

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	
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	North HS PLC Continuum West HS PLC Continuum Monitoring			PLC Home School Wide Social Contract Link to intervention work Intervention Outcomes for Systems	fall to spring	Kim and Chai	We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team. - INITIATING We provide a system of interventions that guarantees each student will receive additional time and support for learning if they experience initial difficulty. Students who are proficient have access to enriched and extended learning opportunities. - INITIATING		Team Reflection & Planning Tool	Goal 1 -- Beginning of the Year -- Initiating November -- Implementing March- Implementing Goal 2 -- Beginning of the Year-- Initiating November -- Initiating March- Initiating	Goal 1 -- Beginning of the Year -- Initiating November -- Implementing March- Implementing Goal 2 -- Beginning of the Year-- Initiating November -- Initiating March- Implementing	
	Increased credit attainment for ELA classes				Course and teacher level data	spring to spring	JP and Amy	Baseline English pass rate for Spring 2023= 96%	By the end of the 23-24 school year we will self assess the two areas of the PLC continuum to the left at implementing or higher	November 2023= 91%. However, we have seen a dramatic decrease in the disproportionality of the rate at which our Black/African American students are failing English from a 45.83% to to 33.3% Data Link	96% Data Link	94%	
	Pre-ACT Secure (Grades 9-10)/ACT (Grade 11)	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 100% of our sites are operating in initiating or higher in each area of the PLC Continuum Grades: ELA and Math class passing rates			PLT Reflection on Summative Assessments	spring to spring	JP and Amy	Baseline percentage of 44.1% of students at or above benchmark on the ACT Reading. 45.5% of 9th graders proficient in reading on the Pre-ACT Secure and 37.7% on the 10th grade in reading on Pre-ACT Secure. 31% 11th grade ACT Math	Based on the size of population and need for growth our goals are as follows: 9th Grade Pre-ACT Secure=49.5% 10th Grade Pre-ACT Secure= 41.7% 11th grade ACT= 47.1%	Fall Pre-ACT Reading: 9th Grade= 47.5% proficient 10th Grade= 50% proficient 11th Grade= 45.7% Fall Pre-ACT Math: 9th Grade= 36% 10th Grade= 33% 11th Grade= 32%	Spring Pre-ACT Secure Reading: 9th Grade= 39% 10th Grade= 45% Spring Pre-ACT Secure Math: 9th Grade= 28% 10th Grade= 40% Spring ACT 11: 11th Grade ACT Reading= 45% 11th Grade ACT Math= 32%	NA	
	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 DL strategies to meet students' needs			Course and Teacher Level Data Assessment	spring to spring	JP and Amy	Baseline Math pass rate for Spring 2023= 95% Data Link	By the end of the 23-24 school year we will maintain our percentage of students passing Math at 95%.	Baseline Math pass rate for Spring 2023= 95.6%. However, we have seen a dramatic decrease in the disproportionality of the rate at which our Black/African American students are failing Math from a 50% to to 34.6% Data Link	96%	94%	
Environment: Culture of Care	Create a culture of care by deepening the implementation of the effective Restorative 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		Achievement Dashboard Data in Educimber as of 10/26: Sept 22- 19 suspensions incidents Sept 23- 12 suspension incidents Oct 22- 21 suspension incidents Oct 23- 21 suspension incidents (days reduced) OSS/ISS Days 2023 as 2/24	spring to spring	Ford and Malory	Achievement Dashboard Data in Educimber: Total incidents of OSS/ISS for 22-23 was 283	By the end of the 23-24 school year we will decrease our incidents of use of OSS/ISS to 220	As of 2/11: 22-23= 53 ISS, 74 OSS=127 23-24= 49 ISS, 45 OSS=94 26% reduction Day of In School Suspension: Fall 22= 84.5 Fall 23= 65 Days of Out of School Suspension: Fall 22= 62 Fall 23= 44	As of 2/21 OSS = 63 ISS = 53 OSS = 26% of incidents ISS = 22% of incidents	Frequency Data Total Incidents = 570 OSS = 140 ISS = 141 Response Type %age Data OSS = 24% of incidents ISS = 24% of incidents	June 6, 2024 = 99 out of 123 RJ documented responses included either circle or conversation, 11 out of 386 total responses included use of restorative practices. 110/509 = 22%
	% 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				Achievement Dashboard Data in Educimber as of 10/26: Sept 22- 0 RP implemented Sept 23- 16 RP implemented Oct 22- 3 RP Implemented Oct 23- 60 RP Implemented	spring to spring	Ford and Malory	Achievement Dashboard Data in Educimber: Total incidents of use of RJ practices in Educimber for 22-23 was 12	By the end of the 23-24 school year we will increase our use of RP to 120	November 10, 2023 = 69 out of 81 RJ documented responses included either circle or conversation, 4 out of 117 responses included use of restorative practices. 73/198 = 37%	March 22, 2024 = 99 out of 123 RJ documented responses included either circle or conversation, 11 out of 386 total responses included use of restorative practices. 110/509 = 22%	June 6, 2024 = 99 out of 123 RJ documented responses included either circle or conversation, 11 out of 386 total responses included use of restorative practices. 116/716 = 16%	
	% increase on site-selected SEL indicator(s) on SEL Climate Survey				Empathy Interviews	fall to spring	Malory and JP	Baseline data is that 44.6% of students feel that they can "assess the progress (they) are making towards reaching goals and adjust actions accordingly" "almost always", a 39.7% feel it is often 14% is sometimes and 16% is never, with a total of 915 students responding.	By the end of the 23-24 school year we will increase students who can assess their progress toward reaching goals and adjust actions accordingly to 87.3% "often" or "almost always."	Students completed a 4 week progress check and goal setting, students are in the process of completing a 9 week progress check and goal setting	83% reported often or almost always in the Fall (607 students)	83% reported often or almost always in the Winter (1038 students)	93% reported often or almost always in the spring (971 students)
	Increase on indicators of Culture of Care on RJ Walkthrough Tool				Student survey feedback about teacher practice that teachers will review and reflect in departments and PLTs	spring to spring	Malory & Ford	Baseline data RJ Walkthrough Tool	By the end of the 23-24 school year we will increase the average score of the first 4 indicators on the walk through tool from 2.4 to 2.5 to demonstrate a shift to restoratively based classrooms.	Fall RJ Walkthrough tool Data	As of the midyear RJ walkthroughs the first 4 indicator average has increased from 2.44 to 2.67	Fall RJ Walkthrough tool Data	
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 ToP into goals)	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 Empathy Interviews Attendance Link to Connecting Students Learning in Class Roll up Post	spring to spring	JP	Baseline data is that 34.7% of students who identify as Black/African American or 2 or more races identify they feel a definite sense of belonging at school.	By the end of the 23-24 school year we will increase the definite sense of belonging or our students who identify as Black or Two-or-more races by 9% to 39.7%.	Currently our students who identify as Black or Two-or-more races have a significant gap in their SIS and Full Day Attendance data indicating that they do not feel a sense of belonging in their classrooms.	NA	42% of black or students of 2+ races indicate they almost always feel like they belong at their school.	
	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, attendance, and social emotional data.	Completion of stay interviews as evidenced by data collected and reported to Human Resources.	Documentation of completed stay interviews.	Check-ins with staff by supervising admin BOY meetings MOY meetings EOY meetings	fall/spring	JP/Chai/Ed		Completion of stay interviews as evidenced by data collected and reported to Human Resources.	100% of professional educators on summary year have had a face to face meeting with their supervising principal, staff community circles held monthly, sunshine committee supporting community building both in and out of the building.	On track supporting staff voice with problem solving conversations, 11 check-ins, etc. Stay interviews completed	100% Completed!	70.4% of employees agreed to "All things considered the district is a good place to work." in the spring of 2024.	
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)	School Perceptions Staff Survey results surrounding the question: "All things considered the district is a good place to work."	Evidence of school staff utilizing the peer-to-peer recognition tool.		82.03% agreed "All things considered the district is a good place to work." in the spring of 2023	Spring/Spring	JP/Chai/Ed						

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Sun Prairie West High School											
Strategic Alignment	Initiative/Goal Statement	Measures (Fixed)	Monitoring (Fixed)	Evidence (Flexed)	Timeline	Process Owner(s)	Baseline Data	GOAL	NOVEMBER	MARCH	EOY/JUNE
Communications and Community Engagement		School Perception Parent/Caregiver Survey Question: I am satisfied with the communication that comes from the school.		School perception/Caregiver Survey Google Form Survey	Fall to Spring	JP	Based on 57 responses the average parent response to this question was a 3.5 on a 4.0 scale.	By the end of the 23-24 school year we will increase the average score to a 3.7 on a 4.0 scale and will increase the number of parents responses to at least 100.	Monthly parent partnership meeting held and feedback received from parents indicated satisfaction with communication. Weekly Howls have received positive feedback from Board Members, District Office, and parents. Strong turn out for conferences, many teachers reporting best turn out in their experience	On track. Continue the Weekly Howls and monthly meetings.	81% Fall 23, 81% Spring 24
	Create a culture of engagement and inclusion through parent/caregiver communication by implementing the "updated" School Communication Playbook (fixed) Classroom communication to parents/caregivers	Process: Execution of the School Communication Playbook		Communication Hub	Fall to Spring	JP	Communications Playbook Fall Rounding	By the end of the 23-24 school year we will increase the percentage of parents responding that they get timely feedback from classroom teachers as measured by feedback from monthly parent partnership meetings.	Monthly parent partnership meeting held and feedback received from parents indicated satisfaction with communication. Weekly Howls have received positive feedback from Board Members, District Office, and parents. Strong turn out for conferences, many teachers reporting best turn out in their experience	Continued area of growth in timeliness of teachers entering grades into the gradebook and classroom to home communication	Communication Strategies from the Playbook were used.
	Create a culture of parent/caregiver engagement and inclusion by collaboratively developing a site-based Family Engagement and Inclusion Plan	School Perception Parent/Caregiver Survey Question: "I feel I belong as a part of the school community."		Family Engagement Plan	Fall to Spring	JP	In the '23-'24 survey, based upon the responses 61.5 of the family/caregiver responses indicated that they felt that they belonged in their student's school community.	By the end of the 23-'24 school year we will increase family/caregiver belonging to 63.5% as indicated by the parent/caregiver survey.	Monthly parent partnership meeting held and feedback received from parents indicated satisfaction with communication. Weekly Howls have received positive feedback from Board Members, District Office, and parents. Strong turn out for conferences, many teachers reporting best turn out in their experience. Many beginning of year events held including: orientation, back to school night, etc.	On track. Continue the Weekly Howls and monthly meetings. Intentional outreach to Hmong community leader weekly to build relationship.	81% Spring 23, 66% Spring 24
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	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.)			Spring to Spring	JP and Tina	We will be collecting baseline data this spring as a part of our budgeting process.	By the end of the 23-24 school year we will be able to articulate the equity that is present in our budgeting decisions for the 24-25 school year.	West Budget	Participated in discussion and completed survey work	Leaders participated in review of data, identifying equity concerns, and new guidelines and an action plan have been created
	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 Perceptions Student Survey results surrounding the question: "I feel safe at my school." Completion of full implementation of Raptor Emergency Management software		SEL Survey SP West Supporting Students Learning in Class Bell to Bell	Fall to Spring	JP, Fort, Chai	West High School	According to the student perceptions survey 81.8% of students felt that they sort of or definitely felt safe in our school at 87%.	By the end of the 23-24 school year, we will increase student sense of safety in our school to 87%.	We have currently experienced an increase of theft in PE locker rooms and vandalism in bathrooms. We are in the process of developing a plan of support/response that will be initiated as we start 2nd quarter. Developing processes for RU in classrooms and for Tier 2/3 response. Many students still report feeling safe at school.	Continued area of growth with recent increase in vandalism after an improvement earlier in the year and a recent uptick in student to student altercations