

Strategy 1: 21st Century Skill Implementation

Goal 1: We will Implement 21st Century Skills so that all students have the necessary tools for lifelong learning.

Objective(s) Addressed: Student Performance, Student Achievement, and Ethics/Behavior/ Respect

Activity	Timeline	Responsibility	Resources/Funding
1. Develop a communication plan that will educate all stakeholders about 21 st Century Skills	Semester II 2007-2008	<ul style="list-style-type: none"> • District Administrator • A diverse committee (including staff, students, community, parents, etc.) 	<ul style="list-style-type: none"> • Local and regional media • In-house expertise • Community service groups • Local and regional business • Established parent groups • \$2000 for 21st Century Skills conferences/ workshops (DPI/CESA)
2. Develop a 21st Century Skills Assessment Tool to identify gaps in all student learning environments (curricular & co-curricular).	Ongoing after Communication Plan is implemented	<ul style="list-style-type: none"> • Director of Teaching & Learning (consultant) • Team (faculty, students, business, university, tech colleges, etc.) 	Unknown
3. Implement <i>Thinking and Learning Skills</i> into the curriculum.	Consistent with Links 4 Learning cycle or whatever curriculum revision cycle is in place	<ul style="list-style-type: none"> • Teachers and Counselors • Director of Teaching & Learning Best Practices Team 	Unknown
4. Integrate <i>Information and Communication Literacy Skills</i> into the curriculum.		<ul style="list-style-type: none"> • Library Media Specialist • Focus 9 Team • Cross-curriculum Teams • Teachers and Counselors 	<ul style="list-style-type: none"> • Links 4 Learning • Follette Database • Common School Fund
5. Implement <i>Life Skills</i> into the curriculum.		<ul style="list-style-type: none"> • Director of Teaching & Learning • Participants (teachers, counselors, students, community, and administration) 	Unknown
6. Implement content that is relevant to 21st Century.	3 years to align with Links 4 Learning	<ul style="list-style-type: none"> • Teachers and Counselors • Director of Teaching & Learning 	Staff Development on implementation strategies
7. Transition current 1st Class Model into a World Class Model and institutionalize within the school and community.	2008-2009 School Year	<ul style="list-style-type: none"> • District Administrator • Students • Teachers and Counselors • Parents • Community 	Unknown

Costs		Benefits	
Tangible	Intangible	Tangible	Intangible
Activity #1 <ul style="list-style-type: none"> • Staff time • Technical and media resources • Materials and postage 	Discomfort – Paradigm Shift	<ul style="list-style-type: none"> • Increased participation and support by all stakeholders • Common vocabulary • Establishment of more focused goals/ activities • Facilitate/embedded 21st Century Skills into school culture • Increased potential for outside funding sources 	<ul style="list-style-type: none"> • Increased comfort with Change • Positive public opinion
Activity #2 <ul style="list-style-type: none"> • Paid consultant/ Resource time • Travel ? CESA comes to us ? • Development/ Purchase of tools (Link 4 Learning) 	Staff Resistance/ Attitude	<ul style="list-style-type: none"> • Standardized Measurement System (cross-curricular) • Clear baseline 	Improved morale
Activity #3 <ul style="list-style-type: none"> • Staff Development • Curriculum Development 	<ul style="list-style-type: none"> • Time – Committee • Time – Curriculum 	<ul style="list-style-type: none"> • Improved Grades • Overall increase in class enrollments • Decrease in behavioral referrals/ truancy 	<ul style="list-style-type: none"> • Increase quality of life for students • Greater opportunities for employment • Improved decision-making skills
Activity #4 <ul style="list-style-type: none"> • Collaborative Planning Time • Curriculum Time • In-service Time (Links 4 Learning class) 	<ul style="list-style-type: none"> • Individual Teacher curriculum timeline paradigms • Inter-department tension 	<ul style="list-style-type: none"> • Common Vocabulary • Alignment of Standards across the curriculum • Alignment of Resources • Common Criteria/ assessment 	<ul style="list-style-type: none"> • Transfer of literacy skills across the curriculum • Integrated use of resources by students
Activity #5 <ul style="list-style-type: none"> • Staff Resources/ Time • Textbook/ Worksheet Materials 	<ul style="list-style-type: none"> • Ongoing change • Inter-department tension ownership 	<ul style="list-style-type: none"> • Students with more awareness/ adaptability of Life Skills • Increased enrollment 	Increased community support
Activity #6 <ul style="list-style-type: none"> • Staff Development Time • Revising Curriculum 	Exchange of time between planning and implementing 21 st Century Skills	<ul style="list-style-type: none"> • Improvement of curriculum (up-to-date with 21st Century Skills) • Alignment with DPI 	Students are prepared with 21 Century Knowledge
Activity #7 <ul style="list-style-type: none"> • In-servicing Staff • Posters/ Printing (Marketing) 	None	<ul style="list-style-type: none"> • Overall Academic Performance • Reduction in discipline issues 	<ul style="list-style-type: none"> • Increased Global Community Awareness • Students competitive in world markets • Raise overall school unity/ morale • School shares responsibility with community and builds relationships

Evaluation Plan and Key Outcome Measures

Data	Baseline	Target
Activity #1 Informal assessment of current knowledge of 21 st Century Skills	<ul style="list-style-type: none"> Vague understanding 	<ul style="list-style-type: none"> 100% of Stakeholders can identify 21st Century Skills
<ul style="list-style-type: none"> Activity #2 Response to assessment tool 	<ul style="list-style-type: none"> Baseline 	<ul style="list-style-type: none"> Clear picture of where gaps exist
Activity #3 <ul style="list-style-type: none"> Current WKCE scores Graduation Rate Average GPA Curriculum Map 	<ul style="list-style-type: none"> Current Proficiency Levels 2007 Rate 2007 Average GPA Current 	<ul style="list-style-type: none"> To be determined To be determined To be determined As evidenced in Links 4 Learning
Activity #4 <ul style="list-style-type: none"> Reading Curriculum Map and Lesson Plans reflect integration Assessments reflect integration Collections reflect all current curricular needs 	<ul style="list-style-type: none"> Lexile Review of current status Review of current status Follette Titlewave Analysis 	<ul style="list-style-type: none"> Lexile Cross-reference Map Common assessment tools Follette Titlewave Analysis
Activity #5 <ul style="list-style-type: none"> Informal assessment of college and work readiness Dropout Rate Curriculum Mapping 	<ul style="list-style-type: none"> U.W. System Data Post-Secondary Survey WIS Careers (ACT & ASVAB Practice Tests) ACT Readiness Data 	<ul style="list-style-type: none"> Increases (%) to be determined based on baseline information.
Activity #6 <ul style="list-style-type: none"> Current Curriculum Teachers require students to put examples on portfolio 	<ul style="list-style-type: none"> WIDS Only in Business & Information Technology Department 	<ul style="list-style-type: none"> Links 4 Learning matched with 21st Century Skills Use portfolios as a way to show (prove) usage of skills
Activity #7 Informal Assessment of current knowledge of World Class	<ul style="list-style-type: none"> Current 1st Class minimum vocabulary use 	<ul style="list-style-type: none"> Daily use