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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	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	Fall to Spring	Benchmark: 54% No Risk: 64%	Benchmark: 66% No Risk: 76%	Benchmark: 54% No Risk: 64%	Benchmark: 57% No Risk: 80%	Benchmark: 64% No Risk: 89%
			Universal Screener Early Literacy (K) Composite Growth	Fall to Spring	92%	maintain	N/A	92%	97%
			Universal Screener Oral Reading Fluency (1-3) Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 51% No Risk: 67%	Benchmark: 60% No Risk: 76%	Benchmark: 51% No Risk: 67%	Benchmark: 53% No Risk: 66%	Benchmark: 53% No Risk: 68%
			Universal Screener Oral Reading Fluency (1-3) Growth	Fall to Spring	81%	maintain	N/A	81%	83%
	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	6 of 69 = 9%	N/A	N/A	6 of 69 = 9%	19 of 83 = 23%
	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: 39% No Risk: 57%	Benchmark: 51% No Risk: 69%	Benchmark: 39% No Risk: 57%	Benchmark: 49% No Risk: 66%	Benchmark: 46% No Risk: 64%
			Universal Screener Early Numeracy Growth	Fall to Spring	87%	maintain	N/A	87%	86%
			Universal Screener Math (2-5) Composite Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 57% No Risk: 68%	Benchmark: 66% No Risk: 77%	Benchmark: 57% No Risk: 68%	Benchmark: 63% No Risk: 71%	Benchmark: 66% No Risk: 76%
			Universal Screener Math Composite Growth	Fall to Spring	83%	maintain	N/A	83%	90%
	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	Site-selected SEL goal on SEL Competencies Survey (3-5)	Spring to Spring	"I set goals for myself": 64%	69%	44%	73%
Increase of students responding Often/Almost Always "I set goals for myself." (Standard 10)				Spring to Spring	19 out of 33 = 58%	Reduce 2%	2 out of 2 = 100%	2 of 2 = 100%	7 of 13 = 54%
Decrease in OSS/ISS as a response to Behavioral Errors				Spring to Spring	366 out of 385 = 95%	maintain	368 out of 369 = 100%	411 of 412 = 100%	98%

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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 : Enhance literacy instruction using strategies to teach foundational skills so that our student growth percentiles (SGPs) reflect progress that can close opportunity and achievement gaps in literacy, as measured by Aimsweb earlyReading (K), Oral Reading Fluency (1-3), Reading Composite (4-5) scores from fall to spring, particularly for Black, Hispanic/Latino, Two or More Races, and Students with IEPs.	Spring to Spring	Baseline based on Fall --> Winter SGP data, students who made gap-closing or accelerated gap-closing growth 5K Early Reading Composite Black, Hispanic/Latino, Two or More Races: 14/29 (48.3%) IEP: 5/13 (38.5%) 1st-3rd Oral Reading Fluency Black, Hispanic/Latino, Two or More Races: 30/69 (43.5%) IEP: 9/30 (30%) 4th-5th Reading Composite Black, Hispanic/Latino, Two or More Races: 27/46 (58.7%) IEP: 6/14 (42.3%)	Gap-closing to accelerated gap-closing growth is 51st to 99th percentile SGPs. To be commensurate with national norms, we'd expect about 49% of students to be making this type of growth. Therefore 49%-54% is meeting standard, below 48% is below standard, and above 55% is exceeding. Used somewhere between classroom and 100 students for goal setting expectations. 5K Early Reading Composite Black, Hispanic/Latino, Two or More Races: current performance is below standard, increase by +16% to 64% IEP: current performance is below standard, increase by +16% to 55% 1st-3rd Oral Reading Fluency Black, Hispanic/Latino, Two or More Races: current performance is below standard, increase by +14% to 58% IEP: current performance is below standard, increase by +16% to 46% 4th-5th Reading Composite Black, Hispanic/Latino, Two or More Races: current performance is exceeding standard, increase by +7% to 66% IEP: current performance is below standard, increase by 16% to 58%	N/A	Baseline based on Fall --> Winter SGP data, students who made gap-closing or accelerated gap-closing growth 5K Early Reading Composite Black, Hispanic/Latino, Two or More Races: 14/29 (48.3%) IEP: 5/13 (38.5%) 1st-3rd Oral Reading Fluency Black, Hispanic/Latino, Two or More Races: 30/69 (43.5%) IEP: 9/30 (30%) 4th-5th Reading Composite Black, Hispanic/Latino, Two or More Races: 27/46 (58.7%) IEP: 6/14 (42.3%)	Baseline based on Fall --> Winter SGP data, students who made gap-closing or accelerated gap-closing growth 5K Early Reading Composite Black, Hispanic/Latino, Two or More Races: 14/29 (48.3%) IEP: 5/13 (38.5%) 1st-3rd Oral Reading Fluency Black, Hispanic/Latino, Two or More Races: 30/69 (43.5%) IEP: 9/30 (30%) 4th-5th Reading Composite Black, Hispanic/Latino, Two or More Races: 27/46 (58.7%) IEP: 6/14 (42.3%)

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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 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.			Yes	
					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."		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."	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 55.3%	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 67.3%		78%	EE Survey: 57.1%
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 75%	Spring 25 Survey Results 77%	Rounding Form		91%
	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 LINK 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	Spring 24 Survey Results 86%	Spring 25 Survey Results - Maintain	Rounding Form		95%
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%.
	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.	