

## Relationship Goals for 2021-2022

Use social awareness and interpersonal skills to establish and maintain positive relationships in a culturally diverse environment

Provide an environment where everyone within the collective community feels protected and safe

Build and maintain personal and professional relationships and partnerships throughout our families and community

### Progress Monitoring Measures

Timeline

Panorama baseline data shared with building leadership and pupil services staff	Spring 2021
Develop the district's Social-Emotional Learning (SEL) Scope and Sequence	Fall 2021
District leadership participation in a SEL/PLC	Spring 2021
Meeting agendas/minutes from Positive Behavior Instructional Supports (PBIS)	Spring 2021
Internal SSD audit of existing dual credit programming, meet with staff, create report	2021-2022
Inventory list of existing dual-credit programming vs. future needs/trends	Spring 2022
Membership of Communications and Community Engagement Committee	Fall 2021
Agenda for business community: meetings, gather & report feedback (SCEPI, Shawano County Chamber, BID, City/County/Tribal Government, saYPRC)	Winter 2021/22
Community Resource Center within Community Education	Winter 2021

### Strategies and Action Steps

#### Develop a rigorous Social-Emotional Learning curriculum, aligned to the state competencies, incorporating the successes in the current instructional program

Develop and publish the District's Social-Emotional Learning (SEL) Scope and Sequence	Fall 2021
Review Panorama data to assess SEL skills and knowledge	Spring 2021
Train staff in the scope and sequence of the social-emotional curriculum, by grade level, using Panorama data to inform staff of gaps in instruction	Spring 2022

#### Continue to develop the Multi Level Support System (MLSS) that integrates culturally relevant and responsive practices

Establish a District PBIS Leadership Team	Spring 2021
The District PBIS Leadership Team will analyze TFI (Tiered fidelity inventory) for PK-12 alignment	Spring 2021
Use the TFI to determine steps for Tier II and III that align district-wide and communicate to staff	Fall 2021

#### Inform community, staff and students about the resources available to them in support of their social-emotional and physical well-being within the school and community

Community outreach coordinator will work with school social workers and nurses to develop a comprehensive, updated communication plan for staff, students and families regarding the resources available within the collective district	Fall 2022
Develop and offer Community Ed programming around SEL for community members (parents, community organizations, employers)	Winter 2022
Adapt current sharing methods to be more 21st century - sharing on social media, creating videos or podcasts, webinars	Spring 2022

#### Create a culturally open system that supports families efforts and opportunities to learn about the school system and the education of their child

Establish a baseline of what schools are currently doing to engage families as well as develop a uniform definition for family engagement. Identify how buildings are currently using their buildings for family engagement as well as types of engagement.	Fall 2021
Continue Title VI Advisory Board and work to ensure their influence on programming that relates to parents.	Fall 2021
Seek input from cultural groups during the creation of the school calendar so that it reflects and respects culturally significant days that we may currently see students absent on.	Spring 2022

<b>Grow/Leverage the partnership with post-secondary education to increase choice and options of course offerings at the High School</b>	
	Assign targeted outreach to students beginning freshman year about dual credit and postsecondary opportunities including partnership with DFS (profiles)
	Identify current partnerships, community need and course offerings
	Gather resources to establish additional course offerings and partnerships. Develop an annual review of new and existing partnerships and continue to assess student and community needs
	Explore additional relationships, needs, and offerings utilizing IHEs and other models to determine future partnerships
	Gather list and establish monthly connections with NWTC, FVTC, NTC, CMN, UWGB secondary program coordinators
	After identifying postsecondary institutions and community partners, establish pathways for our students that combine their academic goals with opportunities and training
<b>Grow partnerships with the business community to create/enhance school-to-work relationship and opportunities for the community</b>	
	Identify business and community leaders from all aspects of our community
	Focus on connecting with the business community to understand the skill set needed for their workforce
	Invite identified business and community leaders to a meeting where a mutually beneficial relationship can be established (Put SSD in the position of being open and wanting to increase K-12 connections to our community)
	Build relationships with community, city/county/tribal government, civic organizations
	Determine an on-going meeting schedule that maintains the relationship and grows connections at all K-12 levels (Quarterly or as determined necessary by committed group member)
	Encourage and foster real-life experiences through internships, experiential learning and develop an awareness of hands-on learning opportunities that can be transferred into future career options
<b>Enhance Community Education by responding to the challenge of improving enrichment learning</b>	
	Expand SSD traditional role (Advisory Council Mission and Vision) by creating relationships between home, school and the community
	Align learning with business community needs while promoting technical skills, Emotional Quotient (EQ) awareness, digital citizenship
	Provide families with a platform for meaningful input on course offerings through Community Ed
<b>Abbreviation</b>	<b>Definitions</b>
<b>SEL</b>	"Social and emotional learning": the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
<b>MLSS</b>	"Multi-Level Systems of Supports": you may hear this called Multi-Tiered Systems of Supports (MTSS), Response to Intervention (RTI), and/or Positive Behavioral Interventions and Supports (PBIS). It is the system we create in our school district to ensure students are receiving high quality instruction, interventions and supports. It includes academics, social-emotional development and behavior.
<b>PBIS</b>	Positive Behavioral Interventions and Support
<b>CE</b>	Community Education
<b>TFI</b>	Tiered Fidelity Inventory
<b>saYPRO</b>	Shawano Area Young Professionals
<b>EQ</b>	Emotional Quotient
<b>PLC</b>	"Professional Learning Community" A group of educators coming together to make data informed decisions around what is best for student success. It is critical that this collaboration be established as a normal routine for all staff.
<b>SCEPI</b>	Shawano County Economic Progress Inc.
<b>BID</b>	Business Improvement District