

5-YEAR ACADEMIC AGENDA STRATEGIC PLAN – YEARLY GOALS

Strategic Plan Goal	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011	YEAR 4 2011-2012	YEAR 5 2012-2013	5-Year OUTCOME(S)
<p>Rtl</p> <p>Overall Goal: Implement measurable and effective interventions to meet the needs of all learners (4K to grade 12) utilizing the Response to Intervention (RTI) model for the areas of reading and math.</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Establish a Rtl Leadership Committee ▪ Through the Rtl Leadership Committee, define what Rtl looks like in the SDFA for struggling, average and exceptional learners <ul style="list-style-type: none"> ○ create the model ○ define the problem-solving process ○ delineate available resources ○ research future resources to consider 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Address the area of “Collaboration” as defined by the WI Rtl Self-Assessment tool in the area of instructional planning ▪ Address the area of “Collaboration” as defined by the WI Rtl Self-Assessment tool in the area of student monitoring / problem solving ▪ Research instructional literacy models that utilize collaboration within tier one of quality instruction ▪ The area of “High Quality Instruction” as defined by the WI Rtl Self-Assessment tool will be addressed in the academic focus areas (science & balanced literacy) ▪ Continue staff development in the area of Rtl and its guiding principals 	<p>ELEMENTARY</p> <p style="text-align: center;">READING FOCUS</p> <ul style="list-style-type: none"> ▪ Revise our building Rtl processes for student monitoring ▪ Continue to provide opportunities for collegial collaboration (student needs & instructional planning) ▪ Implement new reading interventions reflective of the Partnerships in Comprehensive Literacy Training ▪ Create intervention pathways for reading ▪ Study the performance of our low SES population and determine its implications on Rtl efforts <p><i>*The area of “High Quality Instruction” as defined by the WI Rtl Self-Assessment tool will be addressed in the academic focus areas</i></p>	<p>ELEMENTARY</p> <p style="text-align: center;">BEHAVIOR FOCUS</p> <ul style="list-style-type: none"> ▪ Continue to address the area of “Continuous Review of Student Progress” as defined by the WI Rtl Self-Assessment tool ▪ Pursue a research-based intervention and/or model in regards to student behavior ▪ Implement a revised student behavior system and/or intervention model ▪ Create intervention pathways for behavior ▪ Study the performance of our ELL and/or other sub groups identified and determine its implications on Rtl efforts <p><i>*The area of “High Quality Instruction” as defined by the WI Rtl Self-Assessment tool will be addressed in the academic focus areas</i></p>	<p>ELEMENTARY</p> <p style="text-align: center;">MATH FOCUS</p> <ul style="list-style-type: none"> ▪ Research available math interventions and implement new math interventions as fiscally possible ▪ Study and generate a plan for strengthening our special education math instruction through research-based methods ▪ Create intervention pathways for math <p><i>*The area of “High Quality Instruction” as defined by the WI Rtl Self-Assessment tool will be addressed in the academic focus areas</i></p>	<p>We will have embedded understanding and utilization by internal stakeholders (teachers, administrators and staff) of the elements of Rtl and have appropriate remediation and acceleration strategies in use.</p> <p>A framework will be in place to measure progress to determine gains in math and reading within a system supported by the use of a problem solving model, differentiated instruction, staff development, data in decision making and solid instructional practices.</p> <p>Parents will have increased understanding of our learning interventions, our overall problem solving process and their individual student’s progress.</p>
	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Participate in development of the Fort Atkinson Rtl model 	<p>SECONDARY</p>	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to advance our special education courses in terms of approach and/or curricular content in the area of reading ▪ Strengthen Read 180 courses to maximize their effectiveness as a reading intervention ▪ Pursue additional academic interventions based on student needs 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Pursue and implement, as possible, a research-based intervention and/or model in regards to student behavior ▪ Support special education in implementing new programs and/or interventions ▪ Continue to define, hone and broaden our academic interventions 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Research available math interventions and implement new math interventions as fiscally possible ▪ Study and generate a plan for strengthening our special education math instruction through research-based methods 	

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<p>Technology Overall Goal: Continually infuse current technology into our instructional programming and practice.</p>	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Provide all staff with the fall technology in-service ▪ Select a new student information computer software package ▪ Insure representation of stakeholders on District Technology Committee ▪ District Technology Committee leads implementation of District Technology Plan 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Provide staff training on and develop policy and procedures related to the new Student Information System ▪ District Technology Committee leads implementation of District Technology Plan ▪ Complete 2010-2013 Technology Plan ▪ Continue to consider technology integration and utilization in academic focus areas ▪ Conduct a technology needs assessment which includes necessary infrastructure support 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Assure that all buildings are represented on the District Technology Committee ▪ Support the District Technology Plan domains through Building Technology Committees ▪ Integrate technology into academic focus areas (per this plan) to enhance programs and learning ▪ Foster excitement and opportunities within buildings for teachers to use transformational technology ▪ Expand Skyward software implementation and usage 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Implement the District Technology plan to facilitate continued advancement in this area 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Implement the District Technology plan to facilitate continued advancement in this area 	<p>The district's Technology Committee will have provided direction and led implementation of a systemic process that provides on-going staff development, based upon research and best practices, that ensures that technology is utilized to support teaching and learning and the day-to-day operations of our learning communities.</p>
<p>Alternative Programming Overall Goal: Explore and implement alternative programming and or scheduling that may better serve our students in meeting our District mission.</p>	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Explore what other comparable schools and conference schools are doing ▪ Explore research (best practices) concerning Alternative Programming at the elementary and secondary levels ▪ Gather local data to determine needs and future directions 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Alternative scheduling and programming will be explored through the Rtl goals <p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to explore what other comparable schools and conference schools are doing in the area of alternative programming ▪ Resubmit the Alternative Schools Grant for the Transitions Program ▪ Investigate alternative funding sources and/or district allocations for Transitions Program 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Consider alternative programs when pursuing Rtl interventions ▪ Consider alternative calendar options for 2011-2012 <p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Consider alternative programs when pursuing Rtl interventions ▪ Consider alternative calendar options for 2011-2012 ▪ Continue to explore alternative programs including but not limited to charter schools 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Consider alternative programs when pursuing Rtl interventions <p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to monitor our alternative programs and student needs 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Consider alternative programs when pursuing Rtl interventions <p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to monitor our alternative programs and student needs 	<p>Exploration and research of alternative programs and/or schedules will have provided opportunities to brainstorm novel programming specific to the needs of SDFA which enhance student achievement.</p> <p>Implementation may lead to reallocation of existing resources, identifying new educational models and a deviation from traditional school programming for some students.</p>

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<p>Differentiation Overall Goal: Develop district beliefs on differentiation and implement strategies to best meet the needs of our learners.</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Monitor implementation of social studies differentiation techniques 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Imbed differentiation philosophy and strategies into academic focus areas Provide staff training in the area of student behavior Document the implementation of differentiation strategies through the formal observation and supervision process 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Imbed differentiation philosophy and strategies into academic focus areas Monitor the implementation of differentiation strategies through the formal observation and supervision process 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Monitor implementation of science differentiation techniques Plan for 2012-2013 focus on math differentiation Monitor the implementation of differentiation strategies through the formal observation and supervision process 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Provide staff development on math differentiation Monitor the implementation of differentiation strategies through the formal observation and supervision process 	<p>Differentiation will be a continuous consideration in planning and delivering instruction.</p> <p>Efforts in this area will have been supported and linked to the following initiatives: RtI, data collection, professional decision making and professional development.</p>
	<p>SECONDARY</p> <ul style="list-style-type: none"> Provide staff development to solidify beliefs regarding need and philosophy of differentiation Equip our secondary teachers with working tools for basic differentiation implementation Facilitate improved data utilization to assist teachers in better meeting student needs in the and outside of the classroom through differentiation and intervention. 	<p>SECONDARY</p> <ul style="list-style-type: none"> Continue to provide staff development in the area of differentiation based on staff needs Provide professional learning communities time to implement differentiation strategies Document the implementation of differentiation philosophy and strategies through the formal observation and supervision process 	<p>SECONDARY</p> <ul style="list-style-type: none"> Continue to provide staff development as needed Document the implementation of differentiation strategies through the formal observation and supervision process 	<p>SECONDARY</p> <ul style="list-style-type: none"> Continue to provide staff development as needed Document the implementation of differentiation strategies through the formal observation and supervision process 	<p>SECONDARY</p> <ul style="list-style-type: none"> Continue to provide staff development as needed 	

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<p>PLC / 3 Questions Overall Goal: Continue guiding professional learning communities through the 3 Questions:</p> <p>A. What is it we want students to learn? (alignment) B. How will we know if they learned it? (assessment) C. What will we do if students need more help or more challenge? (Interventions)</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Evaluate social studies implementation through the lenses of the 3 questions Discuss and define the foundations of a successful PLC and model during LIT Teams as defined by our new LIT Team Handbook 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Initiate science investigations guided by the 3 questions 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Assess science pilot via the lenses of the 3 questions Continue to improve our standards-based report card system to support question number 2 as well as improve this as a parent communication tool 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Assess science implementation via the lenses of the 3 questions 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Evaluate science implementation through the lenses of the 3 questions 	<p>All new initiatives will be presented through the lenses of the Three Questions.</p> <p>The Three Questions will continue to be utilized in guiding Professional Learning Communities (PLC) (grade level, department, staff, etc) through the cyclical process of continued improvement.</p> <p>Sufficient time will be provided to PLC teams for implementation of the Three Questions.</p>
<p>Elementary Science Overall Goal: Revise and establish a new elementary science program.</p>	<p>ELEMENTARY</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Research available programs and curriculum models Develop K-5 programming (including revised curriculum and adoption of new materials as needed) which prepares students for 6-12 curriculum 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Select and pilot materials, revise curriculum, develop assessments and adjust report card documents Roll out the new science program in May of 2011 for implementation fall of 2011 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Adopt and implement new science program including curriculum, assessments and materials 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> Evaluate science implementation through the lenses of the 3 questions 	<p>An aligned K-12 science curriculum will be in place. At the elementary level, we will have established science instructional content, assessment, remediation and extension activities in place for all students. Our program will be founded in the best practice in science instructional techniques and the use of appropriate materials.</p>

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<p>School to Career</p> <p><u>Overall Goal:</u> Establish connections and agreements in implementing School-to-Work programs with local and regional businesses and industries that enhance the work force and provide graduates with gainful employment and/or educational opportunities after high school.</p>	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Create a clearly defined process and support materials to support the implementation of state certified coops ▪ Work with district LVEC, School Co-op coordinator, Director of Instruction to inventory current programming/resources, school to work initiatives, and to determine needs ▪ Continue work on the state counseling model and the development of career pathways 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Finalize plan for district implementation of state counseling model standards ▪ Complete development and implementation of career pathways/program of studies ▪ Continue to monitor and increase student participation in state certification programs and/or other work-based programs ▪ Continue to update our career and technical departments to maximize post-high school options for students 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to strengthen partnerships to support career related experiences for students ▪ Continue to implement and hone state counseling model implementation to fit Fort Atkinson's needs in this area ▪ Continue to increase student participation in state certification programs and/or other work-based programs ▪ Continue to maximize post-high school options for students 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to strengthen partnerships to support career related experiences for students 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to strengthen partnerships to support career related experiences for students 	<p>Career-related experiences for all students will enhance preparation to explore and enter life careers that are rewarding to the individual while bolstering a strong work force that supports a rich quality of life in the community of Fort Atkinson and surrounding area.</p> <p>This will have been accomplished through strong and varied partnerships between school and community (i.e. Chamber of Commerce, post secondary institutions, businesses & industry).</p>
<p>Assessment & Reporting</p> <p><u>Overall Goal:</u> Strengthen assessment practices through consistent letter grade definition, creation of support documents that communicate students' learning relative to curricular goals and effective utilization of formative and summative assessment.</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Collect feedback regarding how the district communicates elementary student progress ▪ Develop 4K progress report 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Implement changes to the elementary report card as recommended in 2008-2009 ▪ Consider parent usage of elementary report card ▪ Implement 4K progress report 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ See PLC / 3 Questions goal regarding the elementary report card 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Plan for staff development in 2012-2013 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Support teachers in utilizing assessment information to specifically inform teaching and learning ▪ Help students utilize assessment data to shape and empower their learning 	<p>District-wide, teachers and students will utilize assessment information to specifically inform teaching and learning.</p> <p>Continued improvements will have been made to the K-5 reporting system including improved parent understanding of their elementary student's progress.</p> <p>A secondary revised reporting system which provides consistent, meaningful information tied to our curriculum and student learning will be in place. Both internal and external populations will have a thorough understanding of the revised secondary reporting system.</p>
	<p>SECONDARY</p>	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Develop and implement an improved Middle School and High School reporting system ▪ Establish a coordinated and comprehensive balanced assessment system that facilitates increased student learning 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to develop, Implement, monitor and hone an improved Middle School and High School reporting system to enhance teaching and learning ▪ Establish a coordinated and comprehensive Balanced Assessment that facilitates increased student learning 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Integrate the new reporting system through the formal observation and supervision process ▪ Continue to support the newly implemented reporting system ▪ Continue to provide staff development in Balanced Assessment 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Integrate the new reporting system through the formal observation and supervision process ▪ Continue to support the newly implemented reporting system ▪ Continue to provide staff development in Balanced Assessment 	

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<p>Student Growth Measure <u>Overall Goal:</u> Establish a Student Growth Performance Measure to determine how much academic growth and progress a student has made from a beginning point in a school year to the next point of measurement (middle of the year or the end of the year).</p>	<p>DISTRICT-WIDE</p>	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Use the WI Balanced Assessment Inventory to determine and discuss current 6-12 growth measurements ▪ Explore standardized assessment systems that may satisfy needs as determined by our Balanced Assessment Inventory ▪ Create a proposal for 2010-2011 to document student growth with current and/or new assessments <i>*on hold pending the WKCE change</i> 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Continue to utilize local growth measures to monitor student progress and address students not making anticipated growth or exceeding our expectations ▪ Wait to select any further growth measure (as needed) until new State assessment (replacement for the WKCE) is established 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Utilize student growth data to enhance learning ▪ Share data reports with appropriate stakeholders 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Utilize student growth data to enhance learning ▪ Share data reports with appropriate stakeholders 	<p>The district will be accurately measuring academic growth for all students relative to themselves and others and report this information to appropriate stakeholders.</p> <p>A system, linked to RtI, the 3 questions and differentiation, will be in place to identify and program for student needs.</p> <p>Internal stakeholders will have a clear understanding of the purpose, use and benefit of each assessment.</p>
<p>Data Utilization <u>Overall Goal:</u> Streamline collection, storage and reporting of district data to maximize meaningful data utilization.</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Streamline collection of elementary data ▪ Increase awareness and usage of available student data ▪ Implement an internet-based IEP management system 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Continue to effectively utilize Just 5 Clicks to inform and reflect instruction 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Continue to effectively utilize Just 5 Clicks to inform and reflect instruction ▪ Research methods of day-to-day data usage in an elementary classroom 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Maximize data usage to support the literacy and RtI initiatives ▪ Utilize data to drive instruction 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Provide staff development in understanding and utilizing student growth measure data ▪ Maximize data usage on a day-to-day basis ▪ Maximize data usage to support the literacy and RtI initiatives 	<p>A systemic process will be in place district-wide by which educators may effectively and efficiently utilize data routinely to inform and support the instruction provided to students, support the day-to-day operations, and inform families and the community in a meaningful and purposeful manner.</p>
<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Plan and provide Just 5 Clicks training to administrators and teacher leaders ▪ Plan and provide Just 5 Clicks training to departments utilizing the custom application 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to effectively utilize Just 5 Clicks to inform and reflect instruction 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Utilize data to support and facilitate our balanced assessment, differentiation as well as standards-based reporting initiatives ▪ Integrate data usage into our RtI process ▪ Utilize data to make continuous academic program improvements 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Define and facilitate use of reporting system data ▪ Provide staff development in understanding and utilizing student growth measure data ▪ Continue to effectively utilize Just 5 Clicks to inform and reflect instruction 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Utilize data to support and facilitate our balanced assessment and RtI initiatives ▪ Continue to effectively utilize Just 5 Clicks to inform and reflect instruction 		

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<p>Balanced Literacy Overall Goal: Maintain emphasis on K-12 reading instruction.</p>	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Provide explicit curriculum documents and professional development related to teaching and assessing: <ul style="list-style-type: none"> ○ comprehension reading strategies ○ focus genre categories 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Continue to work toward ensuring every student has a quality reading block in terms of instructional time and content ▪ Provide professional development to 4K, EC, K, special education, reading staff, first grade teachers, ELL and administrators related to: <ul style="list-style-type: none"> ○ early literacy ○ language acquisition 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Establish and implement a literacy coaching model ▪ Expand and redesign our literacy intervention model ▪ Continue to provide staff development to 4K, K and first grade teachers in the area of early literacy and language acquisition ▪ Establish a research-based literacy instruction model in our special education reading program ▪ Provide staff development to our intermediate teachers on balanced literacy instruction with a focus on: <ul style="list-style-type: none"> ○ Small group instruction for transitional readers ○ Student-driven instruction ○ Classroom structures to best support learning 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Continue to implement and hone our literacy coaching program ▪ Improve our phonics, spelling and word work programs ▪ Implement our revised intervention model focusing on monitoring effectiveness of utilized programs ▪ Provide full group staff development to groups as needed 	<p>ELEMENTARY</p> <ul style="list-style-type: none"> ▪ Continue to implement and hone our literacy coaching program ▪ Implement our revised intervention model focusing on monitoring effectiveness of utilized programs ▪ Provide full group staff development to groups as needed 	<p>A well-defined literacy model which includes a definition of content, instructional methods, assessments and multiple reading interventions for each level (elementary, middle and high) will be established.</p> <p>Staff development will have been provided to teachers on embracing and implementing the district's reading model.</p> <p>Improved student reading performance will be evident.</p>
	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Complete English curriculum documents and provide staff development for Language Arts and English teachers ▪ Continue to improve current reading interventions for secondary learners ▪ Improve reading instruction for secondary special education students ▪ Induct and utilize expertise of new MS/HS reading specialist 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to improve special education reading instruction ▪ Explore standardized literacy assessments and interventions 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Continue to advance our special education classes in the area of literacy ▪ Continue to research interventions and adaptive technologies to support struggling secondary readers 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Consider a discipline-specific literacy integration program to support all readers at the secondary level ▪ Monitor interventions in place for effectiveness ▪ Continue to research interventions and adaptive technologies to support struggling secondary readers 	<p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Monitor interventions in place for effectiveness ▪ Continue to research interventions and adaptive technologies to support struggling secondary readers 	

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<p>Diversity <u>Overall Goal:</u> Continue to work on building learning communities where respect and honor are readily recognized as a signature characteristic of the School District of Fort Atkinson.</p>	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Continue to increase our staff's diversity knowledge base so as to build upon our work over the past 5 years ▪ Begin intensive training in raising the awareness of our students of the ever increasing diversity in our learning community and in the community of Fort Atkinson 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Continue to increase our staff's diversity knowledge base so as to establish an understanding of our school district's ever-changing diversity ▪ Continue intensive training of students and staff in working within the ever increasing diversity in our learning community and in the community of Fort Atkinson ▪ Make a concerted effort to engage minority populations within our learning communities 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Continue to increase our staff's diversity knowledge base so as to establish an understanding of our school district's ever-changing diversity ▪ Continue intensive training of students and staff as to the ever increasing diversity in our learning community and in the community of Fort Atkinson ▪ Provide staff and students with working strategies which support the development of a learning community where all populations feel valued and needs are met ▪ Make a concerted effort to engage minority populations within our learning communities 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Provide staff and students with working strategies which support the development of a learning community where all populations feel valued and needs are met ▪ Make a concerted effort to engage minority populations within our learning communities ▪ Utilize community liaisons to reach out to our minority families and better meet their needs 	<p>DISTRICT-WIDE</p> <ul style="list-style-type: none"> ▪ Provide staff and students with working strategies which support the development of a learning community where all populations feel valued and needs are met ▪ Make a concerted effort to engage minority populations within our learning communities 	<p>A district-wide understanding of our school district's ever-changing diversity will have been established.</p> <p>Deliberate efforts will have been made to engage minority populations in a culturally respectful manner.</p> <p>Staff and students will be equipped with working strategies which support the development of a learning community where all populations feel valued and needs are met.</p>