

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	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	All: 19.5 9th: 18.4 10th: 19.0 11th: 21.0	9th: (+0.7) 19.1 10th: (+0.8) 19.8 11th: (-/.00) 21.0+	All: 19.5 9th: 18.4 10th: 19.0 11th: 21.0	
		Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student	ACT Suite Growth/Upward Transition	Fall to Spring	48%	50%	48%	
	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	ACT Suite Standard Score Increase	Fall to Spring	All: 17.9 9th: 16.6 10th: 17.9 11th: 19.2	9th: (+0.3) 16.9 10th: (+0.6) 18.5 11th: (+0.5) 19.7	All: 17.9 9th: 16.6 10th: 17.9 11th: 19.2	
		Implementation / usage of core instruction (CPM) and supplemental instruction (IXL)	ACT Suite Growth/Upward Transition	Fall to Spring	34%	38%	34%	
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 9-12.	Implementation of Second Step SEL Curriculum 4K-8	Site-selected SEL goal on SEL Competencies Survey: Emotional Development	Spring to Spring	86.80%	Maintain 85%+	73%	75.90%
		Documentation of Restorative Practices as a response to behavioral error	Decrease in OSS/ISS as a response to Behavioral Errors	Spring to Spring	377 of 1000 = 38%	35%	51 of 141 = 36%	111 of 311 = 34.7%
		Site selected implementation monitoring tool	% of students not having OSS/ISS as a response to behavioral error	Spring to Spring	1145 of 1308 = 88%	91%	1302 of 1332 = 98%	1224 of 1275 = 96%
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	How might students and staff leverage our culture of care so that our Black students' attendance and engagement increases? 2023-2024 Data Base: 47% of Black students have met the State expectation of 90% attendance, 53% of Black students have not yet met that goal.	Spring to Spring	47% of Black students had 90%+ attendance	60%	65%	64%
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.		
					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."	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 38.1%	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 50%		EE Survey: 69%
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	68.70%	70%	Rounding Form	
	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	66.2%	69%	Rounding Form	
	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 habitual truancy 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 habitually truant list.	Spring to Spring	N/A			
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.