prpob	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	END/MAY
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%	Benchmark: 68 % No Risk: 83%
			Universal Screener Early Literacy (K) Composite Growth	76%	81%	N/A	Baseline: 76%	93%
			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%	Benchmark: 64% No Risk: 80%
			Universal Screener Oral Reading Fluency (1-3) Growth	82%	maintain	N/A	Baseline: 82%	80%
	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%	12 of 68 = 18% NOTE: Gap closing in general 38 of 68 = 56%
	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	Benchmark: 61% No Risk: 72%	Benchmark: 70% No Risk: 84%	Benchmark: 61% No Risk: 72%	Benchmark: 68% No Risk: 81%	Benchmark: 71% No Risk: 79%
			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%	Benchmark: 79% No Risk: 88%
			Universal Screener Early Numeracy Growth	95%	Maintain	N/A	95%	96%
			Universal Screener Math Composite Growth	90%	Maintain	N/A	Baseline: 90%	92%
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 Documentation of Restorative Practices as a response to behavioral error Site selected implementation monitoring tool	Sites meeting site-selected SEL goal on SEL Competencies Survey (3-5) Increase of students responding Often/Almost Always **"I set goals for myself." (Standard 10)**	65% (I set goals for myself	69% (I set goals for myself)	52% (I set goals for myself)	I set goals for myself: 52%	53%
			% of students not having OSS/ISS as a response to behavioral error	407 out of 416 = 98%	maintain	396 out of 403 = 98%	98%	406/414 = 98%
			% Decrease in OSS/ISS as a response to Behavioral Errors	17 out of 18 = 94%	88%	NA	12 out of 15 = 80%	22 out of 43 = 51%

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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%	Early Lit (K-1) 5/18 ORF (1-3) 12/31 Reading (4-5) 12/19 In total 29/68 = 43%
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.	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 %	88.40%
	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%	85%

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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.	School Perceptions Parent/Caregiver Survey Question, "I am satisfied with the communication that comes from my students' teachers/classrooms."	91%	Maintain exceeding	Rounding		89%
	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		84%
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 complated resulting in a successful referendum - 57% to 43%.	All action steps were complated 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.	Faciilty equity tool will be collaboratively developed.	Not started	Initial work completed with Leadership Collaborative. Community advisory team will meet in Feb/Mar.	Done