

5 YEAR GOALS & OUTCOMES - 2013 to 2018

Literacy

Goal: Maintain focus on continuous improvement in the area of 4K-12 literacy resulting in increased student learning.

Outcome:

Our 4K-12 literacy program, including reading, writing, language, speaking, listening and media instruction, will be further enhanced through continued implementation of the Comprehensive Literacy Model at the elementary level, a balanced literacy approach at the secondary level and an integrated approach in our content areas. Our curriculum will be grounded in the Common Core State Standards for English Language Arts, inclusive of local input in program design, and delivered through clearly defined, research-based instructional strategies. Media literacy, as defined by the Common Core State Standards, will be incorporated into our English Language Arts curriculum as well as other content areas. Our assessment system will be honed and purposely designed to further drive instruction, monitor growth and reflect achievement. Interventions will be delivered with fidelity, within a Response to Intervention framework, and compliment and support core instruction. Our layered approach to staff development will be further enriched through increased opportunity for instructional and intervention-based professional collaboration. Integration of technology will further increase student engagement, differentiated instruction and instructional communication resulting in increased student learning.

Measure of Success:

- A K-12 Common Core English Language Arts curriculum, including media literacy, will be implemented.
- A comprehensive assessment system, reflective of the Common Core State Standards for English Language Arts and inclusive of achievement and growth measures, will be established.
- Specific reading achievement and growth goals will be set and monitored annually to inform instruction and increase reading achievement.
- Interventions will be selected, intervention pathways created, progress monitoring systems designed and delivery models implemented.
- Literacy coaching model further developed at the elementary level and expanded to the secondary level.
- Consistent instructional and intervention collaboration in the area of reading, within and across buildings, will be integrated into the teacher work day.

Mathematics

Goal: Implement a new 4K-12 math model resulting in increased student learning.

Outcome:

A new 4K-12 math model, aligned to the Common Core State Standards for Mathematics both in content and philosophy, will be established. Our instruction will be delivered through research-based instructional programming and reflective of local input in design. A comprehensive assessment system will be established to drive instruction, monitor growth and reflect achievement. Interventions, designed in a Response to Intervention framework, will be selected, established and delivered with fidelity. A tiered approach to staff development will be established including an instructional math coaching program. Systemic professional collaboration opportunities, both instructional and intervention-based, will be increased. Integrated technology will be curriculum-embedded and utilized purposely to increase student learning.

Measure of Success:

- A K-12 Common Core Mathematics curriculum will be implemented.
- A comprehensive assessment system, reflective of the Common Core State Standards in Mathematics and inclusive of achievement and growth measures, will be established.
- Specific mathematics achievement and growth goals will be set and monitored annually to inform instruction and increase mathematics achievement.
- Interventions will be selected, intervention pathways created, progress monitoring systems designed and delivery models implemented.
- A mathematics coaching model will be established.
- Consistent instructional and intervention collaboration within the area of mathematics, within and across buildings, will be integrated into the teacher work day.

Student Behavior

Goal: Implement a core behavior and social expectations system resulting in increased student learning.

Outcome:

A 4K-12 core behavior and social expectations system will be established and shared with internal and external stakeholders. Through a focus on respect, responsibility and safety, students will be ready to learn resulting in increased student success. School staff will use common language with common expectations to teach and reinforce social and behavioral expectations within all environments. Schools will collect data across environments and make data-driven decisions to further reinforce the program. Behavior interventions will be determined, established and monitored. Students will have improved social and academic behavior resulting in increased learning.

Measure of Success:

- All elementary schools will have a fully and consistently implemented core behavior and social expectations system (using the Positive Behavior Intervention System (PBIS) model).
- Interventions will be selected, intervention pathways created, progress monitoring systems designed and delivery models implemented.
- All schools will regularly analyze behavior data (by demographic, time of day, location, etc.) and drive future initiatives based on need areas.
- Intervention collaboration within the area of behavior, within and across buildings, will be integrated into the teacher work day.
- A continued reduction of office referrals for major problem behaviors will be evident.
- Core behavior and social expectations will be shared with families and community organizations.

Student Performance Measures / Data Utilization

Goal: Implement systemic measures of student growth and achievement. Establish efficient processes that facilitate maximum utilization of data to inform instructional decisions and programming.

Outcome:

Stakeholders will have an increased knowledge and understanding of our student growth and achievement data. Systems for continuous data collection and utilization from both internal (locally selected) and external (required) data sources will be established. Data presented for analysis will be focused on growth and achievement. Use of data to drive decision making will be established on beliefs and practices grounded in a professional learning community model.

Measure of Success:

- A K-12 assessment system will be established to measure student performance. The system will include standardized and local data reflective of growth and achievement data and be inclusive of and sensitive to accurately measuring learning for all populations.
- Data Point Reports will be designed and utilized at the building level, department level and teacher level and incorporate both current and longitudinal growth and achievement data.
- District will fully utilize available technology tools to facilitate data analysis.

Effective Instructional Practice

Goal: Increase our utilization of research-based and other effective instructional, assessment and reporting practices to increase student learning.

Outcome:

Research-based and other effective instructional practices, within a 21st Century teaching and learning framework, will be evident in classrooms. Standards-based assessments will be varied, purposeful and strategically designed. Reporting will be accurate and reflective of student growth and achievement.

Measure of Success:

- Effective instructional practice for the School District of Fort Atkinson will be defined.
- Utilization of effective instructional practices in the areas of instruction, assessment and reporting will be incorporated in to the new teacher evaluation system.
- All staff members will have engaged in professional development focused on 21st Century teaching and learning including utilization of technology to increase learning.
- Utilization of technology to enhance teaching, learning and communication will be incorporated in to the new teacher evaluation system.
- A revised secondary reporting system will be established.

Career and College Readiness

Goal: Enhance our career and college readiness program to assist all students in understanding post-secondary options, making informed career choices, selecting coursework and constructing post-high school “next step” plans.

Outcome:

Fort Atkinson graduates will be prepared for admissions to colleges, universities, technical schools, military and/or the workforce. New programming in relation to K-5 career education will be implemented. Career-related experiences for all students will be increased and integrated within all content areas. Curriculum-based career awareness, exploration, planning and preparation will lead to an individualized career plan for every student which is compatible and reflective of the student's interests, aptitudes and abilities. Coursework and facilities, especially in relation to career and technical fields of business, agriculture, family/consumer education and technology and vocational education, will be reflective of contemporary industry standards and post-high school employment and/or education expectations. Community partnerships will be further strengthened and diversified to support additional content areas. Certified skill, work-based learning experiences (apprenticeships and internships), dual credit, advanced placement and industry certification program opportunities will have expanded.

Measure of Success:

- Our career planning curriculum and programming will be strengthened through the establishment of an elementary component.
- Career related experiences will be increased in all content areas and integrated within the instructional day resulting in increased community partnerships.
- Total number of students participating in work-based experiences (including but not limited to youth apprenticeships, internships, State certified cooperative programs, etc.) will increase annually.
- Individual student career plans will be developed and utilized at the middle and high school levels outlining “next steps” in course selection as well as plans beyond graduation.
- A facilities study will be completed in light of career and college readiness with recommendations on upgrades needed to deliver contemporary curriculum and/or prepare students for next steps or industry standards.
- A graduation requirement study, including recommendations to the Board of Education, will be completed to assure our requirements align to and maximize post-secondary options for students.
- Data regarding our graduates’ post-secondary enrollment as well as subsequent educational successes will be gathered and reviewed annually.

Arts Enhancement

Goal: As part of a comprehensive and balanced educational experience, the District will continue to support and enhance the visual, performing and practical arts programming.

Outcome:

The arts will be further established within and outside of our learning community as an essential part of our comprehensive educational programming. Opportunities for students to perform, create, experience and respond to the arts will be further developed. This will occur within a 21st Century framework with an emphasis on creativity, ingenuity and innovation. Greater incorporation of digital media will be evident. Cross-curriculum connections will be established to increase overall student learning.

Measure of Success:

- K-12 performing, visual and practical arts curriculums will be incorporative of 21st Century skills and integrative of technology with a greater focus on fostering creativity, ingenuity and innovation.
- Opportunities for all students to interact and/or experience the arts will be increased.

Student Wellness

Goal: Strengthen our commitment to student health and wellness thus enhancing their ability to learn.

Outcome:

The District will fully incorporate current federal and state nutrition, wellness and health standards. Our K-12 physical education and health instruction, as well as other applicable content areas, will incorporate contemporary practices with a greater integration of health and wellness concepts. Community partnerships will be established and/or further strengthened resulting in enhanced school and community programming. Student wellness efforts, including those of curricular areas, the School Nutrition Program and the Nutrition and Wellness Committee, will be aligned and coordinated to maximize overall impact on student learning.

Measure of Success:

- Federal and State nutrition, wellness and health standards will be incorporated into the K-12 curriculum.
- K-12 physical and health education courses will increase instruction in the areas of nutrition, health and wellness.
- Increased community programming specific to nutrition and wellness will be evident.
- Data measures of student wellness will be selected and annual growth goals established.

Equity

Goal: Strengthen our commitment to ensuring an equitable and respectful educational experience embracing the participation of every student, family and staff member. In accordance with our District's mission statement, further establish high academic standards and outcomes as a goal for all students.

Outcome:

Every child, regardless of characteristics or needs, will be challenged to reach high standards and given the supports to achieve them. Staff and students will be equipped with strategies to support the development of a learning community where all populations feel valued and needs are met. Achievement and participation data will be analyzed, gaps identified and plans developed and implemented to reduce achievement and/or participation gaps if present. As a result, there will be comparable performance and participation for all identifiable groups of learners. The School District will further emerge as the leading institution in modeling and educating equality in our community.

Measure of Success:

- Systems to monitor specific demographic data (achievement, growth, participation, etc.) will be developed and analyzed annually. Demographics monitored include, but are not limited to, race, socio-economic status, gender, disability and language proficiency.
- Specific demographic achievement and growth goals will be set and monitored annually to inform instruction and decrease achievement gaps as present.
- The percentage of students from diverse backgrounds participating in extracurricular activities will be increased.
- The percentage of students from diverse backgrounds attending post-secondary education will be increased.
- Students from diverse backgrounds identified for special education will be comparable or less than State average and parallel our local enrollment demographic percentages.

Structures and Delivery Models

Goal: Research alternative structures and instructional delivery models that could increase student learning.

Outcome:

A variety of alternative structure and delivery models will have been thoroughly researched including but not limited to the school calendar, school design, classroom design, student programming, staff and student scheduling and integration of online learning opportunities. Research will be focused on how the structure or model could enhance student learning and overall achievement as well as meet the needs and beliefs of the Fort Atkinson community. Study and recommendations will have been made with the objective of facilitating greater success for other strategic plan goals. Stakeholder input will have been utilized during the research process.

Measure of Success:

- Recommendations will have been developed and considered by the Board of Education for future strategic planning.
- Enhanced teaching and learning as a result of increased utilization of technology by teachers and students will be evident.