

The Launchpad to Success 

STRATEGIC PLAN 2025-2028



STRATEGIC PLAN UPDATE

November 2025

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BACKGROUND

The MTSD strategic plan, updated every 3 to 5 years, is a critical tool for guiding our District’s mission, vision, and strategic direction and unifying efforts across our organization.

As part of the development process for the 2025-2028 strategic plan, we engaged a wide range of key voices, including parents, students, employees, alumni, community members, business leaders, and government officials. Participants had the opportunity to share their input through surveys and in focus groups designed to gather diverse perspectives and insights.

Building on the foundation of our previous strategic planning efforts, this process continues the tradition of incorporating thoughtful community feedback. The Board of Education provided critical input and guidance throughout the process, ultimately approving MTSD’s four strategic goals and objectives in March 2025.

The [2025-2028 Strategic Plan](#) reflects the observations, insights, and contributions of our community. This update continues our commitment to fostering collaboration, strengthening relationships, and aligning the District's goals with the needs and priorities of all constituents.

STRATEGIC PLAN MONITORING

Annually, at a public Board meeting, the Superintendent presents a progress report on the current and expected performance of the District based on defined metrics in the strategic plan. Metrics include key performance indicators (KPIs) for each goal area and action items as outlined in the Strategic Plan Action Plan. In addition to the annual update for the Board of Education, through the implementation of the action plan, numerous initiatives and updates are provided throughout the year in the form of Board reports, community updates, etc. For reporting purposes, the strategic plan action plan is organized into three trimesters.

Most notably, the District also provides an update on the progress of the strategic plan via its [Annual Quality Report](#), which is distributed to all community citizens each July.

OVERALL STATUS OF STRATEGIC PLAN ACTION PLAN

The MTSD Strategic Plan Action Plan includes goals and objectives as approved by the Board of Education, as well as tactics and action steps designed by the MTSD administration to achieve the Board’s strategy. Each component of the action plan is delineated with an identification code. The table below includes an identification code to communicate the different components of the plan.

<i>Number</i>	Strategic plan goal (example: 1 is Goal 1)
<i>Capital Letter</i>	Strategic plan objective (example: 1A is Goal 1, Objective A)
<i>Second Number</i>	Strategic plan tactic (example: 1A1 is Goal 1, Objective A, Tactic 1)
<i>Lowercase Letter</i>	Strategic plan action step (example: 1A1a is Goal 1, Objective A, Tactic 1, Action Step 1)

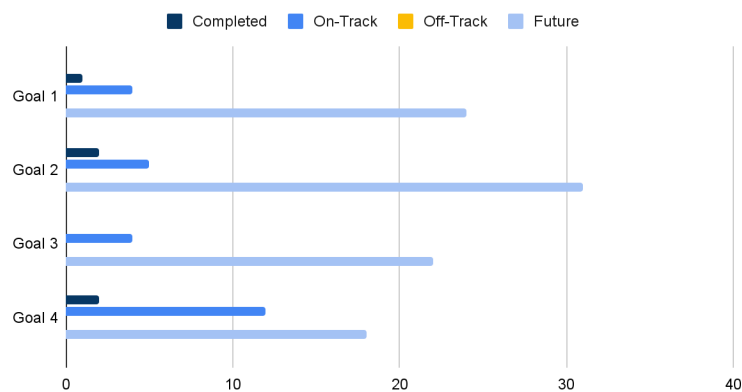
The action items that make up the MTSD Strategic Plan Action Plan are tracked with one of the following status indicators within the annual progress report:

<i>Future</i>	Not scheduled to start yet
<i>On-Track</i>	Started, progressing, and on schedule
<i>Completed</i>	Completed on-time or ahead of schedule
<i>Off-Track</i>	Not complete and is past due or ongoing but not on schedule
<i>Removed</i>	Has been removed from the plan

STRATEGIC PLAN PROGRESS

Of the **125 action items** included in the 2025-28 strategic plan, **24%** are either **on Track or Completed**.

Strategic Plan Action Plan: 2025-2026 Action Steps



The following provides a breakdown of each strategic plan goal and corresponding objective. Longitudinal data for the KPI assigned to the goal is provided, and when possible, a benchmark for the KPI is included. Additionally, the strategic plan action steps are highlighted.

Focus Area 1: Academic Growth, Student Achievement & Targeted Support



Goal 1: Foster a collaborative, data-driven learning environment that ensures every student receives high-quality, technology-rich differentiated instruction to support their academic achievement and growth.

Objective A: Institute re-envisioned and structured collaborative instructional planning sessions across all schools, supported by completed training in collaboration, data analysis, and differentiated instruction.

Objective B: Design and implement an annual professional development plan to ensure that each teacher is trained in data-driven instructional practices and standards-based, differentiated teaching.

Objective C: Provide professional learning opportunities focused on innovative teaching, digital tools, and ethical AI use.

Goal 1 Update

Goal 1 focuses on ensuring that every student receives high-quality, differentiated instruction, supported by data-informed decision-making, to advance academic growth and achievement.

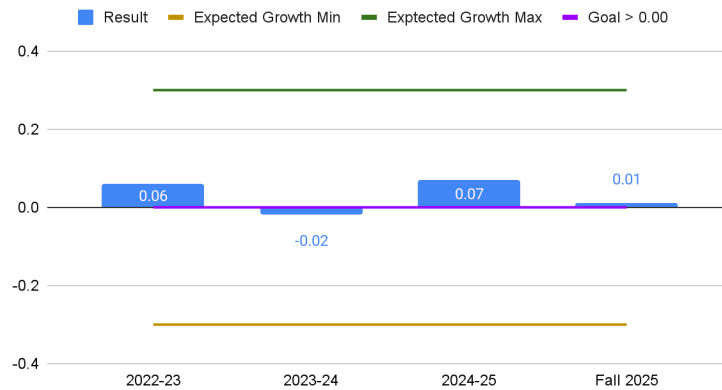
District academic performance continues to demonstrate stability and strength, with sustained gains in literacy and mathematics. Early literacy results remain particularly strong, reflecting effective foundational instruction and early intervention systems, even as educators manage the implementation of a new foundational curriculum resource. Reading and math achievement across grades 3-8 continues to exceed national norms, reinforcing the District's commitment to consistent, high-quality teaching. At the high school level, ACT college readiness rates remain strong but slightly below the District's long-term average, prompting continued attention to advanced academic rigor. Overall, District growth metrics indicate steady progress across most levels, with elementary schools showing the strongest positive trajectories. Current initiatives, including revising collaborative instructional planning, implementing standards-based assessments, and conducting a District-wide professional learning audit, align directly with the needs revealed in these data. These systems are positioning the District to enhance instructional coherence and accelerate learning outcomes in the years ahead.

Key Performance Indicator Progress

G1 KPI A: Overall District Academic Growth Rating per ECRA ECRIS for EOY Overall Growth Summary

Each student's assessment results are combined to yield an overall effect size reflecting the standardized difference between students' performance and their projected performance.

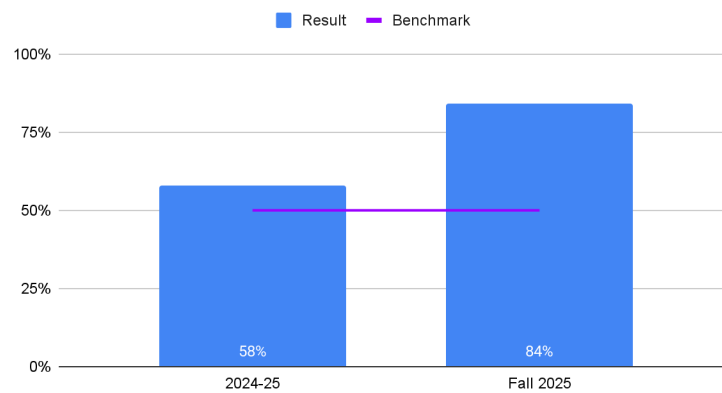
Overall District Academic Growth Rating



G1 KPI B: Milestone 1: Reading to Grade-Level Proficiency (gr. K-2)

The percentage of students scoring at or above the 50th percentile nationally on an assessment of early literacy skills.

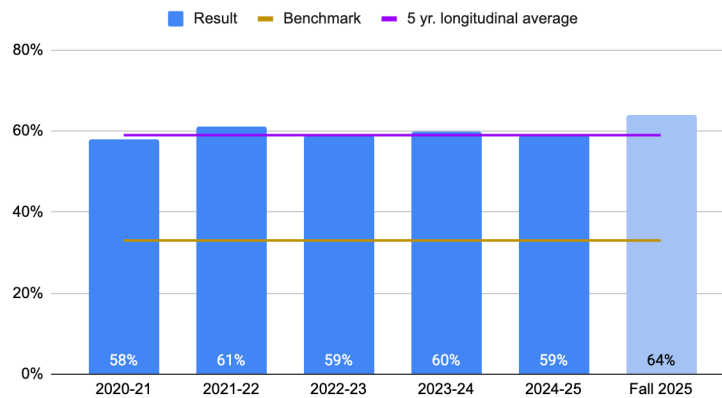
Milestone 1: Reading to Grade-Level Proficiency (Gr. K-2)



G1 KPI C: Milestone 2: Reading Achievement (gr. 3-8) per NWEA MAP Results

The percentage of students scoring in the top third nationally on NWEA MAP Reading compared to the national norm.

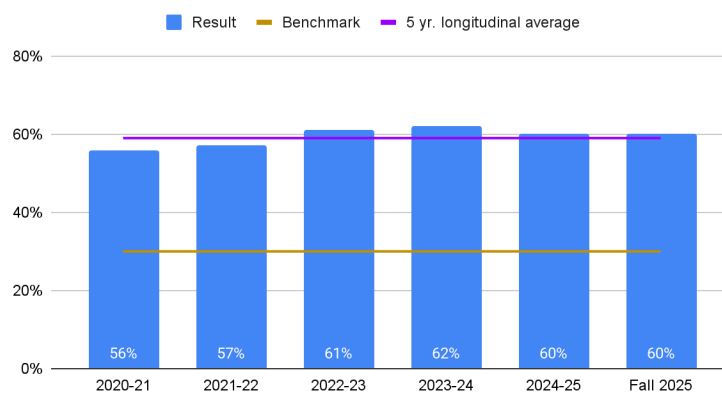
Milestone 2: Reading Achievement (gr. 3-8)



G1 KPI D: Milestone 3: Mathematics Achievement (gr. 3-8) per NWEA MAP Results

The percentage of students scoring in the top 30 percent nationally on NWEA MAP Mathematics compared to the national norm.

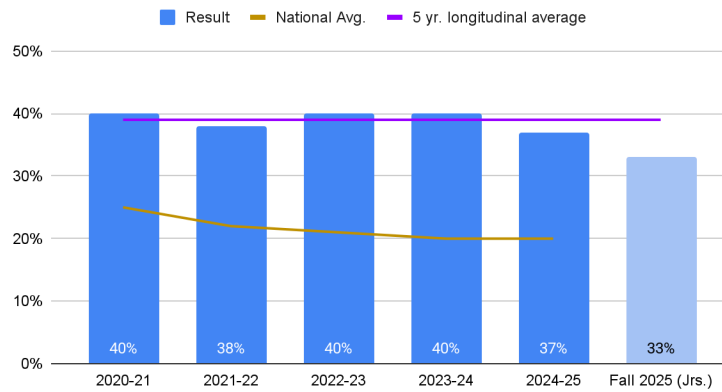
Milestone 3: Mathematics Achievement (gr. 3-8)



G1 KPI E: Milestone 4: ACT Benchmark Attainment (gr. 9-11)

The percentage of students who attained ALL four ACT College Readiness Benchmarks (English, reading, math, and science).

Milestone 4: ACT Benchmark Attainment (gr. 9-11)



Action Plan Progress

To date, Goal 1 of the MTSD Strategic Plan includes **twenty-nine** action items. **One** action item is completed, **four** are on track, and the other **twenty-four** are scheduled for the future.

The following is the completed action item:

1A1a	Develop data analysis protocol and provide literacy and math specialists training to conduct PDSA days for the 2025-2026 school year.
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The following four action items have been launched:

1B1a	Engage 9-12 content area teams in developing proficiency scales.
1B1b	Educate all K-8 staff on the development of effective standards-based assessments.
1B2a	Define the key objectives and desired outcomes for a district-wide professional learning audit, ensuring they align with the strategic plan's goals (also in Goal 2).
1B2b	Issue a Request for Proposals (RFP) to secure an external consultant. The consultant's scope will include conducting the audit and gathering feedback from all employees (also in Goal 2).

Focus Area 2: Student Engagement, Well-Being & Preparation for Post-Secondary Success



Goal 2: Boost student engagement and well-being by enhancing responsive support services, promoting post-secondary pathways, and fostering connections within the school district community.

Objective A: Design and implement an annual professional learning plan to ensure each staff member is trained to integrate relationship-building strategies into their work to enhance student-staff connections.

Objective B: Enhance student support services by training all staff in trauma-informed practices and integrating proactive systems to promote student well-being and positive school attendance.

Objective C: Review operational structures and evaluate options to ensure students have access to a supportive learning environment.

Objective D: Expand student access to career-connected learning experiences, mentorships, and internships.

Goal 2 Update

Goal 2 emphasizes fostering students' sense of belonging, engagement, and readiness for diverse post-secondary pathways.

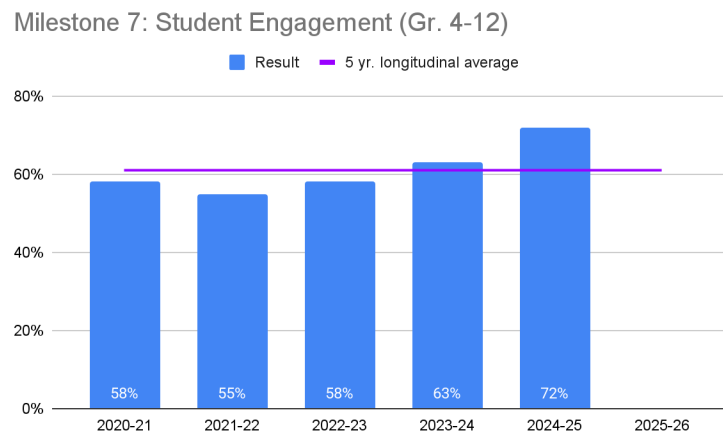
Districtwide student engagement has strengthened significantly, supported by high levels of belonging and participation in co-curricular and career-connected experiences. Attendance rates remain among the District's greatest strengths, and chronic absenteeism continues to decline, suggesting the success of proactive supports for student well-being. The District also continues to lead in post-secondary readiness, with high participation and success in Advanced Placement and dual-credit opportunities that outpace state benchmarks. These outcomes reflect the MTSD's emphasis on relationships and readiness as integral to learning. The District's ongoing work to train staff in relationship-building and trauma-informed practices, alongside expanded access to executive functioning supports, reinforces these positive trends. Career-connected learning partnerships, currently being expanded through collaboration with community and industry partners, will further enrich student opportunities for exploration and mentorship. Collectively, these results affirm a

learning culture in which students feel supported, engaged, and prepared for success beyond graduation.

Key Performance Indicator Progress

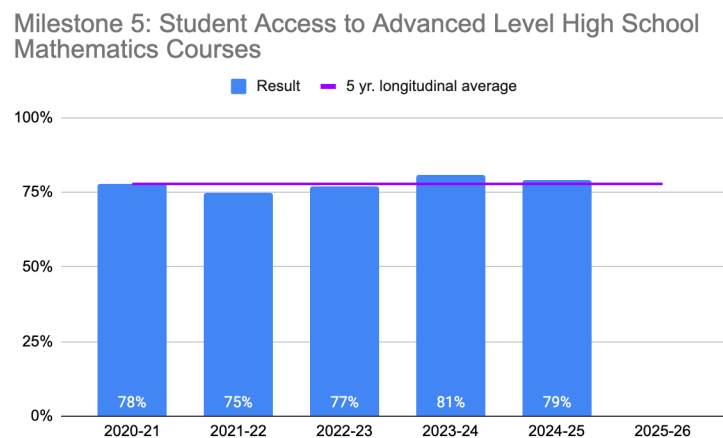
G2 KPI A: Milestone 7: Student Engagement (Gr. 4-12)

The percentage of students who average great than or equal to a 3.0 on a 4.0 scale on the annual School Perceptions, LLC student engagement survey.



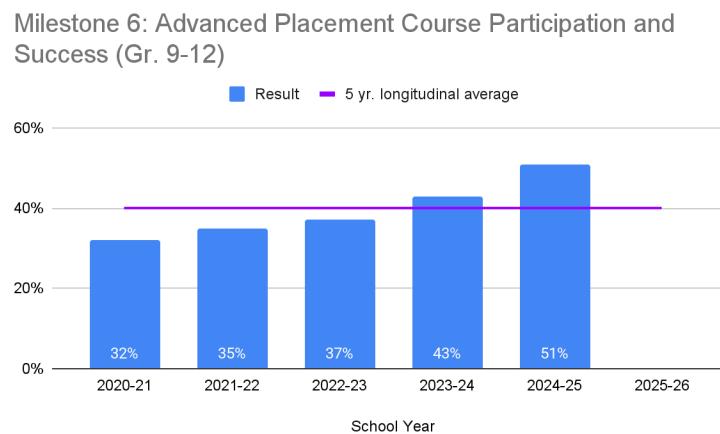
G2 KPI B: Milestone 5: Student Access to Advanced Level High School Mathematics Courses

The percentage of students completing Algebra II by the end of Grade 10 successfully (C or better)



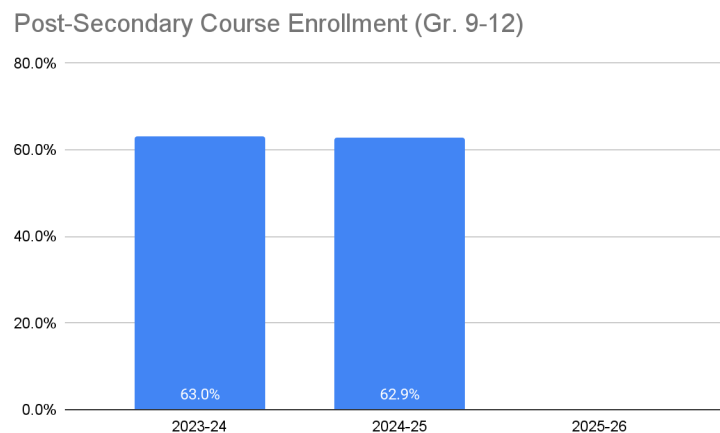
G2 KPI C: Milestone 6: Advanced Placement Course Participation and Success (Gr. 9-12)

The percentage of all high school students completing at least one Advanced Placement (AP) exam successfully (3 or better). A score of 3 or higher on an AP Exam in high school gives students the chance to earn college credit, advanced placement in college courses, or both.



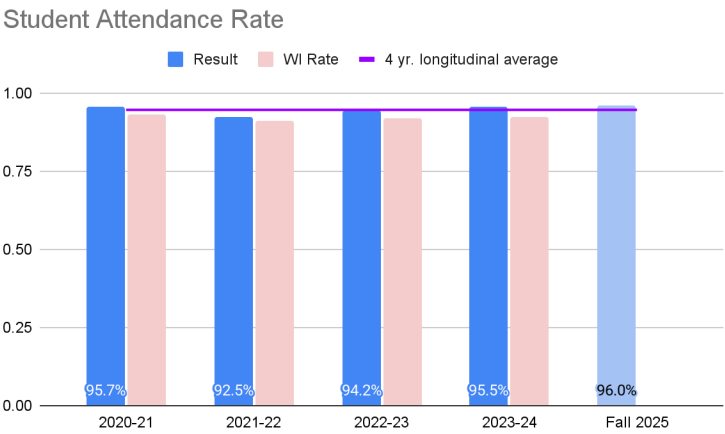
G2 KPI D: Post-Secondary Course Enrollment (Gr. 9-12)

The percentage of students enrolled in at least one course that includes the opportunity for post-secondary credit (ECCP, Start College Now, Dual Enrollment or Transcribed Credit, AP, PLTW, CAPP, etc.)



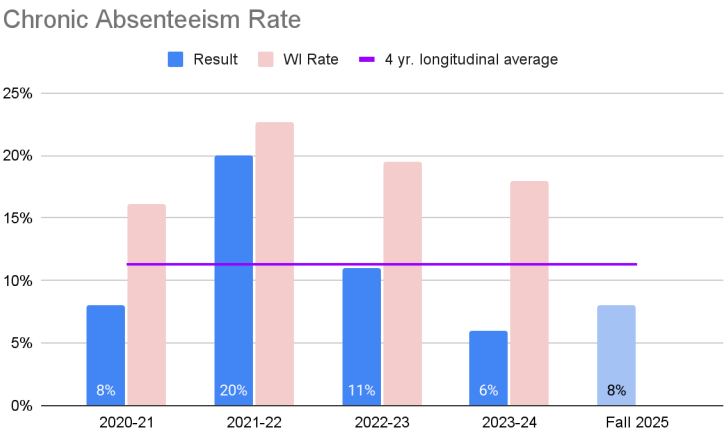
G2 KPI E: Student Attendance Rate

The total number of actual days students are determined present divided by the total possible days of attendance across all students.



G2 KPI F: Chronic Absenteeism Rate

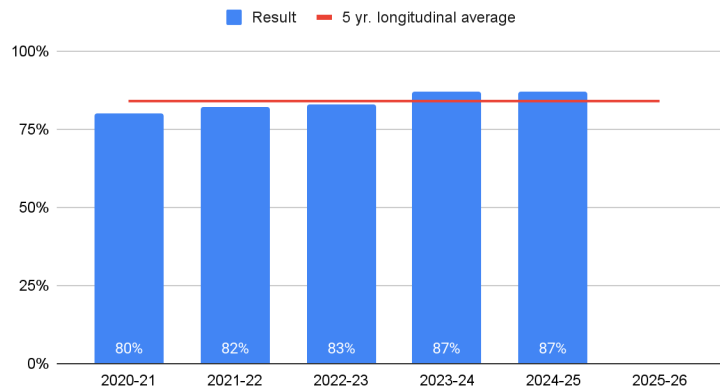
The percent of students missing 10% or more of the school year for any reason, including both excused and unexcused absences.



G2 KPI G: Student Participation in High School Co-Curriculars

The positive response rate of students on the annual student engagement survey to the prompt, "I participate in one or more clubs, sports, and activities."

Student Participation in High School Co-Curriculars



Action Plan Progress

Goal 2 of the MTSD Strategic Plan includes **thirty-eight** action items. **Two** of these action items are completed, **five** items are on track, and **thirty-one** are scheduled for the future.

The following are the completed action items:

2B2a	Analyze supplemental tools for executive functioning that are currently available within the district.
2B2b	Identify, research, and purchase additional supplemental tools for executive functioning in order to ensure equitable access to resources across buildings.

The following five action items have been launched:

2A1a	Define the key objectives and desired outcomes for a district-wide professional learning audit, ensuring they align with the strategic plan's goals (also in Goal 2).
2A1b	Issue a Request for Proposals (RFP) to secure an external consultant. The consultant's scope will include conducting the audit and gathering feedback from all employees (also in Goal 2).
2B1a	Utilize the SHAPE assessment to determine districtwide needs focused on trauma-informed and positive mental health practices.
2C2a	Develop action steps to position MTSD for immediate access to Wisconsin's Bilingual Seal of Literacy (fall 2025–spring 2026).
2D1a	Map current Career-Connected Learning (CCL) offerings and identify gaps.

Focus Area 3: Professional Engagement, Growth & Well-Being



Goal 3: Cultivate a workplace culture that prioritizes all staff members' professional growth and well-being, strengthening the District's capacity to attract, motivate, and retain exceptional professionals.

Objective A: Develop and implement a comprehensive program that regularly educates and empowers all employees about salary structures, benefits programming, and individual career growth paths, ensuring ongoing understanding and engagement.

Objective B: Launch a comprehensive employee engagement framework to foster a positive work environment where staff are valued, connected to their roles, and motivated to contribute to the District's success.

Objective C: Implement targeted recruitment strategies to attract top talent, leveraging multiple channels, partnerships with educational institutions, and a strong employer brand.

Goal 3 Update

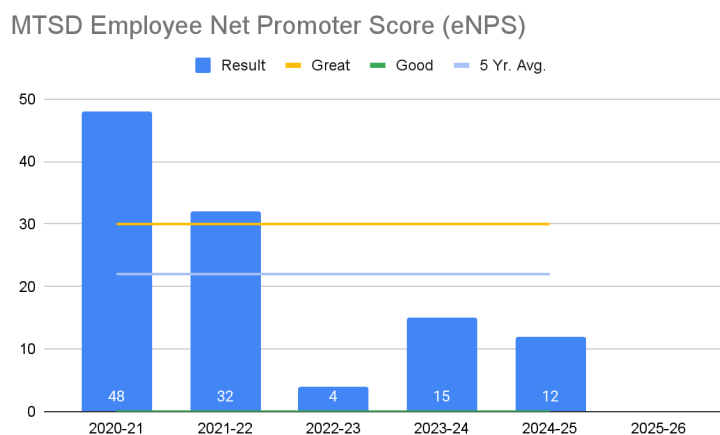
Goal 3 centers on cultivating a workplace culture that attracts, develops, and retains exceptional professionals by focusing on engagement, growth, and well-being.

District-level indicators reflect a stable and committed workforce, with strong staff retention and employee satisfaction levels that remain above national benchmarks. Variations among school-level engagement scores underscore the importance of ongoing work to ensure that every employee experiences a strong sense of belonging and professional purpose. The District continues to advance initiatives to strengthen organizational culture, including plans to develop an employee engagement framework, promote compensation transparency, and implement performance-based pay structures. These initiatives demonstrate progress toward a comprehensive approach to professional growth that aligns opportunity, recognition, and support. The forthcoming professional learning audit and total compensation communication plan are designed to deepen this alignment and ensure that every employee experiences MTSD as a place to grow, contribute, and thrive. Our staff have shared that they are invested in the District's mission, and planned initiatives will build further consistency across all schools and departments.

Key Performance Indicator Progress

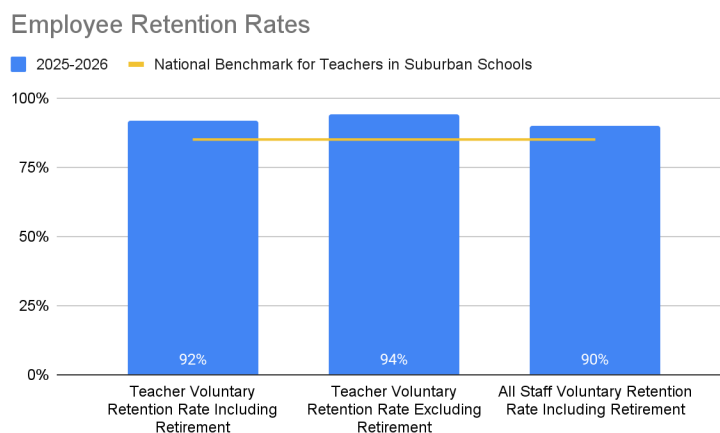
G3 KPI A: Employee Net Promoter Score

A metric that measures employee engagement and loyalty by gauging how likely employees are to recommend the school district as a good place to work (the score can range between -100 and 100).



G3 KPIs B, C, & D: Employee Retention Rate

The percentage of employees who remain with the District from the conclusion of one school year to the onset of the following school year.



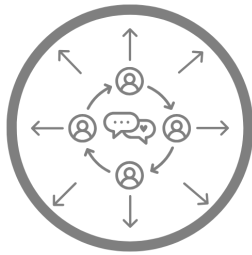
Action Plan Progress

Goal 3 of the MTSD Strategic Plan includes **twenty-six** action items. Zero action items are completed, **four** items are on track, and **twenty-two** action items are scheduled for the future.

The following are the action items currently underway:

3A1a	Partner with compensation consultants to design a matrix based on role complexity, scope, skills, and market benchmarks.
3A1b	Conduct external market benchmarking study for support staff.
3B1a	Audit current communication and engagement practices used by building leaders and department heads (e.g., recognition systems, staff voice opportunities, onboarding, mentoring, professional learning, etc.).
3C1a	Define core recruitment messaging and employee value propositions, ensuring consistent and compelling language across all job postings, outreach materials, and onboarding communications.

Focus Area 4: Community Engagement & Communication



Goal 4: Strengthen and expand community engagement opportunities and communication to foster trust and deepen connections with the school district.

Objective A: Foster greater collaboration and recognition across all stakeholder groups to increase community awareness and involvement with the school district.

Objective B: Design and launch a plan to build on existing legislative advocacy efforts to increase public school funding and support.

Objective C: Review and update the District's online communication platforms to improve user experience by adopting digital tools and strategies to enhance stakeholder engagement.

Objective D: Explore strategic approaches to philanthropic support by assessing successful models and evaluating opportunities for impactful community investment.

Goal 4 Update

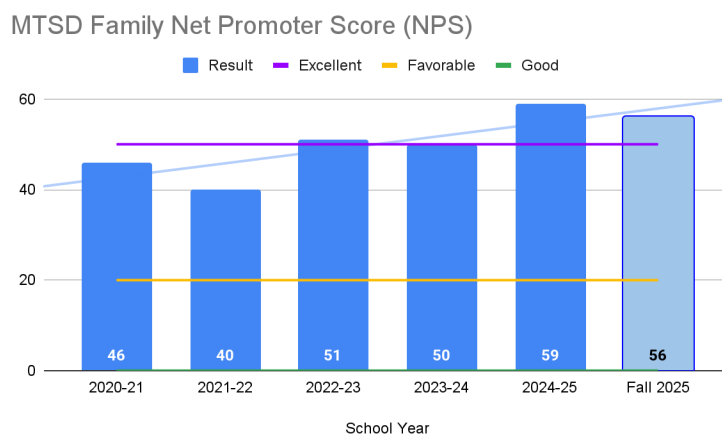
Goal 4 focuses on strengthening communication and engagement with families and the broader community to build trust and reinforce shared ownership in District success.

District and community confidence in the MTSD remains high, with Family and Community Net Promoter Scores exceeding pre-referendum benchmarks and reflecting strong loyalty and satisfaction. Families continue to express trust in the District's communication, leadership, and focus on student outcomes. The District's consistent transparency and community engagement efforts have contributed to this trust, particularly through timely reporting, effective storytelling, and expanded access to District updates. Action steps underway, including redesigning the District website, launching a mobile-friendly District app, and expanding stakeholder recognition programs, will enhance accessibility and strengthen connections between schools and the community. Legislative advocacy and communitywide communication initiatives further reinforce the District's commitment to representing public education interests and celebrating collective achievement. These combined efforts continue to build a foundation of trust that positions the MTSD for long-term partnership and sustainability.

Key Performance Indicator Progress

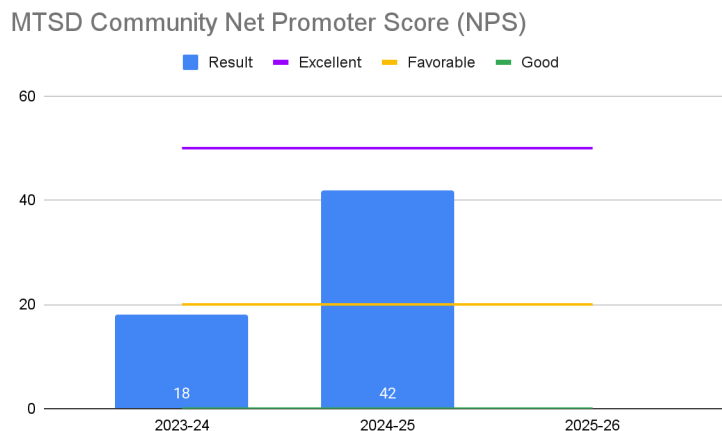
G4 KPI A: Family Net Promoter Score

A metric that measures employee engagement and loyalty by gauging how likely employees are to recommend the school district as a good place to work (the score can range between -100 and 100).



G3 KPI B: Community Net Promoter Score

A metric that measures community residents' loyalty and satisfaction by gauging how likely they are to recommend the school district to others (the score can range between -100 and 100).



Action Plan Progress

Goal 4 of the MTSD Strategic Plan included **thirty-two** action items. **Two** of these action items have been completed, **twelve** are on track, and **eighteen** are scheduled for the future.

The following are the completed action items:

4A1a	Design and finalize a community survey format and distribution strategy.
4A1b	Launch community-wide NPS survey via the Annual MTSD Quality Report.

The following are the action items currently underway:

4A1c	Share Community Survey findings publicly across the school community, showing accessible visuals and trends.
4A1d	Use data to guide and inform community engagement planning.
4B1a	Work collaboratively with the Board's Legislative Committee monthly to review trends and policy positions.
4B1b	Update the Board's Legislative Platform with input from the Board and the public.
4B1c	Maintain correspondence with elected officials at key state and federal moments regarding budget-building and public school funding.
4B1d	Coordinate with local public school districts and other related organizations to support unified messaging.
4B2a	Develop and distribute advocacy briefs, data snapshots, and talking points to build the community's education and agency around public school funding.
4B2b	Facilitate and engage in two legislator events each year.
4B2c	Include public messaging on school funding in at least three District newsletters or communications throughout the school year.
4C1a	Conduct district website usability audits and stakeholder feedback sessions to gain understanding of user needs and preferences.
4C1b	Redesign the school district's website in partnership with design firm and internal team.
4D1a	Launch an RFP tailored to Homestead's athletic project goals, challenges, and fundraising ambitions for consideration of facilitating the feasibility study.

Supporting Resources

- [2025-2028 MTSD Strategic Plan](#)
- [Wisconsin Department of Public Instruction WISEdash Public Portal](#)
- [2024-25 Family Climate & Culture Survey Report](#)
- [Spring 2025 Employee Experience Survey Report](#)
- [2025 September Family Survey Report](#)