



SCHOOL DISTRICT OF THORP

School District of Thorp Strategic Plan

A strategic plan acts as a long-term roadmap, aligning shared vision, mission, and goals with actionable, data-driven steps to improve student outcomes and foster community ownership. It improves decision making and serves to guide resource allocation, provide stability amidst leadership turnover, and ensure accountability.

Purpose	Create a three-year strategic plan that helps the School District of Thorp fulfill its mission to “create a community of goal-oriented, lifelong learners that will function as responsible and productive citizens”.
Strategic Pillars for Success	1. Develop and maintain safe facilities that meet the needs of students and staff in the 21st century. (Reviewed with the Board each August.) 2. Recruit, develop, support, and retain quality staff that contribute to high student outcomes. (Reviewed with the Board each November.) 3. Prepare students to successfully enter higher education or the workforce. (Reviewed with the Board each February.)
Timeline	July 1, 2026 – June 30, 2029

Success Pillar #1	Develop and maintain safe facilities that meet the needs of students, staff, and the community in the 21st century.					
Potential Barriers & Solutions	Funding and public support.					
Action or Strategy -Develop-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Develop, update and communicate to the public a long-range facility and maintenance plan to address educational space needs, transportation needs, extracurricular activities, and community interests.	- Finalized plan should include plans for facility and outside activity space. - Finalized plan should consider funding options and timeline.	School Board, Superintendent Head Custodian, and outside consultants.	Funding needs to be secured. Consultants to evaluate needs of the property.	By the 2026-27 School Year		
Action or Strategy -Maintain-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Develop and communicate to the public a long-range enrollment projection and classroom space needs assessment correlated with district financial projections.	Yearly report to the School Board will include longitudinal enrollment projections and possible implications.	School Board & Superintendent	Baird Budget Projection Model	Yearly		
Success Pillar #1 (cont.)	Develop and maintain safe facilities that meet the needs of students, staff, and the community in the 21st century.					

Action or Strategy -Maintain-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Regularly review, revise, and practice safety systems in the district.	- Staff receive safety protocol training twice per year. - Yearly review of Safety Plan.	District Leadership Team & Staff	Dedicated training time and trainers as needed.	Yearly		
Action or Strategy -Communicate-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Provide frequent, ongoing, transparent communication to the community related to all school programs, facilities, resources, and finances.	- Weekly newspaper column by the superintendent - Consistent and targeted social media content.	Superintendent & IT Director	Relationship with the newspaper. Diverse social media platforms.	Weekly		

Success Pillar #2	Recruit, develop, support, and retain quality staff that contribute to high student outcomes.					
Potential Barriers & Solutions	Shrinking candidate pool statewide; Financial constraints; Rural location; Housing options.					
Action or Strategy -Recruit-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Develop and regularly review a comprehensive recruiting and onboarding plan that allows the district to identify and hire the highest quality candidates.	- Utilize professional job posting platforms and networks to increase the candidate pool. - Open classrooms to student teachers. - Standardize recruitment and hiring practices. - Create a welcome packet for new employees.	Administrator and Hiring Teams Teaching Staff	Funding for job posting platforms Interview protocols Welcome Packet	By the 2026-27 School Year		
Action or Strategy -Develop-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Organize comprehensive and focused professional development plans that align to our mission, vision, and goals.	Professional Development Plan	Administrators and School Leadership Teams	Possibly presenters to offer training	Before the end of each school year beginning with 2026-27 school year		
Success Pillar #2 (cont.)	Recruit, develop, support, and retain quality staff that contribute to high student outcomes.					

Action or Strategy -Support-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Develop a 3-year mentor program that builds proficiency and effectiveness for new certified teaching staff.	Develop a flexible Mentor Program that considers a new teacher's experience and specific needs.	Administration, Mentors, and Mentee	Plan with flexible components to meet needs	By the 2026-27 School Year		
Action or Strategy -Retain-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Monitor and maintain regionally competitive salary and benefits for all staff.	Compensation model that is available to staff	Superintendent	Access to other local models & Statewide data	January 2027		
Action or Strategy -Student Outcomes-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Strengthen Professional Learning Communities (PLC) at all schools to include a culture of collaboration, development of an aligned curriculum, common assessments, and the sharing of effective instructional practices.	- Annual calendar for early release time provided during August Inservice. - Running agenda by each PLC group. - Guidelines and forms developed to allow for peer observations.	Administrators School Leadership Teams & Teachers	Time to meet as teams Teacher feedback	By the 2026-27 School Year		

Success Pillar #3	Prepare students with the knowledge and skills necessary to successfully enter higher education or the workforce.
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Potential Barriers & Solutions	Poverty, lack of housing, language barriers, substance abuse, limited transportation, health and medical issues.					
Action or Strategy -Knowledge & Skills-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Support a collaborative teaching culture focused on student learning.	- Ensure PLC's are held regularly and with fidelity. - Ensure data team meetings are held regularly and with fidelity.	Principals & Teachers	Designated time and protocols, to hold PLC's and data team meetings.	Yearly		
Action or Strategy -Knowledge-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Identify and monitor academic readiness benchmarks.	- District Benchmark Tests - State Tests	Principals & Teachers	Student achievement data.	Yearly		
Action or Strategy -Knowledge & Skills-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Ensure high quality, accessible, and meaningful 4K-12th grade programming and curriculum.	- Data analysis. - Curriculum review of core content areas. - Staff surveys	Principals, Teachers, Staff, Advisors, and Coaches	Professional development and strategic training.	2029		
Success Pillar #3 (cont.)	Prepare students with the knowledge and skills necessary to successfully enter higher education or the workforce.					
Action or Strategy -Knowledge & Skills-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps

Provide career and college planning and experiences for all students.	• K-12 ACP Map that includes universal activities • School to Work and Youth Apprenticeship programs	Principals, Counselors, and Alumni	Relationships with universities, businesses, and community members.	2029		
Action or Strategy -Skills-	Key Performance Indicators	People Responsible	Resources Needed	Timetable for Completion	Status	Results and Next Steps
Implement systems to support the social-emotional health of all students.	• Implementation of district-wide social emotional programs to support student mental health • Use of a social-emotional screener to inform interventions. • Use of Youth Risk Behavior Survey to inform district practices.	Counselors & Teachers	District-WideHope Squad as age appropriate. Consistent guidance lessons.	2029		

School District of Thorp Scorecard

What is the scorecard?	The scorecard is an important part of the Strategic Plan and serves as a tool to track progress towards goals set by the district. The benchmarks reflect our high expectations for academic growth, employee satisfaction, and community engagement. Our intent is to meet or exceed these targets, but if we fall short, we are committed to identifying new lead measures that will drive change. This pursuit is ongoing and continuous. A review of the scorecard and progress toward goals will be done with the School Board annually at the regular September meeting.
Critical Performance Indicators	Critical Performance Indicators measure what matters most to our district. Our commitment to excellence in learning, working, and community connections is reflected in our rigorous benchmarks.

Cardinals Learn

Commitment to academic growth of all students
Strong systems of support and resources for every learner
Investing in college and career readiness

	District Critical Performance Indicator	2027	2028	2029	2030 Goal
1	Thorp 4K students at benchmark on aimsweb composite.				TBD by District Leadership Team based on baseline data.
2	Thorp K-2nd grade students with a Personal Reading Plan (PRP).				TBD by District Leadership Team based on baseline data.
3	Thorp 3rd-6th grade students meeting grade level proficiency on all Forward exams.				TBD by District Leadership Team based on baseline data.
4	Thorp 7th -8th grade students meeting grade level proficiency on all Forward exams.				TBD by District Leadership Team based on baseline data.
5	Thorp 9th-10th grade students meeting grade level proficiency on all PreACT Secure exams.				TBD by District Leadership Team based on baseline data.

<i>Cardinals Learn (cont.)</i>					
6	Thorp's composite State Report Card rank among CESA 10 districts.				TBD by District Leadership Team based on baseline data.
7	Thorp High School's ACT Composite score reflects college readiness.				TBD by District Leadership Team based on baseline data.
8	Thorp students graduating with college credit.*				TBD by District Leadership Team based on baseline data.

** Through dual-credit earned at high school, or through Start College Now options*

Cardinals Work

Supportive teaching culture focused on student learning and high quality teaching practices.

Mentoring and coaching support for all staff.

Regionally competitive salary and benefits package.

Dedicated to a strong district with a positive culture and climate.

	District Critical Performance Indicator	2027	2028	2029	2030 Goal
1	The percentage of non-retiring employees who return the following year.				98%
2	Employees that agree or strongly agree with questions related to job satisfaction as measured by an annual Staff Feedback Survey				TBD by District Leadership Team based on baseline data.
3	Employees that agree or strongly agree that in-service training/professional development days are organized, well planned, and effective as measured by an annual Staff Feedback Survey.				90%
4	The Educator Effectiveness process is seen as effective and impactful to professional growth by certified staff as measured by an annual Staff Feedback Survey.				TBD by District Leadership Team based on baseline data.
5	Total compensation will rank in the top half of eight regionally & demographically comparable school districts.*				50th percentile or higher
6	Capital referendum projects will be completed, aligned to plan, within budget, on schedule, and with consistent, transparent communication to community, parents, and staff.**				Adequate Progress

**Districts include: Augusta, Gilman, Greenwood, Lake Holcombe, Loyal, Owen-Withee, Thorp, Stanley-Boyd*

***Measured as AP (Adequate Progress) or NI (Needs Improvement) by the School Board.*

Cardinals Connect

Sense of belonging in the school district
 Commitment to engaging and serving within the community
 Students are prepared to be a responsible and productive citizens
 District and community maintain strong partnerships

	District Critical Performance Indicator	2027	2028	2029	2030 Goal
1	The percentage of students who are identified as chronically absent.*				TBD by District Leadership Team based on baseline data.
2	Parents agree or strongly agree with questions related to feeling connected to their child's school as measured by an annual Parent Feedback Survey.				TBD by District Leadership Team based on baseline data.
3	The District successfully leverages the school website, social media, and other platforms to effectively communicate with parents and community members as measured by an annual Parent Feedback Survey.				TBD by District Leadership Team based on baseline data.
4	Percentage of middle and high school students participating in at least one extracurricular organization or team.				100%
5	Extracurriculars will fulfill a community service component set by their leadership/advisor.**				100%

*Defined as being absent for more than 10% of school days. All absences, besides medically or school approved, are considered.

**Measured as AP (*Adequate Progress*) or NI (*Needs Improvement*) by the School Board.

Timeline for Review of Strategic Plan

It is essential for the Strategic Plan, including the Scorecard, to be reviewed on a regular basis with the School Board and community. Doing so provides transparency and accountability for all stakeholders. It also allows the District to assess progress toward goals and make adjustments to its plans and practices as it seeks to more effectively meet the needs of the students and community. Each pillar in the plan has a month identified in which it will be reviewed annually with the School Board at its regular meeting. The scorecard also has a month identified for annual review.

Strategic Planning Task Force Members

The School District of Thorp appreciates the contributions made during the 2025-26 school year by the following individuals from the school district and community in the development of this plan:

Julie Beloungy, Jen Corcoran, Glen Schraufnagel, Josh Penk, Kassidy Gustafson, Erin Klapatauskas, Emily Neisius, Caroline Wee, Natalie Wright, Jimmy Lane, Keldric Stokes, Samantha Burish, Victoria Stewart, Kristy Sterling, Brent Leech, Michele Pogodzinski, Karen Nowobielski, Richard “Bubba” Wnek, Daniel Sutton, Sheila Sutton, Nicole Demske, Lorna Margenau, Tim Tieman, Adrian Foster, Mike Dombrowski, Brandon Baldry, Dawn Rausch, Brooke Rosemeyer, Cindy Campbell, Jeanette Kodl, Brittany Foster, Rachel Mohr, Ashley Luzinski, Neal Luzinski, Keira Corcoran, Deb Wadzinski, Jill Penk, Jacob Barth, Barb Thidemann.