Dubuque
COMMUNITY SCHOOLS

STRATEGIC PLAN ›››› 2018-2023

2019-2020 Priority Initiatives

PRESENTED: **OCTOBER 2019**

STATUS UPDATE KEY:

- ⟳ OPERATIONAL
- ✓ COMPLETED
- ◑ SIGNIFICANT PROGRESS
- ◑ STEADY PROGRESS
- ◑ SOME PROGRESS
- ⊗ CANCELLED

STATUS REPORT
›› PROGRESS POINTS

Student Achievement and Development

01 Create an array of coursework pathways that facilitate development of a student's interest-based academic plan.

 » The Educational Support Team is currently working to develop pathways in their content cluster areas to help students align course selection with career goals.

 » When completed, these pathways will be available as individual documents and will be included in the High School Course Guide.

02 Implement the new Bridges math curriculum in grades K-5 and the new preschool plan to enhance instruction for the district's earliest learners.

 » Bridges has been launched in elementary schools and the implementation is currently on track with the established timeframe.

 » Bridges staff development was held before school in August and on October 4 on the new program, interventions with students, and assessment.

 » District-based and community partners preschools continue to be involved in implementing the preschool plan.

03 Study at-risk factors and develop programming for students in grades 7-10.

 » A committee of district administrators, secondary principals, assistant principals and instructional coaches met to study these factors has been established and held its initial meeting, with four additional meeting scheduled for November and December.

 » The committee began by reviewing current programming and data related to at-risk programming.

04 Enhance Gifted and Talented programming utilizing recommendations from the Gifted and Talented program study.

 » At the elementary level, a Gifted and Talented study committee developed recommendations for program enhancements.

 » Work is currently focused on creating action plans based on the recommendations of the committee, while also identifying populations underrepresented in Gifted and Talented Programming.

 » At the secondary level, current work is focused on exploring the potential and capacity for high school teachers to offer college-level courses in core areas.

05 Leverage school-level areas of excellence in equity initiatives to create best-practice exchanges that foster information sharing, additional learning and mutual support.

 » Meetings are underway with schools to identify current training and future training opportunities/priorities.

 » Based on these needs, school-level trainings will be held to enhance the professional learning of staff in these buildings.

 » Ultimately, the district is working to develop a best-practice exchange process in a variety areas including emotional intelligence, personal empowerments, implicit bias, intercultural equity and restorative practices.

06 Develop a 'Portrait of an Educator' (aligned with the district's Portrait of a Graduate) that supports and advances an educational experience in which students are engaged in their own learning through a variety of styles (project-based, inquiry-based, explicit instruction, collaboration, etc).

 » The Portrait of an Educator committee has held its initial meeting, with the second meeting scheduled for November 21.

 » The initial meeting focused on reviewing the Portrait of a Graduate, identifying student characteristics and how the work of our educators must align to effectively engage students in their learning.

07 Increase the number of students taking the ACT, with a focus on under-represented groups, and gather baseline data on students taking the Accuplacer exam.

>> The district has collaborated with My Brother's Keeper to help assess and remove barriers to student participate in the ACT.

>> The district is also in the process of exploring making ACT testing available at each high school during a school day, as well as related funding.

>> The district is currently working with NICC to collect data related to previous student achievement and participation in the Accuplacer.

08 Provide professional learning to enhance lesson planning to move from a focus on assessing the standards to a focus on teaching and learning standards.

>> Principals and Educational Support Team staff have participated in book studies ("Standards in Action") around this topic.

>> As this work continues, it is deeply aligned with the work occurring in Every Student Succeeds Act (ESSA) and future professional development planning.

Community Engagement

09 Analyze data related to students open enrolling to another district and develop an action plan based on the analysis.

>> Data is currently being compiled to determine students open enrolling out of the district based on October 1 count day.

>> From this, geographical models have been created and are being analyzed to determine areas of focus moving forward.

10 Streamline and broaden efforts to translate key district documents focused on Spanish and Marshallese to better serve non-English speaking families.

>> Infinite Campus Online Registration was available in Spanish and Marshallese for the beginning of this school year.

>> An inventory of currently translated documents is underway to ensure that the most common forms and documents are translated.

>> Process enhancements are also in progress to ensure a streamlined and uniform protocol for translation of documents.

11 Build the foundation for a data dashboard that allows for the connection to and tracking of college/career ready experiences for each student.

>> The district has selected and procured the necessary software solution, and accompanied licensing, to house the data dashboards and other visualizations created by the school district.

>> Mock-up sketches of the desired virtualization have been created to report out college and career readiness indicators by student.

>> An outside contractor was engaged to help design the data models needed to build a proof of concept (POC) college and career readiness visualization.

>> Working with Kuder Navigator to obtain data sets from their career system to be incorporated in the POC college and career readiness visualization.

12 Create enhanced college and career opportunities through development of an Information Technology (IT) pathway program in collaboration with Northeast Iowa Community College.

>> A draft pathway has been developed in collaboration with NICC and is being finalized.

>> The pathway will be included in the High School Course Guide and made available to students.

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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.

Effective Resource Management

13 Revise the district facility plan to maximize additional infrastructure and technology funding available through the Secure an Advanced Vision for Education (SAVE) one-cent sales tax.

>> In order to move forward with any significant facility planning, the district will need voters approve the new Revenue Purpose Statement which is on the ballot on the November 5 election.

>> The updated Revenue Purpose Statement is required in order to spend sales tax funds that are part of the extended years approved by the legislature last Spring.

14 Bring the high schools to a full 1:1 computing environment by issuing Anytime Anywhere Learning (AAL) Initiative laptops to both 9th- and 12th-grade students.

>> Both 9th grade and 12th grade classes received computing devices for the current 2019-2020 school year with all devices are currently in use in the hands of students.

>> At the middle school level, students in grades 6-8 are preparing for high school courses by transitioning to 1:1 device availability to use throughout the school day. These devices do not go home on a nightly basis like the upper grades.

15 Ensure alignment with financial targets to ensure expenditures are maximized to support strategic goals.

>> The Board is regularly updated on the general fund financial targets created in prior year's strategic planning.

>> The Board was recently updated on the financial targets for the year end 2018-2019 school year and will soon be updated on estimates for the 2019-2020 school year as all budgets have been completed.

16 Fully implement RAVE Panic Button building alert system and train staff on its use.

>> Facility profiles in the new system are completed and undergoing testing.

>> Forum staff piloted the launch of the panic button to test the contact upload process and deployment.

>> Deployment district-wide is expected to be complete by the end of the calendar year.

Employee Excellence

17 Implement advanced, intensive professional development for administrators and elementary teachers through a differentiated, workshop-based approach based on identified needs.

>> The August "Camp DCSD" professional learning day at the elementary level provided over 100 sessions based on needs identified through school plans, ESSA plans and technology integration needs.

>> Administrator professional development this year has been, and continues to be, focused on topics of need as identified by that group.

>> In August, an administrator boot camp provided targeted learning opportunities based on identified needs.

>> Monthly District Leadership meetings now include a focused learning opportunity on other identified needs, with the first meetings focusing on communication, equity and technology.

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18 Take the next step of improving teacher practice through coaching conversations by systematizing the development and continued learning of instructional coaches/mentors.

>> At the elementary level, instructional coaches are continuing to participate in learning labs facilitated by Keystone AEA that focus on completing a coaching cycle with peer feedback.

>> At the secondary level, work continues in year three of New Teacher Center district-level training for coaches and administration, with two secondary mentors who will be approved trainers.

>> Currently, six coach/mentors are in year one of training, 17 are in year two and 10 are in year 3, with 13 of 20 secondary administrators trained.

19 Research best practices and develop a plan to maximize the impact of the paraprofessional employee group on student learning.

>> Job alike professional development has been enhanced for paraprofessionals across work groups to enhance learning and impact.

>> Collaboration continues with UEN special education directors and Keystone AEA administrators surrounding best practices for determination of need for paraprofessional support and plan for increased student independence.

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