

5-YEAR ACADEMIC AGENDA STRATEGIC PLAN – YEARLY GOALS

Strategic Plan Goal	YEAR 1 2013-2014	YEAR 2 2014-2015	YEAR 3 2015-2016	YEAR 4 2016-2017	YEAR 5 2017-2018	5-Year OUTCOME(S)
Literacy Overall Goal: Maintain focus on continuous improvement in the area of 4K-12 literacy resulting in increased student learning Measure of Success <ul style="list-style-type: none"> •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. 	ELEMENTARY <ul style="list-style-type: none"> •Align report card lines and rubrics to common core state standards (CCSS) for English Language Arts (ELA) •Research CCSS units of study for ELA and make recommendation for adoption in 2013-14 •Establish RtI intervention pathways and process for reading and writing including meeting SLD requirements •Provide staff development on the CCSS using the CLM model •Provide focused student instruction on use of technology integration related to reading and writing •Study and make recommendation for establishing literacy instructional and intervention collaboration within the instructional day 	ELEMENTARY <ul style="list-style-type: none"> •Implement and refine units of study created to implement the CCSS for ELA •Review, revise (as necessary) and continue to build our intervention model within a RtI framework •Provide ELA test-genre instruction prior to new Smarter Balanced testing in spring 2015 •Provide staff development on achieving the CCSS using the CLM instructional model •Implement literacy collaboration time 	ELEMENTARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced literacy assessment, as well as local literacy assessments, to determine initiatives to increase reading and writing learning •Revise and improve CCSS units of study •Review, revise (as necessary) and continue to build our intervention model •Evaluate our 4K literacy programming in light of new CCSS requirements 	ELEMENTARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced literacy assessment, as well as local literacy assessments, to determine initiatives to increase reading and writing learning •Evaluate units of study and ELA content area work in light of new Smarter Balanced Assessment data •Evaluate our RtI system using three years of post CCSS data to select and drive improvement efforts •Implement 4K literacy programming alignment to CCSS 	ELEMENTARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced literacy assessment, as well as local literacy assessments, to determine initiatives to increase reading and writing learning •Evaluate the effectiveness of our literacy interventions 	<p>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.</p> <p>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.</p> <p>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.</p> <p>Integration of technology will further increase student engagement, differentiated instruction and instructional communication resulting in increased student learning.</p>
	SECONDARY <ul style="list-style-type: none"> •Align MS and HS English / Language Arts courses to the CCSS for ELA •Provide staff development to all MS and HS teachers in the CCSS for ELA in the content areas •Establish a 6-12 instruction and assessment framework to align reading and writing instruction across content areas •Establish a RtI intervention model to maximize our intervention resources and meet the new SLD requirements •Provide MS and HS ELA teachers with CCSS staff development •Provide focused student instruction on use of technology integration related to reading and writing •Study and make a recommendation for establishing collaboration times within the school day at MS and HS in the area of literacy 	SECONDARY <ul style="list-style-type: none"> •Implement and refine units of study •Implement and refine our delivery and assessment of the CCSS across content areas •Review, revise (as necessary) and continue to build our an intervention model within a RtI framework •Provide MS and HS ELA teachers will staff development •Provide ELA test-genre instruction prior to new Smarter Balanced testing in spring 2015 •Study the feasibility of a establishing a secondary literacy coaching program •Implement literacy collaboration time 	SECONDARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced literacy assessment, as well as local literacy assessments, to determine initiatives to increase reading and writing learning •Revise and improve CCSS units of study •Monitor and refine delivery and assessment of the CCSS for ELA across content areas •Review, revise (as necessary) and continue to build our intervention model •Implement a secondary literacy coaching program as feasible 	SECONDARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced literacy assessment, as well as local literacy assessments, to determine initiatives to increase reading and writing learning •Evaluate units of study and ELA content area work in light of new Smarter Balanced Assessment data •Evaluate our RtI system using three years of post CCSS data to select and drive improvement efforts 	SECONDARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced literacy assessment, as well as local literacy assessments, to determine initiatives to increase reading and writing learning •Evaluate the effectiveness of our literacy interventions 	

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Mathematics <u>Overall Goal:</u> Implement a new 4K-12 math model resulting in increased student learning. <u>Measure of Success</u> <ul style="list-style-type: none"> •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. 	ELEMENTARY <ul style="list-style-type: none"> •Implement Everyday Math 4K-5 •Revise report card lines & rubrics •Provide Everyday Math and CCSS staff development to teachers, aides and interventionist •Design RtI intervention model for math including meeting the new SLD requirement and inclusive of a math progress monitoring wall •Research and select intervention(s) for math •Provide focused student instruction on the new Smarter Balanced test genre in the area of math (including technology skills) 	ELEMENTARY <ul style="list-style-type: none"> •Refine implementation of Everyday Math 4K-5 •Provide Everyday Math and CCSS staff development •Implement new intervention(s) for math •Hone intervention RtI pathways and processes for mathematics •Provide focused student instruction on the new Smarter Balanced test genre in the area of math (including technology skills) 	ELEMENTARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced math assessment, as well as local math assessments, to determine initiatives to increase math learning •Review, revise (as necessary) and continue to build our an intervention model within our RtI framework •Study feasibility of establishing a math coaching model 	ELEMENTARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced math assessment, as well as local math assessments, to determine initiatives to increase math learning •Evaluate our RtI system using three years of post CCSS data to select and drive improvement efforts •Consider implementation of a math coaching model 	ELEMENTARY <ul style="list-style-type: none"> • Analyze data from the new Smarter Balanced math assessment, as well as local math assessments, to determine initiatives to increase math learning • Evaluate the effectiveness of our math interventions 	<p>A new 4K-12 math model, aligned to the Common Core State Standards for Mathematics both in content and philosophy, will be established.</p> <p>Our instruction will be delivered through research-based instructional programming and reflective of local input in design.</p> <p>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.</p>
	SECONDARY <ul style="list-style-type: none"> •Align MS and HS math courses to the CCSS for Mathematics •Establish an intervention model in the area of math including meeting the new SLD criteria requirement •Provide MS & HS math teachers with staff development in CCSS •Implement CMP3 at the MS •Conduct a review and search for new mathematics CCSS materials at the HS level •Determine the AP Calculus CCSS-aligned pathway for grades 7-12 for years post 2014 •Provide focused student instruction on the new Smarter Balanced test genre in the area of math (including technology skills) •Explore options for expanding professional collaboration times within the school day at MS and HS for math teachers 	SECONDARY <ul style="list-style-type: none"> • Refine implementation of CMP3 at the MS • Implement new mathematics program at the HS • Implement new AP Calculus CCSS-aligned pathway for grades 7-12 • Refine and further develop our intervention model in the area of math within our RtI framework • Provide MS and HS math teachers with instructional staff development in the area of reaching CCSS learning goals • Provide focused student instruction on the new Smarter Balanced test genre in the area of math (including technology skills) 	SECONDARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced math assessment, as well as local math assessments, to determine initiatives to increase math learning •Refine implementation of the HS math programs •Review, revise (as necessary) and continue to build our an intervention model within our RtI framework 	SECONDARY <ul style="list-style-type: none"> •Analyze data from the new Smarter Balanced math assessment, as well as local math assessments, to determine initiatives to increase math learning •Evaluate our RtI system using three years of post CCSS data to select and drive improvement efforts 	SECONDARY <ul style="list-style-type: none"> • Analyze data from the new Smarter Balanced math assessment, as well as local math assessments, to determine initiatives to increase math learning • Evaluate the effectiveness of our math interventions 	

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Student Behavior Overall Goal: Implement a core behavior and social expectations system resulting in increased student learning. Measure of Success <ul style="list-style-type: none"> • All elementary schools will have a fully 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. 	ELEMENTARY <ul style="list-style-type: none"> • Attend administrative overview of Tier II PBIS • Implement cooperative games at recess • Review data from 1st year of implementation and put emphasis on areas with highest behavior infractions • Provide support staff PBIS professional development • Provide PBIS parent outreach opportunities • Research social and behavioral interventions at the elementary level • Establish a RtI Intervention Form including utilization of data to drive programming • Establish collaboration time in relation to behavior data 	ELEMENTARY <ul style="list-style-type: none"> • Implement new social and behavioral interventions • Implement Tier II behavioral interventions including clear and consistent pathways • Create a PBIS website that has resources connecting PBIS to our students' homes • Review year two's highest areas of behavior infractions and put emphasis on those areas • Incorporate behavior data in to the District Data Report • Provide staff development on alternative behavior management strategies 	ELEMENTARY <ul style="list-style-type: none"> • Attend Tier III PBIS professional development opportunities • Review impact of implemented Tier II behavior and social research-based interventions and revise pathways and process as necessary • Research further social and behavior supports based on need • Review year three's highest areas of behavior infractions and put emphasis in those areas • Provide staff development on mental and physical conditions that impact student behavior 	ELEMENTARY <ul style="list-style-type: none"> • Implement Tier III behavioral and social interventions and supports including clear and consistent pathways and processes • Review year 4's highest areas of behavior infractions and put emphasis in those areas • Share research regarding office referrals and the impact of the PBIS program with parents and community members 	ELEMENTARY <ul style="list-style-type: none"> • Revise RtI pathways and processes as needed • Review longitudinal data from first 5 years of implementation and identify areas for continuous improvement 	<p>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.</p> <p>Schools will collect data across environments and make data-driven decisions to further reinforce the program.</p> <p>Behavior interventions will be determined, established and monitored.</p> <p>Students will have improved social and academic behavior resulting in increased learning.</p>
	SECONDARY <ul style="list-style-type: none"> • Transition students from elementary PBIS to MS behavior programming • Establish a 6-12 behavior data collection system (including consideration of SWIS at the MS and HS) • Incorporate positive behavior supports within Link Crew and peer interventions at the HS • Research social and behavior interventions at the secondary level • Establish collaboration time in relation to behavior data 	SECONDARY <ul style="list-style-type: none"> • Collect behavior data at MS and HS level • Formalize RtI process at the MS and HS for behavior • Implement new behavior interventions at MS and HS • Explore establishment of staff mentoring programs at the MS and HS • Provide staff development on alternative behavior management strategies • Incorporate behavior data in to the District Data Report 	SECONDARY <ul style="list-style-type: none"> • Revisit current consequences for negative behavior in light of intervention opportunities • Consider honor level study halls or other positive interventions at the HS • Consider incentives or greater consequences for raising the attendance rate • Provide staff development on mental and physical conditions that impact student behavior • Review behavior data and address areas of concern 	SECONDARY <ul style="list-style-type: none"> • Formalize tier 2 and 3 behavior plans at the MS and HS (including behavior agreements / contracts) • Review behavior data and address areas of concern 	SECONDARY <ul style="list-style-type: none"> • Analyze behavior data at MS and HS level to determine future improvement efforts • Review behavior data and address areas of concern 	

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<p>Student Performance Measures / Data Utilization</p> <p><u>Overall Goal:</u> Implement systemic measures of student growth and achievement. Establish efficient processes that facilitate maximum utilization of data to inform instructional decisions and programming.</p> <p><u>Measure of Success</u></p> <ul style="list-style-type: none"> • A K-12 assessment system will be established to measure student performance and include standardize and local data reflective of growth and achievement data. • Data Point Reports will be designed and utilized at the building level, department level and teacher level and incorporate both growth and achievement data. • District will fully utilize available technology tools to facilitate data analysis. 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Study new State-mandated assessments and reporting systems including options for growth measures • Explore ACT assessment options, funding sources and make recommendation for future implementation (EPAS and/or Aspire) • Define our comprehensive assessment system (local and standardized data sources) related to future Educator Effectiveness requirements • Study State Report Card Data for 2012 and 2013 • Explore options for establishing professional collaboration times within the school day for data analysis • Consider SMARTgoal training (baseline data, measurable growth, etc) in preparation for the Educator Effectiveness implementation (specifically SLO development) 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Implement new Smarter Balanced assessment system • Implement data systems required by new State Educator Effectiveness Model • Implement a local growth measurement tool in the area of reading and math • Maximize State data analysis tool (WISEdash) • Study and establish local data management system that includes coordination of data, teacher access and use, warehousing needs, data security, etc. • Consider professional development in the area of goal setting and subsequent data analysis (administrative as well as staff) • Establish systems for teachers to collaborate during data analysis work within the school day • Design a consistent district communication system in relation to our student learning data for internal and external stakeholders 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Based on new Smarter Balanced assessments and new Educator Effectiveness model, design district systems to facilitate and support these requirements • Continue to build our assessment system and subsequent data analysis efforts to utilize data sources available and maximizing work completed in 2014-2015 • Provide focused staff development on data analysis and utilization to improve learning • Utilize teacher collaboration opportunities to deepen our use of data • Implement the developed district communication system in relation to student learning data (internal and external stakeholder) 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Continue to build our assessment system and subsequent data analysis utilizing data sources available • Utilize teacher collaboration opportunities to deepen our use of data • Additional goals will be set as needed based on new information in this area is available 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Continue to build our assessment system and subsequent data analysis • Utilize teacher collaboration opportunities to deepen our use of data • Additional goals will be set as needed based on new information in this area is available 	<p>Stakeholders will have an increased knowledge and understanding of our student growth and achievement data.</p> <p>Systems for continuous data collection and utilization from both internal (locally selected) and external (required) data sources will be established.</p> <p>Data presented for analysis will be focused on growth and achievement.</p> <p>Use of data to drive decision making will be established on beliefs and practices grounded in a professional learning community model.</p>

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<p>Effective Instructional Practice</p> <p><u>Overall Goal:</u> Increase our utilization of research-based and other effective instructional, assessment and reporting practices to increase student learning.</p> <p><u>Measure of Success</u></p> <ul style="list-style-type: none"> • 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. 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Introduce teachers to the Charlotte Danielson framework for teaching ▪ Utilize the Educator Effectiveness pilot team to understand how effective practice is defined and integrated in to the overall State Model ▪ Refine MS and HS standards-based assessment and grading systems ▪ Align curriculum areas with new state/national standards as applicable including incorporation of disciplinary literacy as defined by the ELA Common Core Standards ▪ Provide staff preview of the Smarter Balanced Assessment framework as guidance for greater incorporation of technology-based instruction and local standards-based assessment development ▪ Implement the research-based instructional strategies previously studied at the MS and HS as defined in <i>Classroom Instruction that Works</i> by Marzano 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Implement the new WI State Educator Effectiveness Model ▪ Incorporate our standards-based assessments and reporting tools to support and facilitate SLO development ▪ Study the released assessment samples from Smarter Balanced Assessments as guidance for greater incorporation of technology-based instruction and local standards-based assessment development ▪ Using available assessment tools, consider greater incorporation of growth data in to our current reporting process ▪ Align curriculum areas with new state/national standards as applicable including Next Generation Science Standards 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Utilize State Educator Effectiveness data as applicable in this goal area to set future focus areas ▪ Provide staff development on utilization of learning data to improve instructional practice ▪ Align curriculum areas with new state/national standards as applicable including national social studies standards as available ▪ Assess impact on K-12 reporting systems in light of possible State SIS conversion 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Utilize State Educator Effectiveness data as applicable in this goal area to set future focus areas ▪ Provide focused staff development on integration of technology to enhance and support research-based instructional strategies ▪ Provide staff development on 21st Century teaching and learning 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Select and design staff development as informed by Educator Effectiveness data ▪ Provide focused staff development on utilization of individualized Educator Effectiveness Data to Improve Instruction ▪ Provide staff development on 21st Century teaching and learning 	<p>Research-based and other effective instructional practices, within a 21st Century teaching and learning framework, will be evident in classrooms.</p> <p>Standards-based assessments will be varied, purposeful and strategically designed.</p> <p>Reporting will be accurate and reflective of student growth and achievement.</p>

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Career and College Readiness <u>Overall Goal:</u> 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. <u>Measure of Success</u> <ul style="list-style-type: none"> •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 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. 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Implement follow up goals from Tier 3 training on the WI Guidance Model ▪ Meet quarterly with counselors to monitor efforts for parent outreach and career counseling implementation ▪ Consider re-visioning of the MS and HS careers courses ▪ Revision work experience program at the HS to align more closely with career pathways ▪ Update District career pathways documents to assure they are current ▪ Explore establishment of a School to Career Coordinator role at the HS ▪ Establish “Career Explore” Sessions at the elementary level ▪ Revise the writing prompts for the graduation portfolio to align with the CCSS for ELA and post-secondary entrance essays ▪ Propose a dual credit English offering at FAHS ▪ Continue to increase parent participation in Jr. Conferences 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Inventory current community partnerships K-12 ▪ Increase partnerships with career opportunities directly connected with coursework ▪ Consider post-graduate data to drive additional career and college readiness initiatives ▪ Implement senior portfolio updates ▪ Provide new outreach opportunities for parents of students in grades 5 and 7 ▪ Continue to establish additional dual credit or equivalency offerings as beneficial to our students and fiscally possible ▪ Consider establishing a “Success for College Course” ▪ Continue to increase parent participation in Jr. Conferences ▪ Study possible uses for WisCareers at the elementary level ▪ Study the HS Technology Education Department facilities in relation to new STEM courses and industry standards ▪ After WI adoption of national science standards, study science equivalency options 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Explore broader uses of WisCareers software in grades 5-12 as well as in student homes ▪ Continue to establish additional dual credit or equivalency offerings as beneficial to our students and fiscally possible ▪ Establish a Career Week at the elementary level including alignment to CCSS essay writing, career mini lessons, guest speakers, etc. ▪ Consider post-graduate data to drive additional career and college readiness initiatives ▪ Continue to increase parent participation in Jr. Conferences ▪ Study the HS Business and FACE departments in relation to industry standards ▪ Study available CCSS math equivalency options 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Conduct a graduation requirement study including but not limited to years of science and math (in light of smarter balanced data and state requirements), online learning opportunities, etc. ▪ Continue to increase parent participation in Jr. Conferences ▪ Study the Agriculture department in relation to industry standards 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Consider an organizational survey to identify additional improvement areas in the area of career and college readiness 	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.

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Arts Enhancement <u>Overall Goal:</u> As part of a comprehensive and balanced educational experience, the District will continue to support and enhance the visual, performing and practical arts programming. <u>Measure of Success</u> <ul style="list-style-type: none"> • 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. 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Increase the presence of student art in district buildings as well as the greater community ▪ Implement new STEM programming at HS ▪ Increase communication regarding the career pathways related to the visual, performing and practical arts programming 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Visual, performing and practical arts teachers will inventory current cross-curriculum connections. ▪ Based on the inventory, each area will identify and pursue at least one additional cross-curricular connection or program established system-wide ▪ Consider integration of STEM programming at MS 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ As a K-12 team, visual, performing and practical arts teachers will study 21st century skills integration within arts instruction with a focus on increasing opportunities for creativity, ingenuity and innovation. 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Visual, performing and practical arts departments will have greater incorporation and utilization of digital media 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Inventory all of our current opportunities for students to perform, create, experience and respond to the arts ▪ Based on the inventory, identify areas to increase these opportunities systemically within our school system 	<p>The arts will be further established within and outside of our learning community as an essential part of our comprehensive educational programming.</p> <p>Opportunities for students to perform, create, experience and respond to the arts will be further developed.</p> <p>This will occur within a 21st Century framework with an emphasis on creativity, ingenuity and innovation.</p> <p>Greater incorporation of digital media will be evident.</p> <p>Cross-curriculum connections will be established to increase overall student learning.</p>

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<p>Student Wellness</p> <p><u>Overall Goal:</u> Strengthen our commitment to student health and wellness thus enhancing their ability to learn.</p> <p><u>Measure of Success</u></p> <ul style="list-style-type: none"> • 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. 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Implement Fitness Gram assessments and programming at the elementary and middle school levels within physical education programming ▪ Increase nutrition instruction within the elementary physical education classrooms ▪ Expand connection between District Wellness Committee, school nutrition programming, Farm to School efforts and the elementary physical education programming ▪ Study national standards for K-5 physical education and health education and make alignment adjustments as necessary ▪ Establish baseline data for student fitness in Fort Atkinson ▪ Consider scheduling models that would positively impact student wellness 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Increase nutrition instruction within the secondary physical education classrooms • Expand connection between District Wellness Committee, school nutrition programming, Farm to School efforts and the secondary physical education programming • Study national standards for 6-12 physical education and health education and make alignment adjustments as necessary • Inventory data collection systems on student fitness at the HS level • Collect K-8 student fitness data • Set measurable fitness goals for each student K-8 and quantify how successful we, as a District, are in helping students achieve these goals • Expand utilization of elementary playground fitness areas 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Collect student fitness data K-12 • Consider incorporation of student fitness data in annual data point report • Set measurable fitness goals for each student K-12 and quantify how successful we, as a District, are in helping students achieve these goals • Focus on creation of community partnerships between the physical education / health departments and the community • Provide a focused initiative regarding reducing screen time and increasing overall activity levels of students 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Further develop community partnerships • Develop student fitness goals for the District • Collect student fitness data K-12 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Make recommendations for future student wellness initiatives 	<p>The District will fully incorporate current federal and state nutrition, wellness and health standards.</p> <p>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.</p> <p>Community partnerships will be established and/or further strengthened resulting in enhanced school and community programming.</p> <p>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.</p>

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Equity Overall 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. Measure of Success <ul style="list-style-type: none"> • 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. 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Provide student training in diversity related areas with our middle and high school students and expand training with elementary students ▪ Analyze participation data of students from diverse backgrounds along a number of performance indicators and review results with district staff ▪ Analyze academic achievement data of students from diverse backgrounds on local and state measures ▪ Implement Fort Family Connections Fund and Governance Review Board to assist students who have cultural, language, and/or financial barriers to participate in extracurricular activities (both school and community based) ▪ Increase access to school-based information for parents with language barriers by having forms and electronic information translated 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Provide student training in diversity related areas with our students in the 4th through 12th grade ▪ Analyze participation data of students from diverse backgrounds along a number of performance indicators and discuss results with district staff ▪ Analyze academic achievement data of students from diverse backgrounds on local and state measures ▪ Analyze who is accessing Fort Family Connections Funds and review impact on participation rates for extracurricular events with district staff ▪ Promote parental participation of families from diverse backgrounds on school-related committees and advisory boards ▪ Identify existing partnerships with community organizations and discuss future partnerships 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Provide student training in diversity related areas with our students in the 4th through 12th grade ▪ Analyze participation data of students from diverse backgrounds along a number of performance indicators and discuss results with district staff ▪ Analyze academic achievement data of students from diverse backgrounds on local and state measures ▪ Analyze who is accessing Fort Family Connections Funds and review impact on participation rates for extracurricular events with district staff ▪ Promote parental participation of families from diverse backgrounds on school-related committees and advisory boards ▪ Work with Community District Liaison to expand community-based partnerships to benefit our students from diverse backgrounds 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Provide student training in diversity related areas with our students in the 4th through 12th grade ▪ Analyze participation data of students from diverse backgrounds along a number of performance indicators and discuss results with district staff ▪ Analyze academic achievement data of students from diverse backgrounds on local and state measures ▪ Analyze who is accessing Fort Family Connections Funds and review impact on participation rates for extracurricular events with district staff ▪ Promote parental participation of families from diverse backgrounds on school-related committees and advisory boards ▪ Work with Community District Liaison to expand community-based partnerships to benefit our students from diverse backgrounds 	DISTRICT-WIDE <ul style="list-style-type: none"> ▪ Provide student training in diversity related areas with our students in the 4th through 12th grade ▪ Analyze participation data of students from diverse backgrounds along a number of performance indicators and discuss results with district staff ▪ Analyze academic achievement data of students from diverse backgrounds on local and state measures ▪ Analyze who is accessing Fort Family Connections Funds and review impact on participation rates for extracurricular events with district staff ▪ Promote parental participation of families from diverse backgrounds on school-related committees and advisory boards ▪ Work with Community District Liaison to expand community-based partnerships to benefit our students from diverse backgrounds 	<p>Every child, regardless of characteristics or needs, will be challenged to reach high standards and given the supports to achieve them.</p> <p>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.</p> <p>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.</p> <p>The School District will further emerge as the leading institution in modeling and educating equality in our community.</p>

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<p>Structures and Delivery Models</p> <p><u>Overall Goal:</u> Research alternative structures and instructional delivery models that could increase student learning.</p> <p><u>Measure of Success</u></p> <ul style="list-style-type: none"> • 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. 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Inventory current collaboration times available to teachers for instruction and/or intervention • Study and make recommendation regarding K-12 allocation of time for teacher collaboration within the instructional day and school-year calendar 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Implement plan for collaboration time • Consider structural changes that would enhance effectiveness of other academic initiatives 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Study available online programming options and make recommendation for future online (including blendEd instructional models) • Consider structural changes that would enhance effectiveness of other academic initiatives 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Implementation of new online learning opportunities • Study school calendar and make recommendation to the Board of Education • Consider structural changes that would enhance effectiveness of other academic initiatives 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> • Implement school calendar as recommended • Consider structural changes that would enhance effectiveness of other academic initiatives 	<p>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.</p> <p>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.</p> <p>Study and recommendations will have been made with the objective of facilitating greater success for other strategic plan goals.</p> <p>Stakeholder input will have been utilized during the research process.</p>