

	Action Steps We will...so that...	Monitoring (Fixed) Professional Practices	Measures ...as measured by... Key Here!	Timeline	Baseline Data (beginning of timeline)	GOAL (end of timeline)	BEG/OCT	MID/FEB	
					Benchmark = 40%tile No Risk: 74%	Risk = At/Below 25%tile No Risk: 88%			
<b>Experiences: Rigorous and Coherent Teaching</b>	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: 64% No Risk: 74%	Benchmark: 74% No Risk: 88%	Benchmark: 64% No Risk: 74%	Benchmark: 45% No Risk: 68%	
			Universal Screener Early Literacy (K) Composite Growth	Fall to Spring	76%	86%	N/A	<b>Overall: 76%</b> Accelerated Gap Closing: 3% Gap Closing: 27% Average: 47%	
			Universal Screener Oral Reading Fluency (1-3) Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 58% No Risk: 73%	Benchmark: 67% No Risk: 82%	Benchmark: 58% No Risk: 73%	Benchmark: 60% No Risk: 80%	
			Universal Screener Oral Reading Fluency (1-3) Growth	Fall to Spring	84%	Maintain	N/A	<b>Overall: 84%</b> Accelerated Gap Closing: 23% Gap Closing: 37% Average: 24%	
	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	Winter Assessment	N/A	N/A	Accelerated Gap Closing: 17% K: 0/23 1-3: 11/43  Gap Closing: 14% K: 0/23 1-3: 9/43  Average: 35% K: 12/23 1-3: 11/43
			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: 60% No Risk: 72%	Benchmark: 72% No Risk: 84%	Benchmark: 60% No Risk: 72%
	Universal Screener Early Numeracy Growth	Fall to Spring			92%	maintain	N/A	Overall: 92% Accelerated Gap Closing: 27% Gap Closing: 44% Average: 21%	
	Universal Screener Math (2-5) Composite Benchmark and No Risk Status Achievement	Fall to Spring			Benchmark: 69% No Risk: 80%	Benchmark: 72% No Risk: 86%	Benchmark: 69% No Risk: 80%	Benchmark: 79% No Risk: 85%	
	Universal Screener Math Composite Growth	Fall to Spring			Winter Assessment	N/A	N/A	<b>Overall: 92%</b> Accelerated Gap Closing: 35% Gap Closing: 36% Average: 22%	
	<b>Environment: Culture of Care</b>	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 Documentation of Restorative Practices as a response to behavioral error <a href="#">Site selected implementation monitoring tool</a>	Site-selected SEL goal on SEL Competencies Survey (3-5)	Spring to Spring	<b>Spring 2024 - 71%</b> Winter 2024 - 57% Fall 2023 - 59%	76%	60%	<b>Overall: 49%</b> 232 responses <b>Almost Always: 16%</b> <b>Often: 33%</b> Sometimes: 42% Never: 9%
Increase of students responding often/almost always <b>"I set goals for myself." (Standard 10)</b>				Spring to Spring	12 of 23 = 52%	Reduce 2%	3 of 15 = 20%	6 of 32 = 19%	
Decrease in OSS/ISS as a response to Behavioral Errors				Spring to Spring	425 of 432 = 98%	maintain	442 of 443 = 100%	439 of 444 = 99%	
% of students not having OSS/ISS as a response to behavioral error				Spring to Spring					
<b>Equity: Disrupting Inequity</b>	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	How do we create an environment where students with disabilities show good to great growth academically and social-emotionally as measured by Academic Growth (23-24 was Math 60% Good/Great, Literacy 70% Good/Great)	Spring to Spring					

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<b>Exceptional Staff</b>	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  <a href="#">Onboarding Playbook</a> 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.		
					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."		86.2 %
	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  <a href="#">Feedback/Recognition Playbook</a>  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 57.2%	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 69.2%		EE Survey: 69.2%
<b>Communications and Community Engagement</b>	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	93%	Maintain at or above 93%	Rounding Form	
	Schools will develop and implement a high confidence, flexed strategy to engage families using the <a href="#">Family Engagement &amp; Inclusion plan</a> co-created with staff and families so that parents/caregivers feel they belong to their school community. PLACE 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	92%	Maintain at or above 92%	Rounding Form	
<b>Operational Excellence</b>	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.