







STRATEGIC PLAN »»» 2018-2023

2021-2022 Priority Initiatives

PRESENTED: MAY 2022

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. **MOVED FORWARD TO 2022-2023.**

» Meetings to create a Black Student Union at Hempstead and Dubuque Senior are ongoing, including possible partnership of area colleges, with the goal of a club offering at the beginning of next year.



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

» Strategies and professional development used throughout the year have been systematized as the district works to address unfinished learning into the future.

» In April, teams at four secondary schools attended a Solution Tree conference to more fully develop the effectiveness of course alike collaborative learning communities.

» A new elementary language arts curriculum, Into Reading by Houghton Mifflin Harcourt, was adopted that provides several access points for teachers to differentiate to meet student learning needs.

» Plans are underway for the elementary educational support team to participate in New Teacher Center training to address coaching and optimal learning environment.

» All schools completed the Self-Assessment of MTSS Implementation (SAMI) to guide school improvement planning to address student needs.

» 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. **WORK TO CONTINUE.**

» Elementary principals participated in instructional rounds at Fulton and Lincoln Schools as well as specialist teams at five elementary schools.

» Building teacher leaders, instructional coaches and elementary principals are scheduled for train-the-trainer sessions for differentiation through the Bureau of Educational Research.

» The elementary English language arts study group has completed over 20 hours of learning, reviewing, and planning with curricular options to identify materials that best foster student engagement in achieving the Iowa Core standards in an equitable manner.

» 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.

- » Youth Mental Health First Aid train-the-trainer sessions are scheduled for June 7-9.
- » Sixteen staff members will be trained and offer Mental Health First Aid sessions to staff next school year.
- » The Suicide Prevention Coalition has met three times this school year and will continue to meet next fall. Recommendations of this group will lead to common forms and procedures that counselors and administrators will be trained on and follow next school year.
- » The Brain Health Retreat Rooms at Dubuque Senior High School and Hempstead High School are completed, staffed and currently serving students.
- » Next year, all 12 elementary schools will be utilizing Second Step: Skills for Social and Academic Success materials to address the Iowa Social-Emotional Learning Competencies. The initial five pilot schools continue to lead and inform the implementation.
- » Collaborative planning with Keystone is underway to develop a training tailored to our needs in the area of Social-Emotional Behavior Health (SEBH) Tier II interventions. Elementary teams are currently being enrolled for the June training and plans are being made for secondary sessions.
- » All 12 elementary schools have prepared to utilize the Social Academic Emotional Risk Screener (SAEBRS) during the 2022-2023 school year. Jefferson Middle School will continue to utilize SAEBS and expand to use the corresponding student response screener, MySAEBRS; other middle schools are exploring the use of screeners as part of their data picture. School counselors are receiving additional training and leading the utilization of this new data piece.
- » Teams from Roosevelt and Washington have researched, selected and recommended joining Jefferson in utilizing 7 Mindsets as their explicit social emotional learning materials to address the Iowa Social-Emotional Learning Competencies.
- » Funding from the GEER II grant continues to support our universal tier through the addition of three experienced part-time educators. In addition to focusing on curriculum, this team is providing SEBH building level support in the areas of professional development with paraprofessionals, trauma-informed care, suicide prevention and restorative practices.
- » Through the Teacher Leadership Grant, three content leaders have been added to focus on social-emotional learning. The content leaders will focus on curriculum at each level, adult social-emotional learning extensions (Lumen Recharge), and family engagement surrounding social-emotional learning.

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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- 05 Educate and coach students regarding various career pathways while increasing opportunities for hands-on, career-focused experiences. **WORK TO CONTINUE.**
- » School-based Collaborative Learning Communities along with the educational support team are working toward the creation of common summative assessments in the core courses.
 - » Each Collaborative Learning Community focuses on data discussions around common formative and summative assessments to help reduce learning loss, providing academic supports for each student.
 - » 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.
- » The district will offer Dubuque Online School for students in grades 6-12 for the 2022-2023 school year.
 - » The program is approved by the State of Iowa and sign-up for students is currently underway.



- 07 Develop new and enhance current computer science learning opportunities and coursework in high school, middle school and elementary schools.
- » Work in enhancing computer science opportunities is operational and work in this area will align with a similar priority initiative for next year.
 - » Enrollment in computer science classes (Computer Science Essentials, Computer Science Principals I and II, and AP Computer Science) is seeing steady growth, up 14.5% for next school year compared to this school year.
 - » All 8th-grade students engaged in a hands-on computer science/robotic experience led by the high school robotics team. Students learned about the computer science pathway and course options available in high school prior to registering for the next school year.
 - » Coding coursework has been implemented in all fourth- and fifth-grade classrooms across the district.
 - » A grant application for the Iowa Computer Science Professional Development Incentive Fund has been submitted with the goal of broadening coding in second- and third-grade classrooms, as well as enhancing robotics in preschool, kindergarten and first-grade classrooms.
 - » First Lego League teams are underway at five elementary schools (various grades) and one middle school (6th grade) and First Tech Challenge is ongoing at two middle schools (7th and 8th grade).
 - » First Robotic Team at high school level visited fifth-graders in December to 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 2022-2023 school year.

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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. **MOVED FORWARD TO 2022-2023.**
- » This work continues in the district and will be included in next year's priority initiative.
 - » This spring, each elementary school hosted a family event to reconnect and reengage families.
 - » The Kindergarten Welcome Event at each elementary took place on April 26 with strong participation.
 - » Transition plans for the Fulton community are in progress: information night, building tours, transition meetings, celebration of the school, and a Fly Up Day, during which students get to visit the school they will attend next year, with transportation provided.
 - » Transportation loop routes are continuing for Title I schools, with adjustments made based on student needs. Identified students are picked up at designated locations and dropped off at their school of attendance.
 - » The Regional Transit Authority (RTA) is supporting targeted transportation from specific community housing locations to schools. Parents are able to contact RTA to utilize this service.



- 09 Refocus the vision and programming for student mentoring following the COVID-19 pandemic, including updated training and protocols for community/business mentors.
- » Programming is restarting and mentors are returning to meet with students in-person.
 - » The student mentoring program officially received state certification and recruitment efforts for the future are now beginning.
 - » Work to refocus the mentoring program was done with input of a committee convened to review best practices in student mentoring and review the district application for state certification.
 - » Data was collected from schools to identify existing mentors and district training sessions were held for these mentors, who are matched by school.



- 10 Systematize the process for cultivating and sustaining school-business partnerships to support career opportunities through the VERTEX Initiative.
- » VERTEX Coaches, along with College and Career Coaches from Northeast Iowa Community College (NICC), have developed a coaching model to connect with students based on their Kuder Navigator (Career Information System) interests, skills, and values, in an effort to better help students plan for their future goals.
 - » The District, NICC, Greater Dubuque Development Corporation, and Dubuque Area Labor Management Council have developed a process to connect with employers, get their information into the work-based learning database, and begin one-on-one intake processes.
 - » VERTEX Initiative program members are meeting on a regular basis to develop a systematized method for connecting with current and new partners and to streamline communication.
 - » 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.

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Effective Resource Management

- G 11 Continue the planning and input process for creating operational efficiencies across district facilities.
 - » Plans are moving forward for the closure of Fulton Elementary School following this school year and numerous transition activities are underway for current Fulton students as they get to know their new school.
 - » A middle school consolidation committee is in the process of being formed and work is underway to select an architect to lead the planning process.
- ✓ 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.
- G 13 Enhance collaboration across the district through the implementation of Microsoft Teams.
 - » All staff have received training in Microsoft Teams.
 - » Virtual Parent-Teacher Conferences were hosted through the Teams platform.
 - » Training has been delivered to all 19 technology coaches to deliver at their respective buildings, with accompanying documentation.



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.
- G 15 Enhance and refine common, quality secondary course experiences for students by aligning essential standards and common assessments.
 - » This initiative is operational and work will continue to refine blueprint courses across all content areas and pull all content areas into common summative assessment practices.
 - » Educational support team members and each school's Collaborative Learning Community are working to ensure that core classes have common summative and formative assessments.
 - » Blueprint courses were launched in Canvas for all secondary students, with positive feedback received from students on the common navigation. Use of Mastery Connect continues to grow in the English language arts, science and world language content areas.
 - » 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.

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- G** 16 Provide ongoing professional development for digital resource tools to enhance instruction.

 - » Ongoing professional development sessions in content areas at all levels across the district shows the use of integrated digital tools to enhance student engagement.
 - » 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.
- J** 17 Implement the new ACHIEVE system to enhance the educational experience for students eligible for special education services. **WORK TO CONTINUE.**

 - » ACHIEVE is the new Individualized Education Plan (IEP) system being developed by the state.
 - » The district has designated its launch date as August 1, 2022.
 - » A district team has completed ACHIEVE training and a comprehensive professional development plan for all special education staff will support the launch of ACHIEVE in August.

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.
- G** 18

 - » This initiative is operational with a scale-up plan in place to provide professional learning during district job-alike and professional development sessions.
 - » District leaders and Keystone AEA staff have collaborated on this work throughout the year with a variety of professional development offerings and in-depth planning.
- D** 19 Enhance efforts to diversify staffing that mirrors the Dubuque community through review of future job descriptions, interview questions and recruitment efforts. **MOVED FORWARD TO 2022-2023.**

 - » Work in this area continues and a revised version of this priority initiative is being carried forward to next year's priority initiatives.
 - » The district continues to work on "grow-your-own" initiatives and employment 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.