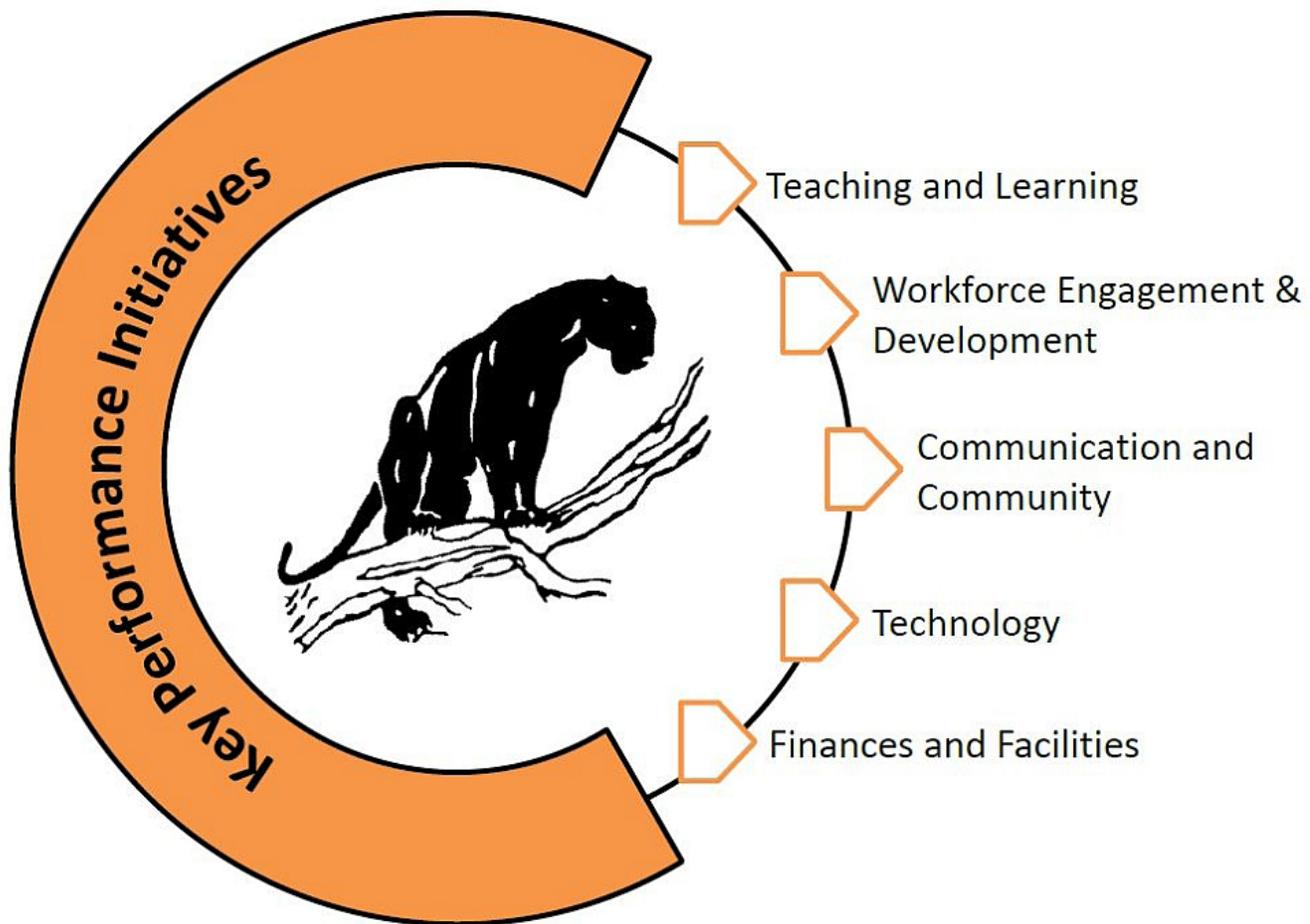

School District of West Salem



2015-2016

Strategic Planning

Michael St. Pierre
Strategic Planning Update
January 7, 2016

Teaching and Learning



The school district strategic planning goals in the performance initiative of Teaching and Learning included a focus on student growth and achievement, success-based learning and teaching, college and career readiness, and student-centered learning,

“...Creativity and innovation are hallmarks of the district approach to achieving excellence....”

- SD of WS Strategic Plan



Student Growth and/or Achievement

- Continued progress has been made in closing the achievement socio-economic gap in reading and mathematics
- Reading and mathematic proficiencies meet and/or exceed the district's benchmark
- MAP reading and mathematic results meet and or exceed district expectations
- School and district State Report Cards show that the district and schools are meeting expectations, and/or exceeding state standards

Success-based Learning and Teaching

- Response to Intervention (Rtl) fully implemented K-12 in reading
- MAP data demonstrates continued progress in increasing the number of students above the national average in reading and mathematics

College and Career Ready

- All grade 11 students are now required to take the ACT + Writing assessment
- ACT composite scores continue to be above the state average and high in our region
- Over 60% of our graduates attend a post secondary institution the first or second year post graduation
- On average 89% of our students participate in extra/co-curricular activities. Engagement is tied to student achievement

Key Performance Indicator 1: Student Growth and/or Achievement

OUTCOME: Students meet or exceed rigorous performance standards.

STRATEGIES/MEASURES:

- By the end of the 2016-2017 school year, each school will reduce the achievement gap between socio-economically disadvantaged (SES) students to non-socio- economically disadvantaged students (Non-SES) as measured by the District Report Card in reading and mathematics. (*Note that differences in Closing Gaps priority area scores between last year and this year may be due to [DPI calculation changes](#)— not due to actual change in student performance)

Table 1: District Report Card- 3 Year Reading Achievement Gap “Change in score”

| | Below (< 0.1) | Meets (0.1 - 2) | Exceed (> 2) |
|-----------------|---------------------------|--------------------------|--------------------------|
| 2012-13 | — | 0.006 | — |
| 2013-14 | — | 0.007 | — |
| *2014-15 | N/A | N/A | N/A |

**Note District and School Report Cards were not released for the 2014-15 school year.*

Table 1-1: District Report Card- 3 Year Mathematics Achievement Gap “Change in score”

| | Below (< 0.1) | Meets (0.1 - 2) | Exceed (> 2) |
|-----------------|---------------------------|--------------------------|--------------------------|
| 2012-13 | -0.019 | — | — |
| 2013-14 | -0.015 | — | — |
| *2014-15 | N/A | N/A | N/A |

**Note District and School Report Cards were not released for the 2014-15 school year.*

- The percentage of students within the district scoring at or above proficient in reading and mathematics as measured by the Wisconsin State Assessment System (WSAS) will meet or exceed the district’s benchmark of “Meets Expectations”.

Table 2: WSAS District Reading Proficiency

| | Below (< 40%) | Meets (40 - 50%) | Exceed (> 50%) |
|-----------------|---------------------------|---------------------------|----------------------------|
| 2012-13 | 37% | — | — |
| 2013-14 | — | 43% | — |
| *2014-15 | — | — | *59% |

**Note 2014-15 “Badger 3-8”, 2015-16 “Wisconsin Forward Exam”.*

Table 2-1: WSAS Mathematics Proficiency

| | Below (< 50%) | Meets (50 - 60%) | Exceed (> 60%) |
|-----------------|---------------------------|---------------------------|----------------------------|
| 2012-13 | — | 51% | — |
| 2013-14 | — | 53% | — |
| *2014-15 | — | *53% | — |

**Note 2014-15 “Badger 3-8”, 2015-16 “Wisconsin Forward Exam”.*

- By 2016-17 students in grades 3-8 will meet or exceed the district’s proficiency benchmark of “Meets Expectations” in reading and mathematics as measured by NWEA MAP.

Table 3: NWEA Reading Proficiency

| | Below (<60%) | Meets (60% - 70%) | Exceed (> 70%) |
|-----------------|--------------------------|----------------------------|----------------------------|
| 2011-12 | 59% | — | — |
| 2012-13 | — | — | 75% |
| 2013-14 | — | — | 74% |
| *2014-15 | 55% | — | — |

**Note 2015-16 New National NWEA Norm scores were used range adjustments will be made after 3 years of data are collected*

Table 3-1: NWEA Mathematics Proficiency

| | Below (<60%) | Meets (60% - 70%) | Exceed (> 70%) |
|-----------------|--------------------------|----------------------------|----------------------------|
| 2011-12 | — | 65% | — |
| 2012-13 | — | — | 72% |
| 2013-14 | — | — | 71% |
| *2014-15 | 51% | — | — |

**Note 2015-16 New National NWEA Norm scores were used range adjustments will be made after 3 years of data are collected*

- By the end of the 2016-17 all schools will achieve the standard of “Exceeding Expectations” on Wisconsin’s State School Report Card.

Table 5: Wisconsin’s State Report Card

| Year | | Fails to Meet | Meets Few | Meets | Exceeds | Sig.Exceeds |
|-----------------|---------|---------------|-----------|-----------|-----------|-------------|
| Ranges | | 0 - 52.9 | 53 - 62.9 | 63 - 72.9 | 73 - 82.9 | 83 - 100 |
| District | 2012-13 | — | — | 69.4 | — | — |
| | 2013-14 | — | — | 72.6 | — | — |
| ES | 2011-12 | — | — | 71.6 | — | — |
| | 2012-13 | — | — | 65.3 | — | — |
| | 2013-14 | — | — | — | 74.3 | — |
| MS | 2011-12 | — | — | 68.2 | — | — |
| | 2012-13 | — | — | 70.5 | — | — |
| | 2013-14 | — | — | 72.8 | — | — |
| HS | 2011-12 | — | — | — | 76.2 | — |
| | 2012-13 | — | 60.8 | — | — | — |
| | 2013-14 | — | — | — | 73.7 | — |

**2014-15 School Year DPI granted a one year exception for district and school report cards*

Key Performance Indicator 2: Success-based Learning and Teaching

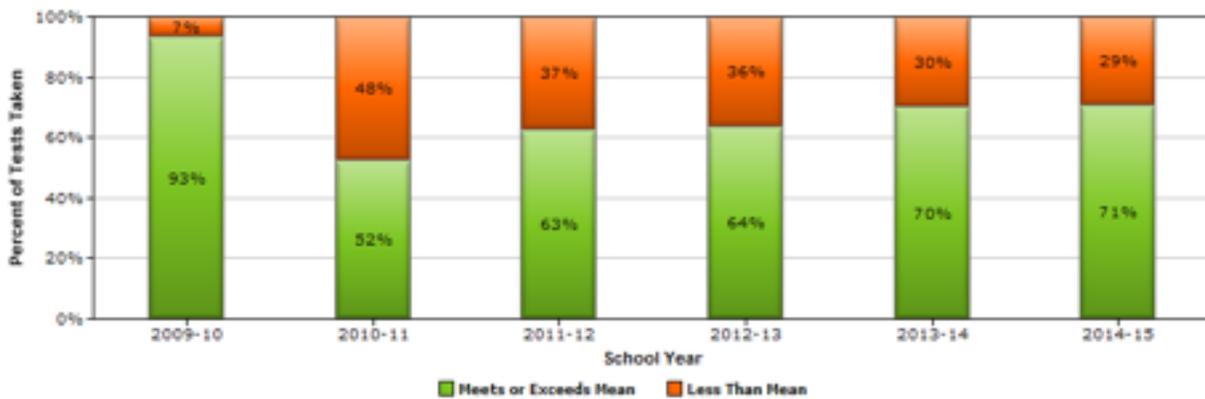
OUTCOME: To ensure factors that improve teaching and learning are affecting all student groups to the same degree (6 points):

STRATEGIES/MEASURES:

- By the end of the 2016-17 school year each building will provide interventions in reading and/or mathematics, tied to the curriculum, that have clearly defined exit criteria, as measured by fidelity checklists and student progress within targeted interventions .
Measures: Documents, RtI Data, Agenda and Minutes

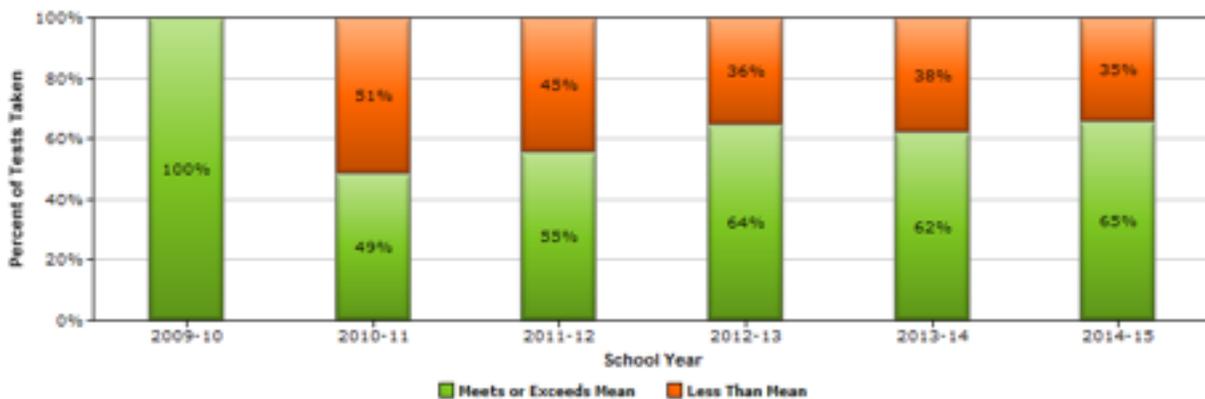
Grade 8 Cohort (2009-2015)

Reading

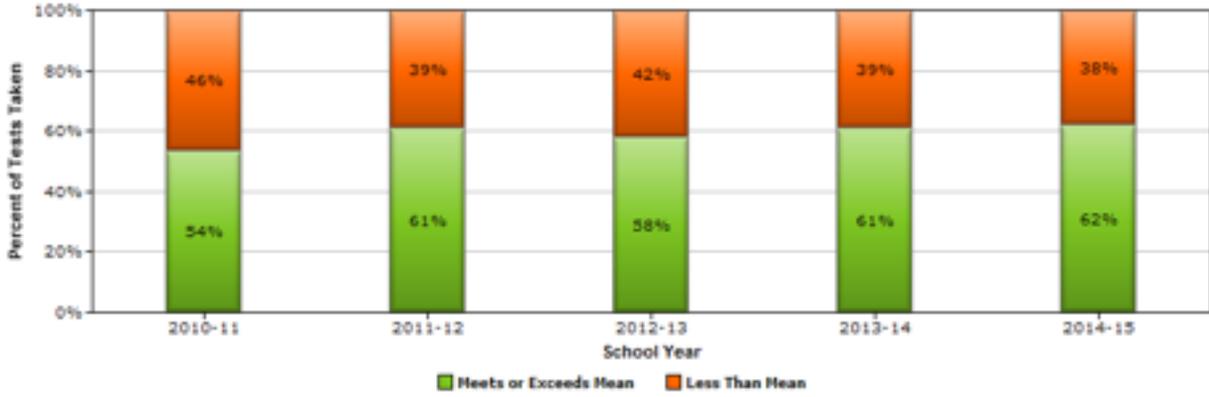


Grade 8 Cohort (2009-2015)

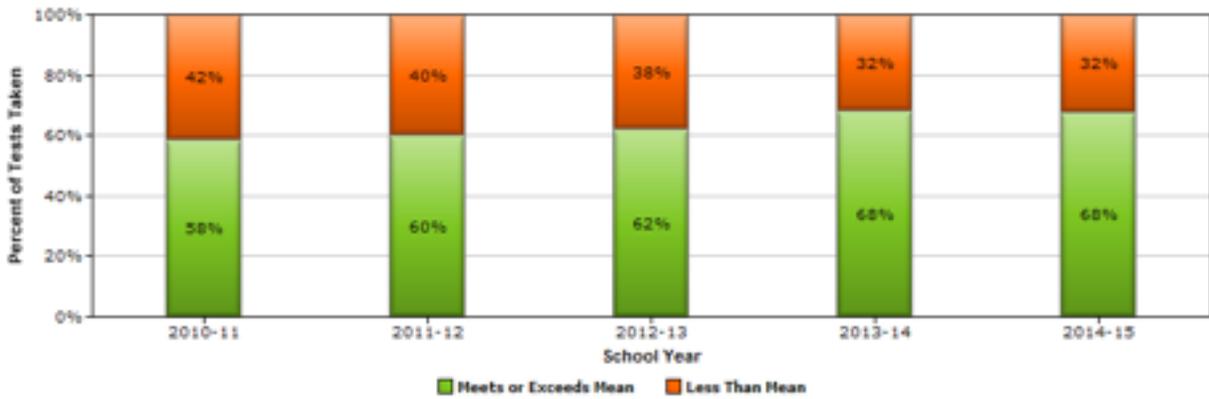
Mathematics



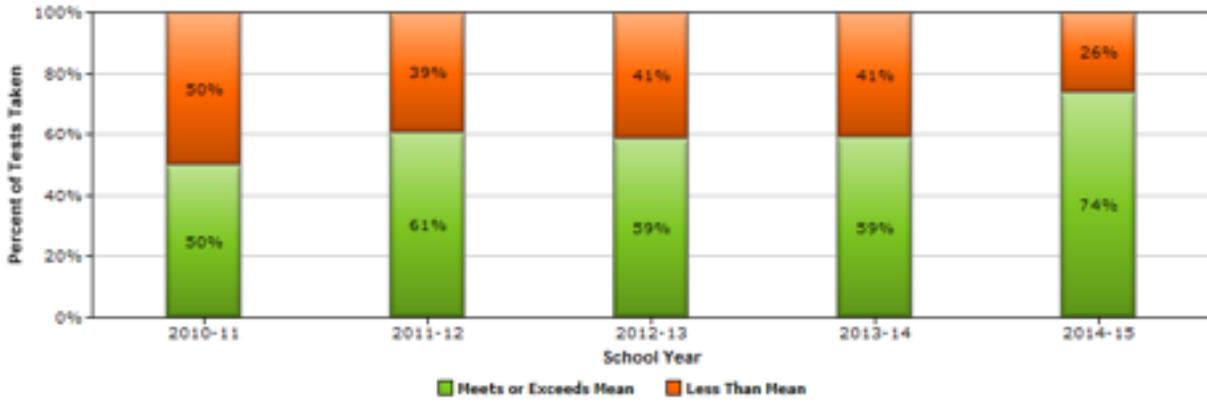
Grade 7 Cohort (2010-2015)
Reading



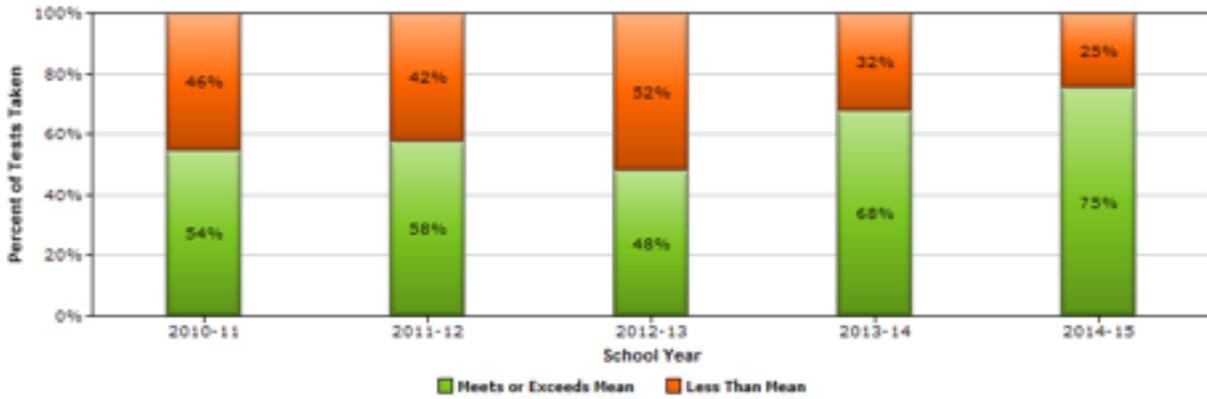
Grade 7 Cohort (2010-2015)
Mathematics



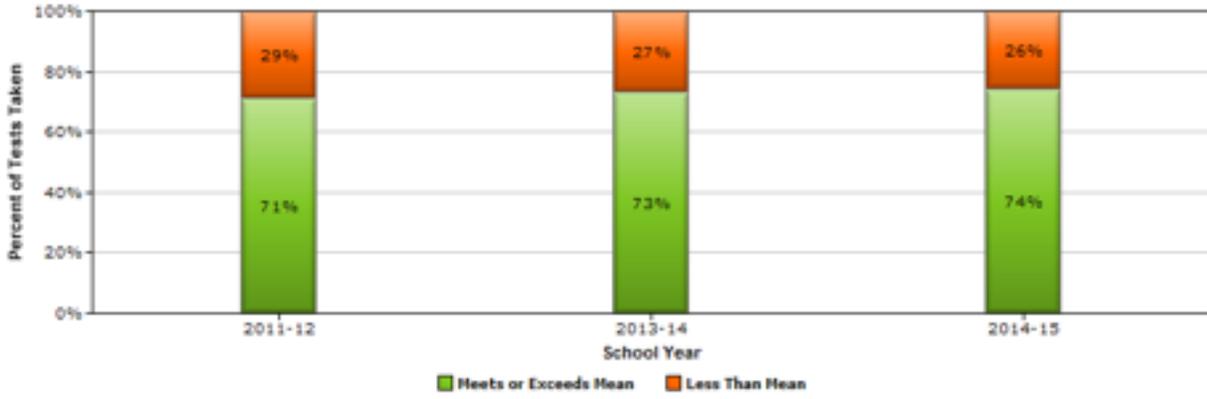
Grade 6 Cohort (2011-2015)
Reading



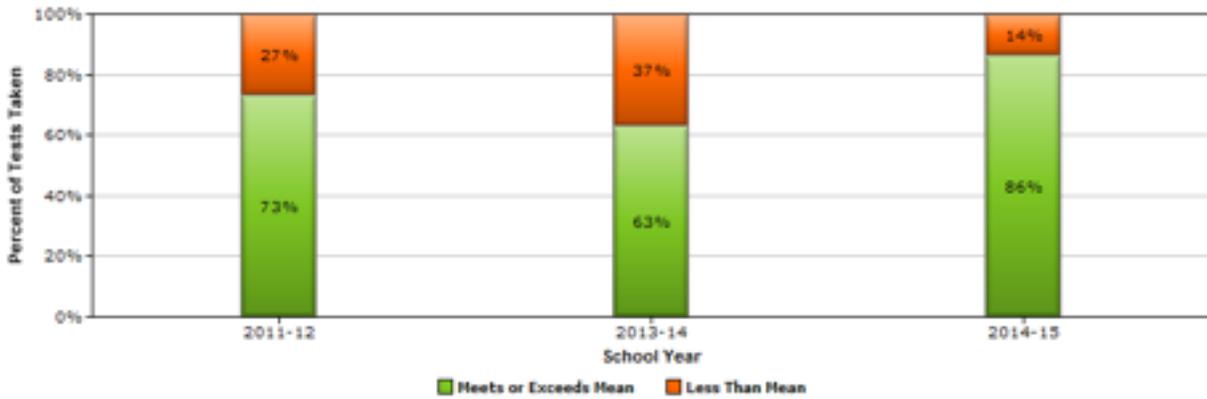
Grade 6 Cohort (2011-2015)
Mathematics



Grade 5 Cohort (2012-2015)
Reading



Grade 5 Cohort (2012-2015)
Mathematics



Key Indicator 3: College and Career Ready

OUTCOME: To ensure all students will be “ready” for college and/or a career.

STRATEGIES/MEASURES:

- Beginning in 2016-17, at least 60% of each senior class will have achieved an average ACT composite score in the range of 21-24 points.

Table 5: ACT Composite Score by Graduating Cohort

| | Composite Score | Below (<60%) | Meets (60%) | Exceed (>60%) |
|----------------|------------------------|--------------------------|----------------------|---------------------------|
| 2012-13 | 22.7 | — | — | 69% |
| 2013-14 | 22.9 | — | — | — |
| 2014-15 | 22.3 | 54% | — | — |

**WI 5 Yr. Average ACT score 22.1*

- By the end of the 2016-17 school year, the School District of West Salem will increase by 10% the number of graduates noted as College and Career Ready as measured by the College and Career Readiness benchmarks on ACT’s “Meets All Four” benchmark score.

Table 5-1: ACT “Meets All Four” Benchmark Score by Graduating Cohort

| | Below (<34%) | Meets (34 - 40%) | Exceed (>40%) |
|-----------------|--------------------------|---------------------------|---------------------------|
| 2012-13 | 21% | — | — |
| 2013-14 | — | 36% | — |
| *2014-15 | 27% | — | — |

**Note in 2014-15 all grade 11 students were required to take the ACT + Writing exam*

- By the end of the 2017-18 school year 70% of the graduate students will have attended a post secondary institution in either their first or second year after graduation.

Table 5-2: Attended Post Secondary Institution (First / Second Fall)

| Year | n Count / Class | Below (< 60%) | Meets (60%) | Exceed (> 60%) |
|---------|-----------------|-----------------|---------------|------------------|
| 2011-12 | 102 / 152 | — | — | 67% |
| 2012-13 | 73 / 110 | — | — | 66% |
| 2013-14 | 89 / 146 | — | — | 61% |

Key Indicator 4: Student-Centered Learning Culture

OUTCOME: To ensure students enhance their responsibilities in their school and local community (4 points):

STRATEGIES/MEASURES:

- By 2016-17 all schools will provide opportunities for students to personalize their learning, as measured by independent and collaborative real-world projects/problems.
Measure: Course options by building

Table 7: Percent of grade 12 students in an activity (extra / co-curricular) by year

| Year | Percent | n Count |
|---------|---------|---------|
| 2012-13 | 85.6% | 104 |
| 2013-14 | 91% | 142 |
| 2014-15 | 90.1% | 134 |

**All activities co-curricular and extra curricular as well as community service clubs (DECA, FFA, Ecology Club, Diversity Club, Interact, Link Crew, Student Council and NHS)*

*New Table 7-2: College AP Courses

| Year | Student Count | Tests Taken | Percent |
|---------|---------------|-------------|---------|
| 2012-13 | 3 | 3 | 100% |
| 2013-14 | 16 | 19 | 56% |
| 2014-15 | 19 | 28 | 42.1% |
| 2015-16 | — | — | — |

- Students surveyed annually will report 80% satisfaction with current instructional practices. The district will provide recommendations for improvement.
Measure: Student perception survey
 - ✓ In the 2015-16 school year, a Student Perception Survey will be administered to all students in grade 3-12

- By 2016-17 all schools will have frameworks in place to model and reinforce appropriate positive behaviors and actively involve students in building positive school environments, as measured by their school implementation plan. Measures: School Improvement Plan by building
 - ✓ ES award recipient of the State of Wisconsin PBIS School of Distinction Award
 - ✓ PBIS implemented K-12

Troy Gunderson
Strategic Planning Update
September 28, 2015

Workforce Engagement & Development



The school district strategic planning goals in the performance initiative of Workplace Engagement and Development included a focus on recruiting and retaining quality staff, creating a safe and healthy workplace, meeting state requirements in the area of teacher supervision, providing access to Servant Leadership training, and continued evolution of compensation and benefits.

“...hire, retain,
engage and
develop a highly
skilled
workforce...”



- SD of WS Strategic Plan



New Team Members

- 30 & 90 Day Follow-up Surveys
- Comparison of pre-screener with observations
- Retention Data:
Goal of 90%, Achieved 95.3% (see table)

Safe and Healthy Workplace

- WorkplaceDynamics:
Goal to improve connection and manager, Achieved +9% and +5%
(see table)
Goal for November is to improve Engagement scores (see table)
- Wellness Committee
Goal is continued development of wellness program
New committee formed with mission & goals

Servant Leadership

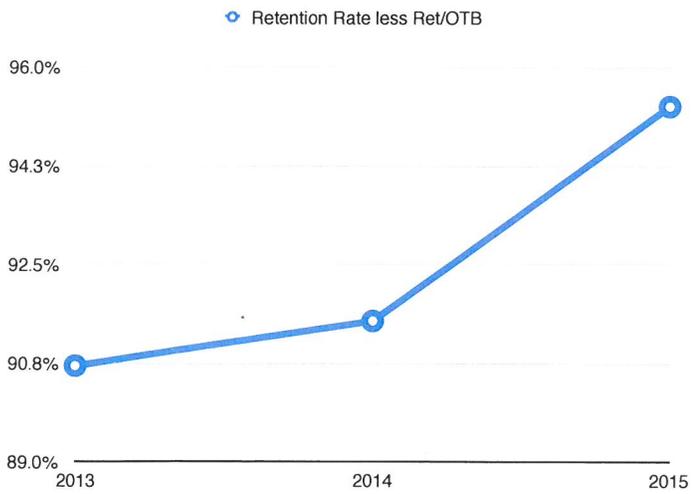
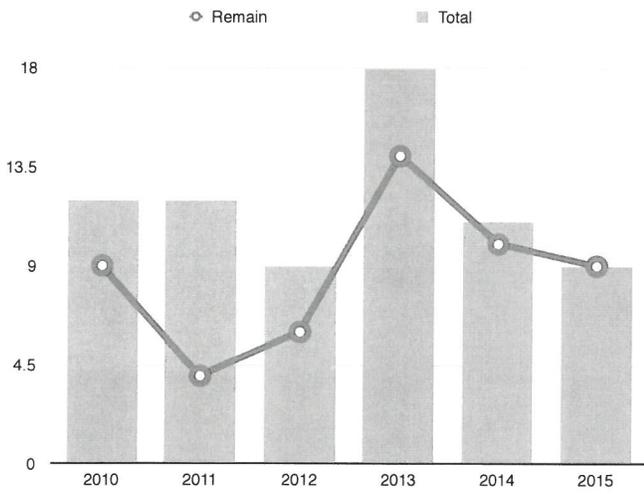
- Course completion:
Annual goal of 25 new participants
2013-25, 2014-28, 2015-16

Compensation and Benefits

- Teacher Salary Model
Goal to proclaim first model teachers by August 2015
Achieved goal with 9 inductees
Goal to re-bid health insurance
Achieved in spring of 2015

Table 1

| Year | Inexperienced | Remain | Experienced | Remain | Total | Remain | One year | Remain | Retention Rate less Ret/OTB |
|---------------|---------------|--------|-------------|--------|-------|--------|----------|--------|-----------------------------|
| 2010 | 4 | 3 | 8 | 6 | 12 | 9 | 0 | 0 | |
| 2011 | 7 | 2 | 5 | 2 | 12 | 4 | 1 | 0 | |
| 2012 | 5 | 3 | 4 | 3 | 9 | 6 | 5 | 1 | |
| 2013 | 8 | 5 | 10 | 9 | 18 | 14 | 0 | 0 | 90.7% |
| 2014 | 5 | 4 | 6 | 6 | 11 | 10 | 3 | 1 | 91.5% |
| 2015 | 3 | 3 | 6 | 6 | 9 | 9 | 0 | 0 | 95.3% |
| Totals | 32 | 20 | 39 | 32 | 71 | 47 | 9 | 2 | |
| | 45.1% | 62.5% | 54.9% | 82.1% | | 66.2% | | 22.2% | |



- Factors
- Statements
- Departments
- Job Grades
- Tenure
- Hours
- Salary Bands
- Overall
- Comments

Surveys and Metrics

Departments: Show All

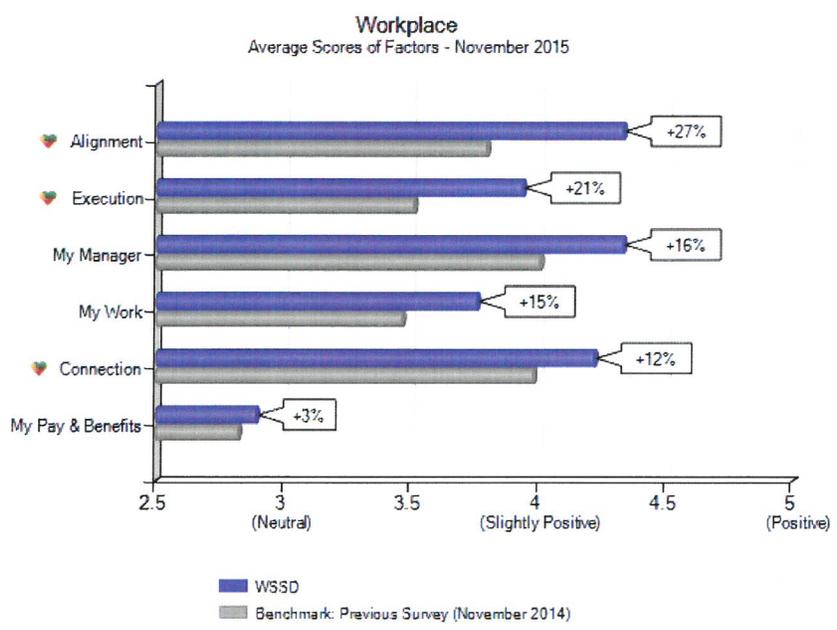
Workplace

- Alignment
- Execution
- Connection
- My Work
- My Manager
- My Pay & Benefits

Engagement

- Quick Links:
- User Guide

Need help?



Format for Copy Download to Excel

Chart Type



Benchmark

Previous Survey (November 2015)
 None

Average Score (■)

Survey Period

- November 2015
- November 2014
- November 2013

All Factors
 One Level
 No Filter

Bookmarks

No bookmarks saved.

Please wait...

- Statements
- Departments
- Job Grades
- Tenure
- Hours
- Salary Bands
- Overall
- Comments

Surveys and Metrics

Workplace +

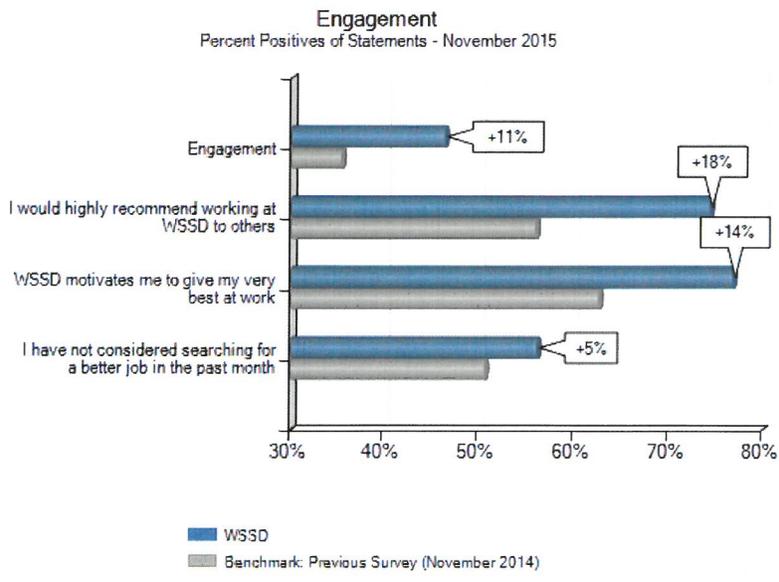
Engagement

- Engagement
- Motivation
- Referral
- Loyalty

- Quick Links:
- User Guide

Need help? +

Departments: Show All



Format for Copy Download to Excel

Chart Type



Benchmark

Previous Survey (November 2015)
 None

Percent Positive (■)

Survey Period

- November 2015
- November 2014
- November 2013

All Statements

One Level

Statements: Full Text

Bookmarks + x

No bookmarks saved.

Please wait...

Surveys and Metrics

Departments: Show All

Workplace

- Alignment
- Execution
- Connection
- My Work
- My Manager
- My Pay & Benefits

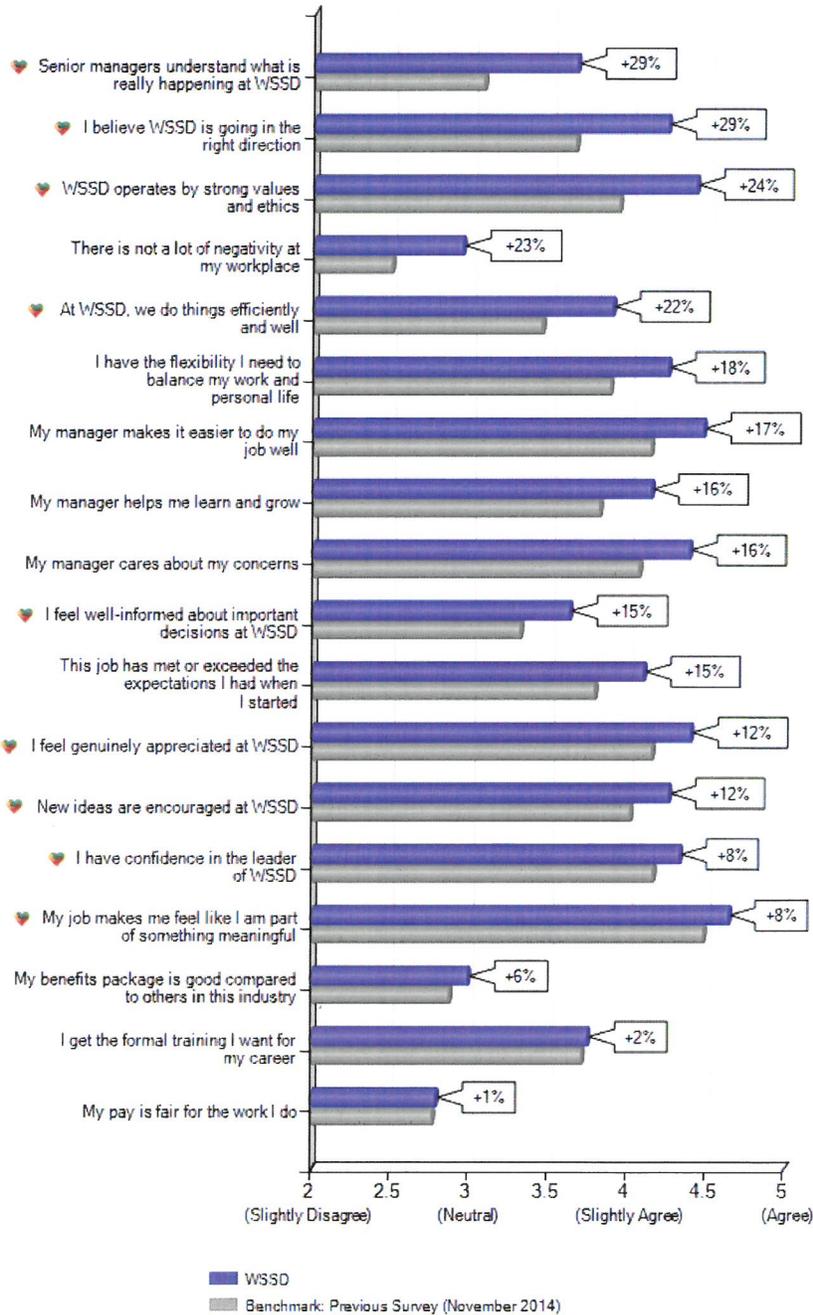
Engagement

- Quick Links:
- User Guide

Need help?

Workplace

Average Scores of Statements - November 2015



Format for Copy Download to Excel

Chart Type



Benchmark

Previous Survey (November 2014) None

Average Score

Survey Period

- November 2015
- November 2014
- November 2013

Display Options

All Statements One Level No Filter Statements: Full Text

Bookmarks

No bookmarks saved.

Please wait...

Troy Gunderson
Strategic Planning Update
November 19, 2015

Communication and Community



The school district strategic planning goals in the performance initiative of Communication and Community involved enhancing the district web presence, improving parent communication and expanding connections with our community.

“...communicate with, and engage our citizens, staff, and students...”

- SD of WS Strategic Plan



Improved District Web Presence

- Created new district web site
- Created a district Facebook page - ??? followers
- Expanded district use of Twitter
- Created the position of Public Information Specialist/Grant Writer

Parent Communication

- Annual parent satisfaction surveys
- Expansion of Skyward Parent-connect

Community Connection

- Conducted a district wide survey with more than 1,000 responses
- Continued use of district newsletter
- Attendance at municipal meetings to share information
- Coffee with the superintendent
- Extensive referendum work by board members and staff

Michael St. Pierre
Strategic Planning Update
November 5, 2015

Technology



The school district strategic planning goals in the performance initiative of Technology included a focus on an environment supportive of technology, engagement with technology, and technology infrastructure and support.

“...apply current technology in the process of engaging students in a rich and collaborative educational experience...”

- SD of WS Strategic Plan



Environment Supportive of Technology

- Became a 1:1 district in grades 4-12
- Adopted online course options grades 9-12, and developed blended learning course options in grades 6-12
- Adopted and implemented Common Sense Media K-12 comprehensive digital citizenship curriculum including common assessments in grades 2, 5, 8, and 12

Engagement with Technology

- Adopted and implemented the SAMR (substitution, augmentation, modification, and redefinition) framework leveraging technology for learning
- Curriculum map revision incorporating technology for learning through SAMR
- K-12 technology integration planning, instructional coaching, and ongoing professional development

Technology Infrastructure and Support

- Restructured the technology department to support learning through technology: K-12 Technology Integrationist, (3) System Administrators, a contracted engineer, and an Administrative Assistant
- Increased bandwidth from 100 MB to 1GB
- Implemented cloud-based district back-up solution
- Upgraded servers, printers district-wide, 1:1 devices, and bus garage
- Implemented Help Desk Ticketing to ensure rapid response and tracking of technology needs and concerns
- Upgraded the firewall, Casper management suite, security cameras, and related software

Troy Gunderson
Strategic Planning Update
October 7, 2015

Finances and Facilities



The school district strategic planning goals in the performance initiative of Finances and Facilities included a focus on energy efficiency, facility management, sound fiscal practices and transparent reporting.

“...stewardship
of resources and
clean, safe,
welcoming
learning
facilities...”

- SD of WS Strategic Plan



Energy Efficiency

- Boiler and light replacement
- Digital controls
- Gas and Electric Use
(See table)

Facility Management

- Long Range Planning
 Attempted referenda
- Secure entrance to elementary school
- Security upgrade to middle school entrance
- Acquired additional land from La Crosse County
- Completed new athletic practice area
- Developed comprehensive 5-year plans

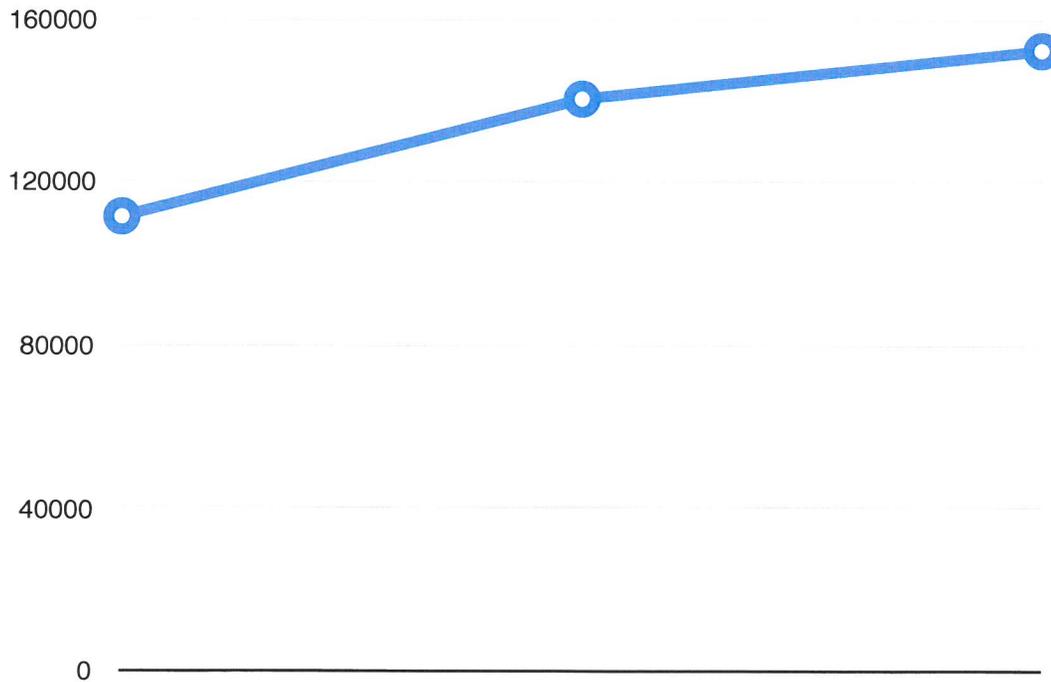
Fiscal practices

- Maintain fund balance in accordance with policy
- Standard and Poor's credit rating system

Table 1

| | Building | 2012 | 2013 | 2014 |
|--|------------|---------|---------|---------|
| | | | | |
| | Therms | | | |
| | Elementary | 30720 | 38474 | 41231 |
| | Middle | 26869 | 36244 | 38506 |
| | High | 53881 | 65617 | 72516 |
| | | 111470 | 140335 | 152253 |
| | kWh | | | |
| | Elementary | 844720 | 899200 | 824800 |
| | Middle | 566460 | 565760 | 511680 |
| | High | 1342080 | 1344900 | 1348800 |
| | | 2753260 | 2809860 | 2685280 |

○ Total Therms 2012, 2013, 2014



○ Total Kilowatt Hours in 2012, 2013, 2014

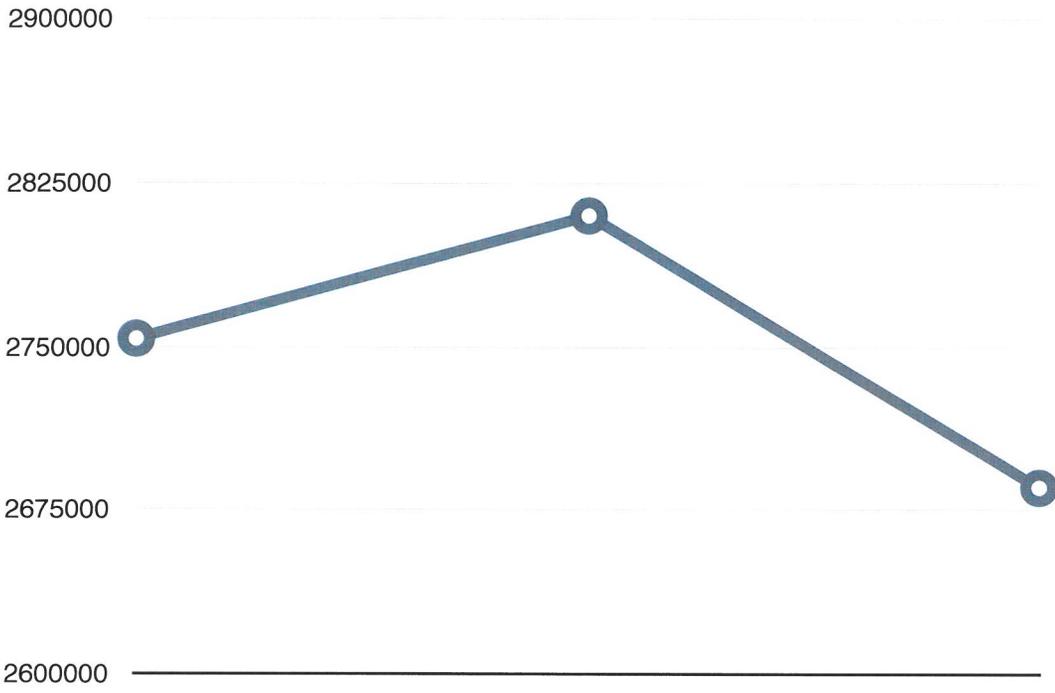


Table 1

| Year | EQ Value | EQ Aid | F10 Mill Rate | F39 | F39 Mill Rate | Total Mill Rate |
|-------|---------------|--------------|---------------|-------------|---------------|-----------------|
| 10-11 | \$697,000,000 | \$12,018,000 | \$6.63 | \$2,029,000 | \$2.91 | \$9.70 |
| 11-12 | \$699,000,000 | \$11,024,000 | \$6.84 | \$1,871,000 | \$2.68 | \$9.67 |
| 12-13 | \$719,000,000 | \$11,078,000 | \$6.82 | \$2,002,000 | \$2.79 | \$9.76 |
| 13-14 | \$719,000,000 | \$10,720,000 | \$7.26 | \$2,005,000 | \$2.79 | \$10.20 |
| 14-15 | \$755,000,000 | \$10,898,000 | \$7.13 | \$1,713,000 | \$2.27 | \$10.20 |
| 15-16 | \$794,000,000 | \$10,135,000 | \$7.76 | \$1,812,000 | \$2.28 | \$10.20 |

