

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)
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)
Experiences: Rigorous and Coherent Teaching	We will ensure that all students have access to high quality, grade-level literacy curriculum and instruction through the implementation of grade-level, essential standards so that literacy achievement/growth improves in grades 6-8.	Professional Learning Team Planning Documents	Universal Screener Reading Composite Benchmark Achievement and No Risk Status Achievement	Fall to Spring	Benchmark: 75% No Risk: 84%	Benchmark: 76% No Risk: 85%
		Implementation / usage of grade-level core instruction (Savvas My Perspectives) and supplemental instruction (SuccessMaker)	Universal Screener Reading Composite Growth	Fall to Spring	Winter Assessment	N/A
	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	Professional Learning Team Planning Documents	Universal Screener Math Composite Benchmark Achievement and No Risk Status Achievement	Fall to Spring	Benchmark: 64% No Risk: 76%	Benchmark: 67% No Risk: 79%
		Implementation / usage of grade-level core instruction (Carnegie) and supplemental instruction (AVMR & IXL)	Universal Screener Math Composite Growth	Fall to Spring	Winter Assessment	N/A
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 6-8.	Implementation of Second Step SEL Curriculum 6-8 Documentation of Restorative Practices as a response to behavioral error Site selected implementation monitoring tool	Sites meeting site-selected SEL goal on SEL Competencies Survey Emotional Development. (I have skills and strategies to work hard. I can express my emotions appropriately) 72% of SwD and 70% of Black Students. SEL Competencies Survey	Spring to Spring	Emotional Development. (Overall) 72% of SwD 70% of Black Students. I have skills and strategies to work hard. 81.6% of SwD 83% of Black Students I can express my emotions appropriately. 81.6% of SwD 83.4% of Black Students.	Emotional Development. (Overall) 72% of SwD 70% of Black Students. I have skills and strategies to work hard. 84% of SwD 86% of Black Students I can express my emotions appropriately. 84.8% of SwD 86.7% of Black Students.	

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)
Environment: Culture of Care			Decrease in OSS/ISS as a response to Behavioral Errors	Spring to Spring	8.1 to 1 (as of 6/10/24) See Page 3 384 of 1731 = 22% 78% NOT resulting in OSS/ISS	19% or less resulting in OSS/ISS 81% NOT Resulting in OSS/ISS
			% of students not having OSS/ISS as a response to behavioral error	Spring to Spring	538 of 663 = 81%	85%
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	Increase in math and literacy proficiency based on aMath and aReading for students that identify as Black and students receiving special education services based on: aReading: All students 60.5% proficient Students that identify as Black 25% proficient Students receiving special education services 15.4% proficient aMath: All students 64% proficient Students that identify as Black 25% proficient Students receiving special education services 29% proficient	Spring to Spring	aReading: All students 60.5% proficient Students that identify as Black 25% proficient Students receiving special education services 15.4% proficient aMath: All students 64% proficient Students that identify as Black 25% proficient Students receiving special education services 29% proficient	

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)
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, 82% 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 65.4%	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.	School Perceptions Parent/Caregiver Survey Question, "I am satisfied with the communication that comes from my students' teachers/classrooms."	Spring to Spring	55.00%	58.3%%
	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	66%	67%

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)
Community Engagement	Community Schools will develop robust, aligned, and needs-driven out-of-school-time 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	<p>60% students that identify as Black are not chronically absent.</p> <p>57% students receiving special education services are not chronically absent.</p>	<p>65.4% students that identify as Black are not chronically absent.</p> <p>62% students receiving special education services are not chronically absent.</p>
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		