

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	END/MAY
<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 the implementation of grade-level, essential standards <b>so that literacy achievement/growth improves in grades 6-8.</b>	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%	Benchmark: 75% No Risk: 84%	Benchmark: 76% No Risk: 85%	Benchmark: 77% No Risk: 86%
		Implementation / usage of grade-level core instruction (Savvas My Perspectives) and supplemental instruction (SuccessMaker)	Universal Screener Reading Composite Growth	Fall to Spring	86%	maintain	N/A	86%	86%
	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	Universal Screener Math Composite Benchmark Achievement and No Risk Status Achievement	Fall to Spring	Benchmark: 64% No Risk: 76%	Benchmark: 67% No Risk: 79%	Benchmark: 64% No Risk: 76%	Benchmark: 66% No Risk: 77%	Benchmark: 70% No Risk: 81%
		Implementation / usage of grade-level core instruction (Carnegie) and supplemental instruction (AVMR & IXL)	Universal Screener Math Composite Growth	Fall to Spring	83%	maintain	N/A	83%	87%
<b>Environment: Culture of Care</b>	We will ensure that all students have access to high quality grade level Social Emotional Learning (SEL) instruction by deepening implementation of <a href="#">SEL evidence based practices</a> <b>so that student social emotional competencies improve and exclusionary discipline decreases in grades 6-8.</b>	Implementation of Second Step SEL Curriculum 6-8	Sites meeting site-selected SEL goal on SEL Competencies Survey	Spring to Spring	Emotional Development. 91% All students	Emotional Development. 91% All students (maintain)	Emotional Development 76% All students	Emotional Development 75% All students	Emotional Development 85% All students
		Documentation of Restorative Practices as a response to behavioral error  <a href="#">Site selected implementation monitoring tool</a>	Emotional Development. (I have skills and strategies to work hard. I can express my emotions appropriately)  <a href="#">SEL Competencies Survey</a>						
			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	58 of 288 = 20%	129 of 777 = 17%	16% Decreased from 22% to 16% Spring to Spring

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			% of students not having OSS/ISS as a response to behavioral error	Spring to Spring	538 of 663 = 81%	85%	658 of 696 = 95%	621 of 687 = 90%	84%
<b>Equity: Disrupting Inequity</b>	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	Spring to Spring	*Spring Data from Fastbridge data that is no longer used.  aReading: All students 60.5% proficient Students that identify as Black 25% proficient Students receiving special education services 15.4% proficient	* Goal is set using Beginning data from column H.  Reading Composite Benchmark - 76% All Students 66% Black 31% Receiving Services (IEP)	Reading Composite Benchmark - 75% All Students 66% Black 31% Receiving Services (IEP)	Reading Composite Benchmark - 76% All Students 55% Black 35% Receiving Services (IEP)	Reading Composite Benchmark - 77% All Students 66% Black 49% Receiving Services (IEP)
			aMath: All students 64% proficient Students that identify as Black 25% proficient Students receiving special education services 29% proficient	Spring to Spring	aMath: All students 64% proficient Students that identify as Black 25% proficient Students receiving special education services 29% proficient	Math Composite Benchmark - 64% All Students 44% Black 32% Receiving Services (IEP)	Math Composite Benchmark - 64% All Students 39% Black 29% Receiving Services (IEP)	Math Composite Benchmark - 66% All Students 43% Black 30% Receiving Services (IEP)	Math Composite Benchmark - 70% All Students 32% Black 25% Receiving Services (IEP)
<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.	SP Kickstart & SP Academy Planning Documents  <a href="#">Onboarding Playbook</a> 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.	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.			
			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.			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."		86.2 %	88.40%

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	We will collaboratively implement recognition and feedback structures as defined by Human Resources that include elements of care, behavior, impact, and curiosity <b>so that employees feel they can utilize the feedback they receive from colleagues and supervisors improve their ability to successfully fulfill their role.</b>	<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 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 69%		EE Survey: 67.9%	77.40%
<b>Communications and Community Engagement</b>	We will improve and refine classroom-to-parent/caregiver communication <b>so that parent/caregiver engagement and satisfaction increases.</b>	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%	58.30%	85.8% (52) <a href="#">Fall Rounding</a>	69% (29)	74%
	Schools will develop and implement a high confidence, flexed strategy to engage families using the <a href="#">Family Engagement &amp; Inclusion</a> plan co-created with staff and families <b>so that parents/caregivers feel they belong to their school community (PUT YOUR PLAN HERE)</b>	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%	<a href="#">Fall Rounding</a>		79%
	Community Schools will develop robust, aligned, and needs-driven out-of-school-time programming and basic needs services <b>so that student chronic absenteeism is reduced at full-service Community School sites.</b>	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  By name by face monthly monitoring of unexcused absences for students identified for Community Schools sponsored out of school time activities	% improved attendance from spring to spring for targeted students on the chronic absenteeism list	Spring to Spring	76% of all students not chronically absent.  Additional Info: 60% students that identify as Black are not chronically absent.  57% students receiving special education services are not chronically absent.	78% of all student not chronically absent.  Additional Info: 65% students that identify as Black are not chronically absent.  62% students receiving special education services are not chronically absent.	87% of all students are not chronically absent to date.	81% of all students are not chronically absent to date.  Additional Info: 61% of students that identify as Black are not chronically absent.  74% of students receiving special education services are not chronically absent.	82% of all students are not chronically absent.
<b>Operational Excellence</b>	We will promote understanding among staff and the public regarding a potential Fall 2024 operating referendum and/or budget reduction plan <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	Informational presentation has been developed. Eight staff presentations were given. Three civic groups presentations, plus 5 community open houses and virtual drop-ins	All action steps were completed resulting in a successful referendum - 57% to 43%.	All action steps were completed resulting in a successful referendum - 57% to 43%.

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	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.	Leadership Collaborative Meeting Agendas Equity Tool Project Plan Documents	Completed facility equity tool	Fall to Spring	No facility equity tool exists.	Facility equity tool will be collaboratively developed.	Not started	Initial work completed with Leadership Collaborative. Community advisory team will meet in Feb/Mar.	