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
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	
	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 Implementation / usage of	Universal Screener Reading Benchmark Achievement	Fall to Spring	72%	72%	72%	73%	
			Universal Screener Reading Benchmark Growth	Fall to Spring	Winter Assessment	N/A	N/A	Baseline	
	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	Fall to Spring	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	
	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	

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Experiences: Rigorous and Coherent Teaching		Instruction (IXL)	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.	
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		100% of all new employees participate in department and/or job-specific onboarding processes.			
					80% of employees felt valued and cared for after 6 months of employment.	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."		86.2 %	88.40%
	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 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%		EE Survey: 77.8%	80% Districtwdie (83.3% tech department specific)

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Communications and Community Engagement	Departments will select a scorecard initiative and utilize a community participation-based practice profile **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			In Progress	In Progress	In Progress
Operational Excellence	We will complete a the action plan associated with a potential Fall 2024 operating referendum and/or budget reductions **so that the district's budget is balanced and School Board expectations are met.**	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 complated resulting in a successful referendum pass rate of 57% to 43%.	All action steps were complated resulting in a successful referendum pass rate of 57% to 43%.
	We will develop 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.	Faciilty equity tool will be collaboratively developed.	Not started	Initial work completed with Leadership Collaborative. Community advisory team will meet in Feb/Mar.	