Seymour Community School District

Strategic Plan

2022-2025

Board Approved 1/25/2022

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Forward

It has been a pleasure working with the Seymour Community School District on long-range planning for the past six months. This journey began when Laurie Asher, Superintendent contacted me after several discussions on planning strategies and data driven decisions. Beginning June 2021, we began to discuss the possibility of carrying out the Stakeholder-driven Strategic Planning Process, which has been adopted by the WASB as its approach to helping school districts develop their strategic plans.

As we worked together on this strategic plan, I was gratified by the support given by Mrs. Asher, the Seymour Community School District administration, teachers, support staff and parents, as well as the community members who participated in the process. The commitment and interest they displayed in their work was excellent.

I can say with a high degree of confidence that this process provided excellent data about how the district is doing, and it generated excellent information from the community on how to continue the success the district has experienced over the last few years.

The Seymour Community School District has committed to providing high quality education in a small-town atmosphere. This highlights the high degree of public support and trust experienced in the school district. The strategic plan will be a valuable tool to move the district into the future. It becomes the tool to guide these decisions and to assist in creating policies to reach this vision.

The Seymour Community School District is like many other school districts in Wisconsin and throughout the United States. There are increasing pressures on the board, administration, and staff to get better results from fewer resources. This is precisely why this is an excellent time to do a strategic plan. The district must find ways of continuing to use purposeful, organized, and strategic efforts to realize excellent results, while saving money.

The presentations made at the Strategic Plan meeting this past fall, clearly showed that the district is continuously working to improve learning and teaching. While the presentations indicated some gaps between desired performance and current performance, the district is committed to continuous improvement and striving towards excellence.

My general recommendations to the board, administration, staff, and community include:

1.   Continue your focus on student learning.

The district's past efforts in improving student performance, position it very well to carry out many of the state-wide initiatives from the last three to five years. It is now time to become experts in developing high quality student learning opportunities to achieve educational excellence for all students.

Each district staff member will play an important role in the development of academic excellence for all students. This plan is for every employee of the school district. The collaboration between the various

groups and communities (internal and external) are critical. A "laser-like" focus on student learning in a collaborative atmosphere will address the academic goals and personal growth of all students.

2. Consider the use of a multi-leveled supports for the social emotional well-being of the students engaged in the school district. This system would encompass not only the emotional wellness of students, but all the other "tiered" systems can be folded into one system. This would not only be a more efficient use of resource allocation but would allow for an effective connection between academics and social emotional well-being of the students.

3. Consider new, creative channels for funding, including grant writing, foundation support, and educational initiatives supported by additional public or private dollars.

4. Create a sustained community involvement initiative, including community meetings, coffee hours with the board, "Meet the Board Members" sessions, and other initiatives to enhance the connection between the district, the community-at-large, and the business community.

5. Related to this sustained initiative, the district should periodically collect data about community support for the district's efforts, as well as the climate of the district. This is a sampling of the work environment for staff, faculty, and administration. Also, the district should adopt a sustained strategy to collect data from students about the climate of the district as a safe learning environment.

6. Adopt a regular schedule of board development sessions, based on the Key Works of School Boards (National School Board Association), focusing particularly on sessions that will help the board learn about continuous improvement, measurement, and visioning. All these topics will support the long-term improvement process of the district through Board of Education leadership.

7. Make the strategic plan a living document, by continually monitoring progress in board meetings. There should be monitoring reports on each of the yearly planning goals. Monitoring should extend well beyond compliance. Constant progress monitoring allows the Board of Education to make good decisions regarding resource allocation and policy development. The strategic plan then becomes the vehicle for reaching the district vision.

Good luck on your journey into the future. It takes courage to lead a school district into a future; a future that is constantly changing and evolving. The Strategic Planning Steering Committee has begun this journey and has created a legacy that will impact the school district for years to come. Your work has truly made a difference in the community to which you serve.

Louise Blankenheim, Ed.D.
Director of Search and Governance Consulting Services
Wisconsin Association of School Boards

Introduction

In September 2021, the administrators, parents, and staff came together to develop a stakeholder driven strategic plan. This process was facilitated by Louise Blankenheim, Cheryl Stinski, and Patricia Vickman, WASB Educational Consultants. The goal is to develop the road map for education system reform and improvement for the next three years. This process was conducted by the Strategic Planning Steering Committee and input was gathered through community meetings, electronic and paper surveys, individual conversations. The information gathered was then analyzed using quantitative and qualitative analytic processes.

The Strategic Steering Committee diligently worked to refine public opinion into measurable goals. These goals are aligned with the results of conversations within the Steering Committee and through a community survey process. The result of this work is a three-year strategic plan based on stakeholder driven input. The Superintendent and staff are accountable for making reasonable progress towards reaching the goals stated in this document. Monitoring reports should be scheduled by the Board of Education to systemically gauge this process.

The Strategic Plan utilized in this process is based on Robert W. Ewy's Stakeholder Driven Strategic Planning in Education: A Practical Guide for Developing and Deploying Successful Long-Range Plans (2009). Stakeholder Driven Strategic Planning incorporates the tenants of the Baldridge Criteria for Educational Excellence and planning for improvements strategically. This is the basis for the planning process.

The Seymour Community School District is grateful to the staff and community members who participated in this process and who were so generous with their time, talents, and insight. It was this group that sorted through the presentations, surveys, plans and documents to provide recommendations and guidance for the development of the District's Strategic Plan.

Michelle Anschutz	Laurie Asher	Jen Aspenson
Laurie Bowers	Nicole Brady	Carla Castillo
Dawn Geurts	Liz Grove	Jackie Hill
Nick Holmes	Sean Hutchison	Janelle Ihde
Jamie Inman	Tony Kastning	Pete Kempen
Jodie Madison	Brian Main	Jenny McCollian
Amy McKeefry	Jessica Melchert	Tom Mueller
Rachel Pautz	Tiffany Pavek	Jenny Pierre
Linda Pintar	Jolee Romanowski	Lacey Schadrie
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Staci Sievert	Ashley Skenandore	Stacy Smith
Ryan Spaulding	Lynette Stonebruner	Eric Swenson
Alissa Tetzlaff	Amy Wachewicz	Jason Wesenberg
Collette Wilichowski		

Empowering Students…Embracing Partnerships…Ensuring Success

Mission

The Seymour Community School District is committed to:

-Empowering students to become lifelong learners who excel in their career and life.

-Embracing partnerships between students, staff, families, and community members.

-Ensuring success in academics, arts, and activities.

Strategic Plan Strategies

Goal Number 1: Academics and Learning- The Seymour Community School district will be at/or above the state average in the areas of literacy and math

Goal Number 2: The Seymour Community School District will create meaningful communication and engagement opportunities that establish positive community partnerships and pride.

Goal Number 3: The Seymour Community School District will maintain a highly engaged workforce that attracts, develops, retains and honors staff.

Goal Number 4: The Seymour Community School District will ensure the well-being of our students.

Strategic Goal 1: The Seymour Community School District will be at/or above the state average in the areas of literacy and math.

Smart Goal: By the end of the 2025 school year, all 3rd -8th grade cohorts will perform equal to or above the state average in ELA and Math on the State Assessment Test. All 9th –11th grade cohorts will perform equal to or above the state benchmark for English/Reading and Math on the State Assessment Exam.

Action Steps	Start Date	Person or Group Responsible	Time Frame	Performance Measures	Progress to Date
Participate in Early Literacy Academy and create elementary literacy plan incorporating the Science of Reading	Jan 2022	District team consisting of: -Reading Specialist -Learning Support Teachers -Building Principals -Classroom Teacher Reps -Director of Teaching and Learning -CESA 6 Literacy Consultants	Jan 2022-May 2024	Attendance at Academy Meetings Completion of District Literacy Plan Completion of Professional Development Plan for 4K-5th grade	May 2023 - Present progress on plan to School Board Aug 2023 - Begin implementing Professional Development for staff with best practices from Literacy Academy
6th - 12th grade content area teachers will include at least one literacy standard in each unit.	Sept 2022	-Teachers -Administrative team -Learning Support Teachers	September 2022-2025	Unit plans will include at least one literacy standard Professional Learning Community teams will review each unit to assess alignment of literacy standard to intended outcomes	January 2023 and January 2024 Administrators will review units to provide feedback
Analyze State Assessment data to determine standards being assessed.	January-May 2022	-Administrators -Director of Teaching and Learning -Teacher representatives	Summer 2022	Math and Literacy document which outlines standards on State assessments	September 2022-share with teacher grade levels and content teams
Hold annual data retreats at district and building levels	August 2022, 2023, 2024	-Administrator -Building Level Leadership teams -Teachers	August 2022, 2033, 2024	Continue to hold yearly data retreats to review student assessment data	December of each year give report to school board on student assessment data

Math Curriculum Audit (K-5) & (6-12)	Spring 2022 & Winter 2023	-CESA 6 Consultant -Director of Teaching and Learning	Spring 2022 & Winter 2023	Results of Math Audit shared with administrative team and School Board	September 2022 – School Board Presentation
Investigate and implement a district student diagnostic system to be able to provide ongoing individualized student support.	Fall 2021	-Pilot Teachers -Director of Teaching and Learning -Director of Pupil Services	Spring 2022	Determination by pilot team if we should use iReady for all students and Classrooms for the 2022-2023 school year	Pilot complete with decision of continued use
Early Literacy Community Coalition- District representatives meet with community groups (CFRC, Headstart, Good Shepherd, etc) to discuss community support partnerships regarding Early Literacy	Fall 2022	-School district representatives -Community representatives	Fall 2023	District representatives meet with community groups (CFRC, Headstart, Good Shepherd, etc.) to discuss community support partnerships regarding Early Literacy	Implementation of a community plan to promote early literacy
Assess the efficacy of the Gifted and Talented Program and services provided	September 2022	-Director of Teaching and Learning -GT Coordinators	September 2022-2024	Alignment to WI DPI standards and regulations	Report to Education Committee Spring 2023 and Spring 2024

Strategic Goal 2: The Seymour Community School District will create a meaningful communication and engagement opportunities that establish positive community partnerships and pride.

Smart Goal: By 2024, the Seymour Community School District will increase community self-reported satisfaction based on a community survey given Spring 2022. (% of increase will be updated after survey is given)

Action Steps	Start Date	Person or Group Responsible	Time Frame	Performance Measures	Progress to Date
Create a community/parent /staff/student committee (representation from service clubs, business, etc. on this committee)	Feb 2022	-Superintendent -Strategic Planning Committee -Negotiations/ Employee Relations Board Committee -Student Leaders	Spring 2022 ongoing	Committee meets monthly for the first year and then adjusts as determined by the committee Committee has norms and objectives for the purpose of the committee Analyze satisfaction survey to determine objectives	Equal representation by all three stakeholder groups by October 2022 Norms and Objectives of committee are shared with the School Board in October 2022
Explore the creation of a community group to develop a community "paper"	Spring 2022	-Jen Aspenson -Eric Swenson -Pete Kempen -Lynette Stonebruner -Student Leaders	ongoing	Exploration of a group to produce a community newspaper (will investigate Pulaski's to see how it is done)	Determine by summer 2022 if this is possible
Develop a communication plan to provide information to the school community	Summer 2022	-Superintendent -Director of Teaching and Learning -Student Leaders	Sept 2022	Will provide communication to all stakeholder groups Survey completed to determine modes of communication to focus on	Presented to school board by September 2022
Develop and give a community satisfaction and communication survey	March 2022	-Superintendent	March 2022	Completion of Survey	Analysis by Community Committee Spring 2022

Strategic Goal 3: The Seymour Community School District will maintain a highly engaged workforce that attracts, develops, retains and honors staff.

Smart Goal: Overall annual staff retention will be above 90%

Action Steps	Start Date	Person or Group Responsible	Time Frame	Performance Measures	Progress to Date
Implement a staff satisfaction survey	February 2022	-Superintendent -Negotiations Committee of the Board	Spring 2022	Completed survey (mid-year)	Negotiations/Employee Relations Committee and Board Review
Create a systematic process for all employees to be heard and have an opportunity to share ideas.	Fall 2022	Administrators	Fall 2022 ongoing	Individual Check-ins between administration and staff report Celebrations of ideas proposed and implemented shared with staff Communication of challenges still in process shared with staff	Process is shared with administrative team and school board Spring 2023
Implement Professional Learning Communities (PLCs) in our grades/departments.	2022	Administrators	Ongoing	Agendas Smart Goals aligned with the four questions	
Plan staff celebrations events and staff connections	Ongoing	-Administrators -Building Leadership Team -Parent Leadership groups (PTO, TAFFE, etc.)	August 2022	Plan of celebrations for the 2022-23 school year	
Increase awareness of organizational structure for all staff	February 2022	Administration	Spring 2022	Distribution and review of information for points of contact	Shared with all staff August 2022

Strategic Goal 4: The Seymour Community School District will ensure the well-being of our students.

Smart Goal: 90% of 4K- 12th grade students will have an adult connection other than a parent by 2025. The number of students 3rd - 12th grade who participate in group activities (school and/or community) will increase by 10% by 2025.

Action Steps	Start Date	Person or Group Responsible	Time Frame	Performance Measures	Progress to Date
Evaluate connectedness and develop a plan for those that are showing that they are not connected.	Summer 2022	-School Success Facilitator -Pupil Services Staff and Administration	Summer 2022 - Summer 2023	-Plans for connecting students -Completion of activity -Youth Behavior Risk Survey	Annually review performance measures to document improvement
Creating positive student opportunities (Tutoring, volunteering, mentoring, problem-solving)	Ongoing	-Athletic Directors, -Parent Leadership Groups -Community Committee	Ongoing	Number of opportunities Number of students involved	Survey all students (6-12) and parents (PK-5) on their activities and community organizations.
Mental Health Screening	2022-23	-School Success Facilitator -Mental Health Grant Support Organizations -Director of Pupil Services	2022-23	Screening and Parent Follow up completed	Share results with School Board related to Mental Health Grant

MANAGING A STRATEGIC PROCESS

The district now has a strategic plan: so now what? The Board of Education, senior administrators, staff members and community members have developed a strategic plan document with strategies and tactics. This is the first phase of operating strategically. The next phase is to convert the "Plan" into action. This is done by developing specific action plans for each strategy or tactic.

The Seymour Community School District should consider employing the Plan-Do-Study-Act (PDSA) model to guide the strategic process. The intent of this model is to create a continuous improvement cycle whereby the district continuously returns to the plan. The PDSA is comprised of the following four components:
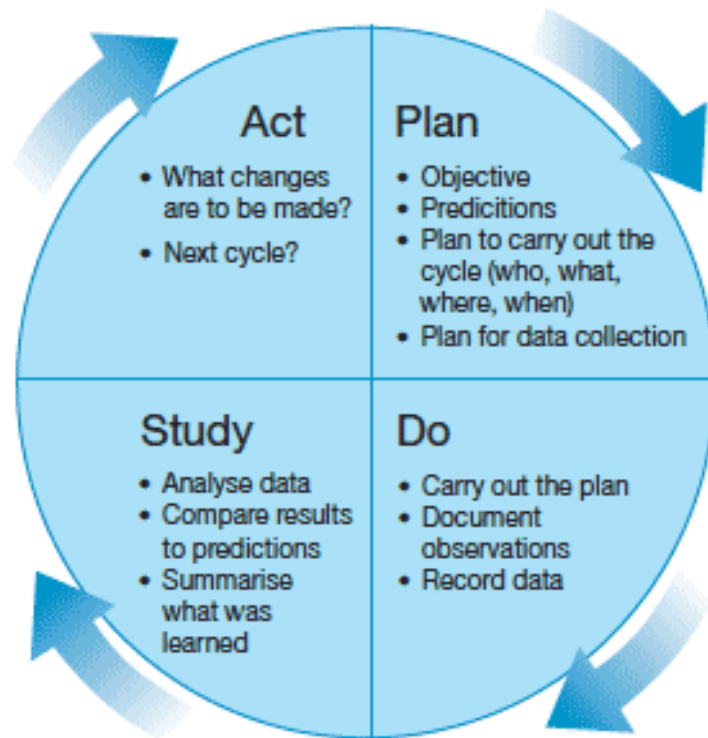
Plan: this is the formal strategic plan document. It is developed with stakeholder input and is designed for a 3–5-year life cycle.

Do: action teams are formed to create action plans. These action plans are intended to run 90 days or more. The progress of the action plans is communicated, and the results are monitored and reported to the school board.

Study: the results of the action plans are communicated to the Board of Education and the r results are compared to the district's stated goals. The monitoring reports are presented at Board of Education meetings and the measured results are acted upon by the Board of Education. This action is to monitor if the district is making "reasonable progress" towards achieving the measureable goals or outcomes.

Act: commit to continuous improvement. As the plan is being deployed the Board of Education and senior administrators identify successes and/or failures, recommend refinements, process data to recommend improvements and plan to begin the next cycle.

The Plan is to be reviewed and aligned with the resource allocation process. The Strategic Plan Steering Committee will convene once a year to review the plan results and for the purpose of starting new strategies and tactics of the plan. This yearly event is designed to keep the plan current and connected to the stakeholders and will take place before the final budget is developed.

Act
- What changes are to be made?
- Next cycle?

Plan
- Objective
- Predicitions
- Plan to carry out the cycle (who, what, where, when)
- Plan for data collection

Study
- Analyse data
- Compare results to predictions
- Summarise what was learned

Do
- Carry out the plan
- Document observations
- Record data

The PDSA cycle is indented to keep the Plan a living document for continuous improvement. The Seymour Community Board of Education functions effectively when it utilizes a governance structure that lends itself to establishing results, monitoring outcomes, and creating accountability within the improvement process.

The use of this deployment strategy is a key factor in the improvement process. This entire endeavor is about the alignment and management of existing resources, not the addition of trendy latest ideas. The District's Strategic Plan will provide the proper direction, actions and initiatives and the deployment model will create the necessary accountability structures and flexibility to implement and monitor the plan.

Overview of the Strategic Process

A "stakeholder-driven" strategic planning process (Ewy, 2009) was implemented by the district, starting with a presentation to the School Board and administration on March 12, 2018. It was agreed at a following board meeting to proceed with the strategic planning process. The steps in the process, took place at least once a month for September 2018 to February 2019. The meeting objectives and actions are as follows:

1. Determine membership of strategic planning team.
   a. After an overview of the strategic planning process was presented to the superintendent in June of 2021. We scheduled the six meeting dates from September through December with a target of December 21 presentation of the plan to the school board. She was charged with recruiting members of the community to participate as a Strategic Planning Committee. Consultants met with the Administration to do an overview of the process on September 8, 2021 and scheduled the first committee meeting for September 30, 2021.
2. Meeting #1
   a. An overview of the planning process was presented to the Steering Committee. Plans were made for regular meetings every two to three weeks.
   b. Presentations on the past initiatives of the school district, the current financial health of the district, and student performance data were presented to the Committee.
   c. Members of the community will be invited to take part in an online or paper/pencil survey, designed to identify key stakeholder requirements.
3. Meeting #2
   a. Committee members were engaged in identifying the school districts strengths, opportunities, aspirations, and results.
   b. Identify stakeholder requirements and expectations through analysis of survey data.
   c. phrases for the mission and vision statements were generated.
4. Meeting #3
   a. Review SOAR results
   b. Committee members participated in an Affinity Process activity and did a situational appraisal of the data gathered from the survey and the SOAR results
   d. Writing committee was assigned to develop a draft plan and mission and vision revision.
5. Meeting #4
   a. Present draft strategies and objectives to the Steering Committee
   b. Gather the feedback from the group on the plan document.
6. Meeting #5
   a. Presentation of the final plan to the Steering Committee.
   b. Consensus on the Mission and Vision Rewrite.
   c. Final committee approval and recommendation for approval to the Seymour Community School Board.
7. Meeting # 6
   a. Approval of the final plan by the committee.
   b. Preparation for board of education presentation on December 21, 2021.
   c. Celebration of the hard work of the committee.

STAKEHOLDER SURVEY RESULTS

The Seymour Community School District distributed many surveys in several ways. Electronic and paper were the main means of distribution. The paper surveys were made available to community members that did not have access to electronic devices. The Steering Committee and staff worked very hard to gather input from all segments of the community. The results depicted in the following graphs represent this input from students to citizens.

The questionnaire asked each respondent to choose the top five priorities from the list of responses to the question. The graphs below visually represent the number of times (left side of the graph) a particular item was chosen. The questions (bottom of the graph) are listed in the order of the total number of responses. The right column is the running total of percentage for each item.

The respondent was also asked two open-ended questions that allow for further input into the strategic direction of the school district. The results of this information were subjected to qualitative analysis and compared to the quantitative results. The purpose of asking open-ended questions is to look for additional topics or ideas to be incorporated as a strategy, objective, or outcome. A copy of this extensive information and survey results can be through the Seymour Community School District Office.

The survey results are listed on the following pages.

Seymour Community Survey Top Five Results

▶ **Top Five Greatest Challenges**

1. Hiring and retaining quality educators in an increasingly competitive market.

2. Keeping up to date with technology, software, applications, and support.

3. Meeting the increasing social and emotional concerns for students.

4. Meeting the broadening academic and social needs of an increasing diverse student population.

5. Growing outside pressures stressors on families that impact parental support and quality of student work and behavior.

▶ **Top Five most important skills and abilities students need to know or be able to do to be prepared for a successful future?**

1. Mastery of communication skills: writing, speaking, and listening

2. The ability to collaborate and work productively with others and resolve conflicts when they arise.

3. Mastery of core academics: reading, mathematics, science, and social studies.

4. The ability to organize, prioritize, set goals, and manage them.

5. Consumer and financial skills

▶ **Top Five Evidence to evaluate the quality of education in the Seymour Community School District**

1. How well the district students perform in high school (graduation rates, attendance, ACT scores.

2. The number and quality of special programs available to meet student needs.

3. The number of students in each class per teacher (class size).

4. Comparisons to the results other school districts achieve.

5. Number of discipline problems/issues.

▶ **Top Five Financial Priorities for the next five years.**

1. Keep salary and benefits competitive to attract and retain quality staff.

2. Make sure students have quality educational materials in the classroom

3. Keep technology and integration up to date.

4. Provide training and development opportunities to keep staff skilled and competent.

5. Maintain clean, well repaired buildings.

SOAR RESULTS:

Strengths
Passion of the Community
Growing Tech Dept
Children & Staff
Community Support
Committed Staff
Varied Offerings for a district this size
Community has passion for SCSD to improve
Building Facilities have good condition & adequate size
Tech curriculum is growing in participation & quality
Passion in community to improve
Community help-referendum, donations, fieldtrip
Special Ed funding
Variety of offerings
Involved, dedicated staff
student involvement
Some of the staff's level of commitment to their students

Strengths Continued
Community interest-passion to improve
Invested staff
Financial Flow-Spec Ed is funded appropriately & better than other schools
Great teachers-we have had a teacher change subjects to help grow tech ed when needed
Staff dedication
Community
STAN
Dedicated staff
Student centered staff
provide opportunities for students
STAN
Staff collaboration
Community Involvement
STAN
Staff dedication
STAN
Community Passion
Caring Staff
Kids feel connected to staff
Opportunities @ SHS for extra curriculars
Focus on student strengths
Dedicated staff
HS Class Options (AP)
Tech Advance
Extra Curric
SCSD focus on individual kids
Dedicated Compassionate Staff
Provide classes for all students
AP classes 8ish
College credit classes 11'ish
Both Technical & 4 years
CTE Enrollment
Community input on survey
Tech advances
HS option
Extra-Curricular
1 to 1
Community input on survey
Tech advance
Staff to student connect

Strengths Continued
Extra-curricular
SCSD focus of individual kid
Strong community support
location of community
Committed passionate, staff, parents, community
Deep roots
Caring teachers
Class size to teacher
Teaching independence
Local oriented
Independent
Family oriented
Student connection
Deep roots
Connectedness
Teaching independence
Caring educators
Rural/Community
Families/Connections
Gathering space
Facility
Location
Community Interest
Staff/Teacher dedication
Size of district
Knowing of students
Smaller class sizes
Staff members that care
Facilities
Staff
Location & Diversity
Staff dedication
Diversity of students
Diversity of geographical locations (municipalities)
Committed, passionate staff, parents, community
Community groups, strong ties
Some ethnic diversity
Committed parents, staff & community
Community roots, family ties

Aspirations
Refocus on Athletics
Reuniting the Community
Pride to be a graduate
1st Class facilities (Tech Ed Department)
Graduate all students with the skills they need
Have a culture in administration, staff & students where SCSD is a sought-after school district for teachers & students to join
Strong & Obvious community pride in our school district
Sense of Pride and belonging for students, families, community
80% dedicated staff-culture change to support, attract, retain staff and families
Meeting all the needs of our students-social, emotional, academic
Great academics & great involvement in activities/clubs/sports
Community support at events, homecoming, concerts, etc.
retain staff/coaches
Passion for district to improve & community support-Fieldtrip
To have a great fine arts program
To be able to all challenge kids
To have students feel proud to be attending
Sense of pride of belonging for all students & families
Attract more young families to our community
Every student has a sense where their next step is
Success after SCSD
Increase mental health support
to have safe non-threatening place for everyone
everyone has someone to feel connected to
success for our students after they leave
Increase mental health support/partnership
Make SCSD a district for neighboring families
High levels of learning for all
Success after SCSD/Improve overall achievement
Increased mental health supports
Safe non-threatening place for everyone
All kids have at least one person/adult they feel connected to
Success after SCSD
Increase mental Health support
Make a safe, non-threatening, welcoming environment for everyone
All students feel connected
Improve overall achievement
Students proud to go to school here
Community involved and proud of academic achievement
First Class Facilities
Students are engaged in classes & w/each other
Students are happy, suicide rates decrease
Increased graduation

Aspirations Continued
Keep people in Seymour
Grow "School >Family>Community Connect
All students come ready to learn
Increase social/emotional health & feeling of belonging
Better school public relations to inform community
Maintain & grow options for students and staff as personnel
All students come to school ready to learn-both academically and emotionally
All staff understand that all kids can learn whatever it takes
Growth of connection between school, family, community
increase enrollment
Maintain/grow options & staff
increase community understanding
Appreciating/Value differences/diversity
More industry into district to help build community
be kind!
Help students to be productive members of society
Try to offer same opportunities and experiences as large districts
Make students aware of as many different careers as possible
Get students that need individual attention/education what they need while not negatively impacting those that do well in regular class setting
Improved core competency
Financially literate
Critical thinking
Teacher focused vs Admin focused
Continuity of education cross district consistency productive citizens
Provide same access & opportunities for exposure to all the career paths available to them
Every single kid graduate
Critical thinking
Financial literacy
Prioritize teaching staff
Critical thinking
All students graduate
No gaps in achievement
To have the community and the school be (family) driven to achieve the best for our children (now & future)
Opportunities to be involved (all)
Students to academically succeed
Emotional security while at school
Improve technology opportunities
Transparency
holistic approach "family approach-small supportive community feel
Students set up to succeed post-graduation-career or additional education -whatever they want to do or be
All Students can learn around their interest/passion
Be prepared for career or ongoing education
School is the hub of the community

Aspirations Continued
Students achieve full potential
Meet kids where they are at
Appreciate and value diversity-hopefully decision-making groups can also look more diverse need more minorities in this group
Students learn to be kind to each other
Community and school support each other
Appreciate & value differences culture diverse etc. handicap, more industries, business to communities
Students to achieve full potential
be kind!
Meeting kids where they are at
Complete graduation
Making students well equipped for world
Emotional healthy
Competitive sports

Opportunities
Learn Compassion for others
Increase Test Scores
Student Involvement
Community Engagement in shaping our kids
Support kids physical emotional and educational well being
Opportunity to be innovative in our curriculum offerings
Opportunity to be receptive to community input be open, be vulnerable see change as a positive
CTE Offerings: Family Consumer, Business Tech Ed
Great Building
Increate advanced classes-Art, band, tech ed
Leadership skills at admin level
Support child's well being
Bring community support & engagement
Add additional languages earlier
To increase AP and advanced classes (not just English, social studies, math & science)
To improve the leadership ability at the administration level
Increasing advanced courses CTE course offerings
Great facilities
Wide variety of clubs and extracurricular for students to take part in
Interacting with community
STAN
Community partnerships
WYN-STAN
College Credit
increase AP courses
Clubs-Field trips

Opportunities Continued
Fuel up to play 60
Community Partnerships
WIN
Clubs/Activities
STAN
Multiple Clubs/Sports
Time for intervention
College Credit Opportunity
STAN
School/Community Connections
Individual Attention to Students
Public Relations
Work w/community & share out what is happening
More involvement of local businesses
up to date curriculum
Tech
Extra-Curricular
Tech Ed
ATL School
Provide same access & opportunities to Black Creek as Seymour
Various course options
Spots and scholastic groups
Safe & Supportive families
Tech ed/Technology facilities
Extracurricular activities
Safety
Tech ed, College classes
Facilities
Families/Connecting
Facilities: pool, workout, grounds(field) playgrounds
College Classes
Tech Ed opportunity
CTE Department
Student/Community use of facility
Diversity
Facility
Level of engagement with community
Increased desire for families to come to community
Additional student assistance >academically, financially
Intertwin school & community
Facilities-use of school & community
Small Town feel but with variety of opportunities
Safe school/safe communities

Opportunities Continued
Working to create students as productive members of society
Are we turning out students who are, positive members of society
Swim center

Results
Increase Enrolment
Test Scores
Community Involvement/Pride
Graduation rate >95%
Employment rate
2 education entrance rates
Military entrance rate
Leading indications test scores, wellbeing index
Low rate of teachers leaving district
More students joining by school choice than leaving
District is outperforming comparable, districts (Student performance measures)
Graduation rate
Follow up data posted to community
Greater graduation rate & AP class credits
Greater # of students involved
More community involvement
Appreciation for staff and want to be here from other areas
to have high expectations of students with high academic achievement
Improved academic test scores
Student well-being
Increased involvement btw school & community
Enrollment or recognition of where they are going
Teacher retention
Improve achievement
Teacher retention
Improve our overall achievement
Making sure all kids feel connected to someone at school
Teacher retention
Teacher Retention
Improve achievement
ACT Scores
State Scores
District Comparisons
ACT Scores
Over-all student connection to community
Increase ACT score
More 4-year grads
Standardize test ACT at least state so our kids are at least x

Results Continued
Student success and growth in school and community
More 4-year grads
Higher ACT
Less need for intervention
Getting/meeting children where they are & pushing to potential
Safe environment
All graduate
Educated students that are well versed in multiple subjects and prepared for adulthood
Able to make educated choice on a career or college degree choice
Improved testing scores
improved sports and scholastic group standing
Continuity of education cross district consistency productive citizens
Every single student graduate
Ready for adulthood
Test scores ^
100% Graduation
St. Ready for Career/College
Be inclusive for all students/families
No grey area children
Want what's best for all as a whole
Improved secondary education rate
Increased school rating
Retention of staff
Post-graduation data: achievement, additional education-10 yr. out did school prepare them.
Well-rounded matrix- athletics, arts, academics-success in all
Prepare all students for their life after public education
Meet students emotional/social needs-support them where they are
Academics, Athletics & Arts are all supported & strength of district
Self-worth and achievement for all students
Self-worth and achievement for all students
Graduate & college/tech school placement
Longer term are students, where they want to be
Good mental health ratings/results

Conclusions

This process allows the Seymour Community School District to be focused on our direction and is based in measurable goals.   It will be used to guide our day to day decisions toward continuous improvement. We want to thank all the stakeholders who provided input as the the strategic planning committee for their work. I special thanks to the members of the writing committee, Tony Kastning, Eric Swenson, Lynette Stoneburner, Chelsey Schaumberg, Collette Wilichowski, Jennifer Aspenson, Jenny Pierre, Amy Wachewicz, and Pete Kempen. The extra time and thought they put into developing the goals and action steps was greatly appreciated.

This plan is the result of community engagement, and the thoughtful work over several months of the strategic planning team, approximately 35 stakeholders who reviewed data, community input and final development of the plan. The plan will continue to guide our district's mission, vision and strategic direction. While this plan and the work that went into its development was comprehensive, it is only the beginning. The most critical work begins now, the implementation of the action steps.

This document is a working document and will be adjusted The Seymour Community School Board Administration will update the school board twice a year on the progress towards the goals.   The Strategic Planning Committee will reconvene each year to review the plan, evaluate progress and make recommendations for the next stage.   After each meeting, an annual update will be provided to the community.

The district will use the district levels goals to drive their school improvement planning. Each building will align their building level goals with the district goals. Grade level and content area teams will then align their goals with building or district goals. Lastly we will work with our students through goal setting processes to empower them to set their own individual learning goals.