

Strategic Plan (2023-2028) Progress Report Year 1.5: June 3, 2024

OUR MISSION

Meeting the
needs of every
learner, every day.

OUR VISION

An equitable and inclusive
community committed to student
belonging, achievement, and growth.

Purpose:

To provide an update to the School Board, Community, and Staff regarding our progress in the 1st year and a half of implementation of the strategic plan that was adopted by the School Board on December 5, 2022 ([linked here](#)).

Overall

● Distribution:

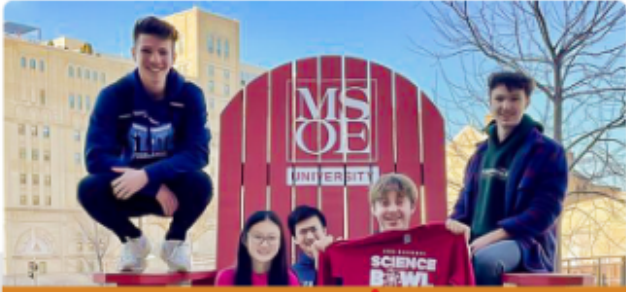
- The strategic plan was formally shared with the public via a [video on April 11, 2023](#).
- The plan was uploaded to the website and a polished printed version was distributed to buildings within the district, including at community events.
- Signs with the mission and vision were posted in each building at high traffic entrance areas.

● Action Plan:

- The administrative council created a **one year continuous performance report card** that includes specific action steps to be taken in 2023 and another in 2024. These plans guide the building school improvement plans. We revisit and report out on the action steps at every administrative meeting.

● Metrics:

- We established annual metrics called **Key Performance Indicators (KPIs)** to measure our progress in relation to the impact of the strategic plan (see pages 6 and 7). The KPIs were initially shared with the Board on November 6, 2023 as a part of our School Improvement Plan report.
- A key step in this process has been the administration of an annual Parent/Guardian Satisfaction Survey (March) and a Staff Check-in Survey (April) to establish benchmark data and monitor progress in relation to priority areas beginning in 2023. The results of these surveys and our response to the feedback have been shared. These surveys are repeated annually to monitor progress and inform next steps.
- In January of 2024 a Student Survey will be administered to students in grades 4-12.



Educational Excellence

Improve academic achievement with a focus on literacy and closing gaps for traditionally underserved groups.

2024 Objective:

Clearly define an equitable multi-level system (eMLSS) of support in the District, educate staff, and build structures to support the implementation of eMLSS.

Progress:

- The administrative team completed an eMLSS book study and developed an outline of what full implementation of an eMLSS will look like after 3 years.

Next steps:

- Introduce eMLSS to staff leaders at a cross-building June 11th leadership institute.
- Regular learning about eMLSS in building leadership teams and for all staff throughout the year through ongoing professional development

2023 Objective:

Identify, evaluate, and outline instructional systems that will best support improving academic achievement for every learner in literacy

2023 Actions:

The District administrative team identified a comprehensive equitable multi-level system of support as the primary instructional system to support student achievement, continued to analyze student achievement and behavioral data, began implementing new literacy programs, and developed and implemented a progress response to behavior plan, bullying prevention and intervention plan, and an attendance plan.



Family & Community Engagement

Bridge meaningful and constructive communication and partnerships to ensure equitable access, representation, and voice.

2024 Objectives:

Synthesize and analyze family and community data to identify any gaps and potential opportunities that exist.

Use this information to address the gaps and opportunities for all stakeholders.

Progress:

- Analyzed the results of the Community Engagement Assessment Tool and Parent/Guardian Satisfaction Survey
- Goal identified: Engage with a variety of stakeholders that represent our school community for advice and innovation in the formulation of solutions and incorporating this advice and recommendations into the decision to the maximum extent possible
- Identified areas to address:
 - **Communication:** Implement effective tools for all communication types and protocols for teacher communication to families
 - **Volunteer:** Increase and promote volunteer opportunities for families/community
 - **Feedback opportunities:** Facilitate general and specific building feedback opportunities (question, focus group)

Next steps:

- Implement a **communication and engagement plan that addresses communication, volunteering, and feedback opportunities**

2023 Objective:

Identify the groups that we are communicating and partnering with well and the groups that are underrepresented in our partnerships and communication.

2023 Actions:

We created a Community Engagement Assessment tool, collected and analyzed data through the Parent/Guardian Satisfaction Survey, implemented multiple communication structures, continued the Family Equity Council, and strengthened our partnership with the Village of McFarland.



Exceptional Staff

Provide an inclusive work environment that fosters open communication, collaboration, growth, and support to promote high levels of well-being.

Actively recruit and retain a diverse staff representative of a global society.

2024 Objective:

Assess the current framework for different meetings within each building/district (team meetings, staff meetings, BLT, PLC, department meetings) and develop/implement an action plan for best practices for collaborative meetings, with the focus on communication and collaboration.

Next steps:

- Identify and best practices for effective collaborative meetings with building leaders and support staff leaders in utilizing these best practices beginning with the June Leadership Institute

2024 Objective:

Identify and implement best practices in the recruitment and retainment of a diverse staff and evaluate our processes in relation to these best practices.

Progress:

- The administrative team participated in equitable hiring practices training and redesign job postings and the interview process based on what was learned

Next steps:

- Implement a standard hiring process for support, professional, and administrative staff that represent equitable hiring practices
- Revise job descriptions for consistency

2023 Objective:

Assess the current relationships, collaboration, and communication between staff and between staff and administration as a baseline to develop district and building level Annual Strategic Objectives.

2023 Actions:

The District analyzed the results of the staff check-in survey, implemented a progressive response to student behavior, implemented revised communication progaces, added 5 student services staff members and a Diversity, Equity, Inclusion, and Belonging Coordinator, implemented a 2 year staff salary increase, and continued staff wellness activities.

2023 Objective:

Identify best practices in the recruitment and retainment of a diverse staff and evaluate our processes in relation to these best practices.

2023 Actions;

The administrative team collected data regarding the demographics of our existing staff and staff retention, and began evaluating job descriptions and the interview process.



Resource Allocation

Create a fiscally and environmentally responsible operational plan that is equitable, sustainable, and adaptable to evolving needs and priorities.

Deepen investment in district diversity, equity, and inclusion efforts through community partnerships and district actions.

2024 Objective:

Implement the annual budget review process that supports the goals of the first three pillars.

Progress:

- Analyzed current budget allocations in relation to the 4 pillars through the Additional Budget Changes Staff Advisory Group.

Next steps:

- Secure sustainable funding for evolving needs and priorities for 2024-25 and beyond
- Systematic review of facilities for sustainability, functionality, and safety

2024 Objective:

Develop and implement a long-range plan including resources for equity work in the district for staff, students, and community.

Next steps:

- Finalize and implement the long-range Diversity, Equity, Inclusion, and Belonging plan

2023 Objective:

Define a budget process that reflects the goals of the first three pillars.

2023 Actions:

The District prepared a balanced budget, identified future funding needs that align with the pillars, and received board approval to make funding commits to support these needs.

2023 Objective:

Formalize the District's Diversity, Equity, and Inclusion goals and determine the necessary resources to achieve these goals.

2023 Actions:

The District hired a Diversity, Equity, Inclusion, and Belonging Coordinator, and continued refining the DEIB plan including taking actions to ensure the sustainability of the services provided through the Community Impact Grant by assuming more responsibility for providing the services.

McFarland School District

2023-28 Strategic Plan Key Performance Indicators

KEY PERFORMANCE INDICATORS

Our Key Performance Indicators (KPIs) are the District's most important measures. We collected baseline data in 2022-23 and monitor progress over the next 5 years with data being updated annually.

	Metric	Baseline 2022-23	2023-24
Educational Excellence	% Proficient on WI Statewide English Language Arts Assessments (grades 3-11)	51.53%	
	% Proficient on WI Statewide English Language Arts Assessments-Difference Between White Students and Student of Color	10.56%	
	% Proficient on WI Statewide English Language Arts Assessments-Difference Between Students with and without Disabilities	35.20%	
	% Proficient on WI Statewide English Language Arts Assessments-Difference Between Students who are and who are not Socio-economically Disadvantaged	28.03%	
	% Proficient on WI Statewide English Language Arts Assessments-Difference Between Students who are Identified as Female and Male	9.13%	
	Connection Index* of the Student Survey <ul style="list-style-type: none"> I belong at school because I have healthy relationships with other students and adults and I am actively involved in school-related activities. 	n/a	4.41
Family and Community Engagement	Informed Index* from the Parent/Guardian Satisfaction Survey (out of 5) <ul style="list-style-type: none"> I am kept up to date on my child's progress and what is happening at school 	3.98	4.1 (+3%)
	Included Index* from the Parent/Guardian Satisfaction Survey (out of 5) <ul style="list-style-type: none"> I am welcomed, respect, and part of the school community 	3.90	4.05 (+4%)
Exceptional Staff	Engagement Index* from the Staff Check-in Survey (out of 5) <ul style="list-style-type: none"> I like working at this school because I am valued, heard, and can contribute 	3.66	3.91 (+7%)
	Staff Experience Index* from the Staff Check-in Survey (out of 5) <ul style="list-style-type: none"> Staff are expected, respected, and supported at school 	3.70	3.92 (+6%)
	Staff Professional Staff Retention Rate	94.5%	
Resource Allocation	Annual Assessment of the Portion of the Budget Aligned to the 3 Pillars Note: separate data is not collected for this pillar as improvements reflected in other indicators		+5 Student Services 1 DEIB Position

***Questions from the annual School Perceptions Survey that comprise the Index:**

Student Survey	
<p>Connection Index I belong at school because I have healthy relationships with other students and adults and am actively involved in school related activities</p>	<p>Teachers treat me with respect. I know my teachers care about me. I have friends who help me when I need help. I have friends to sit with at lunch or hang out with at school. If I have a big problem, there is an adult at school I can talk to about it. I like helping other people when I can. Students treat me with respect.</p>
Parent/Guardian Satisfaction Survey	
<p>Informed Index I am kept up to date on my child's progress and what's happening at school.</p>	<p>I have at least one school staff member I feel comfortable contacting when I have an idea or concern. Overall, my child is able to handle the emotional challenges of school. I know how to support my child's learning. I am updated on how my child is doing at school. School communication is both timely and transparent.</p>
<p>Included Index I am welcomed, respected, and part of the school community.</p>	<p>I feel welcome in my child's school. There is a healthy culture at our school. The school provides opportunities for parental involvement. I have opportunities to provide feedback to the school/teachers.</p>
Staff Check-in Survey	
<p>Engagement Index I like working at this school because I am valued, heard, and can contribute.</p>	<p>Information important to my work is shared with me in a timely and effective manner. In the last year, I received useful feedback to help improve my work. The District seeks input from a broad group of staff members. I feel supported by my supervisor/administrator when I make a decision. I am recognized when I do a good job. I have healthy working relationships with my coworkers. I feel comfortable sharing input and concerns with my supervisor/administrator. Most days, I look forward to going to work.</p>
<p>Staff Experience Index Staff are accepted, respected, and supported at school.</p>	<p>I feel supported by my supervisor/administrator when I make a decision. I am recognized when I do a good job. Most days, I look forward to going to work. I feel safe at work.</p>