| | Key Pillar Strategies | Strategic Actions/ Deliverables by End of Plan | Measurable Goals (To be measured at the end of the 2019-2020 school year and reset as needed) (Goals not reset for future years due to pandemic) | Measurable Goal Status (July 1, 2020) |
|---|---|---|---|---|
| **PILLAR 1** Career, College and Life Ready Graduates<br><br>We will ensure that all students will be prepared for success upon graduation. | 1.1: 21st Century Learning<br><br>1.2: Personalized and Differentiated Instruction<br><br>1.3: Academic and Career Pathways for Relevance and Engagement | ● Create a Profile of a Graduate and employ it to increase understanding of and commitment to graduate expectations.<br><br>● Design course sequences and career exploration experiences to build an academic and career plan (ACP) for each student to successfully transition upon graduation.<br><br>● 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.<br><br>● Integrate Model Schools Conference 21st Century skills throughout the curriculum PK-12 (learning skills, life skills, literacy skills).<br><br>● Extend student digital learning capabilities to personalize learning while also promoting digital citizenship. | Increase number of students earning Global Education Achievement Certification (GEAC) by at least 1% annually. | Not on Target (17): 16 Certificates Earned in 20-21 18 Certificates Earned in 20-21 22 Certificates Earned in 19-20 26 Certificates Earned in 18-19 18 Certificates Earned in 17-18 (Baseline) |
| | | | 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. *Suggested goal - 6% or more (approximately 15 individuals) of graduating students will complete requirements to earn STEM certificates annually.* | Not on Target (15): 8 Certificates Earned in 21-22 10 Certicates Earned in 20-21 17 Certificates Earned in 19-20 |
| | | | Increase participation in Dual Credit Courses by at least 2% annually. | Not on Target (2%): 8.3 % Decrease for 2021-2022 1.6 % Increase for 2020-2021 10.3% Increase for 2019-2020 (Baseline) Prior years data not available[1] |
| | | | Increase participation in Internships at the high school level by at least 1% annually. | On Target (1%): 13.2% Increase for 2021-2022 0.8 % Decrease for 2020-2021[2] 3.5% Increase for 2019-2020 5.4% increase for 2018-2019 (Baseline) |
| | | | Increase matriculation to two- or four-year college by at least 0.5% annually. | On Target (50.5%): 57.3% for 2020-2021[3] 50.0% for 2019-2020 58.4% in 2018-2019 57.4% in 2017-2018 (Baseline) |
| | | | All SDMA schools will meet or exceed expectations annually on the WI School Report Card. | On Target: 2020-2021 Meets Expectations - Knapp, Downsville, Oaklawn, MHS Exceeds Expectations - River Heights, MMS Significantly Exceeds Expectations - Wakanda |

[1] Prior year data not available due to change from Youth & Course Options programs to Early College Credit and Start College Now programs.
[2] Decrease of one student from prior year.
[3] These data lagged by one year

| | | | Increase overall English Language Arts (ELA) performance at each level, Elementary/Middle/High School by 3% on the WI state assessment by 2024, with a 1% increase per year, as measured using a three-year rolling average. *(Baselines for ELA were reestablished as part of this goal during the 2021-2022 School Year.)* | Public release of WI State Assessment results for 2021-2022 to be released in the fall of 2022 Current Three Year Rolling Average (2021) (Baseline) Elementary - 34.02% Middle School - 43.01% High School - 35.58% |
|---|---|---|---|---|
| | | | Increase overall Math performance at each level, Elementary/Middle/High School by 3% on the WI state assessment by 2024, with a 1% increase per year, as measured using a three-year rolling average. *(Baselines for Math were reestablished as part of this goal during the 2021-2022 School Year.)* | Public release of WI State Assessment results for 2021-2022 to be released in the fall of 2022 Current Three Year Rolling Average (2021)(Baseline) Elementary - 42.90% Middle School - 40.90% High School - 34.72% |

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| **PILLAR 2** Student Social and Emotional Wellness We will assist all students to be healthy and well, so they can learn, thrive, and reach their goals. | 2.1: Social Emotional Learning (SEL) Curriculum  2.2: Professional Development for Staff  2.3: Mental Health Services and Resources | ● 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. | Increase student attendance to attain 95% or higher annually. | On Target (95%): Not yet available for 2021-2022[4] 95%  for 2020-2021 93 % for 2019-2020 94% for 2018-2019 94% for 2017-2018 (Baseline) |
| | | | Set improvement benchmarks for select Youth Risk Behavior Survey (YRBS) indicators. | On hold due to the COVID-19 pandemic and delay in release of reports from DPI |
| | | | 75% or more of all students will participate in one or more school activity at the middle and high school level. | Not on Target (75%): 63.7% - High School during 2021-2022 69.6% - Middle School during 2021-2022 63.7% High School during 2020-2021 84.0% - Middle School during 2020-2021 75.4% - High School during 2019-2020 70.0% - Middle School during 2019-2020 |
| | | | Decrease student discipline referrals by 1% annually. | Not On Target (1% decrease): 27.9 % Increase for 2021-2022 15.4% Decrease for 2020-2021 2.7% Decrease for 2019-2020 17% Decrease for 2018-2019 4.7% Increase for 2017-2018 |

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[4] Data not available at time of reporting.

| | | | Establish a baseline for the amount of student access to onsite (school-based) mental mental health services (SBMHS). | 18% of students accessed SBMHS 2021-2022<br>14% of students accessed SBMHS 2020-2021 (Baseline)<br>8% of students accessed SBMHS 2019-2020 |
|---|---|---|---|---|
| | | | Establish a baseline for the amount of access to referral pathways for families to access (community-based) mental health services (CBMHS). | 6% of students access CBMHS 2021-2022<br>7% of students access CBMHS 2020-2021 (Baseline)<br>5% of students access CBMHS 2019-2020 |

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|---|---|---|---|---|
| **PILLAR 3**<br>**Our Talented Workforce**<br><br>We will ensure our staff is engaged, valued, and able to support our students to reach their goals. | 3.1: Hiring and Retaining High Quality Staff<br><br>3.2: Professional Development (PD)<br><br>3.3: Employee Engagement and Recognition | • Leverage annual staffing plan to hire staff that meets the changing needs of students and community.<br><br>• Expand Master's degree cohort with UW-Stout.<br><br>• Expand mentoring program.<br><br>• Review compensation plans using three-year cycle to maintain competitive employee salary/benefits.<br><br>• Address substitute teacher availability and recognition.<br><br>• Formalize the PD planning process that involves and engages all staff in identifying differentiated PD interests and needs.<br><br>• Focus PD in key areas: SEL/trauma-sensitive practices, 21st Century learning, personalized and differentiated learning.<br><br>• Increase employee engagement. | Increase number of staff achieving longevity thresholds in 2019-20, over 2018-19. | on Target:<br>52 Teachers for 2021-2022<br>53 Teachers for 2020-2021<br>36 Teachers for 2019-2020<br>37 Teachers for 2018-2019 (Baseline) |
| | | | Identify baseline for staff retention in first 3 years of employment. | Baseline Established 2019-2020:<br>74% Teacher Retention Rate since 2018 (29/39 retained in first three years) |
| | | | Identify baseline for staff satisfaction in professional development using School Perceptions survey data. | Baseline Established:<br>Professional Development |
| | | | Increase the number of staff with Master's Degrees in 2019- 20, over 2018-19. | On Target:<br>186 - 2021-2022 (73%)<br>181 - 2020-2021 (67%)<br>159 - 2019-2020 (65%)<br>130 - 2018-2019 (56%) (Baseline) |
| | | | Identify baseline for staff satisfaction regarding communication, engagement and recognition within district using School Perceptions survey. | Baselines Established:<br>Communication, Engagement, Recognition |
| | | | Identify a baseline for unfilled substitute assignments. | Baseline Established:<br>2019-2020 Average Fill Rate - 91% (9% unfilled) |

Strategic Plan Pillars Action Plan Review

Spring 2022

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| **PILLAR 4** Parent and Community Partnerships<br><br>We will ensure that all parents are provided opportunities to be involved and engaged in their child's learning.<br><br>We will enhance and develop strong partnerships that support student learning. | 4.1: Parent Engagement<br><br>4.2: Sustaining and Growing Community Partnerships to Better Serve our Students<br><br>4.3: Support for Parents in Need | ● Implement a system to identify parent satisfaction and engagement.<br><br>● Implement a more user- friendly website.<br><br>● Implement a multi-tier parent communication and engagement plan to better meet family needs.<br><br>● Increase high quality community partnership opportunities.<br><br>● Implement a system to help families in need access available school and community resources. | 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. | On Target: Board reviewed progress on Major Goals and Activities on June 13, 2022 |
| | | | Board of Education will review recommended website changes based on parent input in the annual Technology Report. | On Target: Board reviewed progress on Major Goals and Activities on June 1, 2020 |
| | | | Board of Education will review a report on the number and types of community partnerships by June 2020. | On Target: Board reviewed progress on Major Goals and Activities on June 1, 2020 |
| | | | Publish inventory of resources available to families in need by June 2020. | On Target: Board reviewed progress on Major Goals and Activities on June 1, 2020 |

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|---|---|---|---|---|
| **PILLAR 5**<br>Facilities and Operations<br><br>We will ensure we are stewards of our community's resources while offering efficient and effective learning spaces for students. | 5.1: Maintain and Enhance a Safe Learning and Working Environment<br><br>5.2: Maintain Buildings and Grounds<br><br>5.3: 21st Century Learning Spaces | ● Construct secure entrances at Oaklawn, MMS, and Knapp Elementary School.<br><br>● Traffic study/analysis conducted at schools where needed (Wakanda, MMS, Oaklawn).<br><br>● Implement energy management policy.<br><br>● Allocate resources to implement 30-Year Maintenance Plan.<br><br>● Update 30-Year Maintenance Plan.<br><br>● 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. | Board of Education will review plans for secure entrances at identified schools, traffic study, and future facility needs by June 2020.<br><br>Board of Education will review existing 30-Year Maintenance Plan by June 2020.<br><br>Set a baseline for energy savings.<br><br>Utilize the School Perceptions survey to set a baseline for employee perceptions of school safety. | On Target:<br>The Board reviewed the Annual Buildings and Grounds Report on January 27, 2020<br><br>On Target:<br>The Board reviewed 30-Year Maintenance Plan on January 27, 2020<br><br>Baseline Established:<br>B3 Benchmarking Data<br><br>Baseline Established:<br>91% of SDMA employees indicated they feel safe at work |