

Creating a Culture of Academic Success

Strategic Question: How can we adequately prepare the students in our district for improving their academic success?

Goal: To provide the necessary environment and culture for academic success

Evaluation: assess the physical space, technology, parental support, attendance, rewards and career planning necessary for academic success

Inputs- <i>resources, members, responsibility, timelines</i>	Outputs <i>activities</i>	Outputs <i>participation</i>	<i>short</i>	Outcomes - - Impact <i>medium</i>	<i>long</i>
<p>MEMBERS:</p> <ul style="list-style-type: none"> • Cindy Jaeckle • Mary Eck • Marissa Brandt • Adam Michalowski • Lori Miller • Ruth Lord • Kandi Schlueter <p>BRAINSTORMING:</p> <p>Front-end loading, be proactive in helping students at a younger age to find academic success.</p> <p>Relationships are incredibly important—not only with the students, but also with parents.</p> <p>Title 1 programming needs to be defined. What interventions are happening at each level? And what about Gifted/Talented?</p> <p>PBIS—needs to be implemented at the lower grades. The Jr/Sr High School can roll it out as the students come up through the levels. We need these common levels and training to deliver it. (Start with pupil services team)</p> <p>RTI—Professional development and differentiation. SE students are all our students, not just SE. There is a lot of pressure for them to</p>	<p>Make and publicize clear expectations for everyone-board, staff, students, parents, and administration. (Bell-to-bell instruction, recognizing different learning styles and allowing teachers the flexibility to teach to those differences, PBIS & RTI, investigate potential poverty and solutions, more consistent intervention for under-achievers, curricular activities should be free so all students can participate)</p> <p>Find ways to make Manawa schools a fun place to work and learn (new classes that other districts don't, student/student mentors (Senior/Freshman-Link Crew, maybe even Sr. high/Jr. High, peer helpers and more buddies like the 6th grade 4th grade partnership)</p> <p>Communicate "need to know" information for (new) families at each level (grassroot movement to scale back on testing, allowing teachers to teach)</p> <p>Better attendance (at high school Parent/Teacher conferences, add resources and staff to guidance department)</p> <p>Reward academic success; academic improvement & progress (fill spaces for elective classes based on class ranking, more rewards/positive consequences, use technology as incentive, acknowledgement of all student achievement, celebrate academics as much as athletics, more public recognition)</p> <p>Offer classes and co-curricular opportunities that will engage students (Career Pathways – plan for future for all 6-12 students, classes that collect current research, ensure that students are provided with curriculum and opportunities at their skill level and within their field of interest)</p> <p>Commit to long-term technology plan/updates</p> <p>Commit to long-term building maintenance</p> <p>Fully Implement PBIS and Rtl.</p> <ol style="list-style-type: none"> 1. Leadership—searching for new elementary principal should consider this as priority. 2. Inventory who already has been trained in the district. As well as what interventions we already use. 	<p>Students Parents Chamber-Businesses Community leaders-city Service Organization School Board Teachers Administrators</p>	<p>Stakeholders learn more about environments that improve academic success</p> <p>Stakeholders group learns more about their role</p>	<p>Stakeholders groups divide responsibility for academic success</p>	<p>Partners collaborate on sustainable funds that build environments for academic success</p>

<p>improve, but the way it is set up—intervention for them is not what it needs to be to see this improve. A teacher does not have time to do intensive intervention with that particular student to work on the specialized need as written in their IEP. This should be the most intensive intervention. Train and equip RE staff to do the interventions at Level 1 and 2. We need to equip the teachers to do address groups (even small) at their specific need. Driven more by need and level of need, rather than by schedule of their RE classes.</p> <p>PTO—keep it afloat. Communication such as input in the weekly newsletter. People need to know the value of the PTO for our students. Possibly partner PTO with PBIS and Title 1. Math Night was a great success (but it was 2 years ago!)—fun math night and well attended by a variety of families. Student Council events—a parent was DJ for a recent fun night, even volunteering time. Upcoming sledding party. PTO game night coming up—one station available there will be ChromeBook—and showing Smarter Balance to parents.</p> <p>Our paras need to know we support them. They are a crucial part of our students’ success.</p> <p>A child’s attitude is crucial—“I can...” Studies have shown parents can no longer help students with their homework after 4th grade.</p> <p>Buddy system—pair high schoolers with elementary students. This is stifled right now due to the pressure to have academic-emphasis in ALL educational minutes, and “tutoring,” enrichment projects, or “reading buddies” don’t jive with the current focus on rigor.</p>	<ol style="list-style-type: none"> 3. Take the strengths and weaknesses we already have and see how it aligns with the PBIS and RtI Models. 4. We need to have consistency throughout the district—including documentation in Skyward. Procedure!!! 5. Positive Reward—consistency is needed. 6. Response team—important to have this implemented in each building and so each teacher knows they have a team with procedure. 7. First Day—Teach schoolwide procedures and expectations. 8. Procedures to address: <ul style="list-style-type: none"> • Response Team (and who are the members) • Special crisis plan—for students with specific needs. • Procedures to document behaviors (defining minor to major). • Office Referrals—consistency in follow-through, including parent contact. • Clear delegation of duties and in Skyward so it can be viewed by those involved. • Timeliness of actions. • Communication is crucial for all aspects. • Crisis Procedures (incl. Tornado/Fire) • Procedures and Expectations for students: <ul style="list-style-type: none"> ○ Hallways ○ Lunchroom ○ Lockers ○ Bus ○ Recess ○ Classroom ○ Voice Levels per environment ○ Assemblies/Concerts/Guest Speaker ○ After School ○ Sportsmanship and School Pride ○ Basic Housekeeping and Respecting Your Environment ○ Technology/Use Agreement ○ Bathroom ○ Rewards—don’t always have to be material 					
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Assumptions and Situation: *academic success benefits our community and all its residents*

External Factors: *Many partners prioritize academic success on consistent and expanded efforts.*

blue are connie's comments
red are from strategies
green are from action steps
purple are from A-Team