



2019-2024 STRATEGIC PLAN

Pillar and Commitment	Key Pillar Strategies	Strategic Actions/ Deliverables by End of Plan	Action Plans Year One 2019-2020	Measurable Goals <i>(to be measured at the end of 2019-20 and then reset as needed)</i>
<p>Pillar 1:</p> <p>Career, College and Life Ready Graduates</p> <p><i>We will ensure that all students will be prepared for success upon graduation.</i></p>	<p>1.1: 21st Century Learning</p> <p>1.2: Personalized and Differentiated Instruction</p> <p>1.3: Academic and Career Pathways for Relevance and Engagement</p>	<ul style="list-style-type: none"> • Create a <i>Profile of a Graduate</i> and employ it to increase understanding of and commitment to graduate expectations. • Design course sequences and career exploration experiences to build an academic and career plan (ACP) for each student to successfully transition upon graduation. • All students will have personalized college/career/life-based learning experiences (e.g. internship, co-op opportunity, job shadow, Career and Technical Student Organizations (CTSO), dual credit, simulation) by graduation. 	<ul style="list-style-type: none"> • Create and obtain Board approval of draft graduate profile. • Develop and implement website delineating academic and career pathways for middle and high school students. • Inventory where 21st Century and digital skills are currently included in K-12 curriculum. Determine highest leverage strategies to reinforce and build as needed while connecting to ACP work. <p>Focus at Elementary:</p> <ul style="list-style-type: none"> • Inventory career exploration opportunities. • Personalize writing instruction to enhance student literacy. 	<ul style="list-style-type: none"> • Increase number of students earning Global Education Achievement Certification (GEAC) by at least 1% annually. • Establish a baseline of the number of students achieving Science Technology Engineering and Math (STEM) certification by the end of the 2019-2020 school year. Following this first year, determine a targeted annual increase goal. • Increase participation in Dual Credit Courses by at least 2% annually. • Increase participation in Internships at the high school level by at least 1% annually. • Increase matriculation to two- or four-year college by at least 0.5% annually.

		<ul style="list-style-type: none"> • Integrate Model Schools Conference 21st Century skills throughout the curriculum PK-12 (learning skills, life skills, literacy skills). • Extend student digital learning capabilities to personalize learning while also promoting digital citizenship. 	<p><u>Focus at Middle School:</u></p> <ul style="list-style-type: none"> • Integrate ACP curriculum across content areas. • Increase family involvement in the ACP Process. • Personalize writing instruction to enhance student literacy. <p><u>Focus at High School:</u></p> <ul style="list-style-type: none"> • Increase family involvement in the ACP process. • Expand dual credit offerings and student participation. • Personalize writing instruction to enhance student literacy. • Implement Science Technology Engineering and Math (STEM) certification. 	<ul style="list-style-type: none"> • All SDMA schools will meet or exceed expectations annually on the WI School Report Card. • Increase overall English Language Arts (ELA) performance at each level, Elementary/Middle/High School by 5% on the WI state assessment by 2023, with a 1% increase per year, as measured using a three-year rolling average. • Increase overall Math performance at each level, Elementary/Middle/High School by 5% on the WI state assessment by 2023, with a 1% increase per year, as measured using a three-year rolling average.
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<p>Pillar 2:</p> <p>Student Social and Emotional Wellness</p> <p><i>We will assist all students to be healthy and well, so they can learn, thrive, and reach their goals.</i></p>	<p>2.1: Social Emotional Learning (SEL) Curriculum</p> <p>2.2: Professional Development for Staff</p> <p>2.3: Mental Health Services and Resources</p>	<ul style="list-style-type: none"> • Implement K-12 SEL curriculum with common expectations for instructional delivery at all levels. • Provide personalized supports for all learners. • Provide differentiated, sustained, and on-going SEL professional development for all faculty and staff. • Be a strong conduit for student mental health resources, thereby creating a clearer pathway to attain services. 	<ul style="list-style-type: none"> • Develop and map SEL curriculum. • Establish tiered levels of SEL instruction and personalized mental health services, as part of the <i>SDMA Equitable Multi-Level Systems of Support</i>. • Update the inventory of mental health resources and the referral pathway for families to access mental health services. • Develop a <i>SEL Professional Development Plan</i> differentiated by SEL needs and employee groups. • Train staff in adolescent mental health in accordance with school safety grant guidelines. • Develop a system to track student reported mental health emergencies. 	<ul style="list-style-type: none"> • Increase student attendance to attain 95% or higher annually. • Set improvement benchmarks for select Youth Risk Behavior Survey (YRBS) indicators. • 75% or more of all students will participate in one or more school activity at the middle and high school level. • Decrease student discipline referrals by 1% annually. • Establish a baseline for the amount of student access to onsite mental health services. • Establish a baseline for the amount of access to referral pathways for families to access mental health services.

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<p>Pillar 3:</p> <p>Our Talented Workforce</p> <p><i>We will ensure our staff is engaged, valued, and able to support our students to reach their goals.</i></p>	<p>3.1: Hiring and Retaining High Quality Staff</p> <p>3.2: Professional Development (PD)</p> <p>3.3: Employee Engagement and Recognition</p>	<ul style="list-style-type: none"> • Leverage annual staffing plan to hire staff that meets the changing needs of students and community. • Expand Master’s degree cohort with UW-Stout. • Expand mentoring program. • Review compensation plans using three-year cycle to maintain competitive employee salary/benefits. • Address substitute teacher availability and recognition. • Formalize the PD planning process that involves and engages all staff in identifying differentiated PD interests and needs. • Focus PD in key areas: SEL/trauma-sensitive practices, 21st Century learning, personalized and differentiated learning. • Increase employee engagement. 	<ul style="list-style-type: none"> • Analyze DPI annual Inequitable Distribution of Teachers Report to identify any areas of need. • Conduct professional development needs assessment. • Formalize communication processes for shared decision-making cascading from district level to schools. • Evaluate effectiveness and participation in UW-Stout Master’s cohort program. • Study teacher compensation system to make recommendations to Board of Education. • Study impact of substitute teacher initiatives in place to determine further action (e.g. MHS subbing pilot, incentives). • Develop three-year cycle for conducting and analyzing School Perceptions engagement survey to ascertain employee engagement needs. • Analyze effectiveness of current employee recognition strategies. 	<ul style="list-style-type: none"> • Increase number of staff achieving longevity thresholds in 2019-20, over 2018-19. • Identify baseline for staff retention in first 3 years of employment. • Identify baseline for staff satisfaction in professional development using School Perceptions survey data. • Increase the number of staff with Master’s Degrees in 2019-20, over 2018-19. • Identify baseline for staff satisfaction regarding communication, engagement and recognition within district using School Perceptions survey. • Identify a baseline for unfilled substitute assignments.

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<p>Pillar 4:</p> <p>Parent and Community Partnerships</p> <p><i>We will ensure that all parents are provided opportunities to be involved and engaged in their child's learning.</i></p> <p><i>We will enhance and develop strong partnerships that support student learning.</i></p>	<p>4.1: Parent Engagement</p> <p>4.2: Sustaining and Growing Community Partnerships to Better Serve our Students</p> <p>4.3: Support for Parents in Need</p>	<ul style="list-style-type: none"> • Implement a system to identify parent satisfaction and engagement. • Implement a more user-friendly website. • Implement a multi-tier parent communication and engagement plan to better meet family needs. • Increase high quality community partnership opportunities. • Implement a system to help families in need access available school and community resources. 	<ul style="list-style-type: none"> • Develop an action plan to assess parent satisfaction and engagement. • Conduct a family survey to gather data on school district website use and communication effectiveness. • Collaborate with county officials and key civic groups to identify partnership opportunities. • Build on current partnerships by assessing the status/number/type of community partnerships in place as well as school needs. • Create an inventory of resources available to families in need. 	<ul style="list-style-type: none"> • Board of Education will review an action plan to assess parent satisfaction and engagement by June 2020 for implementation in the 2020-21 school year. • Board of Education will review recommended website changes based on parent input in the annual Technology Report. • Board of Education will review a report on the number and types of community partnerships by June 2020. • Publish inventory of resources available to families in need by June 2020.

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<p>Pillar 5:</p> <p>Facilities and Operations</p> <p><i>We will ensure we are stewards of our community's resources while offering efficient and effective learning spaces for students.</i></p>	<p>5.1: Maintain and Enhance a Safe Learning and Working Environment</p> <p>5.2: Maintain Buildings and Grounds</p> <p>5.3: 21st Century Learning Spaces</p>	<ul style="list-style-type: none"> • Construct secure entrances at Oaklawn, MMS, and Knapp Elementary School. • Traffic study/analysis conducted at schools where needed (Wakanda, MMS, Oaklawn). • Implement energy management policy. • Allocate resources to implement 30-Year Maintenance Plan. • Update 30-Year Maintenance Plan. • Create a facility plan to identify future facility needs based on enrollment projections, programming needs (EC/4K/special education, environmental site) and 21st Century learning opportunities. 	<ul style="list-style-type: none"> • Develop plans to construct secure entrances at Oaklawn, MMS, and Knapp Elementary School. • Develop and acquire safety flipcharts and school safety kits. • Investigate process for conducting comprehensive traffic study and future facility needs. • Develop 2020-21 budget to address priorities identified for facility renovation, traffic study implementation, 30-Year Maintenance Plan, and future facilities planning. • Develop procedures for implementation of the energy management policy. 	<ul style="list-style-type: none"> • Board of Education will review plans for secure entrances at identified schools, traffic study, and future facility needs by June 2020. • Board of Education will review existing 30-Year Maintenance Plan by June 2020. • Set a baseline for energy savings. • Utilize the School Perceptions survey to set a baseline for employee perceptions of school safety.