

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.	Fidelity monitoring schedule	Fidelity Implementation data from the use of the IF fidelity tool.	Spring to Spring	N/A	Fidelity monitoring tool created andn implemented	In Progress	In Progress	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 to begin in 2025-26	Spring to Spring	N/A	Training Plan for Elements 4, 5, and 6 created	In Progress	In Progress	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 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%	72%	73%	77%
		Implementation / usage of grade-level instruction (Savvas My Perspectives)	Universal Screener Reading Benchmark Growth	Fall to Spring	Winter Assessment	N/A	N/A	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	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	19.3 9th: 18.4 10th: 19.2 11th: 20.3
		Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student needs *utililization of the lesson planning framework with grade level standards	ACT Suite Growth/Upward Transition	Fall to Spring	53%	53%	53%	N/A	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	Not Yet Started	Completed written curriculum for English 9, 10, and 11	In Progress	In Progress	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 6-8	Professional Learning Team Planning Documents	Universal Screener Math Composite Benchmark Achievement	Fall to Spring	63%	65%	63%	65.70%	72%
		Implementation / usage of grade-level instruction (Carnegie) and supplemental instruction (AVMR & IXL)	Universal Screener Math Composite Growth	Fall to Spring	Winter Assessment	N/A	N/A	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: 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	17.8 9th: 16.6 10th: 17.8 11th: 19.1

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		Instruction (IXL)	ACT Suite Growth/Upward Transition	Fall to Spring	33%	36%	33%	N/A	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 response to behavioral error Site selected implementation monitoring tool	Sites meeting site-selected SEL goal on SEL Competencies Survey (6-12)	Spring to Spring	6/6 were meeting	6/6 sites meet the outcome metrics of their selected goal	6/6 sites set goal	In progress - 2/6 sites have met their goal	
			Students without OSS/ISS as a response to behavioral error	Spring to Spring	532 out of 4419 had = 88%	90%	96%	93.40%	90%
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.	Sites' identified problems of practice	Leadership coaching notes	Spring to Spring	Identified problem of practice	Revised problem of practice	6/6 Sites complete	6/6 Sites complete	6/6 Sites complete
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.	N/A		
					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."	N/A		86.2 %

[illegible]