



2019-2024 Strategic Plan

Pillar 1 and Commitment	Key Pillar Strategies	Strategic Actions/ Deliverables by End of Plan	Annual Action Plan 2022-2023	Measurable Goals <i>(to be measured at the end of 2022-23 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 (ACP) for Relevance and Engagement</p>	<ul style="list-style-type: none"> ● Create a profile of a graduate 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 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"> ● Achieve 10 percent or more (approximately 23) of graduating students earning Global Achievement recognition (GEAC certificates) annually by the end of the 2023-2024 school year. ● Achieve 10 percent or more (approximately 23) of graduating students earning STEM certificates annually by the end of the 2023-2024 school year. ● Achieve 1,000 or more course enrollments annually in Dual Credit Courses by the end of the 2023-2024 school year. ● Achieve a participation rate of 25% of or more of 12th grade students in Senior Internships/Youth Apprenticeships at the high

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		<ul style="list-style-type: none"> ● Integrate Model Schools Conference 21st-Century skills throughout the curriculum Pre-K-12 (learning skills, life skills, literacy skills). ● Extend student digital learning capabilities to personalize learning while also promoting digital citizenship. 	<p>Focus at Middle School:</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>Focus at High School:</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 Mathematics (STEM) certification. 	<p>school level by the end of the 2023-2024 school year.</p> <ul style="list-style-type: none"> ● Increase matriculation to two-or four-year college by at least 0.5% annually. (Board input on keep, modify, or drop) ● All SDMA schools will meet or exceed expectations annually on the WI School Report Card. ● Increase English Language Arts (ELA) performance at each level, Elem/Middle/HS by 3% on the WI state assessment by 2023, with a 1% increase per year, as measured using a three-year rolling average. ● Increase Math performance at each level, Elem/Middle/HS by 3% 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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Pillar 2 and Commitment	Key Pillar Strategies	Strategic Actions / Deliverables by End of Plan	Annual Action Plan 2022-2023	Measurable Goals <i>(to be measured at the end of 2022-23 and then reset as needed)</i>
<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 SDMA Equitable Multi-Level Systems of Support. • Analyze Youth Risk Behavior Survey (YRBS) data and develop an action plan to be shared with the Board by the end of the 2022-2023 school year. • Investigate and select a tool by the end of the 2022-2023 school year for universal screening of student mental health. • Update the inventory of mental health resources and the referral pathway for families to access mental health services. 	<ul style="list-style-type: none"> • Achieve an overall student attendance rate of 95% or higher annually. • Achieve a rate of 75% or more of all students who participate in one or more school activity at the middle and high school level. • Achieve a rate of 5% or fewer students receiving more than 5 major discipline referrals annually. • Establish a baseline for the number of staff trained in SEL related services (Trauma Informed Care, NVCI, ALICE). • Maintain current partnerships and levels of student access to mental health services. • By the end of the 2022-2023 school year, 100% of SDMA

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Pillar 3 and Commitment	Key Pillar Strategies	Strategic Actions / Deliverables by End of Plan	Annual Action Plan 2022-2023	Measurable Goals <i>(to be measured at the end of 2022-23 and then reset as needed)</i>
<p style="text-align: center;">Pillar 3:</p> <p style="text-align: center;">Our Talented Workforce</p> <p style="text-align: center;"><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 to meet 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 Professional Development Plan that involves and engages all staff in the needs assessment process to 	<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. ● Reestablish faculty and staff committees (QIC, Diversity, Health/Medical, Energy Team, Program Reviews, BLTs) during the 2022-2023 school year. ● 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). 	<ul style="list-style-type: none"> ● Achieve a staff retention rate of 75% or greater for staff in the first 3 years of employment within the SDMA. ● Achieve a score of 3.5 (out of 5) or greater for staff satisfaction in professional development using School Perceptions survey data. ● Achieve an annual percentage of 75% or more teachers possessing credentials to be within the SDMA Master's lane by the end of the 2023-2024 school year. ● Reestablish baselines for staff satisfaction regarding communication, engagement and recognition within district using School Perceptions survey.

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		<p>identify differentiated PD interest and needs.</p> <ul style="list-style-type: none"> ● Focus Professional Development in key areas: SEL/trauma-sensitive practices, 21st Century learning, personalized and differentiated learning. ● Increase employee engagement. 	<ul style="list-style-type: none"> ● Continue three-year cycle for conducting and analyzing School Perceptions engagement survey to ascertain employee engagement needs. ● Analyze and develop an action plan for maintaining/improving staff satisfaction regarding communication, engagement and recognition within district using the School Perceptions survey. 	<ul style="list-style-type: none"> ● Achieve a fill rate of 90% or better for substitute assignments.
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Pillar 4 and Commitment	Key Pillar Strategies	Strategic Actions / Deliverables by End of Plan	Annual Action Plan 2022-2023	Measurable Goals (to be measured at the end of 2022-23 and then reset as needed)
<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 meet family needs. ● Increase high quality community partnership opportunities. ● Implement a system to help families in need access available school and community resources. ● Expand academic programming support outside of the school day. 	<ul style="list-style-type: none"> ● Develop an action plan to assess parent satisfaction and engagement. ● Conduct a family survey 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"> ● Publish 10 School Crossings columns during the 2022-2023 school year. ● Distribute 10 Highlight on Youth publications during the 2022-2023 school year. ● Expand district's Facebook presence to average at least one Facebook post each week during the 2022-2023 school year. ● Establish a baseline for participation in academic programming support outside of the school day and set a goal for increasing participation during the 2023-2024 school year.

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Pillar 5 and Commitment	Key Pillar Strategies	Strategic Actions / Deliverables by End of Plan	Annual Action Plan 2022-2023	Measurable Goals <i>(to be measured at the end of 2022-23 and then reset as needed)</i>
<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 Building 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 Long-Term Capital Improvement Plan. ● Update Long-Term Capital Plan. ● Create a facility plan to identify future facility needs based on enrollment projections, programming needs (EC/4K/special education, environmental 	<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, Long-Term Capital Improvement Plan, and future facilities planning. ● Develop procedures for implementation of the energy management policy. ● Complete solar project at MMS. 	<ul style="list-style-type: none"> ● Board of Education will review existing Long-Term Capital Improvement Plan by June 2023. ● Reduce energy use in the SDMA by 5% during the 2022-2023 school year. ● Increase the rate of staff reporting they feel safe at work as measured by the School Perceptions survey.

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		<p>site) and 21st Century learning opportunities.</p>	<ul style="list-style-type: none"> • Complete sport complex project at MHS. 	
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