2015-20 Strategic Plan

Values

→ Visionary

→ Innovation

→ Community

→ The Whole Child

→ Rigorous/Relevant Learning for All

Enhancing Teaching and Learning for Every Child – Every Day

Innovation

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WATERTOWN UNIFIED SCHOOL DISTRICT

Excellence for All

Developing People and Partnerships

Mission

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The Mission of the Watertown Unified School District is to engage all of our students in rigorous and relevant learning to maximize their unique talents and abilities and to prepare them for the challenges of the future.

Priorities

→ Innovation

→ Developing People and Partnerships

→ Enhancing Teaching and Learning for Every Child – Every Day

Innovation

Learning and Learning Spaces -
Efforts that embrace the challenges inherent to change and innovation.

SMART Goal #1 - Personal Learning Plans (PLP):

- By the end of the 2019/20 school year, 100% of students at the secondary level will have a PLP.

Short-Term SMART Goal:

- By the end of the 2015-2016 school year, a team will be assembled to explore the planning process for Academic and Career Planning at the secondary level.
- By the end of the 2016-2017 school year a team will assess progress towards having a PLP in place for every student.
- By the end of 2017-2018 all students will have a PLP plan in place

  Data to Support this SMART Goal:
    - Graduation rates and trends in post-secondary career plans
    - Research supports PLPs as a way to ensure students are prepared for post-secondary plans

Analysis:
What work has already been accomplished to meet this long-term goal?
- Endeavor Charter school students have PLPs in place
- RMS students have been working with student services to identify learning styles
- A team is being assembled to evaluate our current schedule.

What work still needs to be accomplished to meet this long-term goal?
- Expand PLPs to Riverside Middle School and Watertown High School.
- Training of student services, teachers, and administration.
- Establishing a WUSD PLP team of student services, teachers, and administration to beginning planning implementation.

Action Plan:
- Develop a team to explore Academic and Career Planning.
- Create structures to implement PLPs for every student at the secondary level.

SMART Goal #2 – Innovation Zones:

- By the end of the 2019-2020 school year, there will be a plan in place for sustained focus on innovative practices/structures.

Short-Term SMART Goal:

- Successful launch of RMS Science PBL Academy as measured by sustained enrollment in addition to student, teacher, and parent feedback.
- Facilitate an ongoing dialogue with the WUSD Board of Education regarding innovative ideas in education. This may be in the form of presentations, book studies, guest speakers, etc.

    Data to Support this SMART Goal:
- o Student, parent, and community survey data supports the need for a quality innovative program to increase interest in science and mathematics.

Analysis:

What work has already been accomplished to meet this long-term goal?
- o Endeavor Charter school started in 13-14.
- o RMS Science PBL Academy planning and implementation in 15-16.
- o Teams of teachers have implemented standards based grading.
- o WHS Media Center

What work still needs to be done to accomplish this goal?
- o Need to think about planning for transition into middle school.
- o Establish district group to look at implementing standards/competency based learning.
- o Ongoing evaluation
- o Educate our School Board as to the types of support schools will need to enhance sustained innovative practices.
- o Educate our community as to the ways in which innovative practices can enhance the school as well as the community.
- o Educate our staff as to the ways that the district can support innovative practices.

Action Plan

SMART Goal #3 – Delivery Systems:

- By the end of the 2019-2020 school year, the WUSD will have introduced variability into our system so that Watertown schools are able to adapt to changing economic, cultural, and community standards in the Information Age.

Short-Term SMART Goal:
In the 2015-2016 school year, there will be an examination of our current delivery systems and overall instructional model with the mindset that we need to fundamentally restructure some of our systems and structures as a result of fewer resources.

Data to Support this SMART Goal:
- o With revenues increasing less than 2% over the past five years and health care trending at 9%in the District and 7.5% nationally, the District is in a structural deficit. As a result, we need to examine our structures to work to provide the highest quality education to our students with access to dwindling resources.
- o 3rd Friday count – projections of declining enrollments – stagnant growth in the community, open enrollment, and vouchers – all of these will make recruiting through innovative programming critical to the success of the WUSD.

Analysis:
What work has already been accomplished to meet this long-term goal?
- o The District has provided ongoing professional development opportunities on differentiation of instruction to meet the diverse needs of students in the classroom
- o The District has implemented Odysseyware and ALEKS math in some areas. For example, ALEKS math is being used in what has traditionally been our pre-algebra course at WHS to fill in student learning gaps and help students advance at their own pace.
- o The District has engaged in professional development for teachers to facilitate online and blended learning opportunities

What work still needs to be done to accomplish this goal?
- o Comprehensive development of Intellectual Software Systems already in place (Odysseyware, ALEKS) – develop concept of School of One and rotation models that alter student-teacher ratio, but scaffold learning through constant feedback and customization offered by the software.
- o Develop access for all students at the secondary level to online and blended learning opportunities (Wisconsin e-School Network and other locally-developed tools).
- o Develop student-centered, competency-based measures that permit learners to advance to higher-level work, earning credit at a pace that does not require them to complete x number of hours of seat time in order to earn credit
- o Explore teachers assessing skills or concepts in multiple contexts and multiple ways - BOE authorization for expanding innovation through de-regulating performance measures as a result of broadening the curriculum.
- o Comprehensive development of interdisciplinary project-based options that allow for the aggregation of key learning targets from experiences that are available in settings that extend beyond a fixed time and place (Project Foundry)
- o Develop partnerships with area businesses and organizations for externships and experiential learning

Action Plan
- 3-6 STEAM School
- Expanding Riverside Academy concept

SMART Goal #4 – Diversify Schools Through Technology and Portfolio Opportunities:

- By the end of the 2019/20 school year, staff will have access to opportunities to learn more about technology and portfolio opportunities.   Goal: Build participation in new ideas that teachers feel would enhance learning.

Short-Term SMART Goal:

- Successful implementation of WUSD Project Based Learning Workshop - Summer 2016 as evidenced by staff participation across grade levels and subject areas.
- By the end of the 2015-2016 school year the Board of Education will be aware of local options regarding grading and credit afforded by Department of Public Instruction (DPI).
- Showcase opportunities teachers and students might explore in the future

    Data to Support this SMART Goal:

Analysis:

What work has already been accomplished to meet this long-term goal?
- o   Teachers across the district are incorporating Google Classroom into their instruction.
- o   Endeavor Charter School staff has conducted site visits to schools that incorporate digital portfolios.
- o   Endeavor Charter School is developing student portfolios.
- o   Bob Logan presented to the WUSD Board of Education at the September Board meeting regarding the district technology plan.
- o   Endeavor Charter School and RMS PBL Science Academy have worked with Project Foundry to track student learning.

What work still needs to be accomplished to meet this long-term goal?
- o   Pull together district technology team and building level teams to analyze use and innovation.
- o   Visit districts that have implemented makerspaces to determine the plan for implementing similar areas in our district.
- o   Orient the school board in the freedoms districts have in empowering innovation.
- o   Implementing hybrid and flipped classroom approaches to learning.

Action Plan:

Developing People and Partnerships

**Partnering and Marketing - Efforts that build a
broad coalition and prioritize a positive message about options in Watertown**

SMART Goal #1 – Community Perceptions:

- By the end of the 2019/20 school year, 90% of community respondents will report an overall positive perception of the Watertown Unified School District as measured by a community survey.

Short-Term SMART Goal:

- By the end of the 2019/20 school year, 90% of community respondents will report an overall positive perception of the Watertown Unified School District as measured by a community survey.

Data to Support this SMART Goal:
- Community Survey 2014 - 78% community respondents reported an overall positive perception of the WUSD.

Analysis:

What work has already been accomplished to meet this long-term goal?
- In spring of 2015, a Community Survey was given to staff and community members to gather overall perceptions and reflections. Of those surveyed 74% indicated they are satisfied with WUSD.
- Thank you to the Watertown and surrounding residents for passing two successful building and renovation referendums in November 2008 and April 2012.
- The District's Communication Plan was reviewed and revised in 2012-13..
- Many WUSD administrators, faculty, and support staff are actively involved in community organizations. The District has fostered partnerships with the Chamber/Manufacturers Alliance and are active in Rotary, Kiwanis, YMCA Board, YES!, Family Aid, Library Board, United Way, Booster Club, Big Brothers Big Sisters, and community churches.
- The District created a Facebook Page with 1,645 likes.
- The District created a school district promotional video in 2013 which has over 600,000 views.
- Several Twitter accounts are being used by District administrators and staff promoting WUSD with a combined following of over 900 people.
- The District's website was updated in Fall 2015.
- Building tours and an orientation/breakfast are positive additions to the new teacher induction process.
- Parents Partner program at the middle school. (what is this?)
- Expanded parent involvement at buildings (Latino group at Schurz and WHS parent group/PTO)

- Social media use at all buildings. (i.e. newsletters, e-newsletters, Facebook, Twitter, etc.)
- School Learning Objectives (SLOs) with Board and community.

What work still needs to be accomplished to meet this long-term goal?
- As a part of the implementation of the Communication Plan, we will create informational brochures, bookmarks, flyers for distribution to area families, library, businesses and realtors (District Administrator's Office).
- A 5-Year Marketing Plan needs to be developed and shared with the community and businesses (District Administrator's office)
  - City of Watertown
  - Chamber of Commerce
  - Manufacturing
  - Realtors
  - Clergy
  - Businesses
  - Restaurants/Lodging
- Revitalize Adopt a Classroom idea/concept using community agencies/businesses
- WHS collaboration with community/industries to foster greater opportunities for students (job shadowing, LVEC)
- Meeting with community leaders on a consistent business/key communicators i.e. DailyTimes, Mayor, Realtors, Clergy, etc. (District Administrator's Office)
  - Talking about District Budget
  - Happenings/SWOTs
- Community Survey for 2019
- Informal surveys at the building level through PTOs
- Advertising/promotion
- Presentations (athletic and academic) at Wake-up Watertown (sponsorship), Rotary, YES! group, etc.

Action Plan:

SMART Goal #2 – Enrollment:

- By the end of the 2019/20 school year, WUSD will increase the number of families choosing to open enroll in (77 in 2015/16) and decrease the number of families choosing to open enroll out (247 in 2015/16) of the District as measured by the third Friday student counts.

Short-Term SMART Goal:
- Increase/decrease the net amount of students open enrolling in/out by five students per year.
- Focus on increasing the percentage of 4K and 5K enrollment numbers.

Data to Support this SMART Goal:
- 3rd Friday count – projections of declining enrollments – stagnant growth in the community, open enrollment, and vouchers – all of these will make recruiting through innovative programming critical to the success of the WUSD.

Analysis:
What work has already been accomplished to meet this long-term goal?
- We have done an initial baseline survey (principal phone survey) in 2012-2013 to determine why families are opting to leave the District
- We completed a follow up survey, by School Perceptions, in Winter 2014 to further identify reasons for parents enrolling out of the District.
- We are offering expanded alternative programming - including the ALC, Endeavor Charter School, Talent Development, Agricultural, RtI/PBIS, AP offerings, PLTW, Dual Language program, REACH program

What work still needs to be accomplished to meet this long-term goal?
- Pursue additional development of virtual programming
- Review of 4K programming and services (keeping 4K students in the District)
- Need to examine the role of transportation and after school child care services
- Continue to provide transition nights for families of students changing schools.
- We need to have a better understanding of the reasons why students open enroll out of the District. (65% of individuals surveyed on the Winter 2014 Open Enrollment Survey responded leaving the District due to peer group concerns, bussing/transportation issues and bullying/safety concerns)
- Revamp Child Find opportunities at Children's Fair

Action Plan:

SMART Goal #3 – Employee Satisfaction:

- By the end of the 2019/20 school year, 75% of employees will report overall job satisfaction is better than a year ago.

Short-Term SMART Goal:

- Each year WUSD will see a 5% increase of staff reporting overall job satisfaction better than a year ago.

Data to Support this SMART Goal:
- o Employee Satisfaction Survey

Analysis:

What work has already been accomplished to meet this long-term goal?
- o Beginning with the 2014/15 school year an Employee Engagement and Satisfaction Survey is given to all staff.
- o Beginning with the 2013/14 school year an Exit Survey is administered to all departing professional staff.
- o The current compensation model is being evaluation and a new structure will be proposed to the Board of Education for certified staff in January

What work still needs to be accomplished to meet this long-term goal?
- o An action plan needs to be crafted to specifically address overall job satisfaction for staff
- o Compensation plans need to be completed for all work groups and implemented

Action Plan:

SMART Goal #4 – Budget:

- By the end of the 2019/20 school year, we will have in place a framework for enhancing the financial and programmatic sustainability of the District. This is being built to guide us in maintaining the strongest academic programming and the highest quality staff when we anticipate fiscal challenges in the future.

Short-Term SMART Goal:

- By the end of the 2015/2016 school year, the District will have developed and implemented a budget process that will address future challenges while keeping the community engaged and informed.

  Data to Support this SMART Goal:
  - With less than 2% increase in revenue a 9% increase in health care trends, the District faces a structural budget deficit. Additionally concerning is the projections of ongoing declining enrollments.

Analysis:
What work has already been accomplished to meet this long-term goal?
  - Initial discussion of process with the administrative team

What work still needs to be accomplished to meet this long-term goal?
  - Creation of an inclusive, comprehensive budget process which will be repeated annually regardless of the budget projections
  - Examine current system delivery models for efficiencies and fundamentally different ways of delivering educational services to students and families
  - Each strand/direction in the Strategic Plan requires an analysis of budget impact.
  - Begin discussion on school population alignment
  - Evaluate current processes to examine how we can examine our system delivery models to offer different
  - Target a specific enrollment plan to work to reverse declining enrollment trends.
  - Create an advocacy group to target legislation to financially support the WUSD

Action Plan:

Enhancing Teaching and Learning for Every Child – Every Day

Systems and Schooling - Efforts that ensure the agile
operations of schools through improving and refining existing work

SMART Goal #1 – Literacy:

- By the end of the 2019-2020 school year, all fifth graders and 8th graders will be on grade level for reading as indicated by STAR.

Short-Term SMART Goal:

- By the end of the 2015-2016, the percentage of fifth graders exiting fifth grade on grade level for reading as indicated by the STAR assessment will increase from 60% to 70%. We will decrease the achievement gap for all subgroup areas.
- By the end of the 2015-2016, the percentage of 8th graders exiting 8th grade on grade level for reading as indicated by the STAR assessment will increase from 56% to 65%. We will decrease the achievement gap for all subgroup areas.

Data to support this goal:
- o 2014-2015 school year – 66% of current fifth graders ended the fourth grade year on grade level according to the F&P
- o 2014-2015 school year – 53% of current sixth graders ended the fifth grade year on grade level according to the F&P
- o Need STAR data

Analysis:

What work has already been accomplished to meet this long-term goal?
- o Implementation of new reading adoption
- o Ongoing professional development and implementation of literacy strategies - Regie Routman and Lucy Calkins
- o Utilization of Fountas and Pinnell data and creation and analysis of data walls at the elementary schools. This will be used to guide instruction at the classroom level
- o Ongoing book study groups on literacy (Text Complexity, Subjects Matter, So What Do They Really Know?) .
- o Implementation of Everyday Math curriculum.
- o WUSD Literacy Network
- o Common assessments in elementary math with assistance from Mary Freytag
- o Implementation of the one-to-one laptop program.
- o Various intervention strategies to meet individual student needs including System 44, Fastt Math, Read 180, Leveled Literacy Intervention (LLI), and Flexible Instruction Time (F.I.T.)
- o Adoption of Readers Workshop model in 6-8 ELA

- o Alignment work with ELA and Mathematics at the high school level
- o Incoming freshmen from private schools benchmarked in reading and math (SRI and SMI)
- o Funded Literacy and Learning Coach through Title IIa dollars- teams with Reading Specialist
- o EM Training, Big Ideas Math review and training (RMS), Review of reading curriculum (RMS), Lucy Calkins Institute, Frank Serafini (Readers Workshop)
- o EM 4 Pilot 2014/2015 (Douglas, Schurz, Webster)
  - ▪ What work still needs to be accomplished to meet this long-term goal?
  - ▪ District-wide alignment of guaranteed viable curriculum using the PLC process
  - ▪ Increased use of data/data walls across the system to monitor and assist students to meet academic growth targets.
  - ▪ Ongoing work with data and interventions/enrichment to assist students not making academic growth.
  - ▪ Fidelity of implementation in Everyday Math
  - ▪ Fidelity of implementation of Reader's Workshop in 6-8
  - ▪ Continuing support for/professional development in math and literacy programming across the system
  - ▪ Review of current math programming and placement systems
  - ▪ Preparing for and implementing new assessment system (Smarter Balanced / ACT Early High School)
  - ▪ Focus on special education delivery model to determine if structure is meeting needs of students with IEPs.
  - ▪ FIT

What work still needs to be accomplished to meet this long-term goal?
- o District-wide alignment of guaranteed viable curriculum using the PLC process
- o Set STAR benchmarks for proficient and advanced
- o Increased use of data/data walls across the system to monitor and assist students to meet academic growth targets.
- o Ongoing work with data and interventions/enrichment to assist students not making academic growth.
- o Fidelity of implementation in Everyday Math
- o Fidelity of implementation of Reader's Workshop in 6-8
- o Continuing support for/professional development in math and literacy programming across the system
- o Review of current math programming and placement systems
- o Preparing for and implementing new assessment system (Smarter Balanced / ACT Early High School)
- o Focus on special education delivery model to determine if structure is meeting needs of students with IEPs.
- o FIT
- o Examine current configuration of Literacy-related certified staff to determine if WUSD can/should re-deploy staff to address the greatest areas of need at both the elementary and secondary levels.

Action Plan:
- • Specific steps to be taken in the 2015-2016 school year/person(people) responsible, timelines (Implement PLC process for creating a guaranteed and viable curriculum; implement collaborative team planning time district-wide)

SMART Goal #2 – Math:
❖ By the end of the 2019-2020 school year, 100% of 9th graders will have successfully completed Algebra.

Short-Term SMART Goal:
- By the end of the 2015-2016 school year, 80% of 9th graders will successfully complete algebra course.

Data to support this goal:
- ○ Currently, 34% (90/266) of 8th graders enrolled in or have already completed algebra
- ○ During the 2014-2015 school year, 34% (93/271) of 8th grade students successfully completed algebra
- ○ During the 2014-2015 school year, 77% (203/264) of ninth grade students enrolled at WHS had successfully completed algebra or better.

Short-term SMART Goal for Year 2
- By the end of the 2016-2017 school year, 85% of 9th graders will successfully complete algebra.
- By the end of 2016-2017, pre-algebra will be eliminated as a standalone course at WHS.
- Algebra readiness skills will be exhibited by 4th-8th grade students.

Year 1 Action Plan? (2015-2016)
- ○ Get data in place on goal.
- ○ Investigate research/visit sites that have completed.
- ○ By the end of the 2015-2016 School Year, Middle School Staff will identify essential standards in math
- ○ By the end of 2015-2016 School Year, investigate EDM to determine algebra readiness by 8th grade.
- ○ Establish a baseline within STAR that indicate algebra readiness (local decision)
- ○ Work on District Policy to award high school credit for middle school students who successfully complete algebra/geometry in middle school
- ○ Work to ensure/action plan so that middle school teachers are certified to teach in that area?

Year 2 Action Plan? (2016-2017)
- ○ By end of 2016-2017 School Year, Elementary Staff will identify essential standards in math and
- ○ Staff will focus on algebra readiness skills in K-7th grade
- ○ Identify students who are not algebra ready in grades 4-7

Year 3 Action Plan? (2017-2018)
- ○ No pre-algebra at WHS!

Analysis:
What work has already been accomplished to meet this long-term goal?

- Adopted Big Ideas curriculum in 6th-8th in 2014-2015 and 2015-2016.
- Implemented STAR Assessment Tool

What work still needs to be accomplished to meet this long-term goal?
- Establish STAR Baseline measure in Grades 2-7 to indicate algebra readiness
- Establish curriculum sequence starting in 5th grade.
- Staff Development/Training at Middle School to prepare to teach algebra.
- Take academic support course for additional support in math
- Hiring practices that support content certified staff teaching math
- Vertical alignment of essential standards K-12.
- Math coach as a resource

Action Plan:
- By the end of the 2015-2016 School Year, Middle School Staff will identify essential standards.

SMART Goal #3 – High School Graduation, College and Career Readiness:

❖ By the end of the 2019-2020 school year, 100% of our students will graduate with a high school diploma, including successful completion of a course that provides a college level experience (AP, transcripted, dual credit, articulated, etc.).
❖ The number of students who are college and career ready in reading and math will increase by 5% annually as measured by the ACT and/or ACT WorkKeys.
❖ By the end of the 2019-20 school year, students who have graduated from the WUSD will report being gainfully employed in a career that pays a living wage, engaged in a military experience, successfully enrolled in or have completed a post-secondary education.

Short-Term SMART Goal:

• By the end of the 2015-2016 school year, 98% of all students will graduate with a high school diploma and be prepared for a career or college

 Data to support this goal:
   ○ Class of 2013 92.1%
   ○ Class of 2014 95.2%
   ○ Class of 2015 goal 97%

• 2015-2016 – 85% of all high school students will graduate with a course that provides a college level experience while in high school.

 Data to support this goal:
   ○ 2013 short-term goal accomplished with 67% of students from graduating class
   ○ 2014 short-term goal accomplished with 75% of students from graduating class
   ○ 2015 short-term goal 80% of students from graduating class

Analysis:
 What work has already been accomplished to meet this long-term goal?
   ○ The high school has increased the number of Advanced Placement (AP) course offerings and the percentage of students enrolled in AP courses.
   ○ The high school has communicated the importance of taking challenging coursework to incoming freshmen.
   ○ The graduation rate has been significantly increased through the creation of the General Equivalency Diploma Option (GEDO2) program. This program is offered at our Alternative Learning Center (ALC) and allows students who previously would not have earned a high school diploma to achieve one through competency testing and creating an Individual Career Portfolio.
   ○ The WHS team has worked to identify those students at risk of not graduating and surrounding them with structures for support to help ensure their successful completion of high school

What work still needs to be accomplished to meet this long-term goal?
- (Spanish 5, Intro to Environmental Studies, Science 8, Comm Skills 8, Honors Chemistry, Sociology, World Lit)
- Define what a "college level course" looks like
- Re-examine course sequencing at the middle school and high school level.
- Endeavor Charter School can accommodate full-time online enrollment for in-district resident students.
- The high school will explore additional articulation options and connections with postsecondary institutions.
- Coursework options will be evaluated and communication will be facilitated to families and students around AP, articulated credit, transition, and virtual programming.
- Need to create survey data to track students' post-secondary plans beginning in sixth grade, throughout their secondary career, as well as to follow up with our graduates.
- Utilizing Career Cruising/Wisc Careers
- Exploring the achievement gap in terms of post-secondary plans and realization of those plans.
- Focus on engagement for our students to engage them in their educational/career pathway.
- Students at-risk of not graduating need to be identified early on and a plan for success needs to be created for each student.
- Comprehensive Counseling Planning for Student Services Staff
- Identify STAR Scale Scores Grades 2-8 that indicate College Readiness
- Adding focus to freshman class, developing watch list
- The math course sequence at RMS and WHS will be evaluated so that all students graduate with the successful completion of algebra.
- Continued use of SMI as an algebra readiness screener (6-12).
- Professional development about and implementation of Individual Learning Plans (ILPs) will take place.

<u>Action Plan:</u>