

WESTOSHA CENTRAL STRATEGIC PLAN



Approved on May 10, 2022

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About the District

School Board

The School Board consists of seven members with the areas of representation being Bristol, Brighton, Paddock Lake, Paris, Salem, Wheatland, and At-Large. Members must reside within the elementary school boundaries of our high school district boundaries for their area of representation. The At-Large board member lives anywhere within the school district boundaries. The board meets on the second Tuesday of each month.

Communities Served by the District

Westosha Central's boundaries include properties located within the school district boundaries of Brighton, Bristol, Paris, Salem, and Wheatland Schools. Some properties located in Salem and Wheatland School District lie within Wilmot High School boundaries. School districts are determined by tax bills.

The district is a union high school district. All of our feeder schools are union K-8 districts.

Enrollment Information

- Third Friday Count September 2021: 1179
- High School Grades 9-12
- Feeder schools are Brighton, Bristol, Paris, Salem, and Wheatland Schools

Student Population

Ethnic Groups by Percentage:

- White – 84 Percent
- Hispanic/White – 11 Percent
- American Indian or Alaskan Native - < 1 Percent

- Asian - 1 Percent
- Black - 1 Percent
- Multi – 3 Percent

Percentage of English Language Learners:

- < 1 Percent

Primary languages spoken at home other than English:

- Spanish

Percentage of students receiving free or reduced-price lunch:

- Free – 9 Percent
- Reduced – 1 Percent

Percentage of children with disabilities:

- 504 – 5 Percent
- Special Education – 9 Percent

ACT Data

Averages	Composite	English	Reading	Math	Science
<i>Class of 2016</i>	21	20	21	20	21
<i>Class of 2017</i>	21	20	20	20	21
<i>Class of 2018</i>	21	20	21	20	21
<i>Class of 2019</i>	20	20	20	20	20
<i>Class of 2020</i>	21	21	21	21	21
Overall Averages	20.8	20.2	20.6	20.2	20.8

Transportation

Transportation is contracted through Dousman Transport. Drivers and buses are shared with some of our K-8 schools to reduce costs.

Employee Information

Number of Professional Staff Employees:

- Full-Time Professional Staff – 86
- Part-Time Professional Staff - 0

Number of Support Staff Employees:

- Full-Time Support Staff – 33
- Part-Time Support Staff – 7

The district also has contracted services for substitutes, food services, athletic trainers, and specialized special education services.

Departments include Alternative Education, Art, Business & Marketing, English, Family and Consumer Sciences (FACS), Student Services, Math, Music, Physical Education, Reading, Science, Social Studies, Special Education, Technology & Engineering, and World Languages.

Staff Breakdown (total of 126 employees):

- Administration – 6 (Professional Staff)
- Athletic Director – 1 (Professional Staff)
- Teachers – 70 (Professional Staff)
- Reading Specialist – 1 (Professional Staff)
- Psychologist – 1 (Professional Staff)
- School Counselors – 4 (Professional Staff)
- Instructional Technology – 3 (Support Staff)

- Custodial Staff – 11
- Library Aides – 2
- Nurse – 1
- Office Staff – 9
- Other Support Staff – 2
- Special Education Aides – 15

Social Media Presence

Links to all Social Media Accounts can be found on the school's website at www.westosha.k12.wi.us; Westosha Central also has an app available in the app store – look for Central High School District of Westosha.

Mission Statement

Inspire, Challenge, Empower...Creating our future together



Vision Statement

Each and Every Student Prepared for Their Future

Core Beliefs

Westosha Central students will graduate with

- personal responsibility and the character to build positive relationships with others
- a sense of community and the ability to embrace diverse aspects of life
- a variety of post-secondary options
- a toolbox of skills to utilize in a variety of life situations
 - Communication
 - Critical thinking
 - Innovative mindset
 - Leadership
 - Problem-solving

Strategic Focus: Retention of Staff

Goal: Westosha Central will invest in professional staff, support staff, and leadership team members by creating a working environment that supports the work of educators; Westosha Central will be a destination district for individuals who are seeking a work environment that treats them as a professional and empowers them to impact the needs of our students.

<p>1. Conduct annual “Stay Interviews” with all employees to individually discuss work responsibilities, opportunities for district growth, and monitor staff satisfaction</p> <p>Details: Staff members will meet individually with a member of the Leadership Team; the Leadership Team will then coordinate information and make decisions on building culture, programs, and procedures to positively impact the school.</p>		
<p>Rationale: Providing opportunities for staff feedback is critical for staff to feel valued and important.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Meetings conducted annually 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Leadership Team 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-23 school year 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>2. Create opportunities for staff to get to know each other and build professional and personal relationships</p> <p>Details: Formally structured time for team-building and relationship-building exercises.</p>		
<p>Rationale: Many of our new staff do not feel that they have had the opportunity to connect and get to know staff throughout the building.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Building survey and structured time provided 	

Responsible Group, Resources: <ul style="list-style-type: none"> • Leadership Team • Sunshine Committee 	Timeline: <ul style="list-style-type: none"> • 2022-23 school year and beyond 	Status:
Notes/Status Update:		
3. Review Compensation Model Details: Salary and benefits are important in being competitive with neighboring school districts.		
Rationale: While we believe we offer a competitive compensation/benefits package, we need to review our current model and determine if any changes/improvements are needed.	Indicators & Measures of Progress: <ul style="list-style-type: none"> • Review of Compensation Model 	
Responsible Group, Resources: <ul style="list-style-type: none"> • District Administrator • Business Manager • School Board • Teacher Team 	Timeline: <ul style="list-style-type: none"> • Summer 2022 - February 2023 	Status:
Notes/Status Update:		
4. Explore retirement benefits for professional staff hired 2001-02 or later Details:		

<p>Rationale: Currently, professional staff hired 2001-02 or later are eligible to receive up to \$20,000 at retirement. The question arose if this was motivating for young staff to stay at Westosha Central.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Compensation Committee meets to explore options 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • District Administrator • Business Manager • School Board • Teacher Team 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2023-24 school year 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>5. Create opportunities for staff to get involved in school activities, leadership opportunities, clubs, and/or extracurriculars</p> <p>Details: Staff feeling connected beyond the classroom are more likely to stay at Westosha Central.</p>		
<p>Rationale: Staff who are vested in existing or new programs/clubs are more likely to stay in the district as they will be vested at Westosha Central.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Increased percentage of staff involved in school activities and leadership opportunities. 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Director of Athletics & Activities • Leadership Team Members 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-23 school year and beyond 	<p>Status:</p>
<p>Notes/Status Update:</p>		

<p>6. Provide “perks” to staff beyond salary</p> <p>Details: Examples include but are not limited to time, small gifts, celebrations, simple recognition.</p>			
<p>Rationale: Staff who feel valued are happier and will work to achieve the vision/mission of the district.</p>		<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Document provided these recognitions • Budgetary allocation in district budget 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Leadership Team • Teacher Leaders 		<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-23 school year and beyond 	<p>Status:</p>
<p>Notes/Status Update:</p>			
<p>7. Build and strengthen the current Mentor Program for staff</p> <p>Details: Continue to strengthen the program for Year 1 staff, but also explore building a stronger Year 2 and Year 3 program.</p>			
<p>Rationale: Staff feeling supported and connected are more likely to be successful and stay at Westosha Central.</p>		<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Mentor program documentation 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Director of Learning & Innovation • Teacher Leaders 		<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-23 school year and beyond 	<p>Status:</p>

Notes/Status Update:		
8. Conduct Annual Staff Survey for stakeholder feedback		
Details: Provide the same survey annually for a minimum of three years to all staff to determine trends, growth, or decline in staff satisfaction. After three years, the survey questions may change based on trends and needs.		
Rationale: The district wants and needs staff feedback to determine what is working and what needs reflection and examination.	Indicators & Measures of Progress: <ul style="list-style-type: none"> Annual survey completed and results shared with key stakeholders including staff 	
Responsible Group, Resources: <ul style="list-style-type: none"> District Administrator 	Timeline: <ul style="list-style-type: none"> 2021-22 school year; ongoing 	Status:
Notes/Status Update:		

Strategic Focus: Attraction of Staff

<p>1. Create a document of “Why our district excels and the strengths of our district”</p> <p>Details: We need to create a document that attracts staff to want to apply at Westosha Central.</p>		
<p>Rationale: Celebrate the strengths of the district.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Document and video created 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • District Administrator • Advanced Marketing Students 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2023-24 school year 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p> </p>		
<p>2. Create partnerships with local universities and colleges</p> <p>Details: Encourage student teachers and field study placements.</p>		
<p>Rationale: If we can get people enrolled in teacher preparatory programs in our building, they will be more likely to apply for vacancies.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Annual meetings held with local universities 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Leadership Team 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-23 school year 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p> </p>		



Strategic Focus: Improving Student Achievement

Goal: As a learning community it is our goal and responsibility to ensure that Westosha Central graduates are college, career, and life ready. We do this by implementing the following goals to improve achievement for each and every student.

<p>1. Research, create, and implement a new bell schedule</p> <p>Details: Use our schedule to put students in a position to be successful.</p>		
<p>Rationale: This will allow for three things to happen:</p> <ol style="list-style-type: none"> 1. Create a time during a school day for system-wide intervention. 2. Create collaborative time during the day for students. 3. Create flexibility in student schedules. 	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● Process of working toward a new schedule 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> ● Professional scheduling consultant ● Schedule Committee members will include: <ul style="list-style-type: none"> ○ Teachers ○ Counselors ○ Administrators 	<p>Timeline:</p> <ul style="list-style-type: none"> ● Begin research in Spring 2022 ● Implementation in Fall 2023 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>2. Increase student achievement in the area of reading</p> <p>Details: Create a building-wide focus, responsibility, and skill set for reading in all content areas.</p>		

<p>Rationale: Due to declining reading scores, and the need for students to have strong reading skills in life, it is imperative that we focus on reading for each and every student in all content areas.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● Align updated standards to curriculum ● Utilization of reading specialist in more coaching roles to empower and educate staff ● Tier 1 instruction professional learning for all staff ● Item analysis standardized so that reading strategies are used in all departments ● An indicator of success in this score would be an increase in reading scores on the Aspire test and the ACT test 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> ● Professional Staff 	<p>Timeline:</p> <ul style="list-style-type: none"> ● 2022-23 school year and beyond 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>3. Create a robust school-wide system of interventions</p> <p>Details: Develop an intervention system based on a universal screener as well as other data points.</p>		
<p>Rationale: Student interventions allow students to grow in areas where they need more support. A laser focus on skills, rather than grades, will allow true intervention and learning to happen.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● Student improvement in our universal screener ● Student growth in standardized tests ● Decrease in student credit deficiencies 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> ● Administration ● Teacher Leaders ● Guiding Coalition 	<p>Timeline:</p> <ul style="list-style-type: none"> ● Research school year of 2022-23 ● Implementation school 	<p>Status:</p>

<ul style="list-style-type: none"> All Teachers 	<p>year of 2023-24</p>	
<p>Notes/Status Update:</p>		
<p>4. Create and implement a three-year professional learning plan</p> <p>Details: While we recognize there will be subtleties and changes, documentation of a three-year professional learning plan will allow all stakeholders to see our vision of where we want to be and the progress our school will have made.</p>		
<p>Rationale: As we move forward with our goals for student achievement, creating a three-year professional learning plan will allow us to stay focused on our path. Additionally, this allows our stakeholders to understand our path forward.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> Model PLC school goal achievement Grading investigation and reform School-wide intervention system researched and implemented Measure and adjust based on building-wide data 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> Administration Guiding Coalition 	<p>Timeline:</p> <ul style="list-style-type: none"> Creation <ul style="list-style-type: none"> Spring-Summer 2022 Implementation <ul style="list-style-type: none"> Fall 2022-Summer 2025 	<p>Status:</p>
<p>Notes/Status Update:</p>		

5. Re-examine, evaluate, and implement Academic and Career Planning

Details: While Westosha Central has a current ACP plan and process, it is time to update and examine our current ACP plan.

Rationale:

In order to realize our vision for Westosha Central, the Academic and Career Planning process has to be a robust system that prepares students for college, career, and life.

Students need to be academically ready for their next step in life, but they also need the toolbox of skills.

Indicators & Measures of Progress:

- Creation of profile of a graduate
- Metrics from Redefining Ready scorecard
- Develop and deploy a new timeline and curriculum to align with ACP
- Establish a system for students to self reflect on the Redefining Ready metrics

Responsible Group, Resources:

- Administration
- School Counselors
- Teacher Reps

Timeline:

- Research and evaluate first semester 2022-23
- Implementation second semester 2022-23

Status:

Notes/Status Update:

Toolbox of skills in the district’s vision statement:

- Critical thinking
- Problem-solving
- Leadership
- Communication
- Innovative mindset
- Collaboration

6. Create a model PLC school for increased student achievement of each and every student and support for all staff members

Details: Westosha Central began a re-examination of collaborative teams in the spring of 2021. As a part of that process, it was clear that the use of data to improve instruction while also developing a guaranteed and viable curr

Rationale:

Students should not be subject to an educational lottery. We have a moral imperative to have a guaranteed and viable curriculum. Creating a model PLC school will give students the guarantee that they will leave Westosha Central with the skill set to be college, career, and life ready.

Indicators & Measures of Progress:

- Essential Standards and Learning Targets written for all classes
- Teachers participate in data cycles twice a semester

Responsible Group, Resources:

- Administration
- Guiding Coalition
- Teachers

Timeline:

- Begin summer of 2021
- Progress as part of the three-year Professional Learning Plan

Status:

Notes/Status Update:

Strategic Focus: Social-Emotional Learning Needs of Students

Goal: Students’ social and emotional skills have an impact on learning and success in life. Westosha Central will create a mental health framework that will allow various options and levels of support to students in the area of mental health and social-emotional learning.

<p>1. Create a tiered level of supports that consists of academics, executive functioning, and social-emotional learning</p> <p>Details: Research and implement a tiered approach to mental health consisting of universal supports that are authentic and use data to intervene and move students through varying tiered levels of supports.</p>		
<p>Rationale: We currently do not have a systematic approach to supporting students once we know they need more support.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● Create an intervention team ● Research intervention at other schools ● Create a framework and structure ● Trial out; get feedback from staff and students ● Look at data to monitor growth 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> ● School-Wide Intervention Team 	<p>Timeline:</p> <ul style="list-style-type: none"> ● 2022-23 school year <ul style="list-style-type: none"> ○ Research ● 2023-24 school year and beyond <ul style="list-style-type: none"> ○ Implementation 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p> </p>		
<p>2. Utilize data to guide the mental health options and supports we offer to students</p> <p>Details: We will provide student and staff surveys throughout the year to</p>		

- a. assess students' needs to align with opportunities offered.
- b. receive suggestions on mental health options students would want to attend.
- c. obtain staff feedback on the implementation of the various opportunities.

Rationale:

In order for the SEL support we offer to be successful, the options have to work for our audience (students). We also have to know how the people delivering the product view the success. Feedback is essential for it to be successful for students.

Indicators & Measures of Progress:

- Surveys provided to staff
- Surveys provided to students
- Surveys analyzed and used to guide next steps

Responsible Group, Resources:

- Pupil Services
- SEL Focus Group

Timeline:

- 2022-23 school year and beyond

Status:

- In progress

Notes/Status Update:

3. Increase more positive relationships between staff and students

Details: Explore and implement ways to build more positive relationships between adults and students in the building. Specifically, we will explore teacher-led groups around mental health, wellness options, and student assistant programs.

Rationale:

One of the biggest factors for student success, especially their social-emotional well-being, is through the amount of authentic positive relationships they have with teachers. Survey data from students stated a preference for authentic relationships over explicit curriculum related to social-emotional learning.

Indicators & Measures of Progress:

- Teacher-led mental health groups implemented
- Various wellness options available to students
- Various opportunities for increased positive adult and student relationships
- Survey results from students and staff about the opportunities and the time and place the opportunities are

	offered	
Responsible Group, Resources: <ul style="list-style-type: none"> SEL Focus Group 	Timeline: <ul style="list-style-type: none"> 2022-23 school year and beyond 	Status:
Notes/Status Update:		
4. Provide staff professional development in the area of mental health		
Details: Provide staff with mental health first-aid kit, and provide resources on various mental health topics.		
Rationale: Staff work directly with students every day. They need to feel comfortable and supported in mental health background information specific to students' mental health.	Indicators & Measures of Progress: <ul style="list-style-type: none"> Professional Development on mental health first-aid for all staff Resources provided to staff on mental health topics 	
Responsible Group, Resources: <ul style="list-style-type: none"> Pupil Services SEL Focus Group 	Timeline: <ul style="list-style-type: none"> 2022-23 school year and beyond 	Status:
Notes/Status Update:		
5. Explore hiring a social worker		
Details: Explore the possibility of hiring a social worker to help in the areas of truancy, homelessness, wrap-around community service, improvement of dropout numbers, and family support.		

<p>Rationale: We currently do not have a social worker. We would like to see our attendance increase and dropout numbers decrease. We would also like to better be able to focus support between family, school, and community to support those that need it. A social worker would have a direct impact on these areas.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Hire a social worker 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • District Administrator • School Board 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-23 school year 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>6. Review our wellness program for staff</p> <p>Details: Have a group look at our wellness program with a focus area on mental health.</p>		
<p>Rationale: Staff need to have resources for their own wellness to best support the wellness of others.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Overview of our staff wellness program shared to staff • Wellness committee review and revamp the mental health options in our wellness program, if needed 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Business Manager • Human Resources • Wellness Committee 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-23 school year <ul style="list-style-type: none"> ○ Research • 2023-24 school year <ul style="list-style-type: none"> ○ Implementation 	<p>Status:</p>
<p>Notes/Status Update:</p>		

Strategic Focus: Communication

Goal: Westosha Central will solidify and strengthen communication expectations and strategies for both internal and external communication to consistently engage and inform all stakeholders.

<p>1. Communications Director</p> <p>Details: Determine the job duties of a communications director and create a staffing plan for the position.</p>		
<p>Rationale: Having a dedicated position for communications would provide our school district consistency; one person to focus on communicating with stakeholders, the knowledge on how to disseminate the information, handle public relations, and send our message out.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● Research other district’s practices ● Create a job description of essential functions ● Analyze current staffing assignments and staff strengths ● Evaluate the feasibility of adding a position ● Create a staffing plan for the position 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> ● District Administration ● Building Administration 	<p>Timeline:</p> <ul style="list-style-type: none"> ● Begin research in April 2022 ● Complete by August 2022 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>2. Listening Sessions with Stakeholders</p> <p>Details: Explore the feasibility of adding regularly scheduled opportunities for all stakeholders to voice opinions about the school.</p>		

<p>Rationale: Staff, students, community members, parents, and businesses are all dependent on our school and have a stake in ensuring our students are prepared for the future. Therefore, it is important the district provides them an opportunity to share their thoughts during frequent sessions.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● Research other districts' practices ● Identify opportunities for stakeholders to provide feedback ● Determine the feasibility of adding regularly scheduled feedback opportunities 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> ● District Administration ● Building Administration 	<p>Timeline:</p> <ul style="list-style-type: none"> ● Research in Fall of 2022 ● Determine by Winter of 2023 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>3. Establishing Internal Communication Expectations</p> <p>Details: Establish universal expectations for staff and student communication.</p>		
<p>Rationale: Students will need to be able to read and respond to effectively communicate in life after high school. Staff members should be consistent in the expectations they have for their students regarding communication.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● Research other district's practices ● Develop a baseline of universal expectations for communication ● Determine feasibility of implementing school-wide communications lessons 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> ● Building Administration ● Teachers & Staff Members 	<p>Timeline:</p> <ul style="list-style-type: none"> ● Begin research in April 2022 ● Complete by August 	<p>Status:</p>

	2022	
Notes/Status Update:		
4. Community Newsletter		
Details: Research and evaluate the most effective strategies to send out regularly scheduled publications to stakeholders.		
Rationale: The district should make information relevant to each target market of stakeholders, keep the community engaged and interested in how resources are used in the school, and keep school pride in the community.	Indicators & Measures of Progress: <ul style="list-style-type: none"> • Create a staffing plan for a Communications Director • Research best practices/mediums/frequency for publications • Create a template for publications • Send out the first issue by January 2023 	
Responsible Group, Resources: <ul style="list-style-type: none"> • Communications Director • District Administration • Building Administration 	Timeline: <ul style="list-style-type: none"> • Begin research in April 2022 • Send the first issue by January 2023 	Status:
Notes/Status Update:		
5. Communicating District Messages in both English & Spanish		

Details: Research and evaluate effective strategies that allow communication with stakeholders in both English and Spanish.		
Rationale: Our school community is becoming more diverse. The district must ensure it is reaching all of our families with our communications in a familiar language.	Indicators & Measures of Progress: <ul style="list-style-type: none"> • Communications Director/Communications Team will research strategies that allow us to communicate with multiple platforms • If feasible, a strategy to communicate in both languages is chosen and implemented 	
Responsible Group, Resources: <ul style="list-style-type: none"> • TBD (possible Communications Director) 	Timeline: <ul style="list-style-type: none"> • Begin research in April 2022 • Determine a solution by November 2022 	Status:
Notes/Status Update:		
6. Annual Attendance at Municipal/K-8 Meetings		
Details: Explore sending one administrator annually to school board meetings for each feeder school.		
Rationale: Westosha Central must keep the local communities engaged and informed on what the district is doing at all times and receive feedback from local feeder school boards and citizens.	Indicators & Measures of Progress: <ul style="list-style-type: none"> • Explore the feasibility of sending an administrator to each feeder school board meeting • Decide on personnel and frequency of attending meetings 	
Responsible Group, Resources:	Timeline:	Status:

<ul style="list-style-type: none"> • District Administration • Building Administration 	<ul style="list-style-type: none"> • Begin research in April 2022 • Implement during the 2022-2023 school year 	
Notes/Status Update:		

Strategic Focus: Strengthen Partnerships with Community

Goal: A school building is often a community’s epicenter. In order to better partner with our surrounding communities and the schools our students come from, we will research and build better avenues of communication, a variety of opportunities to bring the community into our space, and/or opportunities to have our students go out and serve in our community.

<p>1. Create better avenues of communication with our community (see Strategic Focus “Communication”)</p> <p>Details: In order to strengthen our partnership with the surrounding communities and businesses, we will communicate in a variety of ways.</p>		
<p>Rationale: If we want the community to be more aware of and participate in school events, we must build a better way to share that information with them and include them.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● See “Communications” Newsletter <ul style="list-style-type: none"> ○ Research best practices for mass communication: format, frequency, cost, etc. ○ Survey the community for interest in receiving the newsletter, preferred format & frequency, etc. ● See “Communications” - Listening Sessions and Annual Meetings 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> ● TBD 	<p>Timeline:</p> <ul style="list-style-type: none"> ● 2022-2023 school year and beyond 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>2. Build volunteer/community service opportunities for students as part of their school experience</p> <p>Details: Research various opportunities for volunteerism and community service (examples: Chess Club holds an event that</p>		

invites the community to participate, German Club helps with Old Settlers Oktoberfest, Performing Arts showcase their talents at senior centers, in parades, etc.). Teachers (CTE) could set up volunteer opportunities in local businesses. As a school, we could create a volunteer day.

Rationale:

According to Redefining Ready, civically-engaged teenagers make greater academic progress during high school, and required community service increased the odds of college graduation by 22%. Additionally, there are various benefits associated with community service: students acquire and use soft skills, they have the opportunity to network with future employers, and they increase their sense of self-efficacy.

Indicators & Measures of Progress:

- Research schools that have community service hours as a graduation requirement or other emphasis on volunteerism
- Create a plan that encourages coaches/advisors to build community service opportunities involving their groups
- Research how to equitably institute and track the 25 hours of community service as a metric of career readiness for Redefining Ready

Responsible Group, Resources:

- Leadership Team
- Teacher Team
- Director of Athletics & Activities

Timeline:

- 2022-2023 school year and beyond

Status:

Notes/Status Update:

3. Create an Advisory Board

Details: Create an Advisory Board consisting of school, business, and community representatives to help plan events like a community open house, a senior citizen breakfast at the school, “Shadow a Student” day, fitness opportunities, Career Fair, etc.

Rationale:

In order to have a symbiotic relationship with our community, we

Indicators & Measures of Progress:

- Explore how other schools engage business partners by

<p>need to include leadership from the community and local businesses as part of the regular conversation about the happenings of the school. An Advisory Board would help bridge the school and community.</p>	<p>creating a survey for schools and/or meet with other CTE coordinators to discuss</p> <ul style="list-style-type: none"> • Determine a format for such a board to exist. Include vision, goal, membership, frequency of meetings, etc. 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Leadership Team 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-2023 school year and beyond 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>4. Create and host a Career Fair</p> <p>Details: The Career Fair might be a culminating event for the Advisory Board. It could involve a face-to-face event and/or a digital catalog of career opportunities in the area linked to coursework at the school.</p>		
<p>Rationale:</p> <p>In order to create a stronger school-to-work pipeline as well as to give students the opportunity to explore careers in our community, we need to bring local businesses into our school.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Research and align our courses to the state-endorsed regional career pathways • Link the regional career pathways to employment opportunities in the community • Research how other schools have hosted career fairs • Create a format for a Career Fair in our new building; get a date on the 2023-24 calendar 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Leadership Team • Director of Learning & Innovation • CTE Teachers 	<p>Timeline:</p> <ul style="list-style-type: none"> • Host in the 2023-24 school year or when the space allows for it 	<p>Status:</p>

<ul style="list-style-type: none"> • “Advisory Board” • Counselors 		
Notes/Status Update:		
<p>5. Create a community education program to promote learning experiences through a variety of courses and recreational opportunities for community members</p> <p>Details: Community education classes/opportunities will be provided to enhance training, exposure, and learning through various classes offered from personal fitness, art classes, cooking, technology, and many more classes/activities.</p>		
<p>Rationale: Community outreach will provide opportunities for community members to</p> <ul style="list-style-type: none"> • Learn new skills • Promote health and well-being • Meet new people and use the new facilities at Westosha Central • Maximize the talents and resources of community members 	<p>Indicators & Measures of Progress: Community education programming is offered in three sessions</p> <ul style="list-style-type: none"> • Fall: October to November • Winter: Mid-January to February • Spring: March to April 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Director of Athletics & Activities • Community Education Coordinator 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2023-24 school year 	<p>Status:</p>
Notes/Status Update:		

Strategic Focus: Strengthen Partnerships with K-8s

Goal: As part of strengthening our partnership with our community, we need to strengthen our partnerships with our K-8 feeder schools. We realize our students have a unique experience coming from a variety of smaller communities to create our union high school. Although our systems might not share the exact mission and vision, we can and should strengthen our partnership with these schools to give our students a stronger sense of belonging and a seamless academic transition into high school.

1. Data sharing practices Details: Research and create better data sharing practices between the high school and our K-8 schools.		
Rationale: In order to better place students academically and identify helpful supports (academic or social-emotional), having a way to share data between schools is essential.	Indicators & Measures of Progress: <ul style="list-style-type: none"> ● Create a release form as part of the registration process so that we have access to student records ● Review, research, and possibly revise our intervention placement process for incoming 9th grade students ● Share students' six-week progress data back to K-8 systems 	
Responsible Group, Resources: <ul style="list-style-type: none"> ● Leadership Team ● Counselors ● Pupil Services 	Timeline: <ul style="list-style-type: none"> ● 2022-2023 school year 	Status:
Notes/Status Update:		
Overlaps with Communications and SEL		
2. Vertical content teams (7-12) Details: Create vertical content teams (7-12) to align standards and meet for curricular review and planning.		

<p>Rationale: In order to give our students a smooth transition from elementary through high school, sharing our resources and working towards some vertical alignment with all feeder schools is important.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Create a structure for vertical content teams (7-12) to collaborate, like determining who meets and when • Develop norms so that all buildings have a voice • Prioritize the teams • Determine overlapping priorities or themes between buildings and how we might share in some professional development/learning 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Director of Learning & Innovation • Leadership Team • Teacher Team 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2023-2024 school year and beyond 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>3. Survey 9th graders and their families about their experience transitioning to high school</p> <p>Details: Give a survey to all 9th grade families (in the fall); based on responses we adjust the transitional plan/services. Questions might include whether we are offering the right electives, the helpfulness of Freshman Only Day, the 8th Grade Visit Day, what summer school opportunities would be helpful, etc.</p>		
<p>Rationale: In order to strengthen our partnership with students, families, and the schools they are coming to us from, we first need to know what we are doing well and what they would find helpful in transitioning from 8th to 9th grade.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Formation of a “transition” team to help with survey creation, the timing of the survey, and analysis of results • Survey creation (Qualtrics) and given in the 2022-2023 school year 	
<p>Responsible Group, Resources:</p>	<p>Timeline:</p>	<p>Status:</p>

<ul style="list-style-type: none"> • Leadership Team • Teacher Team • Counseling Team 	<ul style="list-style-type: none"> • 2022-2023 school year and beyond 	
Notes/Status Update:		
<p>4. Leadership meetings including all feeder schools</p> <p>Details: Regularly schedule and attend leadership meetings with all feeder schools to build a stronger partnership.</p>		
<p>Rationale: If we want to strengthen our partnership with our K-8 partners, as leaders we need to model that partnership by regularly coming together to discuss what is best for our students.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Quarterly meetings with rotating hosts 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Leadership Team 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-2023 school year and beyond 	<p>Status:</p>
Notes/Status Update:		
<p>5. Create more opportunities for 7th and 8th graders in our building</p> <p>Details: Create opportunities/invitations to get 7th and 8th graders into our building for social events, sporting events, to experience our clubs, etc.</p>		
Rationale:	Indicators & Measures of Progress:	

<p>To better partner with our schools, we need to make students feel welcome in our building prior to their 9th grade year.</p>	<ul style="list-style-type: none"> • Create a team that has a representative from each of the feeder schools • Build at least two social events for 7th and 8th graders at the high school 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • Director of Athletics & Activities • Counselors • Student Groups (FMPs and Student Council?) 	<p>Timeline:</p> <ul style="list-style-type: none"> • 2023-2024 school year and beyond 	<p>Status:</p>
<p>Notes/Status Update:</p>		

Strategic Focus: Finance and Facility

Goal: Create an innovative, impactful, and effective school district that prioritizes operational resources on students and staff while being a responsible financial steward of the community.

<p>1. Create and maintain a ten-year long-term capital improvement plan</p> <p>Details: The plan will detail the needs of the building, budgetary impact, and timeline for repair/replacement.</p>		
<p>Rationale: The district will create the plan to ensure that preventive maintenance and replacement schedules are created and incorporated into the budget planning process.</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● Plan created ● Annually shared with the Facility Committee and BOE ● Implementation of plan and improvements made 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> ● District Administrator ● Business Manager ● Fund 46 (Long-Term Capital Improvement Fund) ● Fund 10 (General Fund) 	<p>Timeline:</p> <ul style="list-style-type: none"> ● 2023-24 school year and beyond 	<p>Status:</p>
<p>Notes/Status Update:</p>		
<p>2. Create and maintain a ten-year budget for Fund 46 (Long-Term Capital Improvement Fund)</p> <p>Details: The budget will detail all repairs/replacements included in the ten-year long-term capital improvement plan that will be funded through Fund 46 (Long-Term Capital Improvement Fund).</p>		
<p>Rationale: The goal is to fund preventative maintenance and replacement</p>	<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> ● Fund 46 budget and plan presented annually to the BOE 	

costs for maintenance projects to avoid the need for a referendum in the foreseeable future.		
Responsible Group, Resources: <ul style="list-style-type: none"> • District Administrator • Business Manager • Annual Fund 10 (General Fund) Budget Contributions 	Timeline: <ul style="list-style-type: none"> • 2023-23 school year and beyond 	Status:
Notes/Status Update:		
3. Utilize the Baird Budget Forecast Model for annual budget projections and long-term planning		
Details: The district will use the Baird model to create budget forecasting for the operational budget. The district will update state funding information, staffing and enrollment projections, and other related budgetary information using the Baird model.		
Rationale: The district needs to maintain a long-range budget forecast and determine the decisions made today that will have long-term financial implications for future budgets.	Indicators & Measures of Progress: <ul style="list-style-type: none"> • Minimum of quarterly budget updates to the BOE • Minimum of semi-annual Finance Committee meetings • District Administrator and Business Manager attend annual Baird Budget workshop 	
Responsible Group, Resources: <ul style="list-style-type: none"> • District Administrator • Business Manager • District Finance Committee • Annual cost for budget model 	Timeline: <ul style="list-style-type: none"> • 	Status:
Notes/Status Update:		

<p>4. Meet with local and state legislators to advocate for school funding increases and alternate funding strategies for public education</p>			
<p>Details: The district will attend legislative sessions, meet with local representatives, and advocate for additional funding to maintain and enhance the educational programming for students.</p>			
<p>Rationale: There continues to be an increased number of school districts in Wisconsin with the need to go to local taxpayers for an operational referendum for additional revenue to operate school districts. In the last four years, 41 percent of school districts have asked voters for an operational referendum to fill the void between state funding and their operating expenses. Westosha Central needs to proactively advocate to legislators about the need for increased funding and possible alternative funding formulas for schools.</p>		<p>Indicators & Measures of Progress:</p> <ul style="list-style-type: none"> • Attend quarterly legislative meetings • Invite local legislators into our school building to showcase the great things we are doing for students and discuss the budgetary impact of these programs/opportunities 	
<p>Responsible Group, Resources:</p> <ul style="list-style-type: none"> • District Administrator • School Board 		<p>Timeline:</p> <ul style="list-style-type: none"> • 2022-23 and ongoing 	<p>Status:</p>
<p>Notes/Status Update:</p>			
<p>5. Continually monitor all areas of the budget</p>			
<p>Details: Areas to monitor include transportation costs, food service, department budgets, substitute teachers, ongoing facility maintenance, Compensation/Benefits Plan, staff development, Fund 46, and long-term facilities plan.</p>			

Rationale: <ul style="list-style-type: none"> • Staying within budget/balanced budget 	Indicators & Measures of Progress: <ul style="list-style-type: none"> • Analyze each area • Monitor budgets constantly 	
Responsible Group, Resources: <ul style="list-style-type: none"> • State Budget • Fund Balance • Fund 46 (Long-Term Capital Improvement Fund) 	Timeline: <ul style="list-style-type: none"> • 	Status:
Notes/Status Update:		