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.

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.

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.

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.

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.

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.
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.

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

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.

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.

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

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.
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.