The Strategic Plan is a major consideration in the budgeting process and functions within fiscal constraints.

While collaboration is valued, the school board has the authority to approve, reject or refer the Strategic Plan for further analysis.

**Beliefs**

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**The values we hold as a school district.**

We believe that...

- Each student has the right to the opportunities to reach his/her full potential.
- Knowledge increases life’s options and has the power to enhance the quality of life.
- The family is the primary influence in the development of the individual.
- Learning is enhanced in a safe, disciplined and cooperative environment.
- Learning is a life-long process and is the key to understanding and managing change.
- All individuals can learn, but at different rates and in different ways.
- Educating students is our highest priority.
- Individual potential to learn is increased by the cooperative efforts between the student and the school, family and community.
- For all individual learning is achievable, observable and measurable.
- Each individual has the right to a safe learning environment.
- Each individual has the responsibility to respect the rights and differences of others.
- Effective schools work in strong partnership with all parts of the community to establish and accomplish mutual goals.
- Each individual within a community has the responsibility to become a productive and contributing member of society.
- All people have worth and deserve respect.
- Personal responsibility for learning increases success.
- Excellence can be achieved through consistent effort and continuous improvement.

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**Many people participated in the strategic planning process.**

**Sincere appreciations go out to students, parents, teachers, administrators and community members for sharing their time, expertise and perspective as a Strategic Planning Team and / or Action Team member.**

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**Parameters**

- Kris Adams
- Cathy Andrews
- Laura Borsecnik
- Andrew Burke
- Allison Ceponis
- Lisa Chandler
- Nancy Crasswell
- Adam DeMuri
- Patty DeMuri
- Larry Eifert
- Jennifer Erdmann
- Deena Ferguson
- Becky Fjelstad
- Julie Fingerson
- Deanna Fitzgerald
- Ruth Fortney
- Trish Gates
- Mary Gavigan
- Jacquie Gouldthorp
- Bridgette Grenoble
- Jerry Gryttenholm
- David Handt
- Jay Harthway
- Amy Hermes
- Fred Hundt
- Kris Joannes
- Lynn Johnson
- Randi Johnson
- Ginny Joyes
- Erlene Killeen
- Mike Kruse
- Marty Lamers
- Paula Landers
- Domionique Lipscomb
- Sandi Loftus
- Bev Mansfield
- Amy McFarland
- Cindy McGlynn
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- Linda Plutchak
- Cindy Polizzi
- Rachel Roberts
- Barb Roe
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- David Sharpe
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- Bob Smiley
- Mary Spence
- Yolanda Staats
- Katie Stout
- Donna Tarpinian
- Fred Trotter
- Peg Walker
- Mary Zimmerman
The Stoughton Area School District has used Strategic Planning since 1991 to meet the community’s expectations for excellent educational programming.

Strategic planning is a process that focuses our mission as a school district, then acts on that mission. Many accomplishments and successes have been possible because of the efforts put into this process.

**OBJECTIVES**

*Goals the School District will strive to achieve to fulfill its mission.*

The district-wide attendance rate will increase to 97%.

All students will be contributing members of society.

All students will demonstrate:

- Maximum academic performance in relation to their individual potential.
- Proficiency and continuous improvement in the application of listening, reading, mathematics, writing and speaking skills.
- Problem-solving skills in a variety of applications.
- Continuous improvement with technology at all levels of their school experience.
- Respect and responsibility for themselves and others.

**Strategy:** We will ensure all students are high performing learners by engaging them in rigorous standards-based curriculum, assessment, and research-based instruction for the 21st century.

- Refine the implementation practices of integrated comprehensive services (ICS) in order to increase the academic achievement of diverse populations.
- Sustain implementation of standards-based curriculum cycle that includes program evaluation to ensure quality programming toward student achievement.
- Define the essential learning targets for each course so that curriculum, instruction and assessment will be closely aligned and well articulated to enhance student achievement.
- Based on Essential Learning Targets and results of student performance data, design, implement, and monitor interventions to improve student achievement (RtI).

**COMMUNICATION AND PARTNERSHIPS**

**Strategy:** We will utilize and refine varied mechanisms of communications and public relations to create partnerships and to inform and involve staff and the community.

- Develop communication policies, procedures and processes for the Stoughton Area School District.
- Use technology and media to improve internal and external communication.
- Provide public relations training for all Stoughton Area School District employees and Board of Education members in order to positively promote the school district.

**DATA UTILIZATION**

**Strategy:** We will drive instructional improvement and facilitate communication with District stakeholders by supporting and expecting staff to access and utilize student data effectively.

- Employ a Data Utilization Specialist.
- Apply common assessments to all EC-12 curricular areas.
- Train Building Consultation Teams to purposefully use a variety of data with respect to student performance goals.
- Establish three collaborative groups in the areas of Reading (1st Grade), Algebra, and Social Studies.

**CLIMATE & CULTURE**

**Strategy:** We will develop a school and community environment that fosters commitment to learning so that, in valuing education, our students are engaged, resilient, and flexible.

- Establish a learning community that communicates high expectations and fosters a greater sense of belonging.
- Communicate expectations and create collaborative opportunities that will increase parent and community involvement to support student success.
- Implement and evaluate EC-12 social/emotional curricula and practices that strengthen student engagement and commitment to learning.