

# Future Plan

2014-2016

## Mission Statement

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- We engage and support all learners to discover their passions, achieve high academic goals, and contribute to a global society.

## Vision

HUHS engages students through academically challenging and relevant learning experiences. We cultivate a spirit of inquiry to bring meaning and application to knowledge.

Meaningful partnerships with our parents, community, businesses, K-8 districts, and post-secondary institutions build the framework to allow HUHS to achieve excellence. These collaborative partnerships allow HUHS to personalize learning to meet the multi-dimensional needs of each learner and prepare each learner to maximize his or her own potential.

Our highly qualified staff is committed to excellence and innovation in teaching and learning to create a dynamic environment where every student is eager to learn and achieve. All students will graduate confident and resourceful with the skills and abilities to meet the challenges of a global society in a changing tomorrow.

## Accountability for Schools

In Wisconsin, the school accountability system is designed to provide balanced, descriptive information about school performance using multiple measures. A school report card will show at which of the five ratings the school is performing, as well as detailed information about priority areas and performance of student groups to help each school understand its score and carry out improvements grounded in data. Higher benchmarks were established in 2011-12 as a better measure of student progress toward being ready for college and careers. Based upon these priority areas, HUHS will determine appropriate gains after initial data is provided.

### Student Achievement

Reading Achievement  
Mathematics Achievement

### Student Growth

Not yet available for high schools

### Closing Gaps

Reading Achievement Gaps  
Mathematics Achievement Gaps  
Graduation Rate Gaps

### On Track to Graduation and Postsecondary Readiness

Graduation Rate  
ACT Participation and Performance  
WKCE Test Participation Group Rate  
Absenteeism Rate  
Dropout Rate



## Welcome!

The Fall of 2014 marks the seventh year of our continuous improvement cycle using strategic planning and engagement. We have much to celebrate as a result of our continuous improvement and focused efforts. External forces, such as technology, demographics, economy, competition, and accountability are driving the transformation of public education. We needed to create a strategic roadmap to navigate through future decisions and prepare each student to maximize his or her own potential.

The future planning process strives to create a partnership across the groups of adults (parents, community, board, staff, and administration) and students to imagine our future, design a plan for our future, and align resources and energies toward creating that future.

While the Future Plan is an ongoing process as we continue to gather information, refine goals, and adjust activities to strive toward our mission and vision, the focus areas and strategic objectives in this document reflect the best thinking of HUHS stakeholders from surveys, community input sessions, student focus groups, and internal planning groups.

### *Nondiscrimination Statement*

It is the policy of the Hartford Union High School District, pursuant to s. 118.13, WI Stats., and PI 9 that no person, on the basis of race, color, age, national origin, ancestry, religion, creed, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, marital or parental status, military status, genetic information, or physical, mental, emotional, learning disability or handicap, may be denied participation, be denied admission to any school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any co-curricular, pupil service, recreation, or other program. This policy also prohibits discrimination as defined by Title IX of the Educational Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973. The Hartford Union High School District has adopted a policy of nondiscrimination. Copies of the policy, procedures and complaint forms are available, upon request from any administrator. Questions or concerns regarding the District's nondiscrimination policy and procedures should be directed to the Coordinator of Discrimination Complaints, Chad Ellefson, Hartford Union High School, 805 Cedar Street, Hartford, WI 53027, 262-670-3200



# Focus Areas

## & Strategic Objectives



### Personalizing Learning

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- Improve student achievement across all content areas.
- Improve student achievement across all student groups.
- Equip students with competencies to communicate effectively in digital spaces.
- Promote and maintain a safe learning environment.
- Increase student engagement and responsibility for learning efficiency and success.



### Transforming Teaching

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- Attract, develop, and retain caring, motivated, innovative, engaging, and professional faculty and staff.
- Create classroom environments with high student engagement.
- Collaborate and create learning opportunities for cross-curricular activities, teaching, and planning.
- Increase accountability for performance.



### Evolving Structures

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- Improve communication and articulation with the K-8 districts, post-secondary institutions, and businesses.
- Improve and expand communication with parents and community.
- Support and solicit active district and community partnerships.
- Provide multiple pathways for students to be college-, career-, and community-ready.
- Provide flexible scheduling, including extended day and summer educational options, to meet diverse educational needs of students.
- Determine options for demonstration of proficiency as an alternative to credits.
- Ensure facility supports 21st century learning.

# Belief Statements

Beliefs

- We believe that a quality education is the foundation for optimizing lifelong growth and development.
- We believe all students are capable of learning and we are capable of meeting the needs of every learner.
- We believe in proactive change and continuous professional development that will transform HUHS into a nationally-recognized institution.
- We believe that positive relationships and attitudes are essential to maximize student learning.
- We believe in a physically and emotionally safe environment that provides a productive learning atmosphere.
- We believe the values of respect, responsibility, integrity, and honesty are integral components of education.
- We believe setting high expectations is essential to compete in a global society.
- We believe that developing tolerance and promoting understanding of cultural and societal differences prepares students for the challenges of a diverse society.
- We believe that students learn in different ways and at different rates.
- We believe that learning requires active student participation.
- We believe that a quality education encompasses 21st century thinking, learning, and life skills.
- We believe that education is a collaborative process and a shared responsibility among students, staff, families, K-8 districts, and the community.

## Framework for Action



## Decision Criteria

- 1 What is the intended impact on student achievement for all students?
- 2 What data supports this decision?
- 3 What is the impact on fiscal responsibility and sustainability?