

| 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 | |
|--|--|--|---|---|--|---|--------------------------------|--|---|
| 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 and No Risk Status Achievement | Fall to Spring | Benchmark: 53% No Risk: 70% | Benchmark: 67% No Risk: 84% | Benchmark: 53% No Risk: 70% | Benchmark: 46% No Risk: 73% | |
| | | | Universal Screener Early Literacy (K) Composite Growth | Fall to Spring | Winter Assessment: 81% growth | maintain | N/A | Baseline: 81% | |
| | | | Universal Screener Oral Reading Fluency (1-3) Benchmark and No Risk Status Achievement | Fall to Spring | Benchmark: 54% No Risk: 65% | Benchmark: 63% No Risk: 74% | Benchmark: 54% No Risk: 65% | Benchmark: 53% No Risk: 69% | |
| | | | Universal Screener Oral Reading Fluency (1-3) Growth | Fall to Spring | Winter Assessment: 82% growth | maintain | N/A | Baseline: 82% | |
| | 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 gap closing growth. | Professional Learning Team Planning Documents Personalized Reading Plans | Combined: Early Literacy Composite Growth (K) + Oral Reading Fluency Growth (1-3gr) | N/A | 7 of 64 = 11% | N/A | N/A | 7 of 64 = 11% | |
| | 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 (K-1) Composite Benchmark and No Risk Status Achievement | Fall to Spring | Benchmark: 56% No Risk: 67% | Benchmark: 68% No Risk: 79% | Benchmark: 56% No Risk: 67% | Benchmark: 70% No Risk: 80% | |
| | | | Universal Screener Early Numeracy Growth | Fall to Spring | 96% | maintain | N/A | 96% | |
| | | | Universal Screener Math (2-5) Composite Benchmark and No Risk Status Achievement | Fall to Spring | Benchmark: 66% No Risk: 77% | Benchmark: 69% No Risk: 83% | Benchmark: 66% No Risk: 77% | Benchmark: 76% No Risk: 82% | |
| | | | Universal Screener Math Composite Growth | Fall to Spring | Winter Assessment: 92% growth | maintain | N/A | Baseline: 92% | |
| | 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 3-5. | Implementation of Second Step SEL Curriculum 4K-5 | Sites meeting site-selected SEL goal on SEL Competencies Survey (3-5) | Spring to Spring | 72% often or almost always (49% in the Fall of 2024) | 76% | 49% | 51% |
| Documentation of Restorative Practices as a response to behavioral error | | | Increase of students responding often/almost always | | | | | | |
| Site selected implementation monitoring tool | | | "I set goals for myself." (Standard 10) | Spring to Spring | Decrease in OSS/ISS as a response to Behavioral Errors | 3 out of 24 incidents that were entered into IC in 23-24 resulted in an OSS or ISS= 13% | Maintain | 0% | 4 out of 25 incidents that have been entered in IC resulted in an OSS: 16%, OSS: 0% |
| | | | % of students not having OSS/ISS as a response to behavioral error | | | | | | |
| 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 | Site based problems of practice | Fall to Spring | 29 out of 45 students (64%) made gap closing or accelerated gap closing growth from Fall to Winter | Gap closing growth (SGP of 51 or higher) for 78% of students (this is a 14% increase from baseline) | N/A | 29 out of 45 students (64%) made gap closing or accelerated gap closing growth from Fall to Winter | |
| | | | 24/25 Problem of Practice Population: Black/Hispanic/Two or more races who are below the 25th%ile in the fall | | | | | | Link to data spreadsheet |

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| 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 | 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. 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 % |
| | 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 65.8% | 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 71.8% | | EE Survey: 75% |
| 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 | Spring 24 Survey Results 87.5% | Maintain or higher | Rounding check in meeting 10/23/24 | Rounding check in meeting 3/14/25 |
| | 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. HORIZON PLAN . | 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 | Spring 24 Survey Results 85% | 87% | Rounding check in meeting 10/23/24 | Rounding check in meeting 3/14/25 |

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| 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 | 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%. |
| | 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. |