

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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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-alike PLTs so that literacy achievement/growth improves in grades 9-11.	Professional Learning Team Planning Documents	ACT Suite Standard Score Increase	Fall to Spring	All: 13.5 10th: 15.0 11th: 12.6	9th: (+0.7) 15.7 10th: (+0.8) 15.8 11th: (-/0.0) 12.6+
		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 Growth/Upward Transition		11%	16%
	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.	Professional Learning Team Planning Documents	ACT Suite Standard Score Increase	Fall to Spring	All: 14.6 10th: 14.7 11th: 14.5	9th: (+0.3) 14.9 10th: (+0.6) 15.3 11th: (+0.5) 15.0
		Implementation / usage of core instruction (CPM) and supplemental instruction (IXL)	ACT Suite Growth/Upward Transition		0%	5%
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 9-12.	Implementation of Second Step SEL Curriculum 4K-8	Site-selected SEL goal on SEL Competencies Survey	Spring to Spring		
		Documentation of Restorative Practices as a response to behavioral error Site selected implementation monitoring tool	Decrease in OSS/ISS as a response to Behavioral Errors	Spring to Spring	47 of 118 = 40%	
			% of students not having OSS/ISS as a response to behavioral error	Spring to Spring	93 of 121 = 77%	82%
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	Site based problems of practice	Spring to Spring		

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Exceptional Staff	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.	SP Kickstart & SP Academy Planning Documents Onboarding Playbook Mentor Program CAL (Collaborative Assessment Log) & Building Buddy Log	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.	Feedback Inventory Feedback/Recognition Playbook Feedback Professional Development Planning Documents	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 50.0%	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 XX%
Communications and Community	We will improve and refine classroom-to-parent/caregiver communication so that parent/caregiver engagement and satisfaction increases.	Rounding (Fall and Spring) to review school administration for evidence of engagement practices. A survey will be administered to families 3 weeks into each semester to gauge satisfaction. Rounding Form PPA	School Perceptions Parent/Caregiver Survey Question, "I am satisfied with the communication that comes from my students' teachers/classrooms."	Spring to Spring	Spring 24 Survey Results	
	Schools will develop and implement a high confidence, flexed strategy to engage families using the Family Engagement & Inclusion plan co-created with staff and families so that parents/caregivers feel they belong to their school community (PUT YOUR PLAN HERE)	Rounding (Fall and Spring) to review Communications Rounding Tool for evidence of implemented engagement strategies.	School Perceptions Parent/Caregiver Survey Question, "I belong as a part of my student's school community."	Spring to Spring	Spring 24 Survey Results	

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Community Engagement	We will contribute to the development of robust, aligned, and needs-driven out-of-school-time Community Schools programming and basic needs services so that student habitual truancy is reduced at full Service Community School sites.	<p>Monthly rounding with principals and site coordinators to monitor recruitment, retention and support of targeted students into Community Schools sponsored out of school time activities</p> <p>By name by face monthly monitoring of unexcused absences for students identified for Community Schools sponsored out of school time activities</p>	% improved attendance from spring to spring for targeted students on the habitually truant list.	Spring to Spring		
Operational Excellence	We will promote understanding among staff and the public regarding a potential Fall 2024 operating referendum and/or budget reduction plan so that the district's budget is balanced and School Board expectations are met.	<p>Leadership Collaborative Whole Group Planning Documents</p> <p>Ongoing Budget Projection Models</p> <p>Referendum Communication Plan</p> <p>Budget Reduction Engagement Plan</p>	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 contribute to the development of a school facility equity tool so that future capital maintenance projects ensure all students have equitable access to opportunities regardless of assigned boundary school.	<p>Leadership Collaborative Meeting Agendas</p> <p>Equity Tool Project Plan Documents</p>	Completed facility equity tool	Fall to Spring		