

STRATEGIC PLAN

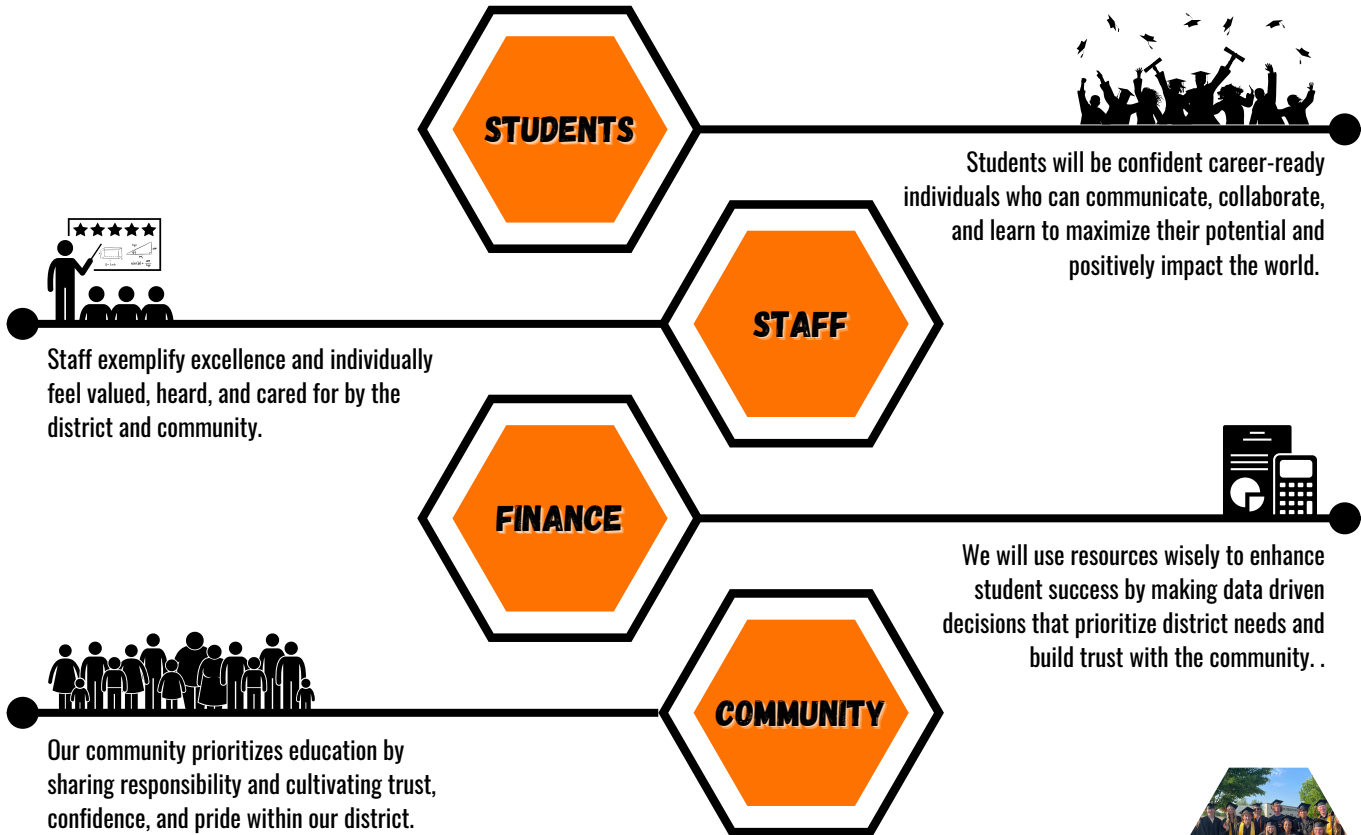
2024 - 2029



In January 2024 the school board approved the following strategic plan for 2024 through 2029. The development of this strategic plan involved the engagement, recommendations, and opinions of students, parents, business owners, community members, and staff. As the district progresses forward, specific strategies will be developed on a yearly basis to guide our work and achieve our goals.

4 AREAS OF FOCUS

BASD's areas of focus for the next five years are: **students, staff, finance, and community**. Our three core values (**compassionate, committed, and comprehensive**) are embedded within all we do in service to a stronger school district for a stronger community.





FOCUS ON **STUDENTS**

Students will be **confident career-ready individuals** who can communicate, collaborate, and learn to maximize their potential and **positively impact the world.**

BY 2029 STUDENT GOALS



STUDENTS

- 1** Improve from **51% to 60%** for students in grades 3-8 scoring proficient or advanced on the English Language Arts (ELA) **Forward Exam.**
- 2** Improve from **47% to 56%** for students in grades 3-8 scoring proficient or advanced on the math **Forward Exam.**
- 3** Improve from **19.6 to 21.6** in the student composite score on the **ACT.**
- 4** **90%** of seniors will align with at least one **career path** that resonates with their interests.
- 5** Elevate student experience from **30th to the 90th percentile (3.71 to 4.11)** as indicated by the **Student Survey.**



B FOCUS ON STUDENTS

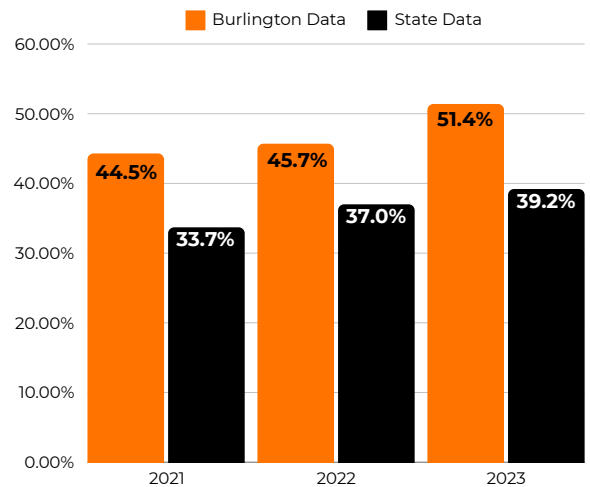
STUDENT GOAL 1



By 2029, improve from **51.4% to 60%** for students in grades 3-8 scoring proficient or advanced on the **English Language Arts (ELA) Forward Exam**.



ELA FORWARD DATA TRENDS



2024-2025 ACTION STEPS



- Utilize instructional coordinator to develop consistent instructional routines through the use of “Look For” documents for grades 4K-8.
- Develop and utilize instructional walkthroughs to determine next steps for professional development needs based on “Look For” documents in relation to *The Science of Reading*.
- Develop a shared understanding of The Science of Reading in order to infuse more instructional routines and practices relating to phonemic awareness, phonics, word chaining, word study, knowledge building, and reading comprehension.
 - Train all elementary leaders and coordinators in AIMS Pathway to Literacy Leadership.
 - Train all reading specialists and coordinators in Keys to Literacy.
 - Begin training classroom teachers in The Science of Reading per Act 20.
- Develop teacher leads through the use of the teaching and learning team in order to pilot best practices and “Look For” routines in order to infuse throughout the system.
- Shift from leveled readers to decodable text for grades 4K-2.
- Develop stronger understanding of The Science of Reading through CESA 6 Literacy Academies.
 - Early Literacy Academy
 - Intermediate Academy
 - Secondary Literacy Academy
 - Structured Interventions Academy
- Analyze and determine new ELA (English Language Arts) curriculum for grades 4K-8.
- Utilize new 4K-1 literacy screener.
- Utilize new assessment tool for intervention supports: Fastbridge.
- Further the implementation of reading interventions and data review meetings.
- Book Study: Knowledge Gap and Balanced Literacy for 4K-5 teachers.



INFORMATION: A “Look For” Document sets the expectation for success criteria within a classroom. The “Look For” Document allows teacher leaders, instructional coordinators, and building leaders know what additional professional development is needed across the system along with individual teacher support. The Science of Reading is a meta-analysis of reading research on best practices for how to teach reading to students. School districts can gain professional development from the various CESAs across the state. BASD has partnered with CESA 6 to further our teams understanding and training in The Science of Reading. The Forward Exam is the state required assessment.



B FOCUS ON STUDENTS



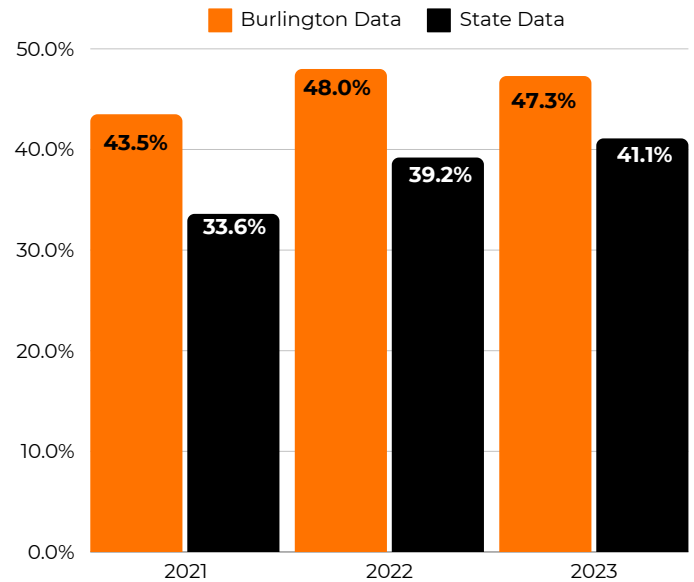
STUDENT GOAL 2



By 2029, improve from **47.3% to 56%** for students in grades 3-8 scoring proficient or advanced on the **Math Forward Exam**.



MATH FORWARD DATA TRENDS



2024-2025 ACTION STEPS



- Utilize instructional coordinator to develop consistent instructional routines through the use of “Look For” documents for grades 4K-12.
- Develop and utilize instructional walkthroughs to determine next steps for professional development needs based on “Look For” documents in relation to best practice for mathematics.
- Develop train the trainers for 5K-5 grade math curriculum (Bridges) to support all teachers with additional professional development.
- Utilize Math Number Corner “Look For” document to ensure all components are consistently taught across all grade levels and all classrooms 5K-5.
- Utilize power standards to ensure need to know standards are mastered by all students by the end of the school year.
- Develop teacher leads through the use of the teaching and learning team in order to pilot best practices and “Look For” routines in order to infuse throughout the system.
- Utilize new assessment tool for intervention supports: Fastbridge.
- Train all math specialists in AVMR (Add+VantageMR - math recovery).
- Analyze middle school math standards and determine next steps for potential new math resource for grades 6-8.



INFORMATION: A “Look For” Document sets the expectation for success criteria within a classroom. The “Look For” Document allows teacher leaders, instructional coordinators, and building leaders know what additional professional development is needed across the system along with individual teacher support.



B FOCUS ON STUDENTS

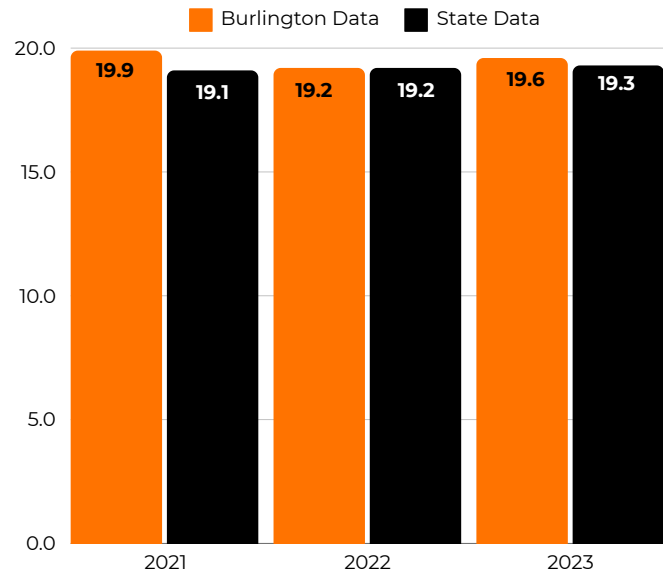
STUDENT GOAL 3



By 2029, improve from **19.6** to **21.6** in the student **composite** score on the **ACT**.



DATA RELATING TO GOAL



2024-2025 ACTION STEPS



- Utilize instructional coordinator to develop consistent instructional routines through the use of "Look For" documents for grades 9-12.
- Develop and utilize instructional walkthroughs to determine next steps for professional develop needs based on "Look For" documents in relation to best practices.
- Utilize new universal screener, Horizon, in grades 9-11 three times per year to provide students with ACT style practice prep along with data for teachers to analyze and inform their instruction about individual student needs. This includes a practice test day for PreACT and ACT assessments to model the actual assessment.
- Provide professional development and support to the 9-12 mathematics team in their use of the newly adopted math curriculum for Algebra I, Geometry, and Algebra II (curriculum: HMH).
- English department develop stronger scope and sequence and comprehensive curriculum for English 9 and 10 to be utilized come the fall of 2024.
- Develop teacher leads through the use of the teaching and learning team in order to pilot best practices and "Look For" routines in order to infuse throughout the system.
- Utilize new assessment tool for intervention supports: FastBridge.
- Train all math specialists in Add+Vantage Math Recovery.
- All teacher SLOs (student learning objectives) are aligned to the Horizon data to improve student growth and achievement.
- Infuse Horizon lessons into curriculum to provide more rigor and practice with ACT style questions.



INFORMATION: The ACT is a required assessment in the state of Wisconsin for all juniors. Four states require all students to take the ACT with writing: Wisconsin, Nebraska, Nevada, and Hawaii. Wisconsin ranks higher than the national average for overall ACT composite score. The Pre-ACT is a required state assessment for grades 9-10 in the state of Wisconsin.



B FOCUS ON STUDENTS



STUDENT GOAL 4



By 2029, 90% of seniors will align with at least one career path that resonates with their interests.



DATA RELATING TO GOAL



Action Step: During the 2024-2025 school year, the district will determine and develop data tool to monitor progress of this goal to be utilized during the 2024-2025 school year as the benchmark year.

2024-2025 ACTION STEPS



- Develop business partnerships in order to determine which of the 16 career pathways set by the Department of Public Instruction are the most vital for our students, Burlington, and Racine County.
- Continue to develop CTE (Career and Technical Education) programming to ensure post-secondary student success for all students.
- Collaborate with businesses and community members to understand needs in relation to STEM (science, technology, engineering, and mathematics) fields in order to develop a more robust STEM program 4K-12.
- Continue to develop our STEM and PLTW course work and units 5K-8.
- Understand what industry certifications the district is capable of providing to students at this time along with forecasting what should be next steps to support additional industry certifications for students.
- Develop a 9-12 career pathway planner so students understand what courses will assist them in their career path of interest.
- Remove and/or align courses at the high school level to ensure all courses offered align to career paths that meet the needs of our community.
- Determine PreK-8 career path exposure to ensure students gain real world experiences through field trips and/or guest speakers prior to entering the high school.
- Determine and develop career interest surveys through the use of Xello to assist students in understanding their skills, strengths, and opportunities.



B FOCUS ON STUDENTS



STUDENT GOAL 5



By 2029, elevate student experience from 30th to the 90th percentile (3.71 to 4.11) as indicated by the Student Experience Survey.



DATA RELATING TO GOAL

Student Experience Survey Data



2024-2025 ACTION STEPS



- Utilize community circles 4K-5 to develop a strong sense of community, safety, and respect across all students within each classroom setting.
- Embed and implement restorative practices when it comes to disciplinary actions to ensure students have to first and foremost own their behaviors and work to rebuild relationships and trusts with those within the school community.
- Develop a strong understanding of the importance of respecting and valuing each others differences.
- Utilize Character Strong Curriculum to infuse the importance of showing respect for ones self and others.
- Utilize advisory time 6-12 to focus on character development, developing school community / pride and provide student voice.
- Utilize DRIVEN at the high school and student council groups at the elementary and middle school to develop strong peer leaders to assist with character development and the importance of creating a sense of belonging for all students.
- Focus on teaching the whole child and ensuring the adults within the system work to first see students as individuals and work to build individual student's confidence in their abilities when it comes to growth and achievement.
- Refresh transition processes from building to building to ensure student belonging and success.
- Utilize District Cultural Leadership Team to continue efforts to ensure a sense of belonging for all, restorative practices, school culture, behavior and expectations, and work and learning habits initiatives.



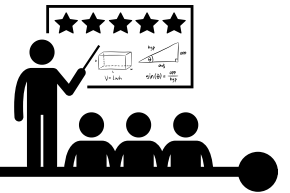


FOCUS ON **STAFF**

Staff **exemplify excellence** and individually feel **valued, heard, and cared for** by the district and community.



BY 2029 STAFF GOALS



- 1** Increase from 82% to 90% in retention rate of staff.
- 2** Elevate staff satisfaction from 25th to the 80th percentile (3.76 to 4.16) as indicated by the Employee Engagement Survey.
- 3** Ensure highest possible quality staff for our students.



B FOCUS ON STAFF



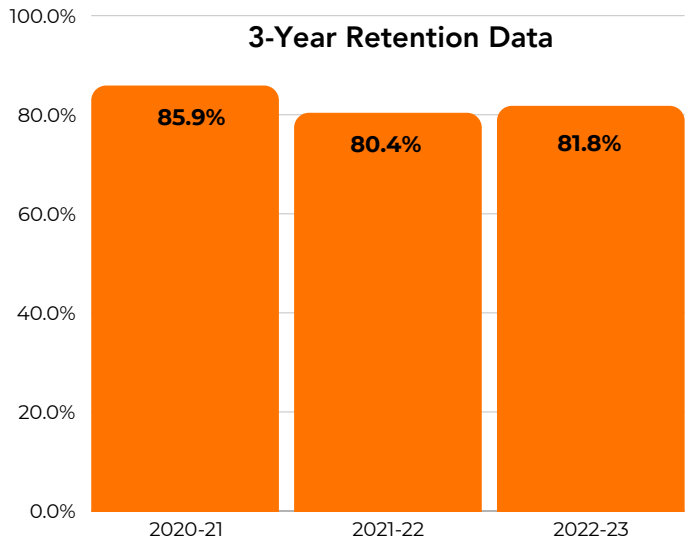
STAFF GOAL 1



By 2029, increase from **82%** to **90%** in retention rate of staff.



DATA RELATING TO GOAL



2024-2025 ACTION STEPS



- Create retention committee to review current policies, procedures, and market rate comparables to seek innovative ways to retain staff.
- Begin researching the potential for the district to become self-funded for health insurance and/or other innovative approaches to improve benefits to employees while bringing down costs to the district.
- Engage in rounding conversations with staff to gain their feedback, determine themes, and develop a process to act on the information.
- Track attrition rates to identify high turnover trends and begin to remedy.



B FOCUS ON STAFF

STAFF GOAL 2

By 2029, elevate staff satisfaction from **25th to the 80th** percentile (**3.76 to 4.16**) as indicated by the **Employee Engagement Survey**.

2024-2025 ACTION STEPS

- Directors and leaders engage in frequent rounding conversations (one-on-one meetings) with staff to gain feedback for continuous improvement.
- Directors gain feedback from building leaders and their teams in relation to the District Services Survey to develop 1-2 action steps for the 24-25 school year.
- Building principals engage in whole staff feedback in relation to the Employee Engagement Survey in order to develop 1-2 action steps for the 24-25 school year.

DATA RELATING TO GOAL

Employee Engagement Survey Data

23 - 24 School Year	24 - 25 School Year	25 - 26 School Year
3.76	_____	_____



2024-2025 ACTION STEPS

- Develop key performance indicators that define high quality staff.
- Create a systematic cycle of review for Educator Effectiveness.
- Build effective job evaluation process for all employee groups.
- Develop a rigorous hiring process that focuses on both skills and cultural fit.
- Refresh the district wide employee handbook (biennially thereafter).

STAFF GOAL 3

By 2029, ensure highest possible **quality staff** for our students.

DATA RELATING TO GOAL

- Action Step: District will to determine and develop data tool to monitor progress of this goal to be utilized during the 2024-2025 school year as the benchmark year.

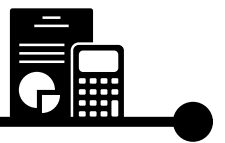


FOCUS ON **FINANCE**

We will **use resources wisely** to enhance student success by making **data driven decisions** that prioritize district needs and build trust with the community.



BY 2029 FINANCE GOALS



- 1** Establish a **20%** minimum **general fund balance**.
- 2** All BASD schools and departments will **assess and monitor budgets** to align resource allocation to the goals of this strategic plan.



B FOCUS ON FINANCE

FINANCE GOAL 1

By 2029, establish a **20%** minimum general **fund balance**.



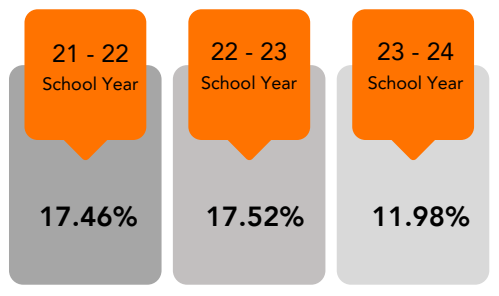
2024-2025 ACTION STEPS

- Intentionally budget to increase the fund balance by 1-2% per year.



DATA RELATING TO GOAL

Fund Balance Data



INFORMATION: The percentage above is the fund balance amount for each school year. It is recommended that districts have a 20-25% fund balance in order to have a stable organization.



FINANCE GOAL 2

By 2029, all BASD schools and departments will **assess and monitor budgets** to align resource allocation to the goals of this strategic plan.



2024-2025 ACTION STEPS

- Collaborate and learn from other school districts in relation to budget development and resource allocation.
- Identify key performance indicators that will allow us to monitor budgets and align resources.



DATA RELATING TO GOAL

- District needs to determine how to monitor progress of this goal to be utilized during the 2024-2025 school year as the benchmark year.



INFORMATION: BASD commits to building trust within the community. It starts with ensuring the district has a robust and sound budget system to notice misalignment or red flags to ensure the district's finances are aligned properly to necessary resource allocations.



FOCUS ON **COMMUNITY**

Our community **prioritizes education** by sharing responsibility and cultivating **trust, confidence, and pride** within our district.



BY 2029 COMMUNITY GOALS



- 1** Elevate parent perception from **30th to the 70th percentile** (4.02 to 4.27) as indicated by the parent / caregiver survey.
- 2** Establish a minimum of **20 innovative community and business partnerships** to enhance student opportunities beyond BASD.
- 3** Develop and implement strategies to **increase community and family engagement** to share responsibility for student success and demonstrate a high value for education.
- 4** Increase overall student **headcount by 7%**.



B FOCUS ON COMMUNITY



2024-2025 ACTION STEPS

- Develop a district community/parent team to analyze and develop 1-2 action steps for the 24-25 school year that will positively impact parent perception.



DATA RELATING TO GOAL

Parent/Caregiver Survey Data

23 - 24
School Year
4.02

24 - 25
School Year
—

25 - 26
School Year
—



INFORMATION: The Parent / Caregiver Survey utilizes a 5 point rating scale with 1 = strongly disagree, 5 = strongly agree. The fall of 2023 provides the district with benchmark data (first time data point). A 4.02 score is in the 30th percentile for all schools within the nation who give this specific survey. Therefore, the goal is related to increasing from the 30th to the 70th percentile within the nation.

COMMUNITY GOAL 1

By 2029, elevate parent perception from **30th to the 70th** percentile (4.02 to 4.27) as indicated by the **parent / caregiver survey**.



2024-2025 ACTION STEPS

- Develop 4 additional business and community partnerships by spring 2025.



DATA RELATING TO GOAL

- District needs to develop an operational definition for “business partnership” and then track by career paths to be utilized during the 2024-2025 school year as the benchmark year.



INFORMATION: Establishing partnerships allows for a synergy between BASD and surrounding businesses to provide BASD students with opportunities to explore their individual career interests while providing opportunities for future partnerships upon graduation between businesses and students.

COMMUNITY GOAL 2

By 2029, establish a minimum of **20 innovative community and business partnerships** to enhance student opportunities beyond BASD.



B FOCUS ON COMMUNITY

COMMUNITY GOAL 3

By 2029, develop and implement strategies to **increase community and family engagement** to share responsibility for student success and demonstrate a high value for education.



2024-2025 ACTION STEPS

- Develop a district community/parent team to analyze and develop strategies to increase engagement and share responsibility for student success.
- Begin to partner with community council and board members to develop standards of behavior for the community of Burlington.



DATA RELATING TO GOAL

- District needs to determine how to monitor progress of this goal to be utilized during the 2024-2025 school year as the benchmark year.



INFORMATION: BASD is seeking further engagement and shared responsibility from our student's families and the community. It takes a village to raise a child and the ownership on the success of a student falls on the collective. We are stronger for our students and the community when we work together!



2024-2025 ACTION STEPS

- During the 2024-2025 school year, decrease the number of resident students open enrolling out of BASD by 30.
- Increase the number of non-resident students open enrolling into BASD by 20.



DATA RELATING TO GOAL

Student Headcount

21 - 22 School Year	22 - 23 School Year	23 - 24 School Year
9/21: 2,943 1/22: 2,959	9/22: 2,911 1/23: 2,942	9/23: 2,935 1/24: 2,947

COMMUNITY GOAL 4

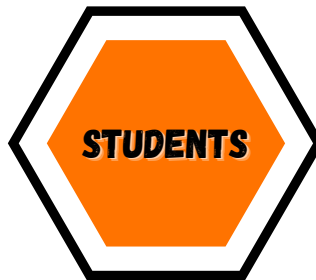
By 2029, increase overall student **headcount by 7%**.



INFORMATION: Student "headcount" refers to the number of students sitting in actual "seats" within BASD classrooms. Data is collected by the state in both September and January to determine funding for schools. Typically student headcount is higher in January than in September.

STRATEGIC PLAN

2024 - 2029



Students will be confident career-ready individuals who can communicate, collaborate, and learn to maximize their potential and positively impact the world.



Staff exemplify excellence and individually feel valued, heard, and cared for by the district and community.



We will use resources wisely to enhance student success by making data driven decisions that prioritize district needs and build trust with the community.



Our community prioritizes education by sharing responsibility and cultivating trust, confidence, and pride within our district.

