

INTRODUCING THE FRAMEWORK FOR OUR FUTURE

At the close of the 2020-2021 school year, the leaders of the Fox Point-Bayside School District took a collective breath. Everyone - personally and professionally - in our district and around the world experienced rapid, profound change to our daily lives. While talked about frequently and understood globally, we can't understate how these past few years have impacted the trajectory of our school district. Fox Point-Bayside School leaders knew that we needed to ensure that the future of our district was the strongest it could possibly be for our students, staff and community.

In the summer of 2021, we began a comprehensive process of developing a "Framework For Our Future" that would guide our district for the next five years as we aim to prepare our children for their future.

The first step was engaging as many families, community members, students, staff and local experts as we could through a series of intensive community strategic sessions with facilitated discussions in the fall of 2021. This unique opportunity was the perfect way for the community to share their perspectives, engage with fellow residents and kickstart the district's strategic planning process. At the end of session three, district leaders gained valuable feedback and defined several priorities to guide the next steps of the strategic plan.

The district leadership team connected with staff and the school board several times over the school year as we honed in on the major pillars of the strategic plan, measurable goals for each pillar and the strategies to help us achieve our goals.

This plan was informed by the community, deeply researched, deliberated and revised over several months. It truly has the fingerprint of our community and the heart of our teachers and staff. It is our pleasure to introduce the Framework for Our Future!

Dr. Jeff Dellutri
District Superintendent

HOW IT WORKS

The plan has **five major pillars** that define the priorities of our community. Each major pillar has unique goals and accompanying strategies to accomplish the goals. Over the course of the school year, district and school leaders will meet monthly to review progress towards achieving the goals and discuss any necessary next steps.

As many of the goals require progress over an extended period of time, in the fall of 2023, the District will provide a comprehensive update to the community and unveil a progress “scorecard.”

After which, the community will be able to review progress towards the goals by viewing the dashboard found on the strategic planning page of the district website with a comprehensive community update and presentation occurring in the fall of each school year.

While the pillars and goals are set, the strategies in the plan are dynamic and may change year over year based on progress and necessary next steps. Any updates to the plan will be reflected and addressed in the yearly update meeting each fall.

THE FIVE PILLARS



WHAT ABOUT PILLAR 5?

Diversity, Inclusion and Belonging is an integral component of Fox Point-Bayside’s future. We felt that it was a major priority that deserved to be highlighted as its own pillar, but at the same time, it must flow across all aspects of Fox Point-Bayside to truly be effective. Our goal is that it is incorporated into every aspect of the plan and to ALWAYS think with an equity lens when we make future decisions.



PILLAR #1: Engaging Academic Curiosity

Maintain *significantly exceeds expectations* on the state report card.

Owned by: District Leadership Team

GOAL 1:

Research and draft a comprehensive plan to evaluate staff needs regarding instructional practices and determine K-8 student outcomes.

STRATEGIES:

- ▶ Building leadership teams, collaborate to research and develop a model for collective responsibility for the success of all students
- ▶ Define common expectations for universal instruction and targeted supports for all students
- ▶ Explore a co-plan to co-serve model with inclusive practices

GOAL 2:

Increase creativity and engagement for students in all learning experiences to reflect the following increases on the Student Engagement Survey during School Year 2022-23:

- I set learning goals to track my progress, from 3.41 to 3.60
- I believe my teachers challenge me to think, from 4.06 to 4.25
- I believe my teachers ask me how I learn the best, from 3.36 to 3.55

STRATEGIES:

- ▶ Create flexible learning paths which allow for student voice and choice
- ▶ Implement Universal Design for Learning (UDL) strategies that allow for multiple means of engagement, representation, action and expression
- ▶ Integrate authentic, hands-on learning experiences to enhance current units of study and promote creative thinking

GOAL 3:

Increase student Growth in Mathematics on the State Report Card in School Year 2022-23 from 67.9% to 69.9%.

STRATEGIES:

- ▶ Professional Learning Communities (PLCs) will identify priority standards with Partner School Districts
- ▶ Research and align our K-8 mathematics curriculum and instructional practices as identified in the 2022 Math Mission Statement
- ▶ Students set individual goals to guide and assess their own learning
- ▶ Utilize high impact instructional strategies that promote authentic application and critical thinking
- ▶ Provide professional development opportunities to teachers and instructional assistants to ensure equitable access for all students



GOAL 4:

Increase student Growth in English Language Arts on the State Report Card in School Year 2022-23 from 77.4% to 79.4% in SY 2022-2023.

STRATEGIES:

- ▶ Professional Learning Communities (PLC) create collaborative unit plans with learning outcomes
- ▶ Build common formative assessments and use student data to drive instruction
- ▶ Students set individual goals to guide and assess their own learning
- ▶ Utilize high impact instructional strategies that promote authentic application and critical thinking
- ▶ Provide professional development opportunities to teachers and instructional assistants to ensure equitable access for all students

GOAL 5:

Increase Target Mathematics growth outcomes to a value-added score* of above average (3.0) during School Year 2022-23 for the following student groups: Students with Disabilities, Black or African American Students, Economically Disadvantaged Students, and Students Not Proficient Last Year.

STRATEGIES:

- ▶ Implement researched based and culturally responsive targeted interventions for students needing intensive support
- ▶ (Build) co-planning to co-serve with students with Individualized Educational Plans (IEPs) to support Universal Design for Learning (UDL)
- ▶ Utilize small group instruction to differentiate for student needs
- ▶ Utilize BLT to refine our MLSS process for reviewing and assessing programming for individual student progress

GOAL 6:

Increase Target Group English Language Arts growth outcomes to a value-added score* of above average (3.0) during School Year 2022-23 for Student with Disabilities.

STRATEGIES:

- ▶ Implement targeted interventions for students needing intensive support
- ▶ Students set individual goals to guide and assess their own learning
- ▶ Utilize high impact instructional strategies
- ▶ (Build) co-planning to co-serve with students with Individualized Educational Plans (IEPs) to support Universal Design for Learning (UDL)
- ▶ Utilize small group instruction to differentiate for student needs
- ▶ Establish a guiding coalition to refine our MLSS process to include a process for reviewing and assessing programming for individual student progress



PILLAR #2 Fiscal and Facilities Stewardship

Be responsible stewards of taxpayer dollars while ensuring the ability to afford the resources that support the mental wellness and educational endeavors desired by our community.

Owned by: District Superintendent, Director of Business Services and Director of Buildings and Grounds

GOAL 1:

Proactive communication approach with area state and federal legislators.

STRATEGIES:

- Meet with area legislators to provide information regarding current barriers in the law or potential incentives added to laws that would improve the educational outlook for the school district
(Measurement: [Yes/No] Meetings with legislators regarding current laws)
- Meet with area legislators to provide feedback regarding the pros and cons of proposed legislation
(Measurement: [Yes/No] Meetings with legislators regarding proposed legislation)

GOAL 2:

Increase employee engagement survey benchmarks to ensure continuous improvement from 3.97 to 4.10 and communications from 3.69 to 3.80 on the Employee Engagement Survey during School Year 2022-23.

STRATEGIES:

- Superintendent meetings with all employees individually during 2022-23
 - Listen and learn what is working well
 - Listen and learn for employee ideas for improvement
 - Listen and learn what resources are needed to do the job
 - Listen and learn what the superintendent can do to help
- Superintendent to provide a shared document with an accounting of commitments: What is a **GO**, what is **ON-HOLD**, what is a **NO**
- The District Leadership Team to annually share survey results with employees

GOAL 3:

Increase student and parent/caregiver survey benchmarks to ensure we are creating a great place for students to learn from 3.58 to 3.70 (student survey) and a great place for parents to send their children to receive a great education from 4.23 to 4.30 (parent/caregiver survey) on the Student and Parent Survey during School Year 2022-23.

STRATEGIES:

- Superintendent and District Leadership Team (DLT) members to hold monthly meetings with parent/caregiver groups during 2022-23
 - Listen and learn what is working well
 - Listen and learn for employee ideas for improvement
 - Listen and learn what resources are needed to do the job
 - Listen and learn what the superintendent/DLT members can do to help
- Superintendent and DLT to provide a Dashboard on the district website with an accounting of commitments: What is a **GO**, what is **ON-HOLD**, what is a **NO**
- The District Leadership Team to annually share survey results with employees



GOAL 4:

Maintain stability through financial policies, non-recurring operational referendums informed by fiscal forecasting, annual budget reviews, and prioritized staffing and compensation levels.

STRATEGIES:

- ▶ Incrementally shift to a fund balance policy that is consistent with primary only state aid (higher property taxed) school districts: higher fund balance to limit short-term borrowing, provide for emergency expenditures and/or legislative surprises (*Measurement: [Yes/No] Annual Fund Balance Improvement toward a 30% fund balance as a percent of expenditures*)
- ▶ Annually review the district's 4-year fiscal forecast by the February School Board Meeting to assist in near-term budget decisions based on the projected long-term outlook, and to inform the non-recurring operational referendum cycle (*Measurement: [Yes/No] Annual 4-Year Fiscal Forecast Review in February*)
- ▶ Look to develop a "total cost of ownership" global lens and apply it across all purchasing decisions (i.e., subscription renewal process) within the annual budget review (*Measurement: [Yes/No] Total Cost of Ownership Budget Review*)
- ▶ Prioritize staffing levels to the preferred grade-level class sizes, preferred special education staffing levels (*Measurement: [Yes/No] Maintain Staffing Plan Levels*)
- ▶ Ensure employee pay and benefits remain competitive in the Milwaukee Metro Area in order to attract and retain top talent (*Measurement: [Yes/No] Maintain Rank in Compensation Review*)

GOAL 5:

Pursue the opportunity to create long-term cost savings and efficiencies through new and updated school facilities, performance maintenance, and cleaning practices that meet the current needs and desires of our modern learning community.

STRATEGIES:

- ▶ Renovate & develop new learning spaces to meet the needs of modern instruction with community access (*Measurement: [Yes/No] Facilities Referendum Implementation*)
- ▶ Schedule of performance maintenance (PMs) for HVAC and building Systems (*Measurement: [Yes/No] PM System Implemented*)
- ▶ Standardize cleaning products and practices (*Measurement: [Yes/No] Standardized Cleaning System Implemented*)

GOAL 6:

Create a 10-year facilities maintenance plan under a Plan-Do-Study-Act Model to ensure the highest facility maintenance and site priorities are detailed, updated annually for revisions to most pressing needs, and acted upon within each year's buildings and grounds budget.

STRATEGIES:

- ▶ (*Measurement: [Yes/No] 10-Year Facilities Plan, Annual Buildings and Grounds Budget, Sufficient Funding*)



PILLAR #3: Mental and Personal Wellness

Support the physical and mental health of students, staff and families.

Owned by: Student Services Department

GOAL 1:

Increase awareness of the Student and Family Assistance Program (SFAP), Employee Assistance Program (EAP), and Clinical Psychology Associates (on-site mental health therapy) as a comprehensive resource and service.

(Measurement: Usage data from program, caregiver responses in yearly survey)

STRATEGIES:

- ▶ Have Aurora and Clinical Psychology Associates attend student registration or open house to promote the services
- ▶ Distribute brochures and periodic email reminders to parents/guardians about the services
- ▶ In addition to reactionary referrals, develop a preventative SFAP referral process for students

GOAL 2:

Develop an Equitable Multi-Level System of Supports (EMLSS) in the district to support social-emotional needs of students. *(Measurement: Y/N)*

STRATEGIES:

- ▶ Partner with Allies for Mental Health Education (AMHE) to inform systems of support
- ▶ Use metrics to measure the quality and sustainability of our mental health system and to track growth
- ▶ Support the use of data to drive decision-making
- ▶ Build an SEL referral pathway
- ▶ Develop/refine processes for moving students through tiers of support
- ▶ Align current services and approaches with potentially new or different services
- ▶ Select/implement use of SEL/mental health curricula after a needs assessment and gap analysis

PILLAR #4: Community Engagement and Partnerships

Engaging our larger learning community to create limitless opportunities for students.

Owned by: District Leadership Team

GOAL 1:

Engage diverse community experts in classroom learning and/or mentoring to expand opportunities for students to learn from field experts.

(22-23 Measurement: Accomplish strategies 1 and 2)

STRATEGIES:

- ▶ Create and manage a database of experts in their fields
- ▶ Promote opportunities for community experts to volunteer in authentic, culturally relevant learning connected to the curriculum
- ▶ To connect available experts for authentic learning connected to the curriculum
- ▶ Audit current opportunities to identify areas of need



PILLAR #4 Continued

GOAL 2:

Ensure every student participates in authentic, character-building service learning opportunities to build cultural and experiential awareness of the world we live in.

(22-23 Measurement: Accomplish strategies 1 and 2)

STRATEGIES:

- Define and create a district vision for service learning rooted in curriculum standards
- Create a service learning task force to audit and document current opportunities and identify areas of need
- Implement at least one authentic service learning project in every grade level connected to the social-emotional learning curriculum

GOAL 3:

Partner with Schlitz Audubon Nature Center for authentic, hands-on learning experiences that promote creative thinking and enhance the science and social studies curriculum for each grade level in each trimester.

(Measurement: program in every grade level, each trimester)

STRATEGIES:

- Create database of seasonal curriculum-based opportunities for students in every grade level
- Implement programming into the curriculum beginning in the 2022-2023 school year
- Reflect on effectiveness of programming through student and staff surveys that measure learning objectives and engagement
- Adjust programming based on survey results

PILLAR #5: Diversity, Inclusion and Belonging

Honoring diversity, acknowledging differences that matter and creating a unique sense of belonging for each individual.

Owned by: All District Stakeholders

GOAL 1:

Every pillar of the strategic plan passes through a filter that prioritizes diversity, equity and inclusion to ensure everyone gets the supports they need.

WHAT'S NEXT?

In the fall of 2023, the District will provide a comprehensive update to the community and unveil a progress "scorecard." The scorecard will be added to the back of this plan for review in future years.

While the pillars and goals are set, the strategies in the plan are dynamic and may change year over year based on progress and necessary next steps.

Any updates to the plan will be reflected and addressed in the yearly update meeting each fall.

QUESTIONS?

Contact Superintendent
Dr. Dellutri at:
jdellutri@foxbay.org

**FOX POINT
BAYSIDE** SCHOOL
DISTRICT

