







STRATEGIC PLAN

»»» 2018-2023

2019-2020 Priority Initiatives







PRESENTED: FEBRUARY 2020

STATUS UPDATE KEY:

-  OPERATIONAL
-  COMPLETED
-  SIGNIFICANT PROGRESS
-  STEADY PROGRESS
-  SOME PROGRESS
-  CANCELLED



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 has completed work on pathways that align to the career clusters in Kuder Navigator career exploration system.
 - » Sample course recommendations are available in the new career cluster section of 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 implemented across all elementary schools, with professional development continuing.
 - » District-based and community partner 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 has concluded its work and made recommendations for programming to fill identified gap areas.
 - » Work is currently underway to develop a new program to serve students in grades 9-10, including location, staffing and curriculum needs for this new offering.
-  04 Enhance Gifted and Talented programming utilizing recommendations from the Gifted and Talented program study.
 - » Work is focused on creating action plans for the 2020-2021 school year based on the recommendations of the GT study team (with input from various stakeholders) to meet the programming needs of advanced and gifted learners, as well as refining identification procedures to ensure equitable opportunities for currently under-represented populations.
 - » 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.
 - » Initiatives continue in a variety of professional development opportunities based in equity across the district, including intercultural competency training, personal empowerment and the Circles restorative justice protocol.
 - » Planning is underway to provide of variety of opportunities this spring that allow schools to share best-practices and building successes in implementing these programs in order to strengthen programs district-wide.
-  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 completed its meetings and made a recommendation to the Superintendent.
 - » The Portrait of an Educator will be presented to the Educational Programs subcommittee of the Board at its March meeting.



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- 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.
 - » Based on the work to explore student barriers to taking postsecondary qualifying exams, each high school will have a “testing day” during the spring 2021 semester.
 - » Each junior on track for graduation will be able to take the ACT, Accuplacer, Writeplacer, ALEKS or ASVAB test on this day.
- 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.
 - » This work continues to be deeply aligned with the work occurring in Every Student Succeeds Act (ESSA) and future professional development planning.
 - » Comprehensive schools are working after school on bundling standards and lesson planning, with a plan for content leaders to write unit plans bundling language arts standards with science or social studies.
 - » February 7 professional learning revisited formative assessment and learning targets.



Community Engagement

- 09 Analyze data related to students open enrolling to another district and develop an action plan based on the analysis.
 - » Data has been compiled and geographical models (map and aerial views) have been constructed to analyze this data.
 - » Analysis is underway this spring in order to develop an action plan moving forward.
- 10 Streamline and broaden efforts to translate key district documents focused on Spanish and Marshallese to better serve non-English speaking families.
 - » An inventory of currently translated documents has been completed.
 - » Key organizational areas have been meeting to clarify and streamline the process for translation of documents in order to have a uniform procedure in place.
 - » Preparing and translating documents continues to be underway.
- 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 data visualizations.
 - » Data has been received from the Career Information System (Kuder Navigator) and incorporated in the proof of concept (POC) college and career readiness visualization.
 - » A working concept of the dashboard will be shared at the March Educational Programs subcommittee meeting.
- 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 included in the High School Course Guide.
 - » Work is currently underway to enroll students in the pathway.

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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Effective Resource Management


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»» 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.
 - »» The Revenue Purpose Statement as passed by voters on November 5 and planning then began to better understand the future funds available to the district through the SAVE Fund.
 - »» The Board held a work session to prioritize future projects and areas to explore, which will be brought forward for formal considerations as individual projects progress.
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»» 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 currently in use.
 - »» 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.
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»» 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.
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»» Fully implement RAVE Panic Button building alert system and train staff on its use.
 - »» The RAVE Panic Button has been deployed and is active district-wide.
 - »» Additional testing and training are underway to streamline the system into district use.
 - »» The app has been launched in a real-life situation and provided fast information and enhanced communication regarding the incident.




Employee Excellence

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»» 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 four of New Teacher Center district-level training for coaches and administration. Next year, there will be four secondary mentors who will be approved trainers and all of our internal coach/mentor training will be delivered by district personnel.

-  19 Research best practices and develop a plan to maximize the impact of the paraprofessional employee group on student learning.
 - »» Through the District Developed Service Delivery Program process, the district is working to more clearly define paraprofessional roles in special education and necessary skills and training to be successful in those roles.
 - »» There will be a new orientation program for paraprofessionals next year with the goal of having a professional development menu that buildings can access for paraprofessional staff.
 - »» Grants have been written and submitted to support having elementary paraprofessionals trained in personal empowerment.
 - »» Paraprofessionals in preschool now have a personal growth log to list any professional development they attend and they are invited to attend job-alike meetings with preschool teachers.