

# Stoughton Area School District Strategic Plan

The Stoughton Area School District has distinguished five core values and beliefs:

- Excellence in Teaching & Learning
- Respect & Commitment to each other
- Personal & Social Responsibility
- Community Engagement
- Sustainability of Resources

The core values, guided the development of the district’s vision, mission, strategic focus areas, and objectives. The core values serve as anchors for the district’s efforts in accomplishing the Strategic Plan.

## Vision

Stoughton Area School District will be the district of choice. The District will provide an innovative and excellent education so that all students are career and college ready. The Stoughton Area School District will maximize 3resources for academic rigor and excellence through staff, programs, and technology that make learning relevant to the emerging world in which we live.

## Mission

With students as our number one priority, Stoughton Area School District will ensure educational opportunities which challenge students to achieve excellence, maximize their unique talents and abilities, prepare them to face the demands of the future, and to be literate, contributing members of society.

The Stoughton Area School District Board Education has approved 4 strategic areas based on 21C and other community inputs. The four strategic focus areas are:

### **Learning**

### **Partnerships**

### **Workforce**

### **Funding**

The strategic focus areas provide guidance for SASD leadership and policy decisions, and development of initiatives and strategies to achieve our vision. For each of the above strategic focus areas, the Strategic Plan contains both process objectives and indicators. The process objectives identify the actions that the district will take to achieve the SASD mission and vision. The indicators identify ways the District will measure/monitor success.

## Learning

- The District will ensure that all students are able to read, write, express, calculate and compute effectively in order to critically analyze situations and solve problems independently and as part of a group.

## Partnerships

- The District will build community support by promoting, encouraging and maintaining meaningful partnerships and mutually beneficial collaboration.

## Workforce

- The District will use best practices to hire, develop and retain a skilled, empowered and engaged workforce to ensure that the district achieves its mission and vision.

## Funding

- The District will maintain a balanced budget by using available funds in the most efficient and effective manner and, if necessary, will seek needed funding to advance its mission and vision.

<p><b>Strategy – Learning:</b> The District will ensure that all students are able to read, write, express, calculate and compute effectively in order to critically analyze situations and solve problems independently and as part of a group.</p>		
21C Focus area	Process Objective	Indicators
<p>● LEARNING</p>	<p><b>Improve student achievement across all content areas and across all student groups</b></p> <ul style="list-style-type: none"> <li>● Align SASD Curriculum to Common Core State Standards.</li> <li>● Literacy Focus around reading, writing in all content areas.               <ol style="list-style-type: none"> <li>1. Readers’ Workshop Delivery Model fully &amp; effectively implemented at RBMS by Sept. 2013</li> <li>2. Writers’ Workshop Delivery Model fully implemented at elementary by Sept. 2013</li> </ol> </li> <li>● Mathematical literacy collaboration by Math teachers 6-12.</li> <li>● Differentiate instruction based on student’s individual needs.</li> <li>● Elementary schedule revision to provide extended learning opportunities.</li> <li>● High School schedule revisions to effectively meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Fontas and Pinnell</li> <li>● Explore, Plan, ACT &amp; WORKeys participation rates and scores</li> <li>● Advanced Placement course participation rates</li> <li>● Advance Placement assessment scores</li> <li>● WKCE test scores</li> <li>● PALS kindergarten assessment scores</li> <li>● Common assessment results</li> <li>● Smarter Balanced Assessments</li> <li>● Program reviews</li> <li>● Classroom walkthroughs and observations</li> <li>● Report card</li> </ul>
<p>● LEARNING</p>	<p><b>Increase student engagement in learning.</b></p> <ul style="list-style-type: none"> <li>● Providing staff and students 21<sup>st</sup> century skills and resources.</li> <li>● Student feedback opportunities.</li> <li>● Building capacity/leadership of staff to further personalize the learning experience of all students.</li> <li>● Providing a relevant and authentic curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff professional development in technology integration</li> <li>● Survey staff to gather evidence of technology infusion in the classroom</li> <li>● Analysis of technology inventory to show increase of resources</li> <li>● Program &amp; course participation rates</li> <li>● Attendance rates</li> <li>● Truancy rates</li> <li>● Graduation rates</li> <li>● Student perception and climate surveys</li> </ul>

<p style="text-align: center;">● LEARNING</p>	<p><b>Promote and maintain a safe learning environment</b></p> <ul style="list-style-type: none"> <li>● Use local data to influence a safe environment. (PBIS)</li> <li>● Align social/emotional programming across the District (Curriculum, Student Leadership, etc.).</li> <li>● Bullying &amp; Harassment Subcommittee - to review district wide practices and policies around bullying.</li> <li>● Develop plan to better address students with significant emotional/ behavior needs.</li> <li>● Study school/district safety procedures and staffing in conjunction with local law enforcement.</li> </ul>	<ul style="list-style-type: none"> <li>● School discipline data</li> <li>● Suspension and contracts</li> <li>● Crisis Management Plan</li> <li>● Student perception and climate surveys</li> </ul>
<p style="text-align: center;">● LEARNING</p>	<p><b>Identify and use multiple measures of student learning.</b></p> <ul style="list-style-type: none"> <li>● SMARTER Balanced Assessment (SBA) awareness, SBA-like task development at secondary.</li> <li>● ACT Suite (EXPLORE, PLAN, WORKeys, ACT).</li> <li>● Scholastic Reading Inventory (SRI) and Fontas &amp; Pinnell (FPBA) implemented 2x/year (3x/year for students at risk).</li> <li>● Anticipate necessary infrastructure and student skills to take electronic assessments (SBA).</li> </ul>	<ul style="list-style-type: none"> <li>● Measure the use of common assessments</li> <li>● Observe teachers use of multiple measures for formative and summative assessments</li> <li>● Use of multiple measures to inform instruction</li> <li>● Increase participation &amp; success rate in AP Courses &amp; assessments</li> <li>● Increase participation &amp; success rate in ACT/WORKeys assessments</li> </ul>
<p style="text-align: center;">● LEARNING</p>	<p><b>Provide multiple pathways for students toward post-secondary education and career opportunities.</b></p> <ul style="list-style-type: none"> <li>● Study a lighthouse school model with extended day and summer opportunities for students</li> <li>● Expand dual credit options.</li> <li>● Develop more a comprehensive School to Career and Youth Apprenticeship program.</li> <li>● Align career pathways and programs of study to high school opportunities.</li> <li>● Develop and expand virtual learning.</li> </ul>	<ul style="list-style-type: none"> <li>● JEDI participation and completion rates</li> <li>● Explore, Plan, ACT &amp; WORKeys scores</li> <li>● Postsecondary application rates</li> <li>● Postsecondary attendance and placement rates</li> <li>● Career planning conferences</li> <li>● Post-secondary student follow-up survey results</li> </ul>

<b>Strategy – Partnerships:</b> The District will build community support by promoting, encouraging and maintaining meaningful partnerships and mutually beneficial collaboration.		
<b>21C Focus area</b>	<b>Process Objective</b>	<b>Indicators</b>
<b>● PARTNER SHIPS</b>	<b>Improve District’s communication with parents and community.</b> <ul style="list-style-type: none"> <li>• Study webpage usage and design</li> <li>• Study the use of social media</li> <li>• Study district community relations plans, procedures, and staffing.</li> </ul>	<ul style="list-style-type: none"> <li>• Type and frequency of parent and community communication</li> <li>• DASH board</li> <li>• Parent perception survey</li> <li>• Community perception survey</li> <li>• Number of hits to webpage</li> </ul>
<b>● PARTNERSHIPS</b>	<b>Promote family support for student learning and achievement.</b> <ul style="list-style-type: none"> <li>• Access local talent and expertise to support district/school goals and objectives.</li> <li>• Provide community education opportunities for students and adults.</li> <li>• Engage in cooperative activities with Working for Kids groups.</li> <li>• Use family feedback and input opportunities to involved parents in the planning of programs and learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Family perception survey</li> <li>• Number and type of parent volunteers</li> <li>• Type of family involvement</li> <li>• Attendance at school functions</li> </ul>
<b>● PARTNERSHIPS</b>	<b>Support, strengthen, and increase district/school and community partnerships.</b> <ul style="list-style-type: none"> <li>• Engage and meet with officials from local, county, state and service organizations.</li> <li>• Pro-actively seek participation from stakeholders designed to enhance educational opportunities and maximize resources available to advance the outcomes for our students.</li> <li>• Provide a range of educational and cultural experiences that engage the community at large.</li> <li>• The SASD will take the initiative to build community linkages through its organizational practices including partnerships, and collaborative planning processes.</li> <li>• Define and document and increase school/community/business partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Type and number of volunteers</li> <li>• Number of community/business partnerships</li> <li>• Community perception survey</li> <li>• Donations to schools/district</li> <li>• Work with booster clubs</li> </ul>

<b>Strategy – Workforce:</b> The District will use best practices to hire, develop and retain a skilled, empowered and engaged workforce to ensure that the district achieves its mission.		
<b>21C Focus area</b>	<b>Process Objective</b>	<b>Indicators</b>
<b>● WORKFORCE</b>	<p><b>Attract, develop, support and retain an engaging, innovative, and professional faculty and staff.</b></p> <ul style="list-style-type: none"> <li>● Develop a comprehensive hiring process that is supported by the Board and Administration.</li> <li>● Provide current and relevant professional development for all staff around educational practices, pedagogy, and culturally responsive practices.</li> <li>● Continue to provide new educator support and mentoring.</li> <li>● Develop a fair and competitive compensation and benefit plan for staff.</li> <li>● Engage staff through focus groups and committees.</li> <li>● Insurance committee recommendation on current and future benefits.</li> <li>● Develop a layoff process if needed.</li> <li>● Study retirement benefits.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff attendance rates</li> <li>● Staff survey</li> <li>● Exit interviews</li> <li>● Teacher insight scores</li> <li>● Demographics of faculty and staff</li> <li>● Qualifications and experience of current staff and new hires</li> <li>● Staff appreciation recognition</li> <li>● Competitive wages and benefits</li> </ul>
<b>● WORKFORCE</b>	<p><b>Increase accountability for performance.</b></p> <ul style="list-style-type: none"> <li>● Implementation and training staff on the Educator Effectiveness Initiative.</li> <li>● Literacy focus for professional development.</li> <li>● Seek meaningful feedback opportunities from staff on the implementation of the Educator Effectiveness Initiative.</li> </ul>	<ul style="list-style-type: none"> <li>● Non-renewal rates</li> <li>● Evaluation results</li> <li>● Parent/community perception surveys</li> <li>● Student performance indicators</li> <li>● DPI school and district report card</li> <li>● Results of SLO pilot</li> </ul>

<p><b>Strategy – Funding:</b> The District will maintain a balanced budget by using available funds in the most efficient and effective manner and, if necessary, will seek needed funding to advance its mission.</p>		
21C Focus area	Process Objective	Indicators
<ul style="list-style-type: none"> <li>● FUNDING</li> </ul>	<p><b>Maintain the overall financial health of the district and provide transparency of district finances to the Board and community</b></p> <ul style="list-style-type: none"> <li>● Continue to implement expense reductions that have minimal impact on the quality of our services to students or the quality of our staff whenever possible.</li> <li>● Continue to improve efficiencies, utilize technology, update procedures, and creatively problem solve to reallocate resources to meet the overall mission of the district.</li> <li>● Annually create a responsible staffing plan based on Board class size policy, enrollment projections, and the need to create the appropriate infrastructure to meet diverse student needs.</li> <li>● Study and implement steps to attract and maintain student enrollment numbers.</li> </ul>	<ul style="list-style-type: none"> <li>● Audited financial statements</li> <li>● Continue to monitor fund balance</li> <li>● Insurance committee recommendations</li> <li>● Purchasing procedures updated</li> <li>● Business staff meeting buildings</li> </ul>
<ul style="list-style-type: none"> <li>● FUNDING</li> </ul>	<p><b>Position the district for future financial stability by beginning referendum planning and discussion to address budgetary shortfalls when the current referendum expires</b></p> <ul style="list-style-type: none"> <li>● Continue to develop budget scenarios using different assumptions and inputs.</li> <li>● Devise a timeline for a potential referendum.</li> <li>● Regularly engage state legislators to educate them on district advances and concerns.</li> <li>● Continually educate the community regarding the financial realities of the District.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion of Baird Model with Board.</li> <li>● Meetings with legislators.</li> <li>● Meeting with local officials and service organizations</li> <li>● Community perception Surveys</li> </ul>

## Initiatives

The Stoughton Area School District emphasizes the importance of innovation while honoring the history and contributions of initiatives that to date have benefited students, faculty, staff, and the community. As such, the SASD aims to enhance the flexibility of the district and schools to select and implement initiatives that are responsive to individual school needs and ensure that the outcomes associated with selected initiatives may be maximized across the district.

### Types of Initiatives

SASD, as a school system, will support three types of District initiatives:

- District-wide initiatives are those initiatives that would be present in each school and receive some form of resource support from SASD.
- District-sponsored initiatives are those initiatives that the SASD may provide resources for but may not be found at every school.
- District-endorsed initiatives are those initiatives that SASD approves and may encourage but subsequent resources may not be available from the district.

Importantly, SASD recognizes the discretion of schools and their authority for shared decision making at the local school site. At the same time, SASD seeks to ensure that students have comparable and equally beneficial experiences and opportunities across all schools.



## Decision Making Criteria for Initiative Selection, Adoption, and Retention

To determine how initiatives are selected and adopted, as well as how existing initiatives are retained, SASD will consider the following criteria for such decisions: *effectiveness, alignment and prioritization, feasibility, and benefits and costs*. These criteria shall be considered in tandem with the above values, vision, mission, and objectives when selecting, adopting, and retaining initiatives.

Guiding Protocol Questions — The following questions are provided to advance the decision making process for selection, adoption or retention of initiatives.

- Effectiveness - What evidence and research supports the adoption of this initiative in SASD? How effective is the initiative likely to be in SASD. How effective has this initiative been in comparable districts with comparable schools? What makes this initiative effective elsewhere?
  - Alignment & Prioritization - How does this initiative align with the values, vision, mission, and objectives? How does this initiative align with other initiatives in the district? Does this initiative duplicate another district initiative? How should this initiative take priority?
  - Feasibility - How feasible (e.g., easy, difficult) will it be to adopt and implement this initiative in our district? What will need to occur prior to and during implementation to assist with successful implementation? What resources (e.g. facilities, budget constraints, and staff) are necessary and available to support successful implementation?
  - Benefits & Costs - What are the benefits to adopting this initiative in the district and to whom? What are the costs (e.g., impact to other initiatives, financial, time, facilities, staff) to adopting this initiative and for whom? Are the costs to adopt this initiative worth the benefits? Will adopting the initiative diminish our ability to carry out other high priority efforts? Will adopting this initiative eliminate another initiative?