

Denmark High School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
#1. Social & Emotional Health	(C) Promote respect, wellness, and balance for staff and students	Through Dane Time, we will intentionally focus on the connectedness and wellness of each of our students.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Create opportunities for connection throughout the Denmark Community of Schools.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Full implementation of professional learning communities (PLCs)
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth through the use of research based instructional strategies with the goal of enhancing the learner experience.

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FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	<p>Overall, offering wellness sessions worked well and the addition of Flextime Manager allowed teachers and students choice for sessions in which they had an interest. Administration observed many instances where teachers and students were engaged in the wellness sessions and were engaged with each other. The addition of homeroom teachers allowed students an opportunity to connect with another adult on campus and one who could speak to them about goal setting and how to work to achieve these goals.</p> <p>Improvement: Pockets of teachers did not buy into the idea of providing wellness session offerings for students. These teachers failed to understand the connection between academic achievement and wellness/connectedness. Popular wellness sessions did not have enough seats in them. Deeper and more engaging lessons should be developed for executive functioning skills as well as other skills needed for success after high school. Additional checks from administration are needed to make sure that teachers are offering attractive sessions during wellness. Also, additional professional learning should be provided to teachers who are having trouble linking wellness/connectedness to academic achievement.</p>
#4 Climate, Culture, & Community	<p>Several goals were met during the 22 - 23 school year. We established a brand/logo for our vertical team and also had a very successful Spring Fling. Several assistant principals developed leadership skills, including creating a shared vision, leading a team, and organizing a larger event. One area of improvement would be to have additional administrators truly commit to the work of the vertical team. At times, it seemed that a handful had to assume more responsibility than should have been required if everyone were engaged. We are adding additional events for this vertical team, including an International Night and a larger Trunk or Treat.</p> <p>AP vertical team meetings will occur on a rotating basis to allow APs to visit all schools within the team. The goal is to increase the engagement of all APs and to create an understanding of what each school offers as pathways. The goal is also to increase awareness for the culture found within each school.</p>
#5 The Learner Experience	<p>LC processes and monitoring plans were shared with teachers, and teachers participated in PL to enhance the effectiveness of PLCs. Teachers understood the value of collective efficacy through the PL team's efforts. Dane Time was utilized to offer remediation sessions for students within some content teams.</p> <p>Documentation for PLCs continued to be a struggle for certain teams, and some PLC leads were ineffective. A concentrated effort will be made to train team leads.</p> <p>Departments will develop their own documenting method for PLC notes centered around the four questions.</p> <p>On a rotating basis, administration will join PLCs each week as they meet.</p> <p>We will work to create a culture where all teachers assign struggling students to remediation segments during Dane Time.</p>

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