OVERVIEW

As has been the practice throughout the Kettle Moraine School District’s rich history, our schools have reflected the values and aspirations of our community, a community that has informed and shaped our visioning and planning processes.

On October 24, 2015 more than 100 members of our diverse community came together to strategically envision the next chapter for educating our 4,000 students. This report outlines the discussions and visioning that occurred that day.

Following the October community forum, Kettle Moraine stakeholders weighed in through our website with additional feedback to inform our future direction. That feedback was synthesized on March 14 by 20 participants and incorporated into this final report, an example of how we continually go back to our community to ensure we understand the interests and expectations of our stakeholders.

In the following pages you will find information that was studied during the visioning process, as well as the Core Values and Priorities we established to guide our future work. These values and priorities will help to inform our strategic planning and long-range goals moving forward.

Thank you to all the Kettle Moraine students, educators, parents and community members who were involved in our strategic visioning process.

Together we are making a difference!

Pat Deklotz, Ph.D.
MISSION, VISION & CHARGE

MISSION:
Cultivating academic excellence, citizenship and personal development

VISION:
Learning without Boundaries

CHARGE:
To transform schools to better and more efficiently meet the needs of all students

Participants were asked to discuss the mission, vision and charge and to create meaning for them to ground their discussion during the remainder of the day. Their responses can best be described as framed around the theme of “no boundaries.”

NO BOUNDARIES.....

- to pace - helping kids go beyond where they think they can go
- to who owns the learning - students must own it
- to learning - one size doesn’t fit all in either teaching or learning-provide choice and voice
- to learning - academic, citizenship, becoming a decent person. We enhance not only academic achievement but citizenship. High achieving academics with personal development as the foundation.
- means our budget doesn’t dictate the direction of the district
- time, space, physical, options, calendar
- preparation for a global future
- making learning meaningful, interesting, passion filled.
STRATEGIC VISIONING FRAMEWORK

As the term implies, strategic visioning engages stakeholder reflection about organizational direction and progress. In essence, it is a process of assessing and advancing the mission of the organization. Strategic visioning done well also assumes sustainable organizational development. The process unfolds across integrated stages of implementation.

To advance the mission of the organization, the planning process addresses clarification of purpose, assessment of status, focusing of priorities, alignment of strategy and action, and monitoring of progress. Five core questions form the backbone of the process and structure a very focused and interactive conversation between stakeholders.

1. WHO ARE WE?
   (History, Core Values)

2. WHERE ARE WE?
   (Environmental developments, strengths and weaknesses)

3. WHERE ARE WE GOING?
   (Direction for the future)

4. HOW WILL WE GET THERE?
   (Goal Setting and Action Planning)

5. HOW WILL WE KNOW WE ARE THERE?
   (Assessment targets and measures)

The purpose of our community forum was to engage in the first three questions in order to set priorities for the next chapter of Kettle Moraine Schools.
WHO ARE WE? — KM FACTS

“Who are we” is an interesting question that successful organizations always address. It is fundamental to any planning process to begin with the essence of who the organization is at its core. Who are we explores our past and our current identity based on broadly held core values.

LOCATED BETWEEN MILWAUKEE / MADISON

10 MUNICIPALITIES
4,057 STUDENTS

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<th>Race</th>
<th>Percentage</th>
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<tr>
<td>WHITE</td>
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<td>&gt;1%</td>
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<table>
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<tr>
<th>KM DISTRICT EMPLOYS:</th>
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<tr>
<td>307 CERTIFIED STAFF</td>
</tr>
<tr>
<td>481 TOTAL EMPLOYEES</td>
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Subcontracts with Dousman Transport - supporting an additional 42 bus drivers
WHO ARE WE? — HISTORY

A history circle was used to stimulate a conversation about Kettle Moraine’s rich past. Participants discussed:

- A complex history marked by changing demographics
- Parental involvement
- Innovative practices
- Community participation
- Fiscal responsibility
- Student engagement
- Resilience after adversity
- Student centric decision making
- Responsiveness to change and safe
- Welcoming and caring communities.
WHO ARE WE? — CORE VALUES

Participants were asked to take into account the mission, vision, and charge for the Kettle Moraine School District, the history circle dialogue and their own personal experience with the district to deduce the core values that define KM. These values are the foundation for all organizational decision making.

WE BELIEVE:

1. Each child is unique and deserves a personalized learning experience to meet his/her needs.
2. Developing the whole child socially, emotionally and cognitively is essential to their success in life.
3. Valuing and respecting all opinions enhances the quality of the decision making process.
4. It takes a unified, engaged, and committed community to develop a successful student.
5. Caring, compassion and understanding among students, educators and parents fosters strong relationships in our school and global communities.
6. Innovation is fueled by responsiveness and responsibility to our students.
7. High quality educators are the foundation for a school’s impact on a child’s education.
WHERE ARE WE NOW? — COMMUNITY SUPPORT FOR SCHOOLS

Five presentations were prepared and delivered by KM staff, faculty, and students to describe the current state of our district. These five areas included community support for schools, staff engagement, student achievement, career readiness and development and personalized learning. The summaries that follow represent the meaning that participants made from the presentations, not the presentations themselves.

- We have less money proportionately than we used to have and less than most districts in our region. That hasn’t held the district back with innovation.
- Our community is very supportive of the district’s direction and leadership, as was most recently demonstrated with the successful all-school referendum. The community needs to be better informed about the district.
- We are in a declining enrollment and competitive environment for student attendance.
- Parental support is very high and enriches the school experience.
- KM is providing an attractive working environment and opportunities within a competitive business market.
- Our schools are seen as collaborative, transparent, supportive, persistent and humble.
- Our community is supportive of realistic innovation while honoring necessary fiscal restraints.
- We need to better engage our KM alumni to tell our story, build our potential, provide us with feedback, and guide our work.

For the presentation, see Appendix A. For the Financial Fact Sheet, see Appendix E.
WHERE ARE WE NOW? — STAFF ENGAGEMENT

- Teachers are the key to student engagement and achievement. Parents and students value that teachers have choice.
- There is a universal structure to teacher evaluations that can lead to coaching and growing professionalism. For example, micro-credentialing allows for personalization of staff learning and has been efficient in developing growth mindsets. It has also fostered and encouraged more peer collaboration, shared learning and teacher leadership.
- Teachers are shifting in their role from teachers to facilitators of learning. Most KM staff members are engaged but some are not. Change is a process and takes time.
- Staff are always available to help and engage with learners.
- The district is attractive to teachers for many reasons. There is time embedded in their day for peer engagement and collaboration.
- We allow for personalized learning which highly engages the staff while also acknowledging the continuous learning through compensation.
- We welcome and value staff and teacher ideas.
- With engaged and satisfied staff comes longer tenure and continuity for the district.

For the presentation, see Appendix B.
WHERE ARE WE NOW? — STUDENT ACHIEVEMENT & PERSONALIZED LEARNING

STUDENT ACHIEVEMENT:

• We are “top 10% in achievement, bottom 10% in funding” in our state.
• Our students are doing well and there is still room to grow.
• The district is able to disaggregate the data for student goal setting and teacher instructional decision making.
• Learning opportunities are broad and support academics through many co-curricular/extra-curricular opportunities.
• Now that we are testing students at the 10th and 11th grades, they are able to grow, see growth, and plan better.
• International benchmarking helps to ensure that our students have the capacity to compete at both a national and international level.
• We have much to celebrate and it needs to be better known in the community.
  “If an engaged parent isn’t aware of the data about student achievement, what do we need to do to inform more parents about what happens with the data?”
  Parents need more information about how data is driving decisions on student pathways and learning opportunities.
• We need to do better recognizing academic achievement at the individual and collective levels.

For the presentation, see Appendix C.

PERSONALIZED LEARNING:

• Occurring in all buildings but looks different across all settings.
• Includes relationships, passions, interests, choice, pace, path, place, ownership, setting goals.

View the personalized learning videos shared at the forum at www.kmsd.edu/strategicvisioning.
WHERE ARE WE NOW? — CAREER READINESS & DEVELOPMENT

STUDENT ACHIEVEMENT:

- Career readiness shows our commitment to the whole student and needs to be better defined for the community.
- Career readiness means allowing students to choose their pathways, that options fit the individual and all have value.
- Career readiness prepares students for life because the careers of the future are undefined. Knowledge used to be the currency. Now skills are the currency. (Work ethic, problem solving, responsibility, comprehensive 10th grade reading level, adaptability, creativity, teamwork, collaboration, acceptance of feedback and critique, persistence, and perseverance.)
- It’s very important to have students understand fluctuations in the labor market, the purposes of higher education and how to make informed choices about their future.
- A transition IEP process is something that would be great for all students.
- We need to focus on starting at the elementary level.
- Students are developing productive Habits of Mind from an early age. Students feel that more can be done with this in school.

For the presentation, see Appendix D.
WHERE ARE WE GOING? — PRIORITIES FOR THE FUTURE

Conversations were wide ranging and supportive of continuing the sound foundation of excellence in academics, a focus on the whole child, collaboration with the community, engagement of parents, innovation and attention to personalized learning. Each of the 14 tables at the community forum created lists of what they considered to be the top three priorities for moving into the future. Of those lists the four that surfaced most frequently are listed below.

INNOVATIONS TO PERSONALIZE LEARNING
Extend what has been accomplished in personalized learning environments (addressing academic achievement, social and emotional development) from the limits of the current innovations to the whole district. Communication about the evolving meaning of personalized learning is essential with all stakeholders (students, staff, parents and community).

PARTNERSHIPS
Define, create, strengthen and sustain proactive partnerships with community, businesses and alumni. The purpose of these partnerships is to support all of our students in their personalized learning experiences (anytime, anywhere) through mutually beneficial partner relationships.

HIGH QUALITY STAFF
Continue to recruit, retain, support, develop and competitively compensate high quality staff who collaboratively innovate to meet the changing needs of our students.

BOLD TRANSFORMATION OF EDUCATION
Transform schooling by expanding how we define, measure and support learning. Think outside the boundaries of how, when and where students learn.
# LIST OF PARTICIPANTS

The Community Forum was facilitated by Nancy Blair and Peter Jonas.

<table>
<thead>
<tr>
<th>List Name</th>
<th>Contribution</th>
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<tbody>
<tr>
<td>Jennifer Aldrich</td>
<td>Kevin Erickson*</td>
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<td>Gurli Eriksen</td>
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<td>Mara Bajic</td>
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<td>Deb Bennett*</td>
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<td>Vanish Dabra</td>
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<td>Andi Kornowski*</td>
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<td>Bruce Zupan</td>
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*Participated in March 14 meeting to finalize this report*
APPENDICES

A - Community Support of Schools Presentation
B - Staff Engagement Presentation
C - Student Achievement Presentation
D - Career Readiness Presentation
E - Financial Fact Sheet
APPENDIX – A

Community Support of Schools Presentation
Community Support of Schools

- Community Engagement in Our Work
- Finances
- Enrollment
- Facilities
- Parent & Community Support
- Celebrations
Community Engagement in Our Work

- **May 2005**: Board action, “Transform…to better and more efficiently meet the needs of all students.”

- **January 2006**: A 25 member community task force worked 17 months using a scenario planning process.

- **May 2007**: Community forum received the Task Force report

- **February 2011**: Community forum reaffirmed direction.

- **May 2013**: Community forum reaffirmed direction.

- **April 2014**: Community approved $49.6 million referendum

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Community Engagement in Our Work

- **TODAY - October 24, 2015**: Community forum convenes to provide direction for coming years.
Finances

ACHIEVING IN THE TOP 10% FUNDED IN THE BOTTOM 10%

GENERAL PURPOSE REVENUE

MONEY COMING IN

INDIVIDUAL INCOME 53%
SALES 31%
CORPORATE INCOME 7%
REST 4%

MONEY GOING OUT

GENERAL EDUCATION 36%
OTHER 20%
MEDICAL ASSISTANCE 15%
DEBT SYSTEMS 8%
CORRECTIONS 8%
PROPERTY TAX Credits 7%
GENERAL ADJ 7%
Kettle Moraine School District
General State Aid as a % of Income Tax

DECLINE IN STATE AID AND RISE IN PROPERTY TAXES

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<th>Year</th>
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<td>38%</td>
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<td>2006-07</td>
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<tr>
<td>2015-16</td>
<td>81%</td>
<td>19%</td>
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Schools aren't funded equally

- **KMSD's State Aid**
  - **50.6% Reduction in 10 years**
    - 2005-2006: $16.4 M
    - 2015-2016: $8.1 M

- **32.5% Increase in 10 years**
  - 2005-2006: $26.8 M
  - 2015-2016: $35.5 M

### Waukesha County Maximum Revenue per Student in 2014-2015:

- **Elmbrook**: $11,498
- **New Berlin**: $11,226
- **Menomonee Falls**: $11,068
- **Hamilton**: $10,350
- **Pewaukee**: $10,325
- **Muskego**: $10,086
- **Oconomowoc**: $9,891
- **Kettle Moraine**: $9,843
- **Waukesha**: $9,815
- **Mukwonago**: $9,200
KM has cut expenses

- 22% reduction in health insurance cost within 5 years
- Eliminated $27.5 million post-employment benefits
- Salaries/benefits 74% to 68% of operating budget over 8 years

Facilities

The passage of the $49.6 million referendum in the April 2014 referendum is improving:
Over the next year - new commons at high school and new learning spaces at middle school.
Safety

- Safety Committee
- Safety enhancements at buildings (controlled access entries, Raptor Visitor Management System)
- Partnerships with Law Enforcement
- Continual training with staff and students
- Communication to parents

Parent & Community Support

- School PTOs
- Kettle Moraine Education Foundation
- Kettle Moraine Scholarship Fund
- KM Parent Resource Network
- KM Athletic Booster Club
- KM Music Parents Association
- KM Drama Parents Association
- Parent Advisory Groups
Parent & Community Support

- Local Chambers of Commerce
- Local Civic Organizations
- Business Partners
- Law Enforcement Partners
KM is Future Ready

1. Culture of Digital Learning
2. Transition to High-speed Connectivity
3. Empower Educators through PD
4. Universal Access to Quality Devices
5. Quality Digital Content
6. Digital Tools
7. Mentor Others

Office of Educational Technology

KM is Globally Competitive

Kettle Moraine students performed at the same level as students from Canada and Europe, including those from Germany and Finland.

KM Perform students performed as well as students from Singapore.
Kettle Moraine prepping students for global role

We're preparing our students to be leaders in the global economy of the future. Most of the time, my mind goes over when I hear talk about preparing for the global economy. It's not what's next, what's well-intended but not effective action, and what we're doing.

We want them ready. That's why we're preparing our students for the global economy.

First, the Kettle Moraine School District is working hard to create a learning environment that meets the needs of all students. Our students are gaining valuable skills and knowledge that will prepare them for success in the future.

Second, the district is focusing on improving student performance. The Kettle Moraine School District is committed to improving student achievement and providing a high-quality education for all students.

Third, the district is working to strengthen relationships with families and the community. This approach is helping to create a supportive and engaged learning environment for all students.

The Kettle Moraine School District is committed to preparing students for success in a global economy. We know that education is the key to success and we are dedicated to providing a high-quality education for all students.

Charter schools, and desire to improve

But there are schools and communities that take kettle moraine prepping students for global role

Kettle Moraine prepping students for global role

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The Kettle Moraine School District is committed to preparing students for success in a global economy. We know that education is the key to success and we are dedicated to providing a high-quality education for all students.
APPENDIX – B

Staff Engagement Presentation
Staff Engagement

Legislative Changes - A New Landscape

• Act 10: Moving from a seniority-based compensation model to a professional growth model choice in how compensation can be structured
  • Micro-credential
  • Career pathways
• Educator Effectiveness: Framework for conversations about teaching and learning with a growth mindset
  • Leadership model that allows for continuous feedback and growth
  • Effectiveness coaches with training and development to be peer coaches/non-evaluative
Collaboration & Professional Development

- Building time into the week, day, and term to allow for collaboration and professional development
- Teacher led and initiated
- Responsive to changing student or staff needs
- Data reviewed as a team in order to adjust instruction
- More staff able to engage (e.g., LMS, school psych, SwD)

Structure for Professional Development

- District calendar (community and teacher benefit to fewer half days)
- Job-embedded professional development-LMS
- Unconference format

Distributed Leadership & Career Pathways

- Career advancement for strong teacher-leaders
  - Lead Educators have coaching responsibilities and additional days in contract while remaining fully active in classroom instruction
  - Directors of Learning have coaching responsibilities and additional days in contract while maintaining some classroom instruction responsibilities
  - Site Leadership Teams are teacher-driven, allowing the teachers to have a larger voice in designing professional development to support student learning
Program Innovations

Examples that began with educators’ innovative ideas and a desire to grow and the belief on the part of the district to support and encourage innovative ideas to benefit students:

• Charter Schools
• 40 new course offerings
• Project Lead the Way
• Global Education Achievement Certificate
• Group micro-credential
• Innovative developments
• Team teaching
• Makerspace
• Unconference
APPENDIX – C

Student Achievement Presentation
Student Achievement
Building a foundation..

Personalizing plans through understanding growth…
Where am I now? Where am I going?

ACT Participation
ACT Achievement

![Graph showing ACT Achievement over 5 years]

Post-secondary experience @ KM

- Advanced Manufacturing Certificate
- Advanced Placement Courses - AP
- WCTC- transcripted credit
- Dual Credit with UW Schools
- Dual Credit with other colleges and universities
Globally prepared
Goals with Achievement Data

Multiple data points

“Just-in-time”

Owned by the learner to partner with teachers
APPENDIX – D

Career Readiness Presentation
Career Readiness

What does it mean to be Career Ready?
What do employers want?

• Brainstorm a list of some of the top skills/habits/dispositions that employers are seeking in potential employees.

Top 10 Employability Skills

1. Showing up for work on time, every day, ready to work
2. Communication skills – written, verbal, listening
3. Problem solving – root cause analysis
4. Self-motivated
5. Personal accountability
6. Positive attitude
7. Life-long learner
8. Willingness to do/try new things
9. Need for continuous improvement
10. Team player/ Ability to work in teams/collaborate
Citizenship & Personal Development

- Readiness habits
- Advisory
- Academic & Career Planning

Readiness Habits

- Persisting
- Managing Impulsivity
- Listening with Understanding
- Empathy
- Thinking Flexibly
- Thinking about Thinking
- Striving for Accuracy
- Questioning and Posing Problems
- Applying Past Knowledge to New Situations
- Thinking and Communicating with Clarity and Precision
- Gathering Data through All Senses
- Creating, Imagining, Innovating
- Responding with Wonderment and Awe
- Taking Responsible Risks
- Finding Humor
- Thinking Interdependently
- Remaining Open to Continuous Learning
KMMS and KMHS Advisory

Topics:
- Academic and Career Planning
- Digital Citizenship
- Alcohol and Other Drug Prevention
- Habits of Mind - Readiness Habits
- Bully Prevention

Academic & Career Planning

Key Elements and Principles
- Student self-awareness
- Student’s vision of her/his future
- Academic, career, and personal/social goals
- Personal financial literacy
- Understanding of labor market information
APPENDIX – E
Financial Fact Sheet
The Kettle Moraine School District’s vision of “Learning Without Boundaries” aims to prepare all students to be successful in the global economy. We are striving to offer students the best possible education with the dollars that are allocated to us by our taxpayers and the state. We are very proud that:

- On an international scale, KM students are performing at levels equal to and greater than their peers in Canada and European countries, including Finland.
- KM students continue to perform at high levels on the ACT exam and on state standardized tests.
- KM is a school district of choice. For every student who open enrolls out, three open enroll into KM.

HOW IS KMSD AFFECTED BY STATE FUNDING?

**WI SCHOOL FUNDING FORMULA**

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<th>PROPERTY TAXES</th>
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<td><strong>REVENUE LIMITS</strong></td>
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In 1993 revenue limits were established. Revenue limits cap the amount a school district can receive per student. After state aid is distributed each year, a school district can tax its property owners up to the district’s revenue limit amount. Therefore, as state aid goes down, property taxes go up.

**DECLINE IN STATE AID AND RISE IN PROPERTY TAXES**

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<td><strong>KM’s budget is relatively flat, but KM taxpayers are paying MORE.</strong></td>
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LESS OF KM INCOME TAXES COMING BACK TO KM SCHOOLS

In addition to the increase in KM property taxes due to declining state aid, the amount of income taxes that KM taxpayers pay that comes back to KM schools has gone down dramatically over a 10-year period. In 2002, approximately 60% of KM income taxes went to KM schools. By 2012, that amount declined to 17%. KM taxes are funding other school districts and the voucher schools program.

SCHOOLS AREN’T FUNDED EQUALLY

When revenue limits were established, each Wisconsin school district was placed in a formula based on their spending history. KM’s conservative spending placed the district in the bottom 10% of districts state-wide. Some districts, even with the same number of students and same demographics, receive millions more per year because they were placed at a higher level in the formula.

WAUKESHA COUNTY MAXIMUM REVENUE PER STUDENT IN 2014–2015

|$11,498| ELMBROOK
|$11,226| NEW BERLIN
|$11,068| MENOMONEE FALLS
|$10,350| HAMILTON
|$10,325| PEWAUKEE
|$10,086| MUSKEGO
|$9,891| OCONOMOWOC
|$9,843| KETTLE MORaine
|$9,815| WAUKESHA
|$9,200| MUKWONAGO

FOR MORE INFORMATION on Wisconsin school funding, visit dpi.wi.gov/budget.

KM HAS ALREADY CUT EXPENSES

Prior to Act 10, KM was taking steps to reduce expenses. Act 10 provided additional tools the district has used to continue the savings. The majority of cuts have been to employee salaries and benefits, KM’s largest expense. KM continues to explore ways to cut costs as funding continues to decline.

22% REDUCTION IN HEALTH INSURANCE COST WITHIN 5 YEARS

ELIMINATED $27.5 MILLION POST-EMPLOYMENT BENEFITS

OF OPERATING BUDGET OVER 8 YEARS

STUDENT OPPORTUNITIES ARE IN JEOPARDY

ARE YOU CONCERNED?
CONTACT OUR LEGISLATORS.
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FOR MORE INFORMATION on Wisconsin school funding, visit dpi.wi.gov/budget.