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	Complete
	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	Complete
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 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%	48%	51%
			Universal Screener Early Literacy (K) Composite Growth	Fall to Spring	79%	81%	N/A	79% (baseline)	83%
			Universal Screener Oral Reading Fluency (1-3) Benchmark Achievement	Fall to Spring	50%	53%	50%	51%	53%
			Universal Screener Oral Reading Fluency (1-3) Growth	Fall to Spring	81%	maintain or above 80%	N/A	81% (baseline)	84%
	We will ensure that all students falling **below** the 25th percentile in **grades K-3** literacy will access intentional/targeted instruction **so that the students demonstrate accelerated growth.**	Professional Learning Team Planning Documents Personalized Reading Plans	Accelerated Growth Combined: Early Literacy Composite Growth (K) + Oral Reading Fluency Growth (1-3gr)	N/A	9%	N/A	N/A	9% (baseline)	20% (baseline)
	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 grade-level instruction (Savvas My Perspectives)	Universal Screener Reading Composite Benchmark Achievement	Fall to Spring	72%	72%	72%	73%	77%
			Universal Screener Reading Composite Growth	Fall to Spring	86%	maintain or above 80%	N/A	86% (baseline)	86%
	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 *utlilization 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 (End of Year Measure)	19.3 9th: 18.4 10th: 19.2 11th: 20.3
			ACT Suite Growth/Upward Transition	Fall to Spring	53%	53%	53%	N/A (End of Year Measure)	42%
	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		Completed written curriculum for English 9, 10, and 11		In Progress/On track	Complete
	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 Early Numeracy Composite Benchmark (K-1)	Fall to Spring	50%	54%	50%	63%	62%
			Universal Screener Early Numeracy Composite Growth (K-1)	Fall to Spring	91%	maintain or above 80%	N/A	91% (baseline)	90%
			Universal Screener Math Composite Benchmark (2-5)	Fall to Spring	55%	58%	55%	64%	66%

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			Universal Screener Math Composite Growth (2-5)	Fall to Spring	86%	maintain or above 80%	N/A	86% (baseline)	88%
	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%	66%	72%
			Universal Screener Math Composite Growth	Fall to Spring	86%	maintain or above 80%	N/A	86% (baseline)	90%
	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: 18.6	18.1 9th: 16.9 10th: 18.2 11th: 19.1	17.6 9th: 16.6 10th: 17.6 11th: 18.6	N/A (End of Year Measure)	17.8 9th: 16.6 10th: 17.8 11th: 19.1
			ACT Suite Growth/Upward Transition	Fall to Spring	33%	36%	33%	N/A (End of Year Measure)	30%
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	77%	79%	77%	78%	84%
			Students who have not experinced OSS/ISS as a response to behavioral error (K-12)	Spring to Spring	615 out of 7916 had = 92%	93%	98%	96%	94%
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.	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 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	N/A	100%	Year Start	100.00%	100.00%
			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.		N/A	80% or higher	N/A	86.2%	88.4 %

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Exceptional Staff	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 to improve their ability to successfully fulfill their role.**	Feedback Inventory Feedback Professional Development Planning Documents	OR 2.3: Measure 3: 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 continue to increase each year until 80% is reached and then maintained above 80%.	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%	N/A	77.8% (Pulse Check)	80%
Communications and Community Engagement	We will improve and refine classroom-to-parent/caregiver communication **so that parent/caregiver engagement and satisfaction increases.**	Rounding (Fall and Spring) to review the expectation of classroom to home communication. Pulse check surveys 3-weeks into each semester to test communication satisfaction.	Parent/Caregiver Survey Question, "I am satisfied with the communication that comes from my students' teachers/classrooms."	Spring to Spring	Spring 24 Survey Results: 74%	76%	87% (Pulse Check)	83% (Pulse Check)	82%
	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**	Rounding (Fall and Spring) to review Communications Rounding Tool for evidence of implemented engagement strategies.	Parent/Caregiver Survey Question, "I belong as a part of my student's school community."	Spring to Spring	Spring 24 Survey Results: 78%	80%	Rounded with all schools. Collaborative creation of Familly Engagement and Inclusion plans	Check-in in Feb and Rounding again in April	80%
	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	All departments have a profile and are using a participation level of the IAP Spectrum.	Departments will use the IAP2 Spectrum to seek some level of participation in their work.	Rounding with departments to explain the practice profile.	All departments have a profile and are using a participation level of the IAP Spectrum.	All departments have a profile and are using a participation level of the IAP Spectrum.
	Community Schools will develop robust, aligned, and needs-driven out-of-school-time programming and basic needs services **so that student chronic absenteeism is reduced at full Service Community School sites.**	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 Monthly review of school-wide attendance	3% improved attendance from spring to spring for students at SPCS sites.	Spring to Spring	2023-24 Chronic Absenteeism Rate across all 8 SPCS sites was 23.6% (814 students)	Decrease by 3%. 2024-25 Chronic Absenteeism Rate across all 8 SPCS sites will be 20%	2023-24 Chronic Absenteeism Rate across all 8 SPCS sites was 23.6% (814 students)	16% chronically absent 362 students enrolled in 16 out of school time programs across all eight sites during first semester School-based food pantries served 931 students and 305 adults Sept 2024-January 2025	21% chronically absent 487 students enrolled in 17 out of school time programs across all eight sites School-based food pantries served 6,029 children and adults.
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	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%.

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	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.	Facility Equity Tool created through collaborative process.	Not started	Initial work completed with Leadership Collaborative. Community advisory team will meet in Feb/Mar.	Draft Tool reviewed by LC on 17 Apr 2025 and reviewd by community group on 28 May 2025.