

Three Year Inclusive Excellence Priority Plan - 2024

Stevens Point Area Public School District

Mission
Prepare Each Student to Be Successful
Vision
The leading innovative school district, empowering lifelong learners to strengthen our communities
District Pillars:
Fostering Student Engagement, Growth, and Learning Improve student engagement, growth, mental health, and wellness in an inclusive environment focused on the development of the whole child.
Recruiting, Developing, and Retaining Quality Staff Provide an equitable and inclusive environment through communication, collaboration, professional growth, and support.
Responsibly Managing Finance, Facilities, and Operations Identify, secure, and sustain resources for equitable allocation that reflect District belief statements.
Connecting School, Family, and Community Foster inclusive partnerships to enhance learning and engagement opportunities that create a sense of belonging.
This 3 Year Inclusive Excellence Plan aims to achieve the following goals:
<ul style="list-style-type: none">- Increase Sense of Belonging: By the spring of 2025, we aim to increase the sense of belonging for students who are experiencing food insecurity, LGBTQ+ students, other Non-Hispanic by 5% as measured by YRBS data and districts belonging surveys.- Close Achievement Gaps: Increase ELA and Math scores by a minimum of 3% by the spring of 2025 with an intentional focus on accelerated growth for student groups that are currently underperforming. Current percentage of students scoring as meeting or advanced in ELA 53.8% and Math 55.4%.- Increase Community and Family Engagement: By 2026, increase the number of active partnerships with families and community organizations by 20% to enhance collaboration and support for student success.

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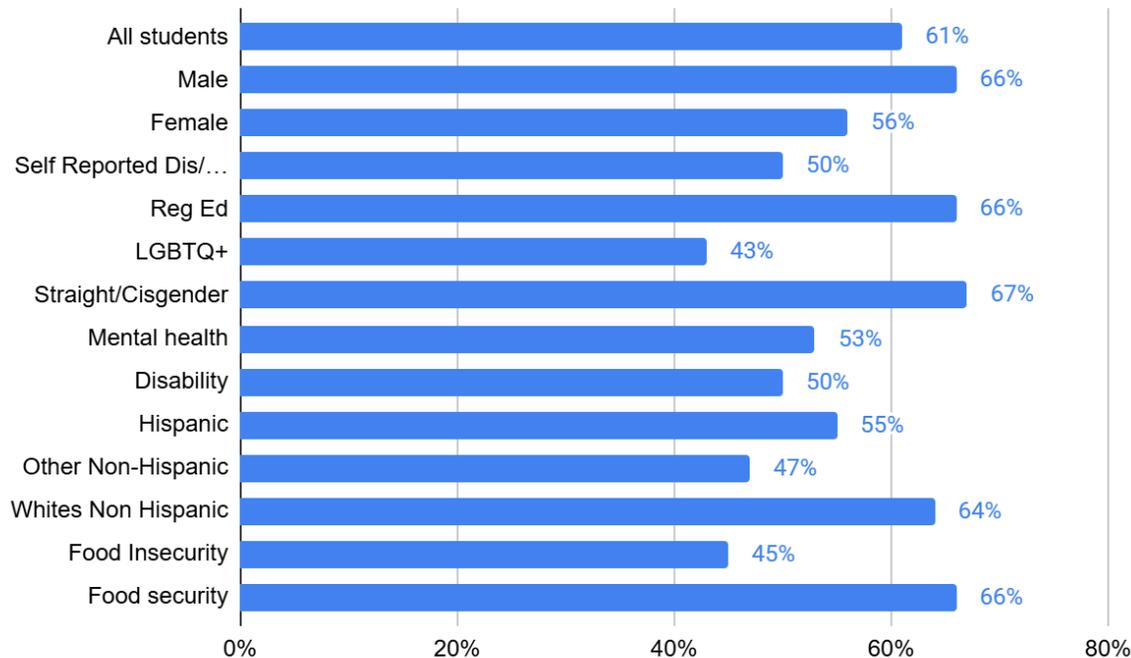
These goals are part of our broader commitment to ensuring that every student in SPAPSD has access to an equitable and high-quality education. Through concerted efforts, strategic initiatives, and continuous evaluation, we are determined to create a school district where diversity is celebrated, equity is achieved, and inclusion is the norm.

Goal 1: Increase Sense of Belonging

Objective:

By the spring of 2025, we aim to increase the sense of belonging for students who are experiencing food insecurity, LGBTQ+ students, other Non-Hispanic by 5% as measured by YRBS data and districts belonging surveys.

Rationale:



Graph 0.1 - Percentage of students' sense of belonging. Data from Youth Risk Behavior Survey 2021

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Expected Result:

1. Staff will respect and seek to understand diverse perspectives.
2. Students will feel valued as individuals by anecdotal reports from teachers (based on classroom surveys).
3. When students enter classrooms, they will be greeting students by name.
4. Be able to measure sense of belonging from elementary school [surveys](#) and secondary school anecdotal data from school level and teacher level surveys.

Strategies	Timeline	Key person(s) responsible	Evidence of success
<p>School Climate</p> <ul style="list-style-type: none"> - Educate and reinforce that teachers and other adults greet students by name. - Ongoing professional development for all staff related to developing trusting relationships with students and families. - Establish process, procedures, and norms for safe, “courageous” conversations through Real Talk (students) Sessions and Real Talk (Parents) Listening Sessions. - Collaborate with cultural experts and diversity professionals - Heritage, Celebration and Awareness - Consistently seek input from student leadership clubs to understand student perspectives. - Organize and grow a Student Leadership Summit to educate and empower students to lead student clubs and advocate for every student. <p>Classroom Practice:</p> <ul style="list-style-type: none"> - Provide professional development for teachers on culturally responsive teaching practices - Consistently greet students by name. - Redesign and display posters that show people who represent our district profile and district students - Pay attention to classroom furniture and 	2024-2025	<ul style="list-style-type: none"> - EDI Director - Student Services - Ed Services - Alliance For Equity & Inclusion 	<ul style="list-style-type: none"> - Teachers will participate in professional development focused on culturally responsive practices/pedagogy. - Annual student surveys will show an increase in the sense of belonging. - During formal and informal observations, students are consistently greeted by name.

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equipment arrangements to accommodate all learners and reduce distraction of coming/going, provide a more discrete flow in the classroom as suggested in the [Learning Walk executive summary](#).

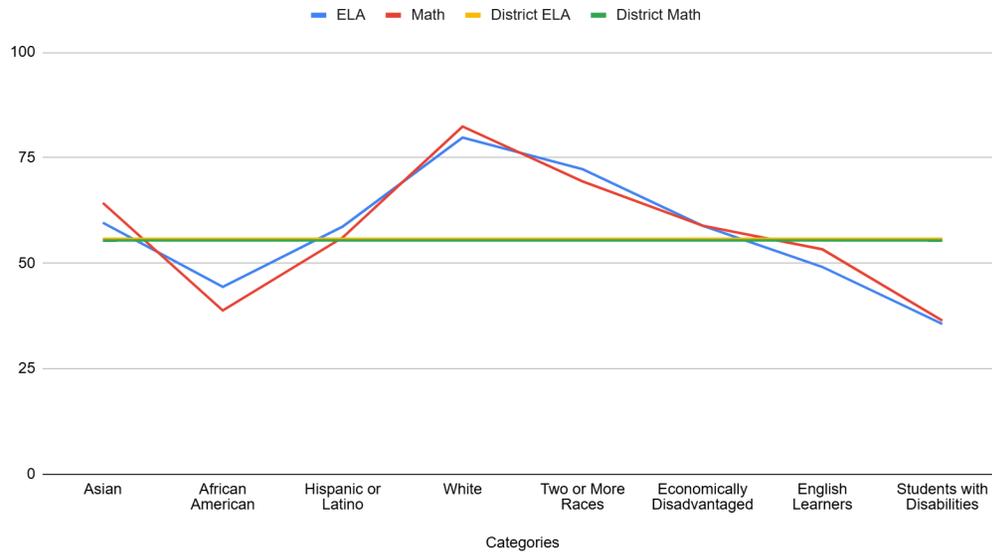
Goal 2: Decrease Achievement Gaps

Objective:

Increase ELA and Math scores by a minimum of 3% by the spring of 2025 with an intentional focus on accelerated growth for student groups that are currently underperforming. Current percentage of students scoring as meeting or advanced in ELA 53.8% and Math 55.4%.

Rationale:

ELA, Math, District ELA and District Math



Graph 0.2: Student performance in ELA and Math in state assessment. Data from District Report Card 2024

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Expected results:

- Have a welcoming and inclusive school environment that supports all students, staff, and families.
- Staff will provide and deliver culturally responsive curriculum and materials to students.
- Students will experience academic growth in both ELA and Math.
- Students will use their knowledge and experiences to understand diverse perspectives and integrate skills and information.
- Parents and community members will be aware of the curriculum and materials being used and appropriately share any concerns or questions that arise.
- All Stakeholders will advocate for a greater understanding and appreciation of the contributions and enrichments of a diverse society through curriculum, instruction and assessment.

Strategies	Timeline	Key Person(s) Responsible	Evidence of Success
<ul style="list-style-type: none"> - Collect disaggregated course enrollment data to share and discuss yearly with 7-12 administration and departments - Analyze and monitor student growth in ELA and Math using universal screening data in Fall, Winter, Spring as an indicator (AimsWeb Plus PK-6, FastBridge 7-10). - Professional staff development to enhance skills in identifying and implementing diverse materials and resources with intentionality and purpose. - Incorporate books, media, and resources that represent our district profile that includes a wide range of cultures, identities, and experiences. - In alignment with DPI standards, engage students in discussions to include diversity, equity, inclusion and belonging topics. 	2024-2026	<ul style="list-style-type: none"> - Director EDI - Alliance for E&I - Student Clubs - Teachers and staff - Ed services - Student services 	<ul style="list-style-type: none"> - Successful implementation of curricular resources that represents diverse perspectives and are culturally responsive - Fastbridge score analysis 7-10 - AimsWeb Plus PK-6

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Goal 3: Community and Family Engagement			
Objective:			
Strengthen partnerships with families and the broader community to support diversity, equity, and inclusion initiatives.			
Rationale:			
<p>1. Real Talk parent focus groups</p> <p>Several parents expressed a desire to be more actively involved in the school district's activities concerning their children.</p> <ul style="list-style-type: none"> • <i>Lack of communication when transitioning schools- from elementary to junior high to high school</i> • <i>Involve parents AND the student in decision making</i> • <i>Offer meetings like this more often</i> • <i>Would like to see Real Talk be regular even quarterly</i> • <i>Teachers and administrators not listening when parents or students are coming to them with concerns</i> 			
<p>2. Learning Walks</p> <p>Recommendations from Learning Walks team</p> <ul style="list-style-type: none"> • <i>Engage in student, staff, and family focus groups regularly in order to gather vital feedback to understand how belonging is being experienced in the Stevens Point Area Public School District</i> <p style="text-align: center;">-</p>			
Expected Results:			
<ul style="list-style-type: none"> - Parents and community members will be exposed to different cultures and voices through programs and events highlighted in the Heritage & Awareness Event Guide - Parents and Community members will have opportunities to share feedback to District staff Real Talk listening sessions to gather and address feedback from parents and community members 			
Method		Key figures	Evidence of success
- Continue to organize Real Talk listening		- Director EDI	- Parent and community

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<p>sessions for parents</p> <ul style="list-style-type: none"> - Organize opportunities for parents and community members to hear diverse voices from different backgrounds through presentations, listening sessions and involvement fairs. - Create awareness and celebrate multiple nationally dedicated months and holidays - Refine Real Talk sessions with students and continue to inform teachers and admin about students sense of belonging 		<ul style="list-style-type: none"> - Alliance for E&I - Teachers 	<p>engagement at Real Talk by increasing number of participants, engagement and frequency of meetings.</p> <ul style="list-style-type: none"> - Parent and community engagement at heritage, celebration and awareness forums - Compile and address feedback from Real Talk sessions in an effort to inform future offerings, generate solutions to issues and concerns identified.