







STRATEGIC PLAN »»» 2018-2023

2020-2021 Priority Initiatives

PRESENTED: OCTOBER 2020

STATUS UPDATE KEY:

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



Student Achievement and Development



01

Create virtual learning plans through district, school and family collaboration, for all learners including those with disabilities, those eligible for English Language Learner (ELL) services, those at-risk, and those in Gifted and Talented programming.

- » All students entitled for special education supports and services have a hybrid and virtual learning plan as part of their Individualized Education Plans. These plans were developed by IEP teams, beginning last spring.
- » Special education teachers are continually reviewing student data, including progress in Edgenuity (6-12), grades, attendance, participation, and progress monitoring on IEP goals, in order to determine if the hybrid/virtual learning plans are effective in supporting the student to be successful. As needed, IEP teams are meeting to make changes to the plans.
- » English Language Learner (ELL) Teachers have worked with ELL families to develop virtual learning plans to provide needed supports.
- » Gifted and talented programming for grades 3-5 is being delivered virtually to support identified needs, with students receiving live support on their at home day and online students receive pull-out services scheduled around their online classes. Students in grades K-2 are receiving support with aligned Seesaw extension activities and continuous feedback from teachers.



02

Continue enhancement of educational delivery models to ensure that high-quality blended learning can be delivered despite any potential future disruptions.

- » Further exploration of best practices for blended learning continues at both elementary and secondary levels. Targeted technology integration combined with best-practice pedagogy are being used to ensure standards are addressed.
- » Professional learning this year at the secondary level has focused on development of Canvas blueprint courses, essential standards work and common assessments. This work will continue into next year.
- » The district is exploring the Canvas assessment management system.



03

Study at-risk factors and develop programming for students in grades 7-8.

- » Initial meetings for this work group are now scheduled and will be held in the next few weeks.



04

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

- » The gifted and talented team is working to define specific tools and procedures to ensure a valid and reliable identification process as well as equitable opportunities for students.
- » Implementation of the updated process includes team decision-making through the Multi-Tiered Systems of Support (MTSS) process for advanced learners, as well as measures for identifying students from currently underrepresented populations. This process is beginning this fall.



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- 05 Leverage school-level areas of excellence in equity initiatives to create best-practice exchanges that foster information sharing, additional learning and mutual support.
 - » In the midst of the racial justice conversations in the community, secondary social studies and language arts teachers participated in professional learning to empower these teachers to facilitate constructive and productive discussions in the classrooms with students.
 - » District leadership equity feedback helped assess resources and technical support to advance equity across the district.
 - » An Equity Bootcamp was held in August for the district leadership team, focused on developing cultural proficiency skills; engaging in culturally responsive teaching and learning; learning about restorative planning practice; developing a complex lens when viewing equity, equality, and access to opportunities; and beginning to develop personal and organizational equity statements.
- 06 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.
 - » A district-wide postsecondary exam event is being planned for March in a way that allows all students to take the ACT exam, regardless of financial barriers.
 - » This testing day will also include opportunities for students to complete the ASVAB military/career placement tests and community college placement exams.
- 07 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 the Every Student Succeeds Act (ESSA) and future professional development and school plans.
 - » At the secondary level, year-long work in Canvas focusing on blueprint courses will include common assessments and essential standards, as well as creation of common navigation to address equity and accessibility for all.
 - » Special education is partnering with Keystone AEA to conduct a pilot in the area of specially designed instruction (SDI) for students with significant disabilities.



Community Engagement

- 08 Develop and communicate Return-to-Learn practices and expectations with families and staff, based on best-practice recommendations from federal, state and local officials.
 - » Return-to-Learn planning with ongoing communication has been a key to beginning this school year safely.
 - » A district COVID-19 website houses all relevant information and a dashboard provides ongoing information about active COVID-19 cases in schools.
 - » Ongoing collaboration continues with local public health officials as best practices and guidance evolves.
 - » Work is underway to ensure that the district is prepared for a return to in-person instruction as seamlessly as possible when data indicates it is safe to do so.

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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- 09 Train district interpreters and translators to serve as cultural brokers who help strengthen relationships with various district stakeholder groups.
 - » A common system is now in place district-wide for staff to request translation and interpretation services.
 - » Interpreters and translators have been trained to understand the expectations and the process of how to provide the interpretation and translation, with the emphasis on the legal and ethical consideration in doing so.
 - » District interpreters and translators have assisted in outreach to ELL families with a variety of supports including ParentSquare sign-up, learning method selection and online registration assistance. They are also assisting in translating directional materials into Marshallese and Spanish.
- 10 Launch ParentSquare, a new parent/school engagement tool, district-wide.
 - » ParentSquare launched in early summer and has been a key tool in Return-to-Learn communication by enhancing text message, phone and email communication to families.
 - » In addition to mass messaging, the tool has allowed the district to most efficiently implement learning method selection, conference scheduling, delivery of transportation route information, attendance reminders, progress report delivery and more.
- 11 Analyze data related to students open enrolling to another district and develop an action plan based on the analysis.
 - » Open enrollment data will be re-analyzed based on 2020-2021 certified enrollment data to determine action steps moving forward.



Effective Resource Management

- 12 Procure and deploy new tablet/laptop devices at the elementary school level to both enhance access to technology and prepare for required continuous learning should it be necessary.
 - » All middle school and high school students continue to have a device through the Anytime, Anywhere Learning Initiative.
 - » All elementary students in the district's fully online program received either a laptop or iPad device, depending on their grade level. Hybrid students in grades K-1 received an iPad device to support at-home learning.
 - » In addition, 1,690 HP Stream laptops were ordered in June of this year and have been delayed due to the national device shortage.
 - » To date, the district has received 490 units, with a remaining 1,200 units estimated to ship mid to late November. If this timeline is met by suppliers, these devices will be distributed to students in grades 2-5 in early December.
- 13 Procure additional technology support and work with partners to determine and eliminate barriers to equitable internet connectivity for students and staff.
 - » Over 700+ mobile cellular hotspots were secured beginning in March, sourced from three different carriers to help provide coverage in the greater Dubuque area.
 - » For those who do not have internet access and cannot afford it, the district attempts to provide one hotspot per household assigned to the oldest student for all the siblings to use.
 - » Over 550 hotspots are currently checked out to date.
 - » Additionally, the district purchased and installed outdoor wireless access points at all 19 school buildings in the district. These access points provide community members with free internet access from Wi-Fi zones located in school parking lots between 6:30 a.m.-9 p.m. daily.

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- ✓ 14 Utilize Secure an Advanced Vision for Education (SAVE) funds to begin phase two of the Dubuque Senior High School renovation project.

 - » Planning and design is currently underway for phase two of the Dubuque Senior High School renovation project, with feedback from a variety of stakeholder groups as part of the planning team's work.
 - » The project is set to be out for bid near the first of the calendar year.
- ▶ 15 Plan strategic cost-saving measures due to budget pressure brought on by the COVID-19 pandemic.

 - » Federal COVID-19 funds have been used to support pandemic related expenditures to the greatest extent possible to reduce budgetary strain.
 - » Work to reduce building- and district-level expenditures to the extent possible will be ongoing.
- ▶ 16 Explore strategies to enhance operational efficiency across district facilities.

 - » A School Board work session will be scheduled for January/February to set priorities moving forward.



Employee Excellence

- ▶ 17 Provide professional development focused on approaches to teaching infused with technology, influenced by both the pandemic and the social, political, cultural and psychological development of learners.

 - » The district has provided differentiated professional learning to all online teachers in delivering instruction embedded in technology, as well as navigating and setting up the technology required to deliver instruction online. A support system has also been established at each level for online teachers that meets weekly.
 - » Professional learning to secondary and elementary staff has been delivered around many new integration tools to enhance instruction with technology, including: Kahoot, Pear Deck, Seesaw, Canvas, A to Z Learning, Screencast-o-matic, Padlet and Zoom.
 - » Social Emotional Learning (SEL) lessons have been included in June, August and October professional learning, with additional implementation planned for November.
 - » A variety of equity-related sessions were provided for administrators and staff at various levels, including topics on providing a culturally proficient, social emotional learning process for all families and students, talking about race, culturally competent mediation and culturally responsive strategies for attendance support.
 - » Secondary New Teacher training is focusing this year on culturally responsive teaching which includes the social, political, cultural, and psychological development of learners. Coaches and mentors are being trained to recognize opportunities to impact teacher practice in the equitable development of learners.

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- 18 Enhance efforts to diversify staffing that mirror the Dubuque community through review of future job descriptions, interview questions and recruitment efforts.
- » Job descriptions across the district have been reviewed and updated to support and reflect the equitable hiring practices of the district.
 - » Work is underway to plan for job fairs and employment outreach that assists in reaching diverse candidate pools.
 - » Local outreach continues to be conducted with community partners serving diverse populations to encourage and support employment applications to the district.
 - » The district has gathered best practices from national, regional, state and local resources to adopt and customize processes for recruitment and hiring practices.
 - » The district has been reviewing the attraction, recruitment, hiring and retention process to support diverse talent pools.



- 19 Research best practices and develop a plan to maximize the impact of the paraprofessional employee group on student learning.
- » Professional development sessions have been delivered to paraprofessionals last spring, in August prior to the beginning of the school year, and on the October 2 professional learning day.
 - » Sessions were built to meet the individual needs of the various paraprofessional groups and were differentiated. Some sessions were aligned to specific subgroups of paraprofessionals, and other sessions were offered as choice sessions so paraprofessionals could attend the sessions they felt matched their professional learning goals.
 - » The district will continue to provide high quality professional learning to support our paraprofessionals in meeting the diverse needs of our students.