

| 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) | BEG/OCT | MID/FEB | |
| Instructional Framework | 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. | 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 | | In Progress/On track | |
| | 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 for elements 4, 5, 6 to begin in 2025-26 | Spring to Spring | N/A | Completed Training Plan for Implementation for elements 4, 5, 6 to begin in 2025-26 | | In Progress/On track | |
| Instructional Framework | 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. | Amplify CKLA classroom walkthrough tool | Universal Screener Early Literacy (K) Composite Benchmark Achievement | Fall to Spring | 50% | 56% | 50% | 50% | |
| | | | Universal Screener Early Literacy (K) Composite Growth | Fall to Spring | Winter Assessment | N/A | N/A | Baseline 80.8% | |
| | | | Universal Screener Oral Reading Fluency (1-3) Benchmark Achievement | Fall to Spring | 50% | 53% | 50% | 51.10% | |
| | | | Universal Screener Oral Reading Fluency (1-3) Growth | Fall to Spring | 68.90% | N/A | N/A | 68.9% Baseline | |
| | We will ensure that all students falling below the 25th percentile in grades K-3 literacy will access intentional/targeted instruction so that | Professional Learning Team Planning Documents | Combined: Early Literacy Composite Growth (K) + Oral Reading Fluency | | N/A | N/A | TBD | N/A | 62/718 = 9% |
| | | | | 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. | Professional Learning Team Planning Documents | Universal Screener Reading Benchmark Achievement | Fall to Spring | 72% | 72% |
| | 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 | 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 Standard Score Increase | Fall to Spring | 19.4 9th: 18.5 10th: 19.2 11th: 20.4 | 19.9 9th: 19.2 10th: 20 11th: 20.4 | 19.4 9th: 18.5 10th: 19.2 11th: 20.4 | N/A |
| | | | | ACT Suite Growth/Upward Transition | | 53% | 53% | 53% | N/A |
| 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. | ELA Curriculum Development Team Planning Documents | Completed written curriculum for English 9, 10, and 11 | | Fall to Spring | Not Yet Started | Completed written curriculum for English 9, 10, and 11 | In Progress | In Progress | |
| 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 | 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 (2-5) | Fall to Spring | 55% | 58% | 55% | 63.80% | |
| | | | Universal Screener Math Composite Growth (2-5) | Fall to Spring | 86.30% | N/A | N/A | 86.3% Baseline | |

| 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) | BEG/OCT | MID/FEB |
| Experiences: Rigorous and Coherent Teaching | 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 Implementation / usage of grade-level instruction (Carnegie) and supplemental instruction (AVMR & IXL) | Universal Screener Math Composite Achievement | Fall to Spring | 63% | 65% | 63% | 65.70% |
| | | | Universal Screener Math Composite Growth | Fall to Spring | Winter Assessment | N/A | N/A | Baseline 86% |
| | 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 Implementation / usage of core instruction (CPM) and supplemental instruction (IXL) | ACT Suite Standard Score Increase | Fall to Spring | 17.6 9th: 16.6 10th: 17.6 11th: 19.0 | 18.2 9th: 16.9 10th: 18.2 11th: 19.5 | 17.6 9th: 16.6 10th: 17.6 11th: 19.0 | N/A |
| | | | ACT Suite Growth/Upward Transition | Fall to Spring | 33% | 36% | 33% | N/A |
| 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. | Implementation of Second Step SEL Curriculum 4K-8 Documentation of Restorative Practices as a primary resolution to behavioral error in Infinite Campus Site selected implementation monitoring tool | Aggregate results of SEL Competencies Survey (grades 3-12) | Spring to Spring | | Maintain achievement of 80% or higher reporting often/almost always on SEL competency survey | | |
| | | | Decrease in aggregate OSS/ISS as a primary response to behavioral error in Infinite Campus | Spring to Spring | 83 out of 3497 had = \$ 532 out of 4419 had = | K5 - 95% 6-12 - 90% | K-5: 95% 6-12: 96% | K-5: 95% 6-12: 94.4% |
| 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 and quarterly rounding with DSC operations department | Site based problems of practice TLE Problem of Practice and SP100 Plans/Processes and DSC operations department identified problems of practice | Spring to Spring | 22/22 Problems of Practice have been identified by schools and district departments. | Maintain 22/22 Problems of Practice and utilize them to inform continuous improvement planning throughout the year | 22/22 Problems of Practice have been created and integrated into school / department continuous improvement plans - See school scorecards for specific outcome metrics | 22 site/ departments have identified POPs. 15/15 sites have their POPs embedded in their respective SP100 Plans. |
| | 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 | | | 100% of all new employees participate in department and/or job-specific onboarding processes. | | |

