

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)
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<b>Instructional Framework</b>	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 <b>so that all students will experience instruction of the curriculum as designed.</b>	TLE SP100 Plan	Development of a Fidelity monitoring tool  Training leaders on Fidelity monitoring tool  Coaching site leaders on the use of the Fidelity monitoring for elements 1, 2, and 3	Fall to Spring		Completed development, training, and coaching of site leaders on the Fidelity monitoring tool for elements 1, 2, and 3
	We will develop a training plan for Instructional Framework elements 4- Multiple Means to Demonstrate Understanding, 5- Learning Partnerships, and 6- Culturally Responsive <b>so that outcome disparities in academics, behavior, attendance, and special education referral and qualification rates disappear between racial groups in Sun Prairie.</b>	TLE SP100 Plan	Completed Training Plan for Implementation for elements 4, 5, 6 to begin in 2025-26	Spring to Spring		
<b>Instructional Framework</b>	We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through the implementation of CKLA <b>so that achievement/growth improves in grades K-3.</b>	Amplify CKLA classroom walkthrough tool	Universal Screener Early Literacy (K) Composite Benchmark Achievement	Fall to Spring	Fall Assessment	Fall Assessment
			Universal Screener Early Literacy (K) Composite Growth	Fall to Spring	Winter Assessment	N/A
			Universal Screener Oral Reading Fluency (1-3) Benchmark Achievement	Fall to Spring	Fall Assessment	Fall Assessment
			Universal Screener Oral Reading Fluency (1-3) Growth	Fall to Spring	Winter Assessment	N/A
	We will ensure that all students falling <b>below</b> the 25th percentile in <b>grades K-3</b> literacy will access intentional/targeted instruction <b>so that</b>	Professional Learning Team Planning Documents	Combined: Early Literacy Composite Growth (K) + Oral Reading Fluency	N/A	N/A	TBD
	We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through the implementation of core instruction <b>so that achievement/growth improves in grades 6-8.</b>	Professional Learning Team Planning Documents  Implementation / usage of	Universal Screener Reading Composite Achievement  Universal Screener Reading Composite Growth	Fall to Spring  Fall to Spring	Fall Assessment  Winter Assessment	Fall Assessment  N/A
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 <b>so that literacy achievement/growth improves in grades 9-11.</b>	Professional Learning Team Planning Documents  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	ACT Suite Achievement/Meeting Benchmark	Fall to Spring		9th: 0.7 10th:0.8	
		ACT Suite Growth/Upward Transition	Fall to Spring			

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<b>Experiences: Rigorous and Coherent Teaching</b>	We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through <b>the development of coherent, written ELA curriculum for grades 9-11.</b>	ELA Curriculum Development Team Planning Documents	Completed written curriculum for English 9, 10, and 11	Fall to Spring		
	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 <b>so that math achievement/growth improves in grades K-5</b>	Professional Learning Team Planning Documents  Implementation / usage of grade-level instruction (Bridges & Number Corner) and supplemental instruction (AVMR and Bridges Intervention)	Universal Screener Math Composite Benchmark	Fall to Spring	Fall Assessment	Fall Assessment
	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 <b>so that math achievement/growth improves in grades 6-8</b>	Professional Learning Team Planning Documents  Implementation / usage of grade-level instruction (Carnegie) and supplemental instruction (AVMR & IXL)	Universal Screener Math Composite Achievement	Fall to Spring	Fall Assessment	Fall Assessment
	We will ensure that all students have access to high quality, grade-level math curriculum and instruction while deepening implementation of supplemental math instruction <b>so that achievement/growth improves in grades 9-11</b>	Professional Learning Team Planning Documents  Implementation / usage of core instruction (CPM) and supplemental instruction (IXL)	Universal Screener Math Composite Growth	Fall to Spring	Winter Assessment	N/A
			ACT Suite Achievement/Meeting Benchmark	Fall to Spring	Winter Assessment	N/A
		ACT Suite Growth/Upward Transition	Fall to Spring		9th: 0.3 10th:0.6	
<b>Environment: Culture of Care</b>	<a href="#">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.</a>	<a href="#">Implementation of Second Step SEL Curriculum 4K-8</a>  <a href="#">Documentation of Restorative Practices as a primary resolution to behavioral error in Infinite Campus</a>  <a href="#">Site selected implementation</a>	Aggregate results of SEL Competencies Survey (grades 3-12)	Spring to Spring		Maintain achievement of 80% or higher reporting
			Decrease in aggregate OSS/ISS as a primary response to behavioral error in Infinite Campus	Spring to Spring		
<b>Equity: Disrupting Inequity</b>	We will disrupt inequities by implementing strategies to address equity-focused problems of practice <b>so that outcome disparities in academics, behavior, attendance, and special education referral and qualification rates disappear between racial groups in Sun Prairie.</b>	TLE coaching notes of site based SP100 plans  TLE problem of practice and SP100 Plans/Processes  and quarterly rounding with DSC	Site based problems of practice  TLE Problem of Practice and SP100 Plans/Processes  and DSC operations department identified problems of practice	Spring to Spring		
<b>Equity: Disrupting Inequity</b>	We will disrupt inequities by implementing strategies to address equity-focused problems of practice <b>so that outcome disparities in academics, behavior, attendance, and special education referral and qualification rates disappear between racial groups in Sun Prairie.</b>	TLE coaching notes of site based SP100 plans and quarterly rounding with DSC operations department	Site based problems of practice and DSC operations department identified problems of practice	Spring to Spring		

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<b>Exceptional Staff</b>	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.	<b>SP Kickstart &amp; SP Academy Planning Documents</b>  <a href="#">Onboarding Playbook</a> <b>Mentor Program CAL (Collaborative Assessment Log) &amp; Building Buddy Log</b>	OE 4.6: Measure 2: 100% of all new employees participate in department and/or job-specific onboarding processes.  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.	100% of all new employees participate in department and/or job-specific onboarding processes.  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.	<b>Feedback Inventory</b>  <a href="#">Feedback/Recognition Playbook</a>  <b>Feedback Professional Development Planning Documents</b>	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%
<b>Communications and Community Engagement</b>	Departments will select a scorecard initiative and utilize a community participation-based <a href="#">practice profile</a> 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		

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Operational Excellence	We will complete a the action plan associated with a potential Fall 2024 operating referendum and/or budget reductions <b>so that the district's budget is balanced and School Board expectations are met.</b>	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
	We will develop a school facility equity tool <b>so that future capital maintenance projects ensure all students have equitable access to opportunities regardless of assigned boundary school.</b>	Leadership Collaborative Meeting Agendas  Equity Tool Project Plan Documents	Completed facility equity tool	Fall to Spring		