

School District of Fort Atkinson

Strategic Plan Update

December, 2019



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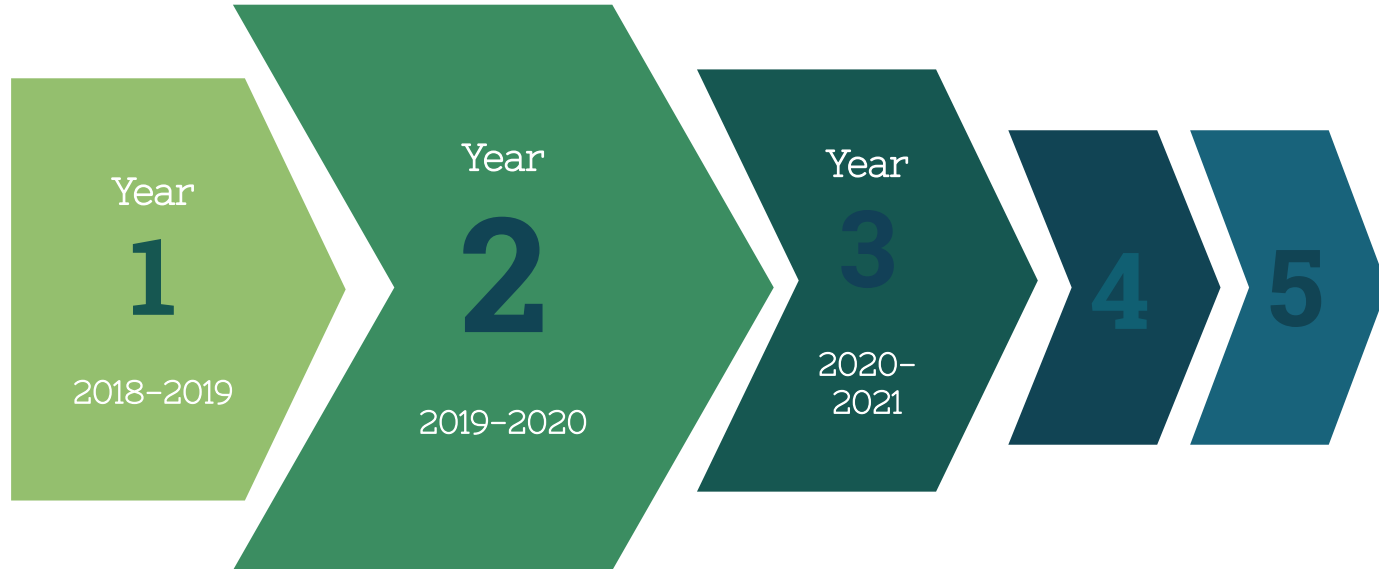
The School District of Fort Atkinson is committed to delivering the quality opportunities and services each student needs to achieve his or her academic and personal potential.



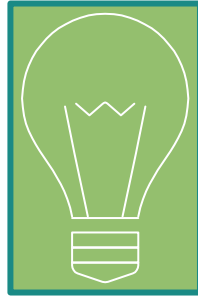
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Three - Five Year Plan



Design Principles



- Foster an emotionally, physically safe and healthy learning environment.
- Develop students to be valued community members using programming intentionally designed to build social skills and strong relationships.
- Cultivate relationships with stakeholders to know and understand the interconnected needs of the local and global communities.
- Empower students to thrive in an ever-changing global environment through rigorous academics, individualized pathways, and authentic learning experiences.
- Communicate with the larger community to inform, engage, and celebrate the good things happening in the schools and community.
- Promote and advance an understanding of diversity, acceptance, and global perspectives.
- Use data driven practices to determine fiscally sound decision-making.
- Optimize community resources for the mutual benefit of the students, schools, and community.

1

Implementation of a District-wide System for Equity

The community and Design Team identified equity as an area of focus to better meet student and family needs.

1

Implementation of a District-wide System for Equity

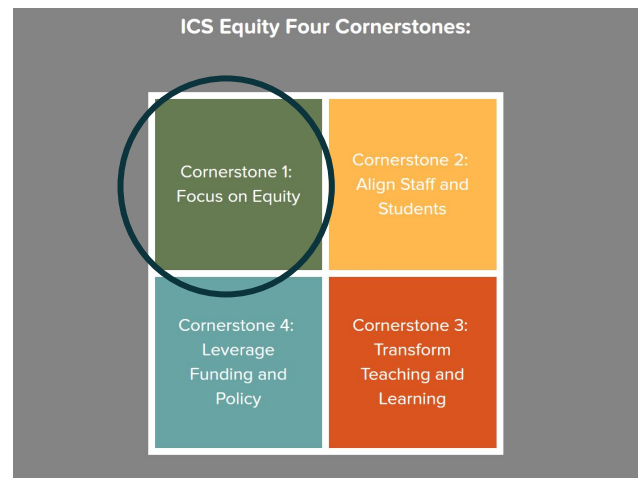
- District-wide Equity Team to engage in three-day intensive training under Integrated Comprehensive Systems founders Frattura and Capper



1

Implementation of a District-wide System for Equity

- ➔ Launch ICS Equity framework Cornerstone 1 at the building level
- ➔ Establish District and building-wide Equity Non-negotiables



Cornerstone 1: Focus on Equity			
ICS Step/Module	ICS Process	ICS Step Work Completed or When You Plan to Complete	Future Next Steps & Timeline
Introduction	Giving staff an opportunity to learn about the ICS framework	<ul style="list-style-type: none"> a. Link to presentation: Here b. Google survey of baseline "What does equity mean to you?" 	October 2019 PD Day
1: History of Marginalization	<ul style="list-style-type: none"> 1. At the SLT <ul style="list-style-type: none"> a. SLT read the modules and moved the work from an individual level to a team level. b. SLT Complete End of Module "Creating Our Plan" for Modules 0 and 1 shared out the History of Marginalization PPT 2. At the Staff Level <ul style="list-style-type: none"> a. All staff read Modules 0 and 1 prior to meeting. b. The staff drew their current model c. All staff discussed the 1) problems with the current model 2) what is proactive (occurs prior to student struggle) and reactive (occurs after student struggle in the model). d. SLT introduced the Equity Audit –staff divided into student groups represented within the audit to collect the data. e. Feedback was collected and typed up to begin the next meeting. <ul style="list-style-type: none"> i. What resonated ii. Any questions, concerns, changes? 	<ul style="list-style-type: none"> a. Make staff aware of the need for equity in our system. b. Staff to fill out the "disruption classroom" - where are students going throughout the day. (add % of what students (Step 1, module 3) c. Conversation about specialist (OT, PT, EL, SpEd) tools being used within the classroom by teachers and students (accommodations and strategies within the classroom throughout the year and on standardized testing) d. Interviews/videos of our own students and what is going on their day. e. Interviewing staff of their perspective (when students are "pulled" from class) f. Bringing in community members to tell 	January 2020 (based on conversation at Oct. PD - team is ready for #2 next)

2

Develop and Implement a Comprehensive Public Relations Plan

The community and Design Team saw a need to increase public relations including branding, marketing, and communicating areas of distinction.

2

Develop and Implement a Comprehensive Public Relations Plan



- Hire and onboard a Communications and Community Engagement Specialist to assist in leading the District to:
 - ◆ Develop and implement a comprehensive two-way communications process that involves both internal and external publics
 - ◆ Assist in interpreting public attitudes to identify and help shape policies and procedures in the public interest
 - ◆ Provide involvement opportunities and informational activities which earn public understanding and support
 - ◆ Define the School District of Fort Atkinson brand and establish its consistent use among all stakeholders

2

Develop and Implement a Comprehensive Public Relations Plan

- ➔ A Communications and Public Relations plan is created and baseline measurements are being gathered to help quantify results moving forward.
- ➔ Goals, strategies, and tactics have been defined and are being implemented and adjusted based on results.
- ➔ Basic branding standards are being implemented at all schools to assist in connecting the district logo with each individual school.




Leigh Ann Scheuerell
Purdy Elementary School Principal



 scheuerell@fortschools.org
920-563-7822
 fortschools.org
 719 S. Main Street, Fort Atkinson WI



 SCHOOL DISTRICT OF FORT • ATKINSON




Brent Torrenga
Barrie Elementary School Principal




 torrengab@fortschools.org
920-563-7817 ext. 4105
 fortschools.org
 1000 Harriette Street, Fort Atkinson WI



 SCHOOL DISTRICT OF FORT • ATKINSON




Human Resources

 SCHOOL DISTRICT OF FORT • ATKINSON

201 Park Street | Fort Atkinson, WI 53538

P: 920.563.7819
F: 920.563.7809

Fort Atkinson High School

 SCHOOL DISTRICT OF FORT • ATKINSON

925 Lexington Blvd. | Fort Atkinson, WI 53538

P: 920.563.7811
F: 920.563.7810

One District, One Team, One Community

 fortschools.org

Fort Atkinson High School | Fort Atkinson Middle School
Barrie Elementary | Luther Elementary | Purdy Elementary | Rockwell Elementary



3

Strengthen Family and Community Engagement

The community and Design Team saw a need to expand parent and community engagement to help achieve the District's mission.

3

Strengthen Family and Community Engagement

- Implement high impact strategies for family and community engagement
- Expand family and community engagement within the School Improvement Planning (SIP) process
- Increase family and community communication in collaboration with new Communication and Community Engagement Specialist

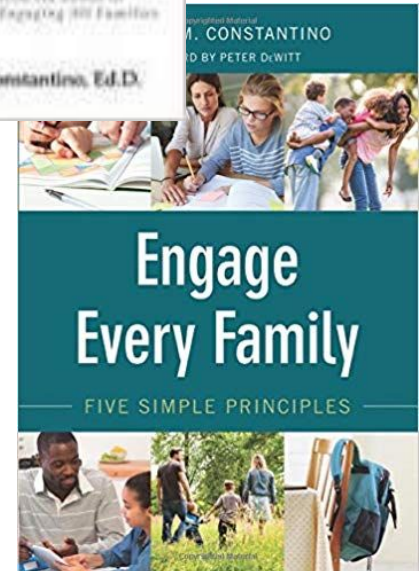
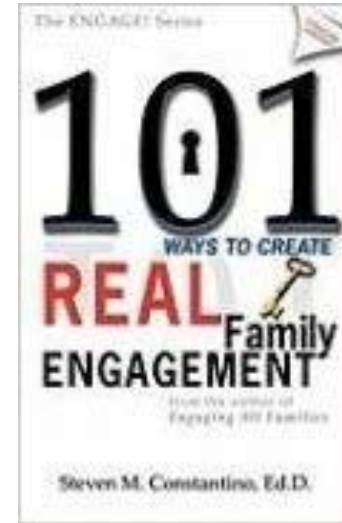
engage



3

Strengthen Family and Community Engagement

- Sharing family engagement ideas monthly at administrative team meetings
- Focus on positive, proactive communication
- Continuing study of the Constantino Family Engagement Model for research-based ideas to increase family engagement
- Commitment to all communication in Spanish



3

Strengthen Family and Community and Community Engagement

- Increase in overall District social media presence
- A community-wide survey and focus groups have been completed to help guide the Board decision making process on the operational referendum question.
- Communications Specialist presented to the Rotary Club and is an active member of the Chamber Ambassador Team, Kiwanis Club, Fort Healthy Team, and BASE PR Team

4

Implement and Enhance Access to Student Support Resources

The community and Design Team saw a need to enhance support resources to address student needs.

4

Implement and Enhance Access to Student Support Resources



- Ongoing learning and implementation of CASEL Framework to align existing programs and determine building level needs to drive new programming including:
 - ◆ Adult Social Emotional Learning – Compassion Resilience Toolkit & Restorative Justice Practices
 - ◆ K-5 Enhance Instructional Implementation of Second Step
 - ◆ 6 – 8 Enhance Instructional Implementation of Dialectical Behavior Therapy (DBT) Steps A
 - ◆ 9 – 12 Inclusion of explicit teaching of social skills during enrichment time and careers classes
 - ◆ Strengthen program support for English Learners and Gifted/Talented students

4

Implement and Enhance Access to Student Support Resources



- Determining focus areas and level of need:
 - ◆ Community based input on climate and culture of district schools collected during operational referendum survey
 - ◆ Student climate and culture survey administered in first semester by school counselors
 - ◆ Staff climate and culture survey administered in January 2020

4

Implement and Enhance Access to Student Support Resources



Learning

- Self-care and Re-energizing
- Reflecting on personal SEL skills
- Examining Biases for cultural competence
- Growth mindset for staff

Collaboration

- Shared Staff Agreements
- Professional Learning Communities
- Peer Mentoring and Partnerships
- Integrating SEL into staff meetings

Model

- Model SEL as a staff and create a culture of appreciation



*Live as if you were to die tomorrow.
Learn as if you were to live forever.*

Mahatma Gandhi

5

Research and Identify Opportunities for Innovation

The community and Design Team charged the District to further explore innovative opportunities to distinguish the community and its learners.

5

Research and Identify Opportunities for Innovation



- Continue to build a systemic culture of innovation within our learning community
- Research national/ international areas and practices of innovation
 - ◆ Engage community to identify focus area(s) of innovation
 - ◆ Establish InViTe (Innovation Visioning Teams) Teams, including local experts, to study each focus area and develop proposal(s)

5

Research and Identify Opportunities for Innovation

- Lunched campaign as 'See through a different lens.' While 'big ideas' are important, the vast majority of innovations are incremental improvements, arising from creativity embedded in ongoing work.
- We encourage our team to look at everyday objects and actions in a different way to encourage creative thinking and problem-solving.

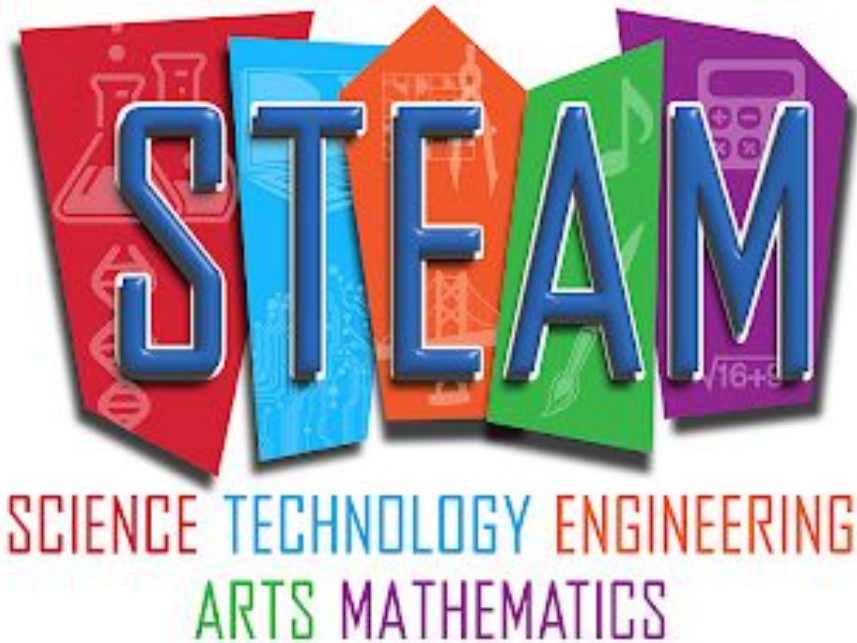


See through a
different lens



5

Research and Identify Opportunities for Innovation



Any questions?



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