

SCORECARD						
Strategic Alignment	Action Steps We will...so that...	Monitoring (Fixed) Professional Practices	Measures ...as measured by...	Timeline	Baseline Data (beginning of timeline)	GOAL (end of timeline)
Instructional Framework	TLE: We will monitor and provide feedback on the implementation of the Instruction Framework elements 1- Rigorous and Coherent Teaching, 2- Culture of Care, and 3- Disrupting Inequities across the system so that all students will experience instruction of the curriculum as designed.	Fidelity monitoring schedule	Fidelity Implementation data from the use of the IF fidelity tool.	Fall to Spring		
	TLE: We will develop a training plan for Instructional Framework elements 4- Multiple Means to Demonstrate Understanding, 5- Learning Partnerships, and 6- Culturally Responsive so that outcome disparities in academics, behavior, attendance, and special education referral and qualification rates disappear between racial groups in Sun Prairie.	TLE SP100 Plan	Completed Training Plan for Implementation to begin in 2025-26	Spring to Spring		
	Elementary: We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through the implementation of CKLA so that achievement/growth improves in grades K-3.	Site Level: Amplify CKLA classroom walkthrough tool , inclusive of CC teachers and SwDs, Director Level: Evidence of training and coaching leaders on the use of the walkthrough tool, inclusive of CC teachers and SwDs	Early Literacy No Risk Status Achievement (K-1)	Fall to Spring	39%	51%
			Early Literacy Growth (K-1)	Fall to Spring	TBD	TBD
	Student Services: We will ensure that all students with disabilities have access to high quality, grade-level curriculum and instruction through the implementation of CKLA so that achievement/growth improves for students with disabilities in grades K-5.		Reading Composite No Risk Status Achievement (2-5)	Fall to Spring	37%	46%
			Reading Compiste Growth (2-5)	Fall to Spring	TBD	TBD
	Elementary: We will ensure that all students falling below the 25th percentile in grades K-3 literacy will access intentional/targeted instruction so that the students demonstrate good to great growth.	Site Level: Professional Learning Team Planning Documents and Personalized Reading Plans, inclusive of SwDs. AP evidence of training and coaching teachers on intentional/targeted literacy instruction. Director Level: Evidence of training and coaching leaders on intentiional/targeted literacy development for CC teachers	Early Literacy + Oral Reading Fluency Combined Accelerated Growth	Fall to Spring		
Student Services: We will ensure that all students with disabilities falling below the 25th percentile in grades K-5 literacy will access intentional/targeted instruction so that the students with disabilities demonstrate good to great growth.						
Middle: We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through the implementation of core instruction so that achievement/growth improves in grades 6-8.	Site Level: Professional Learning Team Planning Documents, inclusive of SwDs. Student services evidence of training and coaching CC teachers on reading instruction.	Reading Composite No Risk Status Achievement (6-8)	Fall to Spring		42%	51%

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<p>Experiences: Rigorous and Coherent Teaching</p>	<p>Student Services: We will ensure that all students with disabilities have access to high quality, grade-level literacy curriculum and instruction through the implementaton of core instruction so that acievement/growth improves for students with disabilities in grades 6-8.</p>	<p>Implementation / usage of grade-level instruction (Savvas My Perspectives) inclusive of CC teachers planning for and use with SWDs</p> <p>Director Level: Evidence of training and coaching leaders on reading development for CC teachers</p>	<p>Reading Compiste Growth (6-8)</p>	<p>Fall to Spring</p>	<p>TBD</p>	<p>TBD</p>
	<p>High School: 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-alike PLTs so that literacy achievement/growth improves in grades 9-11.</p> <p>Student Services: Increase rigorous and coherent teaching by planning and implementing collaborative design of instruction with effective literacy strategies and utilizing a common lesson framework with all secondary staff in course-alike PLTs so that literacy achievement/growth improves for students with disabilities in grades 9-11.</p>	<p>Site Level: Professional Learning Team Planning Documents</p> <p>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</p> <p>Student Services Coordinators evidence of training and coaching CC teachers on reading instruction.</p> <p>Director Level: Evidence of training and coaching leaders on reading development for CC teachers.</p>	<p>ACT Suite Growth/Upward Transition</p>	<p>Fall to Spring</p>	<p>17%</p>	<p>23%</p>
	<p>High School: We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through the development of coherent, written ELA curriculum for grades 9-11.</p> <p>Student Services: We will ensure that all students with disabilities have access to high quality, grade-level literacy curriculum and instruction through the development of coherent, written ELA curriculum for grades 9-11.</p>	<p>Site Level: ELA Curriculum Development Team Planning Documents inclusive of cross cat teachers/student services leaders</p> <p>Director Level: Evidence of training and coaching leaders on reading development for CC teachers.</p>	<p>Completed written curriculum for English 9, 10, and 11</p>	<p>Fall to Spring</p>		

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	<p>Elementary: We will ensure that all students have access to high quality, grade-level math curriculum and instruction through the implementation of grade-level, essential standards so that math achievement/growth improves in grades K-5</p> <p>Student Services: We will ensure that all students with disabilities have access to high quality, grade-level math curriculum and instruction through the implementation of grade-level, essential standards so that math achievement/growth improves for students with disabilities in grades K-5.</p>	<p>Site Level: Professional Learning Team Planning Documents inclusive of cross cat teacher participation and SWD representation</p>	Early Numeracy No Risk Status Achievement (K-1)	Fall to Spring	49%	61%
		<p>Implementation / usage of grade-level instruction (Bridges & Number Corner) and supplemental instruction (AVMR and Bridges Intervention) inclusive of CC teachers</p>	Early Numeracy Growth (K-1)	Fall to Spring	TBD	TBD
		<p>Evidence of APs training and coaching CC teachers on the collaborative design of challenging math instruction for students with disabilities.</p>	Math Composite No Risk Status Achievement (2-5)	Fall to Spring	36%	45%
		<p>Director Level: Evidence of training and coaching student services leaders to lead the collaborative design of challenging math instruction with the CC teachers in their buildings.</p>	Math Composite Growth (2-5)	Fall to Spring	TBD	TBD
	<p>Middle School: We will ensure that all students have access to high quality, grade-level math curriculum and instruction through the implementation of grade-level, essential standards so that math achievement/growth improves in grades 6-8</p> <p>Student Services: We will ensure that all students with disabilities have access to high quality, grade-level math curriculum and instruction</p>	<p>Site Level: Professional Learning Team Planning Documents inclusive of CC teacher participation and SWD representation</p> <p>Implementation / usage of grade-level instruction (Carnegie) and supplemental instruction (AVMR & IXL)</p>	Math Composite No Risk Status Achievement (6-8)	Fall to Spring	32%	41%

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	<p>access to high quality, grade-level math curriculum and instruction through the implementation of grade-level, essential standards so that math achievement/growth improves for students with disabilities in grades 6-8.</p>	<p>Instruction (AVMIL & IXL)</p> <p>Evidence of Student Services Coordinators training, coaching of CC teachers on the collaborative design of challenging math instruction.</p> <p>Director Level: Evidence of training and coaching student services leaders to lead the collaborative design of challenging math instruction with the CC teachers in their buildings.</p>	Math Compiste Growth (6-8)	Fall to Spring	TBD	TBD
	<p>High School: We will ensure that all students have access to high quality, grade-level math curriculum and instruction while deepening implementation of supplemental math instruction so that achievement/growth improves in grades 9-11</p> <p>Student Services: We will ensure that all Students with Disabilities have access to high quality, grade-level math curriculum and instruction while deepening implementation of supplemental math instruction so that achievement/growth improves for students with disabilities in grades 9-11</p>	<p>Site Level: Professional Learning Team Planning Documents inclusive of CC teacher participation and SWD representation.</p> <p>Implementation / usage of core instruction (CPM) and supplemental instruction (IXL)</p> <p>Evidence of student services coordinators training and coaching of CC teachers on the collaborative design of challenging math instruction.</p> <p>Director Level: Evidence of training and coaching student services leaders to lead the collaborative design of challenging math instruction with the CC teachers in their buildings.</p>	ACT Suite Growth/Upward Transition	Fall to Spring	7%	13%

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Environment: Culture of Care	We will ensure that all students have access to high quality grade level Social Emotional Learning (SEL) instruction by deepening implementation of SEL evidence based practices so that student social emotional competencies improve and exclusionary discipline decreases in grades 3-12.	Site Level: Implementation of Second Step SEL Curriculum 4K-8 inclusive of SwD Documentation of Restorative Practices as a response to behavioral error inclusive of SwD	Sites meeting site-selected SEL goal on SEL Competencies Survey (3-12)	Spring to Spring	14/16 met in Spring '24 2/16 did not meet in Spring '24	
	Student Services: Special Education and Student Services Staff will contribute to ensuring that all students have access to high quality grade level Social Emotional Learning (SEL) instruction by deepening implementation of SEL evidence based practices so that student social emotional competencies improve and exclusionary discipline decreases in grades 3-12.	Evidence of APs and Student Services Coordinators monitoring CC teacher implementation of site selected SEL EBPs - Site selected implementation monitoring tool Director Level: Evidence of training and coaching leaders on implementing the SEL evidence based practices for students with disabilities.	Students with Disabilities without OSS/ISS response to behavioral error (K-12)	Spring to Spring	117 out of 1136 had = 90%	91%
Equity: Disrupting Inequity	We will disrupt inequities by implementing strategies to address equity-focused problems of practice so that outcome disparities in academics, behavior, attendance, and special education referral and qualification rates disappear between racial groups in Sun Prairie.	TLE coaching notes of site based SP100 plans TLE problem of practice and SP100 Plans/Processes	Site based problems of practice TLE Problem of Practice and SP100 Plans/Processes	Spring to Spring		
	We will collaboratively implement site-level onboarding strategies as defined by Human Resources so that new employees feel supported, connected, confident, and clear in their roles evidenced by employees indicating that they felt valued and cared for through the onboarding process.	Site Level: SP Kickstart & SP Academy Planning Documents Mentor Program CAL (Collaborative Assessment Log) & Building Buddy Log Onboarding Playbook SS Director Level: Onboarding Documents for Student Services Leaders	OE 4.6: Measure 2: 100% of all new employees participate in department and/or job-specific onboarding processes.			100% of all new employees participate in department and/or job-specific onboarding processes.

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Exceptional Staff			OR 2.2: Measure 1: The percent of employees indicating that they felt valued and cared for through the onboarding process will be at 80% or higher.	Spring to Spring	80% of employees felt valued and cared for after 6 months of employment.	In the spring of 2025, 85% of new employees will agree or strongly agree to the statement "I felt valued and cared for through the onboarding process."
	We will collaboratively implement recognition and feedback structures as defined by Human Resources that include elements of care, behavior, impact, and curiosity so that employees feel they can utilize the feedback they receive from colleagues and supervisors improve their ability to successfully fulfill their role.	Site Level: Feedback Inventory Stay Interviews Feedback Professional Development Planning Documents SS Director Level: Feedback/Recognition Playbook Stay Interviews Gratitude Log	Employee Engagement Survey Item: The percent of employees who answer "agree" or "strongly agree" with the Employee Engagement survey question "Over the past week, I've been acknowledged or recognized for my efforts, behaviors, and performance."	Spring to Spring	The percent of employees who answer "agree" or "strongly agree" with the 2023-2024 Employee Engagement survey question "Over the past week, I've been acknowledged or recognized for my efforts, behaviors, and performance." was 59.6%	In the spring of 2025, the percent of employees who answer "agree" or "strongly agree" with the Employee Engagement survey question "Over the past week, I've been acknowledged or recognized for my efforts, behaviors, and performance." will be 70%

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Communications and Community Engagement	Departments will select a scorecard initiative and utilize a community participation-based practice profile so that our community is engaged.	Rounding (Fall and Spring) to review department specific practice profile.	Practice Profile demonstrating usage of a participation model	Fall to Spring		
Operational Excellence	We will complete a the action plan associated with a potential Fall 2024 operating referendum and/or budget reductions so that the district's budget is balanced and School Board expectations are met.	Leadership Collaborative Whole Group Planning Documents Ongoing Budget Projection Models Referendum Communication Plan Budget Reduction Engagement Plan	Completed budget reduction and/or referendum action plan	Fall to Spring	\$6,000,000+ projected deficit for 25-26 budget. Referendum planning and budget awareness work has started.	Balanced budget for 2025-26