







STRATEGIC PLAN

»»» 2018-2023

2021-2022 Priority Initiatives

PRESENTED: OCTOBER 2021

STATUS UPDATE KEY:

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



Student Achievement and Development



- 01** Increase student connections through the addition of new, varied extracurricular activities, with emphasis on the addition of culturally relevant activities, clubs and organizations.

»» The Student Advisory Committee is meeting beginning November 11, and will meet four times this year to generate ideas and actions to achieve this goal.



- 02** Focus current and future student programming to meet the unfinished learning needs of students as we recover from the COVID-19 pandemic.

»» CORE+ teachers at the elementary level, and interventionists at the middle and high school levels, continue to work with students to differentiate learning needs and provide targeted instruction to address missed student learning.

»» Each secondary school completed two days of professional learning around their school's MTSS process, led by Solution Tree.

»» Professional learning and curricular offerings continue to support addressing unfinished learning of students.



- 03** Enhance teaching strategies to support student voice and choice in coursework, while delivering curricular content that connects with student experiences and interests.

»» Instructional Rounds at Hempstead in September focused on gathering baseline classroom data about the balance of teacher talk versus student talk.

»» Twelve high school students in the new Employability Skills with Job Shadowing class will complete a minimum of four, four-hour job shadows in a field of their interest, which leads to a second-semester internship.

»» Elementary principals and instructional coaches, as well as math and English language arts content leaders, participated in differentiation professional learning through the Bureau of Educational Research to help enhance efforts toward this initiative.

»» Professional development in differentiation to engage students in areas of interest and connected experiences has been developed for all elementary classroom teachers.

»» District staff participated in the State of Iowa "21-Day Phase on Small Group" module to develop differentiated student work with opportunities for choice in independent, connected activities.



- 04** Develop a continuum of social, emotional and behavioral health supports through the Multi-Tiered Systems of Support (MTSS) process to meet student needs.

»» New Brain Health rooms at Dubuque Senior and Hempstead are progressing, with rooms identified at each school and work underway to create the space. Hiring individuals to staff the rooms is underway.

»» Second Step, a universal tier social-emotional curriculum is being piloted at five district elementary schools: Eisenhower, Irving, Marshall, Lincoln, Fulton.

»» The Social Academic Emotional Behavior Risk Screener (SAEBRs) is providing a new data point to support social emotional health at Eisenhower, Irving, Marshall, Lincoln, Fulton and Jefferson.

»» There is renewed focus on Second Step curriculum at the preschool level along with new supplementary books focused on social, emotional, and behavioral wellbeing to complement curriculum in each district preschool.

»» Screener results and other student data is being used to help building-level teams plan for individual student, grade-level and building-wide social, emotional, and behavioral health needs.



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- 05 Educate and coach students regarding various career pathways while increasing opportunities for hands-on, career-focused experiences.
 - » In consultation with Keystone AEA, a professional learning course is being offered that exposes teachers to the different careers available in Dubuque and the surrounding area.
 - » Two VERTEX Coaches were hired to promote the VERTEX Initiative to students and to support staff in career and college readiness efforts.
 - » Four Welding Registered Apprentices are currently working to attain their 2,000 hour, competency-based certificate with four different businesses.
 - » A new education pathway has been developed with NICC and Clarke University and will begin next school year.
 - » At district high schools, Post-Secondary/Career Readiness Teams (PCR) made up of administrators, counselors, and teachers from various content areas are starting to implement guaranteed post-secondary readiness activities that meet the five essential components of Iowa’s Individual Career and Academic Planning (ICAP) requirements.
- 06 Implement and evaluate a virtual education program for the 2021-2022 school year for students who desire this option and can be successful in it.
 - » Virtual learning at the elementary level has been serving 75 students. Teachers of online students continue to meet weekly to discuss teaching strategies and challenges, giving them the ability to modify or enhance teaching as needed.
 - » The Edgenuity Platform continues to support virtual student learning in grades 6-12. For select courses, several students are successfully live-streaming into secondary classrooms at both high schools.
 - » Gifted and talented programming is being delivered virtually and in-person with creative scheduling.
- 07 Develop new and enhance current computer science learning opportunities and coursework in high school, middle school and elementary schools.
 - » Coding coursework has been implemented in all fourth- and fifth-grade classrooms across the district.
 - » First Lego League teams are underway at five elementary schools (various grades) and one middle school (6th grade).
 - » First Tech Challenge is ongoing at two middle schools (7th and 8th grade).
 - » First Robotic Team at high school level will begin visiting elementary schools in December to visit with fifth-graders and do a hands-on showcase.
 - » Staffing to support First competition teams have been moved from volunteer to a paid stipend structure to ensure equity across the district.
 - » Robots have been ordered for all 8th-grade exploratory classes for an experience this year, with an emphasis on creating integrated lessons within the exploratory curriculum for the 22-23 school year.

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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Community Engagement



08 Reconnect and reengage families to their school communities following the COVID-19 pandemic, recognizing this engagement positively impacts school attendance and achievement.

- » Mobile registration teams stopped throughout the community to assist families in registering students and becoming familiar with the district.
- » Transportation was identified as a barrier to attendance by Title I staff and a new loop route will be implemented to pick up identified students and drop them off at school to support attendance.
- » The district is exploring partnerships with Regional Transit Authority (RTA), which is seeking grant funding to support targeted transportation from specific community housing locations needing support.
- » Elementary schools offered fall orientation meetings for all students and have offered opportunities for family engagement through outdoor events and/or indoor events that were socially distanced.



09 Refocus the vision and programming for student mentoring following the COVID-19 pandemic, including updated training and protocols for community/business mentors.

- » Data was collected from schools to identify existing mentors and district training sessions were held for these mentors, who are matched by school.
- » Programming is restarting and mentors are returning to meet with students in-person.
- » Ongoing work includes reviewing mentoring curriculum, school-specific mentor training and recruitment of new community and business mentors.



10 Systematize the process for cultivating and sustaining school-business partnerships to support career opportunities through the VERTEX Initiative.

- » The VERTEX team continues to build partnerships with area businesses in collaboration with its partners, Northeast Iowa Community College, Dubuque Area Labor Management Council, and Greater Dubuque Development Corporation.
- » A Work-Based Learning Database was launched in October, allowing for the team to continue to build and organize business partners.
- » This database will also allow staff to track student experiences systematically to allow for better tracking and reporting of data to support program development.



Effective Resource Management



11 Continue the planning and input process for creating operational efficiencies across district facilities.

- » Research is currently being conducted on building efficiencies and will be part of forthcoming strategic planning conversations.



12 Plan for and maximize funds available through the American Rescue Plan to ensure the most significant impact on student success.

- » The district has developed a comprehensive plan, which included stakeholder input, to maximize the use of American Rescue Plan funds to support student success in the most-needed areas.
- » The plan focuses on efforts in Social-Emotional Learning/Brain Health; Unfinished Learning/Addressing Learning Loss; Addressing the Access Gap/Student Services; Community/Family Engagement; and Operational Support.

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- 13 Enhance collaboration across the district through the implementation of Microsoft Teams.
 - » Microsoft Teams has been launched district-wide and is now the primary video conferencing and collaboration tool in the district.
 - » Training has been delivered to all 19 technology coaches to deliver at their respective buildings, with accompanying documentation.
 - » Virtual Parent-Teacher Conferences are being hosted through the Teams platform.
 - » Additional features within the continually expanding platform will continue to be rolled out moving forward.



Employee Excellence

- 14 Provide professional learning and growth opportunities for administrators aligned with the launch of the new Iowa Leadership Standards.
 - » Professional learning for all administrators has been provided on the new Iowa Leadership Standards and how these standards can be incorporated into their work.
 - » This 15-hour training contributes to the ongoing licensure renewal of the administrator.
- 15 Enhance and refine common, quality secondary course experiences for students by aligning essential standards and common assessments.
 - » Professional learning at the beginning of the year and at ongoing Friday morning meetings has been aligned with essential standards, assessment and instruction.
 - » At the school level, instructional coaches are working with Collaborative Learning Communities of teachers to analyze formative assessment data in order to improve instruction and student supports at tier 1 and tier 2 levels.
 - » Blueprint courses were launched in Canvas for all secondary students, featuring standardized navigation and consistent design.
 - » The Mastery Connect assessment platform with common assessments has been launched in all English language arts and science courses within Canvas.
- 16 Provide ongoing professional development for digital resource tools to enhance instruction.
 - » Integrated professional development around use of digital tools was delivered to teachers this fall with a recap of district-supported tools available and ideas for application in the classroom.
- 17 Implement the new ACHIEVE system to enhance the educational experience for students eligible for special education services.
 - » ACHIEVE is the new Individualized Education Plan (IEP) system being developed by the state, initially slated to be launched state-wide in November. Due to a delay with the company that is building the system, the launch was pushed back by the state.
 - » Each district in the state, in collaboration with their AEA, will determine a launch date between April 15-September 15, 2022.
 - » Professional learning has been delivered to all special education teachers and administrators to build a common language and understanding of the IEP process to assure a strong foundation for the adoption of the new system when implementation begins.

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Deliver intensive professional development and coaching to support staff in the design and delivery of Specially Designed Instruction (SDI) for students with significant disabilities and preschool students eligible for special education services.

- »» In collaboration with Keystone AEA, district teams including staff from the district office and Hempstead, Senior, Washington, Eisenhower, and Table Mound are completing the second year of training.
- »» During the first part of this year, work has focused on specially designed instruction (SDI) in the areas of literacy and communication.
- »» For preschool, in collaboration with Keystone AEA, a team consisting of staff from Audubon, Irving, Prescott, and the district office are focusing on embedding skill instruction throughout the preschool day.



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Enhance efforts to diversify staffing that mirrors the Dubuque community through review of future job descriptions, interview questions and recruitment efforts.

- »» Recruitment efforts continue to be focused on areas seeing the greatest labor shortages, especially substitutes, bus drivers, paraprofessionals and food service workers.
- »» The district joined HBCUCareers.com to share job postings and attend upcoming job fairs with students graduating from the nation's Historically Black Colleges and Universities.
- »» Advocacy efforts are underway at the district level and Urban Education Network level to encourage the state Board of Educational Examiners to remove barriers for licensure.
- »» Six district paraprofessionals are currently participating in a Grown-Your-Own education program through the University of Dubuque LIFE Program.
- »» Enhanced financial incentives were added to support the hiring of substitute teachers in the district to ensure open positions are filled daily.