

SCORECARD									
Strategic Alignment	Action Steps We will...so that...	Monitoring (Fixed) Professional Practices	Measures (as identified in...)	Timeline	Baseline Data (beginning of timeline)	GOAL (end of timeline)	BEG/OCT	MID/FEB	END/MAY
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 Implementation / usage of grade-level core instruction (Savvas My Perspectives) and supplemental instruction (SuccessMaker)	Universal Screener Reading Composite Benchmark Achievement and No Risk Status Achievement Universal Screener Reading Composite Growth	Fail to Spring Fail to Spring	Benchmark: 75% No Risk: 84% 86%	Benchmark: 76% No Risk: 85% maintain	Benchmark: 75% No Risk: 84% N/A	Benchmark: 76% No Risk: 85% 86%	Benchmark: 77% No Risk: 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 so that math achievement/growth improves in grades 6-8	Professional Learning Team Planning Documents Implementation / usage of grade-level core instruction (Carnegie) and supplemental instruction (AVMR & IXL)	Universal Screener Math Composite Benchmark Achievement and No Risk Status Achievement Universal Screener Math Composite Growth	Fail to Spring Fail to Spring	Benchmark: 64% No Risk: 76% 83%	Benchmark: 67% No Risk: 79% maintain	Benchmark: 64% No Risk: 76% N/A	Benchmark: 66% No Risk: 77% 83%	Benchmark: 70% No Risk: 81% 87%
	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) 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
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% 76% 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%
			% 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%
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	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 self using Beginning data from column H. Reading Composite Benchmark - 75% 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 67% All Students 44% Black 32% Receiving Services (IEP)	Math Composite Benchmark - 64% All Students 66% All Students 39% Black 29% Receiving Services (IEP)	Math Composite Benchmark - 66% All Students 66% All Students 43% Black 30% Receiving Services (IEP)	Math Composite Benchmark - 70% All Students 62% Black 25% Receiving Services (IEP)
	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		100% of all new employees participate in department and/or job-specific onboarding processes.				

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Exceptional Staff			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.	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 %	
	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 69%.		EE Survey: 67.9%	
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 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) Fail Rounding	69% (29)	
	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%	Fail Rounding		
	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	% 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 are 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.
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.	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	Fail to Spring	\$8,000,000+ projected deficit for 2025-26. 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%.
	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	Fail 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.	