Information and Advocacy Report

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School District of La Crosse Mission
Students will discover their talents and abilities and will be prepared to pursue their dreams and aspirations while contributing effectively to their local, national, and global communities. [E-1]

Overview:
⇒ Board Goal I: Become the school system of choice in the region.
⇒ Board Goal II: Graduate students who are career and college ready.
⇒ Board Goal III: Promote student-centered, transformative practices.
⇒ Board Goal IV: Practice good stewardship of resources.
⇒ Board Goal V: Add value to the community.

The following document provides proposed instructional priorities for the 2014-2015 academic school year from each of our program areas. A great deal of focus is placed on alignment between the Board’s Ends Policies & Strategic Plan, the Administrative Strategic Plan, and the feedback of supervisors and educators in each of the programmatic areas via the Program Profiles. (Note: through GP-7-E, we will be bringing detailed information regarding the Program Profiles—and thus more specificity—for the Board’s review and consideration each November).

It has been said that (1) Curriculum (what we teach), (2) Instruction (how we teach), and (3) Assessment (measure of learning) combine to form the triad of student achievement in education. Throughout the Proposed Instructional Priorities document you will notice—our continued—major School District of La Crosse initiatives:

- Professional Learning Communities (PLCs)
- Response to Intervention (RtI)
- Positive Behavior Interventions & Support (PBIS)
- Customization of Learning Options

You will also notice references to budget, hiring practices, career and college readiness, instructional resources, staff development, community collaborations, community service, co-curricular opportunities, enrichment and advancement, data utilization, technology infusion and utilization, academies, etc. The point is simply that the attached instructional priorities touch—in one aspect or another—every facet of our organization.
As you review the information herein, I know you will view the information through various purposeful lenses and ask yourself:

(1) Do our proposed instructional priorities align with BOE goals and our District’s mission?
(2) Do our proposed instructional priorities reflect purposeful movement forward based on what you heard in the various linkages in which you participated?
(3) Do our proposed instructional priorities positively impact the city, county, and school district collaboration around *Rebuilding for Learning*?
(4) Do our proposed instructional priorities provide a catalyst for effectuating an overall gain in assets for our young people (i.e. Gallup Hope Survey; Youth Risk Behavior Survey, etc.)?

Our dedicated program supervisors and stalwart educators are looking forward to the challenges and opportunities that are inherent within the proposed instructional priorities as we embark on the 2014 – 2015 academic school year.
Proposed Instructional Priorities
2014 – 2015

We will....
⇒ Become the school system of choice in the region.
⇒ Graduate students who are career and college ready.
⇒ Promote student-centered, transformative practices.
⇒ Practice good stewardship of resources.
⇒ Add value to the community.

Administrator Mentoring Program
Continue:
• Training for new mentor/coaches- ID of administrators who have a penchant for mentoring new principals
• Time made available via a rearrangement of responsibilities so that mentor/coaches could feel comfortable spending this valuable time with new administrators
• Identify what it is that we really want our new administrators to be able to know and produce in terms of leadership. What do the best of the best look like and how do we know?
• Use information on mentoring and leadership to help guide our hiring practices
• Unveiling of the electronic manual to our administrators and DLT members
• Use of information to look at a “coaching” model for all administrators
• Possible combination of the Teacher Mentoring Program with the Administrator Mentoring Program

Business Education
New:
• Complete equivalency credits for Personal Finance in math
• Create a “Hospitality & Tourism class”
• Address Personal Finance and Economics standards relating to high school graduation requirements
• Pursue options for International Education Academy
• Pursue options for Information Technology Academy
• Create elementary keyboarding instructional sequence beginning in grade 3 to address the Common Core standards (and prepare for Smarter Balanced Assessments)
• Work with counselors to revise middle level offerings to include career cluster instruction addressing 16 career clusters

Continue:
• Convert Computer Applications course onto Moodle environment
• Revise middle level offerings to include financial literacy and introduction to business concepts
• Finance Youth Apprenticeship program
**Co-Curricular: Elementary**

Continue:
- Continue to promote co-curricular opportunities in each of the schools
- Maintain the variety and opportunities for students in our Co-Ex Clubs at the elementary level
- Continue to examine how changes in the offerings provided by different community agencies such as the Boys and Girls Club, YMCA, Park & Rec, etc., may affect the offerings we provide to our students

**Co-Curricular: Middle**

New (1 to 3 years):
- Coulee Council on Addictions Options

Continue (4 plus years):
- Facilities improvement
- Alcohol Awareness Program with Gundersen
- Co-Curricular Code

**Co-Curricular: High**

Continue (4 plus years):
- Concussion Program with Gundersen
- Coulee Council on Addictions Option
- MVC Leadership Workshop
- Facilities Improvement
- Bigger-Faster-Stronger Program
- Alcohol Awareness Program with Gundersen
- Co-Curricular Code
- LINK Crew and FMP (Freshmen Mentoring Program)

**Cultural Liaison Program**

Continue:
- Continue to implement and refine program delivery model for servicing students through our Cultural Liaison Program with focus on middle school students/families
- Continue to examine specific classes that the Cultural Liaisons could teach in different classrooms across all levels that focus on diversity/cultural related issues
- Work with building principals to assess the needs of building staff (and related staff development) to help move staff along the Cultural Proficiency Continuum
- Refine system for identifying student needs, design and implementation of specific programing related to the identified purpose, with timelines and a communication plan that keeps all related staff informed and up to speed on student progress/needs
- Maintain effective student programs designed for specific needs of students
- Maintain opportunities for parents to get important information about parenting/support skills to enhance student success
- Continue to assess liaison participation on community committees, and prioritize which committees we should continue to support/which community programs we should be a part of in the future
- Continue to evaluate how to better quantify the work of the program
Curriculum

New:
- High school math course review; graduation credit change and necessary courses
- Continue shift of curriculum to electronic platforms
- Review (CCSS) Common Core State Standards-based quarterly assessments in elementary math
- Review English Language Arts (ELA) high school elective courses
- Implement PALS (Phonological Awareness Literacy Screening), PK-2
- Review/revise elementary standards-based report card
- Expand model curriculum maps for ELA in grades 3, 5, 8
- Identify and acquire e-library to support ELA grades 6-8 and beyond
- Revise maps for ELA grade 9-10 courses; Revise maps for ELA grades 11-12
- Begin Science curriculum review
- Review on-line courses and student participation (eScholars, etc.)
- Begin exploration of personalized learning models (student-centered transformative practices)
- Review year one of elementary coaching model to establish “year-two priorities”
- Social Studies review of assessments

English Language Learners

New:
- Review the current model of ELL (English Language Learners) service
- Finalize updated, electronic version of district best practice handbook for ELL
- Research best practices for vocabulary training for ELLs and scaffold this on the Sheltered Instruction Observation Protocol (SIOP) offered previously to district staff
- Maintain strong participation in ELL Science Adventures
- Establish new, relevant second language parent education program
- Increase progress monitoring of ELL students
- Maintain use of Imagine Learning Software
- Move emerging ELL documents to Moodle environment

Family & Consumer Education

New:
- Revise 8th grade elective offerings

Continue:
- Revise 7th grade Family & Technology class

Fine Arts

Elementary Art

New:
- Define what quality arts integration looks like at each elementary level
- Curriculum revision this summer with an emphasis on unifying instruction across the district (common essential learning outcomes) – Refine
- Develop common assessments and pilot implementation in 2014-2015
- Begin work on true PLC (Professional Learning Community) for elementary art teachers using information from common assessments/goals (monthly meetings as well as early release days)
- Consider use of 3-4 early release days for content-specific staff development
Secondary Art
New:
• Use of common assessments to inform instruction, guide PLC work, and show student growth; revise these assessments
• Continue thoughtful integration of more technology (digital imaging, animation, graphic design)
• Consider use of early release days for content-specific staff development

Continue:
• Implementation of new curriculum

Drama
New:
• Explore connections with Native American community. How can we create something similar to the Hmong Culture Project over the next 5 years?

Continue:
• Use drama residency as a model for storytelling and other art forms that support literacy and creativity
• Support Hmong Cultural Project with drama as the vehicle for instructional delivery
• Support high school drama including musicals and support both high schools working together so that interested students at both schools can have a drama experience
• Define/Refine what quality arts integration looks like at elementary level

Elementary Music
New:
• Create/modify common assessments used to demonstrate student growth

Continue:
• Continue focus on our work in PLC’s...bi-weekly (north side and south side schools) and on early release days (all)
• Support movement (Dance) residencies and other experiences
• Explore developmental checklist for measuring growth and achieving understanding throughout K-5 experience
• Consider use of 3-4 early release days for content-specific staff development
• Define what quality arts integration looks like at elementary level

Band/Orchestra
New:
• Investigate retention problems between middle school and high school; recruitment/retention

Continue:
• Continue use of developmental levels (common assessments) and expand use during band staff meetings
• Continue to welcome all students into program
• Examine elementary strings model and consider changes allowing for diverse learners to excel (similar to the old "Hamilton Strings" project)

Secondary Vocal
New:
• Investigate retention problems between middle school and high school
Continue:

- Bring consistency to the middle school general music program by meeting bi-monthly for planning purposes
- Continue efforts on developing music literacy within vocal music programs
- Continue focus on curricular ensembles and bringing similar learning experiences to our students in all middle and high schools
- Develop content-specific staff development

**High Performance Learners**

New:

- Merge HPL and LMC program to support LMC directors delivering face-to-face HPL instruction to identified top 10% of students in each building
- Refine building level roles and coordinator role
- Communicate changes to parents and staff through HPL Open House format, brochures, school newsletters and websites
- Alignment of middle school programming to ensure that students are offered similar services and programming options in each of the three middle schools

Continue:

- HPL offers programming and advocacy for gifted students as well as advanced learners at the elementary and middle level
- The HPL program works to enrich and accelerate a curriculum based on the Common Core standards.
- Refining alignment of HPL program plan with Response to Intervention (RtI) framework and DPI standard expectations
- Utilize technology to increase learning opportunities for students, with a goal that students receive “HPL programming” daily. This supports—and is in alignment with—individual building’s Response to Intervention framework
- Offer HPL Summer Symposium to address not only language arts and math but also other areas of giftedness, which includes the arts, leadership, and creativity
- Focus on providing district-wide events that support and enrich all students and align with curricular expectations. Most recent events include the elementary Vocabulary Showdown, which addresses research on building academic vocabulary
- Explore and expand individualized, self-pacing math opportunities for students in grades 4-5.
- Address student and parent needs for learners who are far beyond the usual pace of their age mates. The bigger the disparity between the student’s ability and those of his/her age mates, the greater the need for individualized academic and social/ emotional support
- Support building-level enrichment activities through staff support, collaboration and building-level funds

**Language Arts**

New:

- Complete development of English Language Arts (ELA) curriculum
  - Enhance grade 3-12 model curriculum maps
  - Identify and adopt necessary ELA resources for 6-8
- Begin work on gr. 1-8 summative assessments
- Realign ELA standards on the report card
- Review books utilized in 6-8
- Publish district reading correlation charts
- Extend district reading strategies and electronic resources
- Share and implement ELA universal best practices
• Advance polices of critical literature review
• Advance understanding of cultural awareness
• Identify additional screeners for high school, middle school, and elementary
• Further refine the elementary coaching model

Library Media Program
New:
• Building upon the excellence in LMC and HPL programs to support student learning through a merged service (See High Performance Learners Section)
• Deliver library curriculum through a 'flex schedule' model allowing for library teachers to teach inquiry learning, information literacy, research skills, and digital literacies through direct connection with content area curriculums in the classroom
• Provide a 'learning commons' space for all students and teachers to use to support reading literacy and special events such as book talks, visiting authors, large group book reads, etc.
• Develop common units of instruction to be shared across all buildings/grade levels related to an inquiry model of learning

Continue:
• Provide technology integration staff development for peer colleagues
• Support the Library Media Grade Level PLC’s
• Partner in the disciplinary literacy efforts of all curricular areas
• Partner with the Technology Services Department to support technologies for faculty and students

Mathematics
New:
• Continue implementing the 2013 edition of Math Expressions, which aligns with the Common Core standards, at grades K-5
• Review middle school mathematics program, and obtain future-focused materials
• Develop common quarterly assessments aligned to the Common Core State Standards at grades K-5
• Develop more opportunities for enrichment and remedial summer school courses
• Deliver summer school instruction for remedial Algebra and Geometry through a proficiency-based model using the ALEKS computer-based program
• Integrate assessment questions relating to the SMARTER balanced assessment on summative assessments in all grades
• Build curriculum resources and collaborate in the Moodle platform
• Utilize data in the data warehouse to help differentiate instruction

Continue:
• Review of Common Core State Standards and infuse into the district curriculum
• Integrate the mathematical practices into classroom instruction
• Utilize multiple assessments to help align students with developmentally appropriate courses
• Provide interventions for students needing additional support or enrichment activities
• Utilize data to measure student growth and achievement
• Implement extended math courses for Algebra and Geometry at our high schools
• Integrate assessment questions for preparation aligned to the ACT Exam
New Teacher Support

New:
- Provide two-day training prior to the school year around critical district topics
- Introduce new teachers to district mentor program
- Introduce new teachers to district assistance with the PDP process
- Implement revised new teacher training schedule. This year, many of the seminars will be presented through a videotaped process to provide a timelier, accessible, and cost effective option for training new staff.

Continue:
- Provide after school seminars on critical issues in a face-to-face 45 minute format
- Design and implement a rubric on best teaching practices for the initial educator. This rubric will be designed with direct input from administrators and the LEA (La Crosse Education Association) to dialogue about best practice
- Provide Moodle environment information to all new teachers and promote its utilization
- Use information on mentoring and leadership to help guide our hiring practices

Physical Education

New:
- Elementary P.E. staff will begin implementing updated portion of curriculum
- Middle and high school P.E. staff will pick-up where elementary P.E. staff left off with curriculum update efforts
- Collaborate with La Crosse County Heroin Task Force with regards to resources to support our middle and high school Health curriculum

Continue:
- Continue creating common district assessments based on Wisconsin State Physical Education and Health Standards
- Continue to consistently and uniformly gather, analyze, and utilize data to inform our educational practices
- Fitness Gram 9.0 assessments with fidelity, integrity, and consistency to help ensure inter-rater reliability and validity
- Analyze effectiveness of current assessment practices (qualitative and quantitative)
- Infusion of purposeful technology into classrooms
- Align commonly themed units within the District’s physical education and health curriculum with Wisconsin State Physical Education and Health Standards
- Focus on student and staff safety; this is a paramount consideration in all that we support, model, and implement
- To keep students physically active while developing or refining skills to encourage a healthy and active lifestyle
- Continue to promote the effective utilization of Fitness Gram to monitor and report student progress
- Promote the umbrella goal in our health curriculum, which is to produce healthy and self-confident youth and young adults
- Continue to focus on life-long learning activities and community partnerships
- Provide eclectic opportunities for students to discover the joy and fun inherent in purposeful movement
- Support students’ cognitive development and overall ability through movement
- Continue the purposeful growth and development of the K-12 Physical Education and Health programs through the collective efforts of the District Leadership Team
• Provide stewardship and emphasis on curriculum that promotes life-long learning, wellness, and skill development (e.g. archery, cross country skiing, bowling, snow shoeing, in-line skating, biking, climbing walls, etc.)

• Continue support and/or facilitation of during and/or after school activities that promote healthy, active lifestyles

Preschool
Continue:
• Review curriculum/program alignment with State Model Early Learning Standards, as well as school district literacy and math standards
• Review PALS (Phonological Awareness Literacy Screening) results from 13-14, and develop a process for review of data and standards to develop for year-to-year data collection to inform instruction
• Continue to refine and implement transition program for PreK to Kindergarten
• Continue to provide for equipment and supply needs for Model 1 and Model 3 classrooms
• Review role of Community Collaboration for Four Year Olds

Pupil Services
Continue:
• Promote Health, Wellness and Safety amongst all school district students, families and staff members
• Reduce barriers to learning for all students by researching, exploring, and implementing Rebuilding for Learning principles
• Increase support for students struggling with behavioral health issues
• Implement use of 1:1 Site Based Mental Health Services where appropriate
• Support homeless students, providing transportation and academic support
• Evaluate Pupil Service Resources for relevancy – dispose of outdated material and replace if needed
• Curriculum Development
• Conferencing at grades 8, 9 and 11
• Career education development, particularly at the elementary Level
• Support school-wide programs that emphasize leadership
• Maintain efficient scheduling of staff in order to best serve the students needing homebound services
• Explore alternative education programs for students experiencing anxiety in the general school setting
• Increase the use of technology to meet the diverse needs of the learners
• Continue to serve on Building & District Team Approach to Response to Intervention & Prevention Behavior and Leadership Teams

Research and Development
Continue:
• Continue dialogue with area university professors and R & D (Research & Development) members to define research priorities for both parties
• Begin to place in-house research (research that does not go through the R & D Committee) on accessible electronic site
• Place all of LPEF grants and Internet research on our site as a depository of information for our staff and school district
• Provide WIKI access for all educators in the district
**School to Work**

**New:**
- Continued development options for Engineering Academy
- Investigate Tourism Programs of Student and Tourism Youth Apprenticeship program
- Revise and expand documented pathways and programs of study
- Revision of all coop programs to incorporate certificate programs
- Investigate additional opportunities for Nursing Assistant training programs

**Continue:**
- Investigate expansion of Global Partners initiatives/programs
- Convert Health Science Academy curriculum to Moodle environment
- Implement third year of Construction Academy
- Pursue option of expanding Health Science Academy with a second section including neighboring school districts
- Project Lead the Way certified courses
- Transcripted credit opportunities
- Career education events for students at all levels

**Science**

**New:**
- Implementation of a new AP Physics course at the high school level
- Planning for science pathways and options for students with the upcoming three-credit science requirement
- Middle school adoption of new FOSS (Full Option Science System) kits for hands-on science

**Continue:**
- Financial support to maintain resources needed for the Advanced Placement science courses (AP Biology, AP Chemistry, AP Environmental)
- Dedicate funds to support apps needed for the Ipads
- Financial support of supplies and equipment to maintain "hands-on" science in all K-12 science classrooms
- EcoPark partnership and providing K-12 students transportation to the park
- Financial support to maintain the current district planetarium and microscopes
- Support middle school robotics program through admission fees, kit purchases, staffing, and transportation
- Support the participation of middle school math and science students in the Science Expo held at the La Crosse Center each spring through admission fees, supplies, staffing, and transportation.
- Support K-12 community connections and field experiences through transportation to sites (i.e. School on the River, Community Pod, Medical Partnership, Charter School Community Partnerships)
- Financial support of professional development to maintain high quality science instructors

**Social Studies**

**New:**
- Complete curriculum/common learning target revisions for all required course
- Complete building common unit summative assessments
- Implement new second grade La Crosse History curriculum (using revised La Crosse History student booklets)
Continue:

- Develop curriculum that helps students make informed, reasoned decisions for the public good as citizens of a culturally diverse democratic social in a globally connect world
- Provide opportunities for student learning through authentic, hands-on and "mind-on" experiences
- Enhance and extend learning through the use of technology
- Provide training and planning time to enable teachers to learn and share best practices

Special Education

Continue:

- Guide all special education staff in providing supportive programming within a system of positive behavior support
- Use a program improvement process for all special education program teachers to review best practices in evaluation and assessment, and research based methods of programming
- Monitor behavior intervention planning within emotional behavior disability programs through regular review of student behavior intervention plans
- Monitor our early childhood service delivery model to meet the needs of the students
- Implement the new rules for identification of specific learning disability students and RtI
- Provide extensive staff development and parent education on best practices to keep us legally compliant and alleviate parental concerns and/or complaints

Staff Development

New:

- Present PALS (Phonological Awareness Literacy Screening) training in fall staff development for PK-2
- Provide training to teachers in Educator Effectiveness through August staff development
- Present district SD through a summer conference focused on literacy in content areas
- Promote (UI) Universal Instruction through the District’s Summer Institute
- Develop and deliver a menu of SD activities for 3 of the District’s 7 early release days
- Provide building SD support for 4 building-directed early release days
- Train facilitators in district curriculum mapper
- Begin research on the 90/90/90 school model
- Provide consistent building instructional staff development at elementary through the addition of Instructional Coaches at each building
- Provide on-going training and preparation to newly identified District Instructional Coaches

Summer School

Continue:

- Continue to emphasize the importance of providing students with opportunities to strengthen and enhance their educational experience
- Offer coursework for students of all abilities and needs at all grade levels
- Develop more offerings in Reading and Mathematics so students can improve upon, and expand, their learning in these two important content areas
- Examine ways to be more efficient and effective for the purpose of maximizing our resources so we can continue to offer students an array of courses
- Examine a new approach to registration that will better inform parents of course changes and availability
- Move to an online registration environment while recognizing not all families have technological access will help our office track class enrollments
Technology and Engineering
New:
• Complete equivalency credits for PLTW (Project Lead The Way) courses in science and math
• Engineering Academy Development
• Business partnerships (TRANE, etc.)
• Revise 8th grade electives (investigate Gateway Academy)

Continue:
• Revise Small Business for Teens at middle level
• Expand high mileage vehicle program
• Expand FIRST Robotics program
• Evolution and growth of Construction Academy
• Certified PLTW courses
• Transcripted courses with Western
• Stop Saws (and large equipment replacement)
• PLTW software

World Language and International Education
New:
• Complete Curriculum/Learning Target revisions for each level
• Complete Common Pacing Guide for each level
• Start common unit assessments -work on throughout school year 2014-15 or summer 2014 if
  desired, but completed by end of school year 2014-15 (common unit assessments can be used
  for SLO’s)
• End-of-year (SM2) common assessments, or work in summer 2015, to be given end of school
  year 2016

Continue:
• Implement a World Language curriculum that enables students to achieve competence in the
  language and understanding of the culture of countries where that language is spoken
• Provide opportunities for student learning through authentic, hands-on experience
• Enhance and extend learning through the use of technology
• Provide training and planning time to teachers in best practices in world language and global
  education

New International Education:
• Expand Partial Immersion to Logan Middle School Global Village
• Articulate Global Competence goals for North Woods International and Logan Middle School
• Develop language targets for each grade level of Immersion
• Market Global Education Achievement Certificate at Central and Logan High Schools
• Maintain teacher and student exchanges with La Crosse sister cities in China, Russia and
  Germany. Continue Partnership with UW-L Office of International Education, and with
  Gundersen Lutheran Global Partners