Strategic Plan
Terms to Know

Student Learning and Achievement

- **DPI Report Card:** As part of the state accountability system, the Department of Public Instruction (DPI) produces report cards for every publicly funded school and district in Wisconsin. These Accountability Report Cards include data on multiple indicators for multiple years across four Priority Areas (Student Achievement, Growth, Closing Gaps, and On-track and Post-secondary Success). In addition, given the impact on student success, the Accountability Report Cards also measure chronic absenteeism and dropout rates. A school or district's Overall Accountability Score places the school/district into one of five Overall Accountability Ratings. (*See [DPI Accountability Resources](#) for more information*)
- **Academic and Career Plan (ACP):** ACP is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, careers for life after high school. It is part of DPI's overall vision for every student to graduate high school academically, socially, emotionally, and life ready. (*See [DPI FAQ](#) for more information*)

Student Social and Emotional Growth

- **Social-Emotional Assessments:** Social-Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions *(CASEL)*. In our district, we will complete these assessments three times per year to identify students' strengths and areas of need, as they relate to social-emotional skills.
    - At the elementary level, students will be assessed using the DECA (Devereux Early Childhood Assessment) and DESSA (Devereux Student Strengths Assessment).
    - At the jr./sr. high level, students will be assessed using the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener).
- **Truancy:** A student is considered truant if he/she is absent without an acceptable excuse for all or part of one or more days during which school is held. A student qualifies to be habitually truant when he/she is absent without an acceptable excuse all or part of five or more days in a school semester, Wis. Stat. sec. 118.16(1)(a) and (c). (*[See DPI FAQ--Compulsory Attendance](#)*)
- **Equitable Multi-Level System of Support:** For Wisconsin schools and districts, implementing an equitable multi-level system of supports means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to proactively and responsively adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.(*See [Wisconsin's Framework for Equitable Multi-Level System of Supports](#)*)

Staff Engagement

- **Professional Learning Community (PLC):** An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. (See PLC Fidelity Rubric)
- **Employee Engagement Survey:** The School District of Cadott Community is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to know that their child is receiving a great education. To build on this commitment, the leadership of the school district gathers data on essential goals and measures: employee engagement, parent satisfaction, student engagement, quality of district support services, and student achievement. The district's journey of excellence using these measurable goals aligned to the Evidence-Based Leadership^{SM} framework began in 2016 and focuses on the use of data to identify gaps, take action, and follow through to ensure continuous improvement in the district.
  - The Employee Engagement Survey was administered to all employees to assess three areas: 1) Perceptions about immediate supervisors supporting a best place to work environment; 2) Perceptions of executive leadership supporting a best place to work environment; and 3) Perceptions about communication practices. Collecting these data allow leaders to recognize the good work that many in the organization accomplish every day, and to identify gaps in performance that should be addressed.

Community Engagement

- **Youth Apprenticeship:** The YA program combines industry-directed, competency-based, paid learning with related classroom instruction for high school juniors and seniors. It is a program that can present employers with an additional pipeline of workers to meet their future skill needs.

Enhancing Facilities and Maximizing Resources

- **School District Taxes and Levy Rates:** School district property taxes include levies for general operations, debt service, capital expansion and community services. Property values are equalized to reflect market value rather than local assessed value. The equalized levy rate is the total property tax levy divided by the current year equalized property value with tax incremental financing (TIF) values excluded. Levy rates are shown in "mills" or property tax dollars levied per $1,000 of equalized property value. (*See DPI Equalized School District Levy Rates*)