

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	END/MAY
<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 <b>so that achievement/growth improves in grades K-3.</b>	Amplify CKLA classroom walkthrough tool	Universal Screener Early Literacy (K) Composite Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 54% No Risk: 71%	Benchmark: 67% No Risk: 84%	Benchmark: 55% No Risk: 71%	Benchmark: 46% No Risk: 74%	Benchmark: 56% No Risk: 70%
			Universal Screener Early Literacy (K) Composite Growth	Fall to Spring	Winter Assessment: 81% growth	maintain	N/A	Baseline: 81%	Fall to Spring: 88%
			Universal Screener Oral Reading Fluency (1-3) Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 54% No Risk: 65%	Benchmark: 63% No Risk: 74%	Benchmark: 54% No Risk: 65%	Benchmark: 53% No Risk: 69%	Benchmark: 57% No Risk: 72%
			Universal Screener Oral Reading Fluency (1-3) Growth	Fall to Spring	Winter Assessment: 82% growth	maintain	N/A	Baseline: 82%	Fall to Spring: 90%
	We will ensure that all students falling <b>below</b> the 25th percentile in <b>grades K-3</b> literacy will access intentional/targeted instruction <b>so that the students demonstrate accelerated gap closing growth.</b>	Professional Learning Team Planning Documents Personalized Reading Plans	Combined: Early Literacy Composite Growth (K) + Oral Reading Fluency Growth (1-3gr)	N/A	7 of 64 = 11%	N/A	N/A	7 of 64 = 11%	Gap closing in general 26 of 64 = 41%
	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 <b>so that math achievement/growth improves in grades K-5</b>	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: 55% No Risk: 67%	Benchmark: 68% No Risk: 79%	Benchmark: 55% No Risk: 67%	Benchmark: 70% No Risk: 80%	Benchmark: 68% No Risk: 79%
			Universal Screener Early Numeracy Growth	Fall to Spring	96%	maintain	N/A	96%	96%
			Universal Screener Math (2-5) Composite Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 66% No Risk: 77%	Benchmark: 69% No Risk: 83%	Benchmark: 66% No Risk: 77%	Benchmark: 76% No Risk: 82%	Benchmark: 79% No Risk: 86%
			Universal Screener Math Composite Growth	Fall to Spring	Winter Assessment: 92% growth	maintain	N/A	Baseline: 92%	95%
	<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 <b>so that student social emotional competencies improve and exclusionary discipline decreases in grades 3-5.</b>	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>	Sites meeting site-selected SEL goal on SEL Competencies Survey (3-5)	Spring to Spring	72% often or almost always (49% in the Fall of 2024)	76%	49%	51%
"I set goals for myself." (Standard 10)				Spring to Spring	3 out of 24 incidents that were entered into IC in 23-24 resulted in an OSS or ISS= 13%	Maintain	0%	4 out of 25 incidents that have been entered in IC resulted in an ISS: 16%, OSS: 0%	8 out of 43 incidents that have been entered in IC resulted in ISS/OSS: 19% ISS: 16% OSS: 2.5%
Decrease in OSS/ISS as a response to Behavioral Errors									
% of students not having OSS/ISS as a response to behavioral error				Spring to Spring	357 of 360 = 99%	Maintain	100%	346/350 = 99%	347 out of 354: 98% of students did not receive OSS/ISS
<b>Equity: Disrupting Inequity</b>	We will disrupt inequities by implementing strategies to address equity-focused problems of practice <b>so that outcome disparities in academics, behavior, attendance, and special education referral and qualification rates disappear between racial groups in Sun Prairie.</b>	TLE coaching notes of site based SP100 plans	Site based problems of practice 24/25 Problem of Practice Population: Black/Hispanic/Two or more races who are below the 25th%ile in the fall Link to data spreadsheet	Fall to Spring	29 out of 45 students (64%) made gap closing or accelerated gap closing growth from Fall to Winter	Gap closing growth (SGP of 51 or higher) for 78% of students (this is a 14% increase from baseline)	N/A	29 out of 45 students (64%) made gap closing or accelerated gap closing growth from Fall to Winter	31 out of 45 students (69%) made gap closing or accelerated gap closing from fall to spring

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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  <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.	100% of all new employees participated in 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 %	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  <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 65.8%	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 71.8%		EE Survey: 75%	91.20%
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	Spring 24 Survey Results 87.5%	Maintain or higher	<a href="#">Rounding check in meeting 10/23/24</a>	<a href="#">Rounding check in meeting 3/14/25</a>	84.00%
	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. <a href="#">HORIZON PLAN</a> .	Rounding (Fall and Spring) to review School Perceptions Parent/Caregiver Survey Question, "I belong as a part of my student's school community."	School Perceptions Parent/Caregiver Survey Question, "I belong as a part of my student's school community."	Spring to Spring	Spring 24 Survey Results 85%	87%	<a href="#">Rounding check in meeting 10/23/24</a>	<a href="#">Rounding check in meeting 3/14/25</a>	84.00%
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%.	All action steps were completed resulting in a successful referendum - 57% to 43%.	

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	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.	Done