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| 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 Evidence of planning small group instruction in Professional Learning Teams: *inclusive of learning specialists (ML, SE, SS, etc) *using data to identify student needs *utilization of the lesson planning framework with grade level standards | ACT Suite Standard Score Increase | Fall to Spring | All: 13.5 10th: 15.0 11th: 12.6 | 9th: (+0.7) 15.7 10th: (+0.8) 15.8 11th: (-/.00) 12.6+ | All: 13.5 10th: 15.0 11th: 12.6 | |
| | | | ACT Suite Growth/Upward Transition | Fall to Spring | 11% | 16% | 11% | |
| | 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 Implementation / usage of core instruction (CPM) and supplemental instruction (IXL) | ACT Suite Standard Score Increase | Fall to Spring | All: 14.6 10th: 14.7 11th: 14.5 | 9th: (+0.3) 14.9 10th: (+0.6) 15.3 11th: (+0.5) 15.0 | All: 14.6 10th: 14.7 11th: 14.5 | |
| | | | ACT Suite Growth/Upward Transition | Fall to Spring | 0% | 5% | 0% | |
| 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 Documentation of Restorative Practices as a response to behavioral error Site selected implementation monitoring tool | Site-selected SEL goal on SEL Competencies Survey | Spring to Spring | 65% in Spring of 23/24 SY | 73% or higher by Spring of the 24/25 School Year | 65% | 77.59% |
| | | | Increase of students responding Often/Almost Always | | | | | |
| | | | Standard Selected: Q. 24-I can create plans to address needs and solve problems in my community. 65% | | | | | |
| | | | Decrease in OSS/ISS as a response to Behavioral Errors | Spring to Spring | 30 of 64 = 47% | 39% | 6 of 6 = 100% | 21 of 25 = 84% (Nextpath w/ data from boundary school) 9 of 9 = 100% while attending PPA only |
| | | | % of students not having OSS/ISS as a response to behavioral error | Spring to Spring | 93 of 121 = 77% | 82% | 83 of 89 = 93% | 83 of 94 = 88% |

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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 problem of practice: How might students and staff co-construct a culture of care so that our gender non-conforming, and/or black and Hispanic students will have positive outcomes in academic, attendance, and social emotions data. | Spring to Spring | <p>Gender non-conforming Medians Absenteeism=25.14 Credit Attainment=4.5 SEL=85.415</p> <p>Black and Hispanic Gender non-comforming Average Absenteeism= 23.215 Credit Attainment= 5.125 SEL= 64.58 (1 response)</p> | <p>Gender non-conforming Medians Absenteeism= 17.14 Credit Attainment=4.86 SEL=92.25</p> <p>Black and Hispanic Gender non-comforming Averages Absenteeism= 15.06 Credit Attainment= 5.535 SEL= 69.75</p> | <p>Abs=12 CA=3.45 SEL=72.2</p> <p>Black and Hispanic Gender non-comforming Averages Absenteeism=17.03 Credit Attainment= 3.35 SEL= 66.83</p> | <p>ABS=16.04 CA=4.125 SEL=66.67</p> <p>Black and Hispanic Gender non-comforming Averages Absenteeism=26.76 Credit Attainment=4.38 SEL= 61.11</p> |
| Exceptional Staff | <p>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.</p> <p>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.</p> | <p>SP Kickstart & SP Academy Planning Documents</p> <p>Onboarding Playbook Mentor Program CAL (Collaborative Assessment Log) & Building Buddy Log</p> <p>Feedback Inventory Feedback/Recognition Playbook</p> <p>Feedback Professional Development Planning Documents</p> | <p>OE 4.6: Measure 2: 100% of all new employees participate in department and/or job-specific onboarding processes.</p> <p>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.</p> <p>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."</p> | <p>Spring to Spring</p> <p>Spring to Spring</p> | <p>100% of employees participate in department and/or job-specific onboarding processes.</p> <p>80% of employees felt valued and cared for after 6 months of employment.</p> <p>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 50.0%</p> | <p>100% of all new employees participate in department and/or job-specific onboarding processes.</p> <p>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."</p> <p>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 62.0%</p> | | <p>100% of all new employees participate in department and/or job-specific onboarding processes.</p> <p>86%</p> <p>EE Survey: 100%</p> |

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| 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. Rounding Form PPA 24-25 | 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 No Data | 83% | 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 (PPA's Family Engagement 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 No Data | 70% | 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 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 | SLT Shared Commitments - 2024-25 73/95 students chronically absent 76.8% | 68.8 (8% decrease in chronically absent students) | 56/79 chronically absent (70.88%) | 75/106 chronically absent 70.75% |
| 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. |