



BLUEPRINT

for *Brilliance*

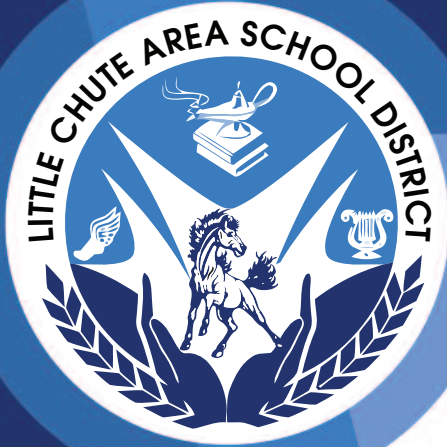
The Mission of the Little Chute Area School District is dedicated to fostering a community of learners where we meet the academic, social, and emotional needs of ALL students.



LITTLE CHUTE AREA S



BLUEPRINT



DISTRICT LEARNER GOALS

Artistic Appreciator—A student who perceives the world's creative values as intrinsic and who understands that the application of design principles enhances their life.

Cooperative Societal Contributor—A student who shares their time, energies, and talents to improve the quality of life with their peers, school, and community.

Effective Communicator—A student who is able to decipher and assess information through reading, writing, speaking, and listening and who effectively demonstrates ideas through a variety of methods.

Global Cultural Participant—A student who is aware of local, national, and international issues and cultures; who can interact in a responsible manner and who understands how these interactions impact others.

Problem-Solver and Critical Thinker—A student who identifies, assesses, integrates, and uses available resources and information to reason, make decisions, and solve problems in a variety of contexts.

Participant in Personal Wellness—A student who is capable of taking action to achieve physical, mental, and social well being.

Self-Directed Learner—A student who sets priorities and achievable goals, creates options for themselves, monitors and evaluates their progress, assumes personal responsibility, and uses core values to create positive visions for their future.

Technology/Quality

Producer—A student who uses advanced technologies to create practical, intellectual, and physical products, which reflect originality and high standards.



OUR VISION

Little Chute schools will be learning communities where students express a genuine desire to learn in a welcoming and secure environment. We will challenge ALL learners to become engineers of their own future by nurturing their creative and intellectual growth. We will provide the launch pad for students to excel in any field of interest by developing the whole child in a diverse and technical society.

DISTRICT VALUES

Parent and Community—We value parents as their child's first teacher, and we value a community that actively supports education and partners with us in providing rich learning experiences and facilities.

Purposeful Curriculum—We value the development of a strong curriculum that embraces purposeful learning experiences with high expectations for all and assessments that measure student learning and growth.

Learning—We value learning as a lifelong endeavor for ALL.

Integrity—We value responsible, accountable, ethical behavior in an atmosphere of honest, open communication with mutual respect and caring for each other.

Collaboration—We value using the strengths of all team members to creatively solve problems.

Innovation—We value creative risk taking and enthusiastic pursuit of new ideas.

Continuous Improvement—We value continuous improvement of our programs, services and processes through employee empowerment and professional development in a team-based culture.

Safety—We value safe and purposeful learning environments free from discrimination, intimidation, and hazards.

Extra-Curricular Opportunities—We value exceptional opportunities for students to explore and demonstrate their unique talents and to develop team skills.

for Brilliance

STUDENT ACHIEVEMENT

To maximize the learning of ALL students and of all abilities, we will incorporate classroom strategies and practices that provide a robust educational experience. The vision of learning we embrace focuses on teaching students to become critical thinkers and problem solvers; artistic appreciators and technology innovators; effective communicators and self-directed learners; cooperative societal contributors and global cultural participants; and advocates for their personal wellness.

To keep pace with a dynamic and changing world, LCASD schools will offer rigorous, relevant and engaging opportunities for students to learn—and require students to apply their knowledge and skills in meaningful ways.

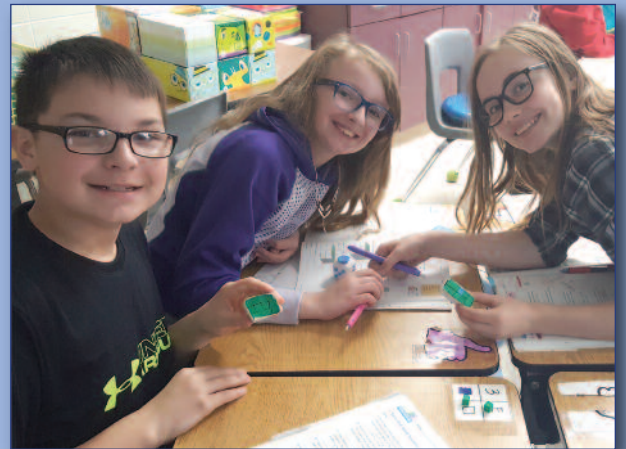
To this end, LCASD stakeholders will provide ALL students with a 21st century education that will position them with the knowledge and skills they need to thrive whether a student continues their formal education at the post-secondary level or selects another post-secondary career option.

CURRICULUM/INSTRUCTION

We follow a Curriculum Development & Renewal Process when reviewing and revising curriculum in all areas. District faculty and administrators will use this process as a systematic way to consider a variety of factors, issues and components in the Teaching and Learning Framework.

Process goals include:

- Maintaining a research based curriculum that provides teachers and students with the most up to date curriculum.
- Analyzing current practices for strengths, weaknesses, opportunities and threats.
- Infusing technology into the teaching and learning framework.
- Embedding literacy into each curriculum area.



PROFESSIONAL DEVELOPMENT

The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—will have a profound implications for schools in our District.

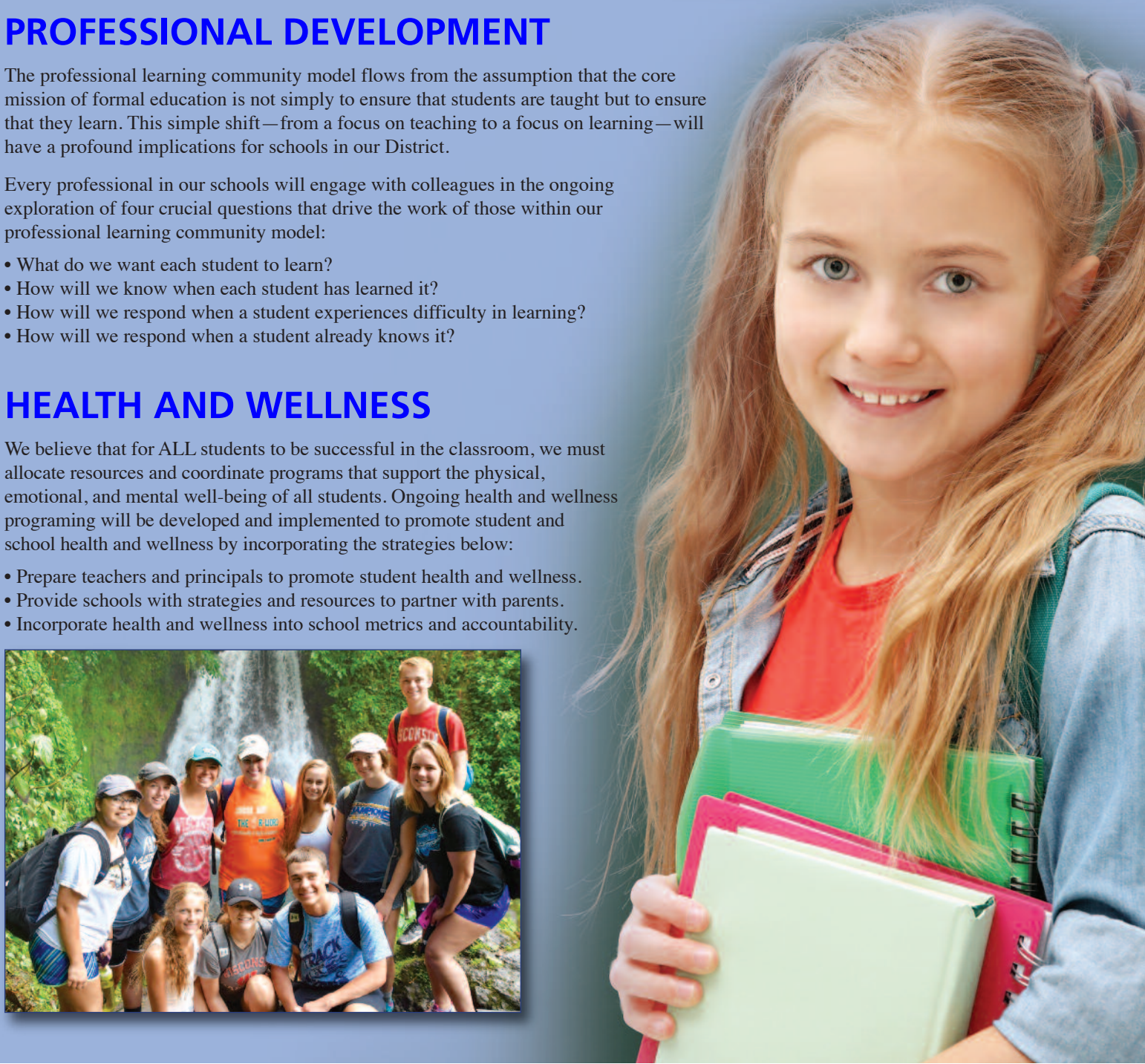
Every professional in our schools will engage with colleagues in the ongoing exploration of four crucial questions that drive the work of those within our professional learning community model:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we respond when a student already knows it?

HEALTH AND WELLNESS

We believe that for ALL students to be successful in the classroom, we must allocate resources and coordinate programs that support the physical, emotional, and mental well-being of all students. Ongoing health and wellness programming will be developed and implemented to promote student and school health and wellness by incorporating the strategies below:

- Prepare teachers and principals to promote student health and wellness.
- Provide schools with strategies and resources to partner with parents.
- Incorporate health and wellness into school metrics and accountability.



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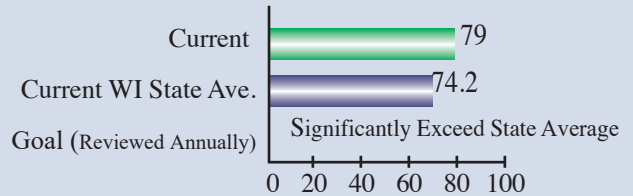
MEASURES

Current School Year = January, 2018

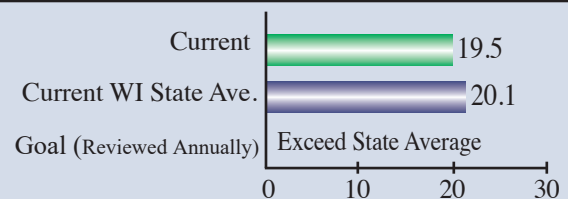
Goal School Year = 2020-2021

Student Achievement

Wisconsin Department of Public Instruction
District Report Card



High School ACT Test Score



Curriculum/Instruction

By September, 2020 LCASD professional staff will (as defined by the District's curriculum development and renewal process) evaluate, renew, design and implement researched based curriculum in the areas of: Physical Education/Health, Science, Career Technical Education (Technology, Family and Consumer, Business Education). All renewals will align with the implementation of Academic and Career Planning (ACP).

By September, 2020 LCASD professional staff will finalize an essential standards based grading, reporting and feedback process to communicate students current level of performance related to essential grade level standards and District defined life and career skills.

By September, 2020 LCASD's Future Ready Schools Team will finalize a road map to facilitate the implementation of a sustainable digital leaning transition plan that supports teachers, and addresses the District's vision for student learning.

Professional Development

Continue to implement a District-wide Professional Learning Community (PLCs) Program to support data driven curriculum development and Student/School Learning Objectives (SLOs). Building Leadership Teams (BLTs) will direct their PLCs by insuring a school climate of self-efficacy that will identify each school as a "Solution Tree Model PLC".

The following criteria will be used:

- Evidence of a Commitment to Learning for all Students
- Evidence of a Collaborative Culture
- Evidence of a Focus on Results

Health and Wellness

Goal #1 Relationship building, resiliency, and rich social-emotional learning

As a result of the implementation of the Second Step Bullying Units K-8, along with increased bullying education for parents, staff, and students, and a review of transitional practices from 6th to 7th grade we would like to see the following results:

- All students in grades K-4 will obtain at least a score of 90% on a Second Step Bullying Survey.
- Results of the Bullying Survey (Post-test) will indicate 10% decreases from the pretest in reports of physical, verbal and electronic bullying.
- The number of students in grades 6-8, who report being bullied in the past 12 months will decrease from 57% (males) and 63.5% (females) to 40% as measured by the Online Youth Risk Behavior Survey (OYRBS), administered in Spring 2018.

- The number of students in high school who report being bullied within the past 12 months will decrease from 31% (2016) to 23% (WI state average), as measured by the OYRBS, administered in Spring 2020.

Goal #2 Trauma Sensitive Practices

- The number of students in grades 3-5 who report feeling like they belong in their school will remain above 90% at the elementary school as measured by the Elementary and Intermediate School Climate Surveys and will increase from 72% at the Intermediate/Middle School and 73% at the High School to 85%.

Goal #3 Mental Health and Wellness Education

- Students and staff will receive education around monthly health and wellness themes: September (Suicide Awareness), October (Bullying Awareness), January (Mentoring), February (Heart Health), March (Nutrition), April (Alcohol and Other Drug Abuse) and May (Mental Health)
- Parents/families will receive communication around themes at least once a month.



LITTLE CHUTE
Area School District
fostering a community of learners

325 Meulemans St. • Ste A
Little Chute, WI 54140
Phone: (920) 788-7605
Fax: (920) 788-7603
www.littlechute.k12.wi.us