culture of Care on RJ Walkthrough Tool			22-23 Walkthrough Tool 2023 - 2024 Walkthrough Tool	spring to spring	Renee/Chrissy/Heidi	Average on walkthrough in Spring 23: 2.0675	Increase to 2.171			Average on walkthrough in Spring 24 is 2.51	

SCORECARD	SCHOOL NAME											
Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE	
Equity: Disrupting Inequity	Disrupt inequities by implementing site-based localized initiatives to address equity-focused Theories of Action through the 100 day plans (Integration of PoP into goals): 2023/24 Problem of Practice: How might students and staff co-construct a culture of care so that our Black students, Hispanic students, and students who report two or more races, will have positive outcomes in academic outcomes, attendance, and social emotional data.	Data TBD based on localized Problem of Practice.	Evidence of identified and completed strategic actions in SP100 plans to disrupt identified inequity data point.	SEL survey data Interdisciplinary PLCs Staff Meetings Agendas for PD days	fall to spring	Renee/Chrissy/Heidi	23-24 SEL Survey Item: "I can assess the progress I'm making towards reaching my goals and adjust my actions accordingly," on the fall of 23 survey. - Almost always/often 82% (all students) - Almost always/often 72.7% (Black, Hispanic, and students who report two or more races)	Increase each item by 2%	23-24 SEL Survey Item: "I can assess the progress I'm making towards reaching my goals and adjust my actions accordingly," on the fall of 23 survey. - Almost always/often 82.4% (all students) - Almost always/often 73.2% (Black, Hispanic, and students who report two or more races)	23-24 SEL Winter Survey Item: "I can assess the progress I'm making towards reaching my goals and adjust my actions accordingly," on the winter 24 survey. - Almost always/often 83.9% (all students) - Almost always/often 80.8% (Black, Hispanic, and students who report two or more races)	23-24 SEL Survey Item: "I can assess the progress I'm making towards reaching my goals and adjust my actions accordingly," on the spring of 24 survey. - Almost always/often 92.4% (all students) - Almost always/often 92.0% (Black, Hispanic, and students who report two or more races)	
												Attendance data
Exceptional Staff	Create an environment of engagement and inclusion for employees by: -Execution of Stay Interviews (fixed) -Utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities (fixed)	Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Documentation of completed stay interviews. Evidence of school staff utilizing the peer-to-peer recognition tool.	Staff Exit Tickets from staff meetings	Fall/Spring	Renee/Heidi/Chrissy	78.8% agreed "All things considered the district is a good place to work." in the spring of 2024	Completion of stay interviews as evidenced by data collected and reported to Human Resources.		Stay Interviews complete	Stay Interviews complete	
		School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."	-Utilization a district solution focused on staff-to-staff recognition tied to our strategic priorities (fixed)		Spring/Spring	Renee/Heidi/Chrissy	"All things considered the District is a good place to work" will continue to increase each year until 80% is reached.				77.3% of employees agreed to "All things considered the district is a good place to work." in the spring of 2024	
Communications and Community Engagement	Create a culture of engagement and inclusion through parent/caregiver communication by implementing the "updated" School Communication Playbook (fixed) Classroom communication to parents/caregivers	Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school.	2023 - 2024 SPEHS Family Engagement Plan	Parent Survey Responses Number of newsletter views	Fall to Spring	Renee/Heidi/Chrissy	41.7% strongly agree/agree with "I am satisfied with the communication that comes from the school," in our fall survey.	4%			75% Spring 24	
		Process: Execution of the School Communication Playbook	2023-2024 Communication	23-24 Playbook Rounding Form		Renee/Heidi/Chrissy	23-24 Playbook Rounding Form	Completion of items on rounding form			Communication Strategies from the Playbook were used.	
Operational Excellence	Ensure operational excellence through building awareness through participation in collaborative data analysis for equity in budgeting through a focus on identified spending categories (fixed): field trips, teacher assigned consumable spending, staffing Ensure operational excellence through the maintenance of safe and secure school environments and a common understanding of school safety: Execution of an ongoing training plan to refresh staff understanding of school safety protocols (fixed/flexed) Implementation of Raptor Emergency Management software in conjunction with training on active threat / reunification plan (fixed)	School Perception Parent/Caregiver Survey Question: "I belong as a part of the school community."	Parent Communication	59.3% report strongly agree/agree with the statement, "I belong as a part of my student's school community." in spring 2023.	Spring/Spring	Renee/Heidi/Chrissy		Increase by 3%			59% Spring 24	
		Participation of leaders from each building in collaborative data analysis sessions throughout the year. (Identification of key inequities to be addressed through collaborative planning in 2024-25.)	SP30 Lessons & CARES Drill Log	Completion of full implementation of Raptor Emergency Management software	SP30 Lessons & CARES Drill Log	82% Definitely/Sort of Definitely 37.9% Sort of 44.1% Not really 12.6% No 5.4%	Spring/Spring	Renee/Chrissy/Heidi	2% increase		Engaged in field trip and staffing review	Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created.
		School Perceptions Student Survey results surrounding the question: "I feel safe at my school."									Definitely/Sort of 89% Definitely 45.3% Sort of 43.7% Not really 7.2% No 3.8%	