

## STRATEGIC PLAN »»» 2018-2023

### 2018-2019 Priority Initiatives

PRESENTED: FEBRUARY 2019

#### STATUS UPDATE KEY:

- ✓ COMPLETED
- Ⓞ OPERATIONAL
- ⦿ SIGNIFICANT PROGRESS
- Ⓜ STEADY PROGRESS
- Ⓜ SOME PROGRESS
- ⓧ CANCELLED



### Student Achievement and Development

- Ⓜ 01 Study current practices in the Statewide Voluntary Free Preschool Program and create an action plan to begin in the 2019-2020 school year.
  - » Individual Growth and Development Indicators (IGDI) screener data and stakeholder feedback are being used to inform continued action plan development.
  - » An instructional coach for early childhood is being added to support and enhance instructional practices in preschool programming, primarily working with non-district partner programs.
- Ⓜ 02 Support schools in identifying individual school instructional focus areas.
  - » Each school has developed a plan focused on enhancing instruction, based on its identified individual needs, using the state's SAMI (Self-Assessment of MTSS Implementation) process.
- Ⓞ 03 Revise district safety training to include clear and consistent reinforcement for reporting concerns.
  - » "See Something, Say Something" language and reinforcement was incorporated into revised safety training and delivered as part of the January/February training cycle.
  - » Training additions were reviewed by the district's law enforcement and emergency management partners.
- ⦿ 04 Review state and district high school graduation requirements and develop an action plan for allowing greater student choice in their education.
  - » A committee is currently focused on developing a "Portrait of a Graduate" to ensure that any future requirement changes foster knowledge and skills that lead students to a lifetime of success.
  - » The committee is comprised of approximately 30 individuals from across the district and in partnership with Keystone Area Education Agency.
- Ⓞ 05 Enhance relationships with outside agencies focused on restorative strategies, mentoring and tutoring.
  - » Restorative strategies have been defined by a collaborative community group facilitated by the Dubuque Community Y, and a diversion program is in place with trained mediators.
  - » The program has now been utilized and is operational, with a review of initial cases underway to continue strengthening the program and enhancing its effectiveness.
  - » The district continues to attend Dubuque Mentoring Partnership meetings and ensures mentoring meets best practices through the National Quality Mentoring System.
- ⦿ 06 Systematize the recruitment of students into courses that provide a college/career experience, with specific emphasis on removing barriers for under-represented populations.
  - » High schools have leveraged intentional scheduling with students of color in order to offer students more choice earlier in their academic careers.
  - » High schools are partnering with area agencies to present high school CTE experiences that could lead to concurrent classes, CTE-related careers and internships.
  - » Schools are working to establish CTE access action teams and continue to implement AP access task forces to invite students into coursework.



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- 07 Research best practices and case studies across the country related to closing the achievement gap.
  - » The district conducted an audit of library materials and has applied for grant funding to add new, diverse literary offerings to district library collections.
  - » In addition to staff attending New Teacher Center training, the district was invited to participate in a pilot program with the Center, the University of California - Berkeley and Stanford University focused on creating the optimal learning environment.
- 08 Make individual contact with middle school and ninth-grade students who are not involved in activities.
  - » Student needs facilitators have focused outreach efforts among students with low grades to provide support and increase engagement.
  - » Student leadership teams have been working to engage other students.
  - » At the middle school level, LEAP participation numbers have increased from last year, with 605 students participating this school year to date.



### Community Engagement

- 09 Develop a set of resources for parents/guardians and community members regarding preschool and kindergarten school readiness.
  - » A collaboration through Dubuque's Campaign for Grade-Level Reading is working to develop community resources for school readiness.
  - » The district has trained staff at Carnegie-Stout Public Library and will be collaborating with the Dubuque Police Department on how to engage students in ways that support school readiness.
- 10 Define internship programs, research credit-granting opportunities, and begin outreach to community partners.
  - » Collaboration continues with NICC, Greater Dubuque Development Corporation, Dubuque Works, the Dubuque Area Labor Management Council, and others related to internships.
  - » Four internship classes are being developed and will be offered at each high school next year.
  - » Employer recruitment materials are in process and will be completed for the district's April 26 meeting with the Manufacturing Alliance Sector Board.
- 11 Further engage parents in student learning with the launch of the Seesaw application in every elementary classroom.
  - » Seesaw continues to be used as a tool in each elementary school to engage students, teachers and family members.
  - » Almost 320,257 items have been posted to Seesaw across the district to date, with almost 358,572 parent visits.
  - » Staff are continuing to build awareness of Seesaw with families and deepen its usage with both families and students.



### Effective Resource Management

- 12 Add improved physical security measures, ensure that all classrooms have locking doors, enhance camera systems and implement an in-building alert system.
  - » The district has evaluated in-building alert options and will bring a recommendation to the Board at its March meeting.
  - » Additional camera installation continues, as well as installation of locks on classroom and office doors.


# TOGETHER.


- WE inspire.
- WE teach.
- WE engage.
- WE learn.
- WE challenge.
- WE empower.
- WE live.
- WE rise.
- WE succeed.


Together, we shape a future of success.

FOR ALL.

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-  13 Maintain alignment with financial targets to ensure expenditures are maximized to support strategic goals.


  - » The district offered an enhanced early-retirement incentive this year in order to address expected budgetary challenges related to low supplemental state aid. Thirty-one teachers decided to take advantage of the incentive.
  - » Budget work is now underway for the 2019-2020 school year using the supplemental state aid figures recently approved by the Iowa Legislature.
-  14 Implement year two of the Anytime, Anywhere Learning Initiative and complete addition of 11th-grade courses into the Canvas Learning Management System.


  - » Laptop devices were issued to the second class of the Anytime, Anywhere Learning Initiative this fall. This puts the project at the halfway mark with full one-to-one capacity in two years.
  - » 11th-grade master courses are in the process of being developed and built in the Canvas Learning Management System.
-  15 Construct the Alta Vista Campus expansion, with completion anticipated during the 2019-2020 school year.


  - » Construction is underway with block classroom and office walls being built, plumbing being roughed in, sprinkler systems being installed.
  - » Weather has slowed progress some, but at this point, the project remains on schedule and on budget for its anticipated completion date.



### Employee Excellence

-  16 Develop coaching skills of school-level teacher leaders to provide differentiated professional learning that supports individual student learning.

  - » New Teacher Center training continues across secondary schools, with two district trainers to broaden the impact in the district.
  - » Elementary instructional coaches are participating in Learning Labs, facilitated by Keystone Area Education Agency, to collaboratively share best practices and strengthen coaching techniques.
  - » Educational Support Team members and select building teacher-leaders are attending Professional Learning for Impact training offered by Keystone Area Education Agency.
-  17 Update the district administrative organizational chart to ensure alignment in support of the strategic plan.

  - » Comparison data has been collected for the central office administrative make-up at peer districts.
  - » The district has posted an equity coordinator position to further the district's focus on equity-related initiatives.
  - » Work continues to explore ways to address administrative staffing needs in the area of special education and student services as well as work-based learning.
-  18 Support seven administrators in the School Administrators of Iowa (SAI) mentoring/coaching program.

  - » Seven administrators are actively participating in this program, attending sessions and gaining valuable insight to benefit their leadership role.