

prprob	Action Steps We will...so that...	Monitoring (Fixed) Professional Practices	Measures ...as measured by... Key Here!	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	Benchmark: 55% No Risk: 75%	Benchmark: 69% No Risk: 81%	Benchmark: 55% No Risk: 75%	Benchmark: 55% No Risk: 67%		
			Universal Screener Early Literacy (K) Composite Growth	76%	81%	N/A	Baseline: 76%		
			Universal Screener Oral Reading Fluency (1-3) Benchmark and No Risk Status Achievement	Benchmark: 65% No Risk: 76%	Benchmark: 70% No Risk: 81%	Benchmark: 65% No Risk: 76%	Benchmark: 65% No Risk: 79%		
			Universal Screener Oral Reading Fluency (1-3) Growth	82%	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)	4 of 55 = 7%	13%	N/A	4 of 55 = 7% NOTE: Gap closing in general 23 of 55 = 42%		
	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	Universal Screener Early Numeracy (K-1) Composite Benchmark and No Risk Status Achievement	Benchmark: 61% No Risk: 72%	Benchmark: 70% No Risk: 84%	Benchmark: 61% No Risk: 72%	Benchmark: 68% No Risk: 81%		
		Implementation / usage of grade-level instruction (Bridges & Number Corner) and supplemental instruction (AVMR and Bridges Intervention)	Universal Screener Math (2-5) Composite Benchmark and No Risk Status Achievement	Benchmark: 67% No Risk: 79%	Benchmark: 70% No Risk: 85%	Benchmark: 67% No Risk: 79%	Benchmark: 78% No Risk: 86%		
			Universal Screener Early Numeracy Growth		N/A	N/A	95%		
			Universal Screener Math Composite Growth	90%	Maintain or 75%	N/A	Baseline: 90%		
	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)	65% (I set goals for myself)	69% (I set goals for myself)	52% (I set goals for myself)	I set goals for myself: 52%	
Documentation of Restorative Practices as a response to behavioral error			Increase of students responding Often/Almost Always	"I set goals for myself." (Standard 10)					maintain
Site selected implementation monitoring tool			% of students not having OSS/ISS as a response to behavioral error		407 out of 416 = 98%				
	% Decrease in OSS/ISS as a response to Behavioral Errors	17 out of 18 = 94%	88%		NA	12 out of 15 = 80%			

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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 Spring 2024 was Hispanic/Black students 2024/25 Problem of Practice is Asian/Black students	Below are growth measures noting gap closing or accelerated gap closing growth for students who are Asian or Black: Early Lit (K-1) 10 out of 18 = 56% ORF (1-3) 9 of 31 = 29% Reading (4-5) 8 of 19 = 42% In Total 27 of 68 = 40%	In Total 51% Came from two pieces of data on the goal setting document - looked at general guideline for population and considered population statistics to set a goal. It's meant to be a baseline year	N/A	Below are growth measures noting gap closing or accelerated gap closing growth for students who are Asian or Black: Early Lit (K-1) 10 out of 18 = 56% ORF (1-3) 9 of 31 = 29% Reading (4-5) 8 of 19 = 42% In Total 27 of 68 = 40%
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.	100% of all new employees participate in department and/or job-specific onboarding processes.	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 %

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	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."	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 59.4%	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 65.4%		EE Survey: 88%
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."	91%	Maintain exceeding	Rounding	
	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 (Inclusion 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."	87%	Maintain exceeding	Rounding	
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	\$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	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.