

| 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/NOV | 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 literacy achievement/growth improves in 4K. | Amplify CKLA classroom walkthrough tool modified for 4K | % increase in Literacy on GOLD Objective 16b- Letter Sound Correspondence | Spring to Spring | All 4K students meeting or exceeding developmental norms 16b- 89% (Spring 2024) | All 4K students meeting or exceeding developmental norms 16b- 91%(Spring 2025) Spring AimsWeb will be used to set our baseline for the 2025-26 school year. | Letter Sound Correspondence (16b) 49% overall | Letter Sound Correspondence (16b) 83% overall |
| | We will implement targeted instruction with a focus on essential standards by planning using collaborative professional learning communities so that literacy and math student achievement/growth improves in 4K. | Professional Learning Team Planning Documents Targeted Instruction plans | For GOLD Objective 16b- Letter/Sound Correspondence , we will decrease the percentage of students below or approaching expected proficiency norm, as defined by GOLD | FALL to Spring | (Fall 2024) 51% of all SP4k Students are below or approaching developmental expectations | (Spring 2025) 10% of all SP4K Students are below or approaching developmental expectations | Letter Sound Correspondence (16b) 51% below or approaching developmental expectations | Letter Sound Correspondence (16b) 17 % below or approaching developmental expectations |
| | | | For GOLD Objective 20a Counts , we will decrease the percentage of students below or approaching expected proficiency norm, as defined by GOLD | FALL to Spring | Fall 2024 33% of all SP4k Students are below or approaching developmental expectations | (Spring 2025) 10% of all SP4k Students are below or approaching developmental expectations* | 33 % of SP4K Students are below or approaching developmental expectations | 17% of SP4K Students are below or approaching developmental expectations |
| | We will ensure that all students have access to high quality, grade-level math instruction through the implementation of grade-level, essential standards so that math achievement/growth improves in grades 4K | Professional Learning Team Planning Documents Implementation / usage of essential standards | % increase in Math on GOLD Objective 20a. - Counts | Spring to Spring | All 4K students meeting or exceeding developmental norms 20a Counts 92% (Spring 2024) | All 4K students meeting or exceeding developmental norms 20a Counts 94% (Spring 2025) | Counts (20a) 67% overall | Counts (20a) 83% overall |
| 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 students increase SEL achievement in the area of solving social problems. | Implementation of Second Step SEL Curriculum 4K Documentation of Restorative Practices as a response to behavioral error Site selected implementation monitoring tool | % increase in SEL on GOLD Objective 3b - Solves Social Problems | Spring to Spring | All 4K students meeting or exceeding developmental norms 3b Solves Social Problems 81% (Spring 2024) | All 4K students meeting or exceeding developmental norms 3b Solves Social Problems 83% (Spring 2025) | 33% of 4K students meeting or exceeding developmental norms | 62% of 4K students meeting or exceeding developmental norms |
| | We will implement targeted instruction with a focus on essential standards by planning using collaborative professional learning communities so that SEL student achievement/growth improves in 4K. | Professional Learning Team Planning Documents Targeted Instruction plans | For GOLD Objective 3b- Solves Social Problems ,we will decrease the percentage of students below or approaching expected proficiency norm, as defined by GOLD | FALL to Spring | (Fall 2024) 66% of all SP4k Students are below or approaching developmental expectations | (Spring 2025) 20% of all SP4k Students are below or approaching developmental expectations | 67% of SP4K Students are below or approaching developmental expectations | 18% of SP4K Students are below or approaching developmental expectations |

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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 as measured by GOLD; 3b Solves Social Problems 16b Letter Sounds 20a Counts | Spring to Spring | Percentage of Children of Color vs White students meeting or exceeding proficiency 11% gap (75% vs 86%) 3b Solves Social Problems 6% gap (85% vs 91%) 16b Letter Sounds 5% gap (87% vs 92%) 20a Counts (Spring 2024) | Percentage of Children of Color vs White students meeting or exceeding proficiency 9% gap 3b Solves Social Problems 5% gap 16b Letter Sounds 4% gap 20a Counts (Spring 2025) | 9.2% gap (28.4% vs 37.6%) 3b Solves Social Problems 26% gap (36% vs 62%) 16b Letter Sounds 30% gap (51% vs 82%) 20a Counts | 19.5% gap (51.7% vs 71.2%) 3b Solves Social Problems 18% gap (73% vs 91%) 16b Letter Sounds 19% gap (73% vs 92%) 20a Counts |
| 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 77.4% | 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 79% | | EE Survey: 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 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 | 95% Agree or Strongly Agree "I am satisfied with the communication that comes from the school/teacher." AND 94% Agree or Strongly Agree "I am satisfied with the communication that comes from the SP4K program." | 96% Agree or Strongly Agree "I am satisfied with the communication that comes from the school/teacher." AND 95% Agree or Strongly Agree "I am satisfied with the communication that comes from the SP4K program." | | |
| | 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 | 96% Agree or Strongly Agree "I feel I belong as a part of the school community." | 96.5% Agree or Strongly Agree "I feel I belong as a part of the school community." | | |

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| | We will contribute to the development of robust, aligned, and needs-driven out-of-school-time Community Schools 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 | | | | |
| 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. |