

# District Goals 2015 - 2019

By the spring of 2019, increase the percentage of students (in Reading by grade level) needing only the universal curriculum by 6%.

(This will then decrease the number of students needing selected/intensive interventions and special education.)

Rationale: *Federal and state educational initiatives require districts provide students with academic interventions when there is a need. River Valley uses STAR data as the universal screener to help determine the need for academic interventions. State guidelines suggest that 80% of students should have no need for interventions and should only need the universal regular education curriculum.*

Fall Median STAR scores (5 Year Median Fall Scores)

## **Baseline Data**

3rd grade: 66%

4th grade: 74%

5th grade: 68%

6th grade: 74%

7th grade: 72%

8th grade: 72%

9th grade: 64%

10th grade: 65%

## **GOAL - Increase in Spring Median STAR Scores, after 3 years**

3rd grade: 72%

4th grade: 80%

5th grade: 74%

6th grade: 80%

7th grade: 78%

8th grade: 78%

9th grade: 70%

10th grade: 71%

## **Possible Action Plans**

Year 1:

- Hire a district RTI Coordinator
- Professional development in selected and universal curriculum and strategies
- Professional Development Activities on incorporating critical thinking & literacy into curriculum
- Professional Development on how to utilize STAR data (K-8) to provide differentiation to students.
- Purchase Skyward RTI module and document both intensive and selected interventions for individual students
- Providing HS Teachers ACT/Aspire data & having teachers assess ACT/Aspire strands.
  - Assess 9 & 10 grade students ACT Aspire reading data
- Change in high school schedule (AP time)

**By the Spring of 2019, increase the percentage of students who enroll in a post-secondary institution by 6% and increase the number of economically disadvantaged students enrolled in a post-secondary institution so it is above the state average.**

*Rationale: According to research, critical stages of brain development occur between ages 0-4 years of age, and parents with a college education spend more time and money on developmental child care than those who are economically disadvantaged. Non-economically disadvantaged students have a wider range of informal mentors and broader social networks. Parents who are economically disadvantaged want to be part of their child's education, but are fearful of teachers judging them or are unable to meet with teachers because of transportation or time restrictions. Students who participate in extracurricular activities are 70% more likely to attain a higher education post-graduation than those who are only episodically involved, but 400% more likely than kids who are not at all involved; however, students who are economically disadvantaged have barriers to extra-curricular involvement. Those who are involved at a young age are more prone to continue to be involved throughout his/her schooling. Peer effects play a vital role in both student and teacher expectations.*

**Baseline - River Valley School District (5 Year Median)**

Total enrollment in post-secondary institution: 59%

Economically disadvantaged enrollment in post-secondary institution: 34.3%

Not Economically disadvantaged enrollment in post-secondary institution: 71.3%

**Baseline - State of Wisconsin (5 year Median):**

Total enrollment in post-secondary institution: 58.7%

Economically disadvantaged enrollment in post-secondary institution: 39.1%

Not Economically disadvantaged enrollment in post-secondary institution: 65.8%

**Goal:**

Total enrollment in post-secondary institution: 65%

Economically disadvantaged enrollment in post-secondary institution: 40%

**Possible Action Plans**

Year 1:

- Summer School Offerings: Enrichment and Other Opportunities
- Complete Facilities Study
- Skill Building?
- Professional Development on Shifting Mindsets
- Planning to provide opportunities that are all inclusive at a young age
  - Club Sports
  - District wide mentorship program
  - Boys and Girls Club of River Valley
- Decrease or Eliminate co-curricular fees
- Explore late bus
- Career Cruising 6-12
- Change in high school schedule (AP time)

**Proposed Goal #3 - Increase school community connections on an annual basis.**

Rationale: *Everyone, including local businesses and community members, share a commitment to educational achievement for today's students and to the preparedness of tomorrow's workforce. Students should be the ultimate beneficiaries of these partnerships. In addition, we want to combine school/insider expertise with business/outside resources and support. We hope to create valuable partnerships and a learning opportunity for teachers and our community stakeholders by continuing to learn more about each other. Last, we want to personally thank the businesses in the River Valley community for continuing to support our district.*

**Possible Action Plans**

Year 1:

- Inservice with teachers visiting local businesses
- Recognizing local businesses at school events (athletics, music, choir)
- Document school community connections (Gather data on current community connections in Year 1)

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- Career Cruising
- Facebook/Social Media Pages to share classroom/building/district stories.
- Development of Mobile App
- Web Page overhaul
- Join and attend Chamber of Commerce meetings

Year 2:

Year 3: