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: 25% No Risk: 43%	Benchmark: 39% No Risk: 57%	Benchmark: 25% No Risk: 43%	Benchmark: 43% No Risk: 57%	Benchmark: 46% No Risk: 61%
			Universal Screener Early Literacy (K) Composite Growth	Fall to Spring	79%	88%	N/A	79%	80%
			Universal Screener Oral Reading Fluency (1-3) Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 37% No Risk: 47%	Benchmark: 46% No Risk: 57%	Benchmark: 37% No Risk: 47%	Benchmark: 37% No Risk: 49%	Benchmark: 38% No Risk: 52%
			Universal Screener Oral Reading Fluency (1-3) Growth	Fall to Spring	74%	81%	N/A	74%	78%
	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	9 of 140 = 6%	N/A	N/A	9 of 140 = 6%	Gap closing in general 42 of 140 = 30%
	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: 35% No Risk: 46%	Benchmark: 47% No Risk: 58%	Benchmark: 35% No Risk: 46%	Benchmark: 59% No Risk: 68%	Benchmark: 63% No Risk: 69%
			Universal Screener Early Numeracy Growth	Fall to Spring	95%	maintain or 81%	N/A	95%	95%
			Universal Screener Math (2-5) Composite Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 36% No Risk: 48%	Benchmark: 45% No Risk: 57%	Benchmark: 36% No Risk: 48%	Benchmark: 42% No Risk: 55%	Benchmark: 48% No Risk: 59%
			Universal Screener Math Composite Growth	Fall to Spring	78%	82%	N/A	78%	88%
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.** Increase of students responding often/almost always **"I set goals for myself"**	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) Increase of students responding Often/Almost Always **"I set goals for myself." (Standard 10)**	Spring to Spring	Baseline: 40%	Goal: 46%	38%	49%	51%
			Decrease in OSS/ISS as a response to Behavioral Errors	Spring to Spring	42 of 42 = 100%	Reduce 6%	7 of 8 = 88%	40 of 41 = 98%	69 of 78 = 88%
			% of students not having OSS/ISS as a response to behavioral error	Spring to Spring	413 of 441 = 94%	95%	426 of 433 = 98%	412 of 438 = 94%	403 of 439 = 92%

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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	African American and Students with Disabilities: Universal Screener Early Literacy (K) Composite No Risk Status Achievement African American and Students with Disabilities: Universal Screener Oral Reading Fluency (1-3) No Risk Status Achievement	Fall to Spring	African American (K) No Risk: 29% Students with Disabilities (K) No Risk: 22% African American (1-3) No Risk: 37% Students with Disabilities (1-3) No Risk: 19%	African American (K) No Risk: 41.4 Students with Disabilities (K) No Risk: 27.1 11.1 African American (1-3) No Risk: 49.5 Students with Disabilities (1-3) No Risk: 36.5	African American (K) No Risk: 29.4 Students with Disabilities (K) No Risk: 22% African American (1-3) No Risk: 37% Students with Disabilities (1-3) No Risk: 19%	African American (K) No Risk: 47% Students with Disabilities (K) No Risk: 55.6% African American (1-3) ORF No Risk: 41% Students with Disabilities (1-3) OrF No Risk: 23%	**African American (K) No Risk: 53%** **Students with Disabilities (K) No Risk: 36%** African American (1-3) ORF No Risk: 44% Students with Disabilities (1-3) OrF No Risk: 23% Students with Disabilities (K) No Risk: 55.6%
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	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."			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 70.2%	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 74.2%		85.70%	84%
	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	93% were satisfied	Stay above 90%	Rounding Document		90%

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Communications and Community Engagement	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.** **WS Family Engagement and 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."	Spring to Spring	Baseline (Spring 24): 95%	Stay above 90%	Rounding Document		97%
	We will contributed to the devlopment 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	75% of students were not chronically absent in Spring 2024	77% of students will not be chronically absent in Spring 2025	75% of students were not chronically absent	82.4% of students are not chronically absent to date	73% of students were not chronically absent in Spring 2025
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 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	Fall to Spring	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.	