

Student Success Goals for 2021-2022

Each student will achieve personal and district expectations and be inspired to learn continuously

Each student will enthusiastically and confidently engage in the continual pursuit of personal goals and aspirations

Progress Monitoring Measures

Timeline

Establish baseline with the new DPI District Report Card:

Winter 2021

Student achievement by group performance (Demographic, Socioeconomic, Special Ed, ELL)

Proficiency by year: test participation rate

Trends over time in : English Language Arts and Math

Growth for sub-groups in English Language Arts and Math

Attendance and graduation rates

Baseline for percentage of students on track to graduate

Baseline for percentage of students in dual enrollment

Baseline for percentage of students in post secondary preparation and/or advanced coursework

Curriculum review cycle: documented

Fall 2021

[Professional Learning Community](#) Framework documented

Initial Fall, continue through Spring 2022

[Multi-Level Systems of Supports](#) Framework documented

Initial Fall, continue through Spring 2022

Adoption of a [Learning Management System](#)

Fall 2021

Strategies and Action Steps

Stakeholders consistently use evidence to design and adjust instruction in response to each student's learning and provide meaningful feedback for goal-setting and progress monitoring

Implement a Shawano-designed [Professional Learning Community](#) system that will study and implement best practices around curriculum and multi-level systems and supports

Initial work summer 2021, target Spring 2024 for full

Create curriculum documents that define what students will learn

Initial work summer 2021, continuous

Study and implement instructional best practices along with supporting technology tools: Adopt a [Learning Management System](#)

Spring 2022

Partnerships are formed between all stakeholders (i.e. teachers, students, district, businesses, postsecondary organizations) which creates learning experiences that are personally relevant

	Identify and empower staff to build community/school relationships and create events to further student learning	Spring 2022
Each student experiences personalized learning that results in achievement of their own chosen career path and goals		
	Define what personalized learning is for Shawano	Spring 2022
	Track data and information on student career interests and goals over time	Spring 2022
Increase awareness and the development of the Academic and Career Planning work at all levels		
	Create an inclusive committee to support and monitor Academic and Career Planning	Spring 2022
	Conduct site visits to explore schools that are doing Academic and Career Planning and Career and Technical Education exceptionally well	Spring 2022
Increase and diversify experiential-based learning opportunities, including all career pathways: i.e. military, technical college, university, career placement, etc		
	Explore increasing student activities to provide additional career path choices	Spring 2022
	Explore school-based instructional opportunities we can offer to provide more work-based skills to our students	Spring 2022
Abbreviation	Definitions	
PLC	"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.	
MLSS	"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. It is the system we create in our school district to ensure students are getting high quality instruction, interventions, and supports. It includes academics, social-emotional development and behavior.	
SEL	"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.	
LMS	A "Learning Management System": technology that helps to organize, manage, and deliver instruction in an online environment, including options to help facilitate parent communication and access.	
ACP	"Academic and Career Planning": a student-driven, adult supported process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.	
STEAM	Science, Technology, Engineering, Arts, Mathematics	
CTE	"Career and Technical Education": the practice of teaching specific career skills to students in middle school, high school and post-secondary institutions.	
CC	"Career Clusters": Career and Technical Education is split into 16 career clusters which are: Agriculture, Food and Natural Resources, Architecture and Construction, Arts, Audio/Video Technology and Communications, Business Management and Administration, Education and Training, Finance, Government and Public Administration, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections and Security, Manufacturing, Marketing, Science, Technology, Engineering and Mathematics and Transportation, Distribution and Logistics	
Career Pathway	"Career Pathways": small group of occupations within a career cluster-see example from WI DPI at this link .	
PL	"Personalized Learning": a very diverse educational philosophy that seeks to meet the needs of learners in the ways that best fit them as individuals. The philosophy seeks to incorporate the learners interests, aspirations, needs and cultural background.	