

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: 43% No Risk: 62%	Benchmark: 57% No Risk: 76%	Benchmark: 43% No Risk: 62%	Benchmark: 49% No Risk: 73%	Benchmark: 57% No Risk: 78%
			Universal Screener Early Literacy (K) Composite Growth	Fall to Spring	87%	maintain	N/A	Baseline: 87%	Spring: 92%
			Universal Screener Oral Reading Fluency (1-3) Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 48% No Risk: 60%	Benchmark: 57% No Risk: 69%	Benchmark: 48% No Risk: 60%	Benchmark: 47% No Risk: 67%	Benchmark: 51% No Risk: 67%
			Universal Screener Oral Reading Fluency (1-3) Growth	Fall to Spring	84%	maintain	N/A	Baseline: 84%	Spring: 92%
	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	1 of 80 = 1%	N/A baseline year	N/A	1 of 80 = 1%	Gap closing in general 24 of 80 = 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: 46% No Risk: 57%	Benchmark: 58% No Risk: 69%	Benchmark: 46% No Risk: 57%	Benchmark: 67% No Risk: 81%	Benchmark: 72% No Risk: 78%
			Universal Screener Early Numeracy Growth	Fall to Spring	97%	maintain	N/A	Baseline: 97%	Spring: 96%
			Universal Screener Math (2-5) Composite Benchmark and No Risk Status Achievement	Fall to Spring	Benchmark: 45% No Risk: 63%	Benchmark: 54% No Risk: 72%	Benchmark: 45% No Risk: 63%	Benchmark: 55% No Risk: 70%	Benchmark: 57% No Risk: 66%
			Universal Screener Math Composite Growth	Fall to Spring	84%	maintain	N/A	Baseline: 84%	Spring: 79%
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 (reports run in EduClimber) -NS RJ Plan of Action -Certified Staff Pre/Post Survey (comfort with facilitating community building circles, restorative conversations, restorative circles) -Decrease in office assistance data -Frequent use of restorative practices as resolution to minor and major behaviors Site selected implementation monitoring tool	Sites meeting site-selected SEL goal on SEL Competencies Survey (3-5) <u>OPTIONS:</u> "I share my feelings respectfully" - 68% "I set goals for myself" - 61%	Spring to Spring	"I share my feelings respectfully" - 68% "I set goals for myself" - 61%	"I share my feelings respectfully" - 73% "I set goals for myself" - 66% *Increase of 5%	"I share my feelings respectfully" - 59% "I set goals for myself" - 45%	"I share my feelings respectfully" - 64% "I set goals for myself" - 56%	"I share my feelings respectfully" - 76% "I set goals for myself" - 66%
			Decrease in OSS/ISS as a response to Behavioral Errors	Spring to Spring	16 of 29 = 55%		10 of 10 = 100%	15 of 23 = 65%	23/36 = 64%
			% of students not having OSS/ISS as a response to behavioral error	Spring to Spring	396 out of 407 = 97%	Maintain	393 out of 399 = 98%	395 out of 404 = 98%	387/402 = 96%

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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 - accelerated growth for our most marginalized populations putting them into the "no risk" category	Spring to Spring	Early Literacy No Risk (K/1): -Black: 47% -Hispanic: 28% -SwD: 46% -ML: 12%	Early Literacy No Risk (K/1): -Black: 63% -Hispanic: 44% -SwD: 62% -ML: 28%	*See Baseline	Early Literacy No Risk (K/1): -Black: 63% -Hispanic: 45% -SwD: 65% -ML: 33%	Early Literacy No Risk (K/1): -Black: 60% -Hispanic: 67% -SwD: 64% -ML: 39%
					Reading No Risk (2-5): -Black: 14% -Hispanic: 42% -SwD: 35% -ML: 31%	Reading No Risk (2-5): -Black: 30% -Hispanic: 58% -SwD: 51% -ML: 47%		Reading No Risk (2-5): -Black: 22% -Hispanic: 45% -SwD: 34% -ML: 33%	Reading No Risk (2-5): -Black: 46% -Hispanic: 48% -SwD: 32% -ML: 45%
					Early Math No Risk (K/1): -Black: 39% -Hispanic: 29% -SwD: 57% -ML: 10%	Early Math No Risk (K/1): -Black: 55% -Hispanic: 44% -SwD: 72% -ML: 26%		Early Math No Risk (K/1): -Black: 71% -Hispanic: 50% -SwD: 64% -ML: 29%	Early Math No Risk (K/1): -Black: 77% -Hispanic: 68% -SwD: 68% -ML: 33%
					Math No Risk (2-5): -Black: 38% -Hispanic: 39% -SwD: 37% -ML: 39%	Math No Risk (2-5): -Black: 54% -Hispanic: 55% -SwD: 53% -ML: 55%		Math No Risk (2-5): -Black: 33% -Hispanic: 66% -SwD: 35% -ML: 64%	Math No Risk (2-5): -Black: 36% -Hispanic: 50% -SwD: 38% -ML: 47%
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.		4/4 new support staff hires have attended	
					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 %	

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	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 73.9%	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 77.9%		EE Survey: 69.2%	86% of employees indicated "agree" or "strongly agree" in response to the question, "Over the past week, I've been acknowledged or recognized for my efforts, behaviors, and performance."
Communications and Community Engagement	We will improve and refine classroom-to-parent/caregiver communication so that parent/caregiver engagement and satisfaction increases. Communications Rounding Notes	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%	Spring 25 Survey Results: 88%	Communications Rounding Notes 10/21/24		
	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	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: 81%	Spring 25 Survey Results: 83%	Communications Rounding Notes 10/21/24		
	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 5K-5th grade chronically absent students.	Spring to Spring	Spring 24 - 83% were not chronically absent	Spring 25 - 85%	76%	81%	81% of students were not chronically absent
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 complateated resulting in a successful referendum - 57% to 43%.	All action steps were complateated 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.	