







STRATEGIC PLAN »»» 2018-2023

2019-2020 Priority Initiatives


PRESENTED: JUNE 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 Exploration section of the High School Course Guide, as well as on the district website.
-  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. **MOVED FORWARD TO 2020-2021**

 - » Based on the recommendations of the study committee, new at-risk programming has been developed for students in grades 9-10 and will begin in the 2020-2021 school year.
 - » The programming will serve students in grades 9-10 at the district's Alta Vista Campus, with a total capacity of 40 students.
 - » NOTE: Work on the 7-8 programming is moved forward to the 2020-2021 Priority Initiatives.
-  04 Enhance Gifted and Talented programming utilizing recommendations from the Gifted and Talented program study. **MOVED FORWARD TO 2020-2021**

 - » Work continues 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.
 - » Next year's work will focus on ensuring equitable opportunities for currently under-represented populations by identifying program eligibility based on student potential.
-  05 Leverage school-level areas of excellence in equity initiatives to create best-practice exchanges that foster information sharing, additional learning and mutual support. **MOVED FORWARD TO 2020-2021**

 - » Initiatives continue in a variety of opportunities based in equity across the district, including equity and intercultural training, equity planning consultation, intercultural mediations, customization of professional development sessions to content areas, and involvement with hiring processes.
 - » Planning is underway to provide of variety of opportunities next year 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 was presented to the Educational Programs/ Policy Committee 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. **MOVED FORWARD TO 2020-2021**
 - » Work is underway to explore the changes in landscape regarding how the ACT and other college entrance exams are administered and utilized by colleges and universities following COVID-19.
 - » Outreach will also occur with state and local institutions of higher education to determine requirement changes.
- 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. **MOVED FORWARD TO 2020-2021**
 - » This work continues to be deeply aligned with the work occurring in the Every Student Succeeds Act (ESSA) and future professional development and school plans.



Community Engagement

- 09 Analyze data related to students open enrolling to another district and develop an action plan based on the analysis. **MOVED FORWARD TO 2020-2021**
 - » Data for the 2019-2020 school year has been compiled and geographical models (map and aerial views) have been constructed to analyze this data.
 - » With expectations of geographic shifts in attendance following COVID-19, this data will be re-collected and re-analyzed at the start of the 2020-2021 school year.
- 10 Streamline and broaden efforts to translate key district documents focused on Spanish and Marshallese to better serve non-English speaking families.
 - » A more streamlined system is in place for the translating of documents, and translation is ongoing.
 - » All COVID-19 related documents have been translated in Marshallese and Spanish, including a full coronavirus webpage in Marshallese.
 - » In addition to Marshallese and Spanish, support for 12 additional languages is available on request through district interpreter and translator resources.
- 11 Build the foundation for a data dashboard that allows for the connection to and tracking of college/career ready experiences for each student.
 - » A working concept of the dashboard tool was presented to the Educational Programs/Policy Committee of the Board at its March meeting.
 - » Now that the foundation of the tool is in place, work continues to build it out fully to be ready for implementation.
- 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, as well as on the district website.
 - » 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

- ✓ 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.

 - » 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.
 - » Next year, this priority will transition into beginning phase two of the Dubuque Senior High School renovation project.
- ⌚ 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.
 - » 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.
- ⌚ 16 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.
 - » Normal maintenance of the system will continue in preparation for annual training of staff prior to the next school 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.
- ⌚ 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.

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Research best practices and develop a plan to maximize the impact of the paraprofessional employee group on student learning. **MOVED FORWARD TO 2020-2021**

- »» The district will identify recommended professional development for paraprofessional subgroups. A professional development menu will be sent to all principals including various district sessions that they will be able to access for Friday morning professional learning sessions for building staff.
- »» There will be a new orientation program for paraprofessionals, offered at least twice a school year, which is differentiated for our various subgroups.