

10 Year Strategic Plan

2020-2021 Year 7

SUCCESS WILL BE MEASURED...

- A. By June of 2021, 80% of students will achieve a Meeting or Exemplary level on their initial attempt on District Common Assessments (DCAs) in literacy and math, indicating the impact of instruction in the Universal Tier.
- B. By June of 2021, 60% of students in grades 2 - 11 will meet the typical growth score in the Measures of Academic Progress from fall to spring in math and reading. (Average percentage of students meeting typical growth nationally is 50%)
- C. By June of 2021, 80% of students in grades K-6 will meet benchmark goals on the spring FAST aReading assessment. (Composite score for K).
- D. By June of 2021, all students in their 4-year-old year of preschool will make 25% growth on the district literacy screener from fall to spring.
- E. By June of 2021, 85% of students or more will have 0-1 discipline referrals, fewer than 10% of students will have 2-5 discipline referrals and fewer than 5% of students will have 6 or more referrals.
- F. By June of 2021, maintain or increase our overall attendance rate of 95.6% and decrease the number of students who are chronically absent by 3%. (Comparison data is from the 2018-2019 school year.)
- G. By May of 2021, 95% of students will graduate.
- H. By June of 2021, we will continue to increase our "Onpoint" score from 629 to 650 points, indicating our progress towards the development of a personalized learning system.
- I. By 2021 at least 85% of teachers will report growth on one element of the *Core Four Continuum of Personalized Learning*.
- J. In response to initial data from the School Perceptions Survey, we will continue to build system coherence, connection, and understanding for staff to increase the favorable responses related to the "People Indexes" of staff engagement.

FOCUS

1

We believe all students can learn at high levels.

We are committed to creating caring, safe, and equitable school environments that meet the social, emotional, academic, and overall wellness needs of ALL students - ALL means ALL.

TO DO THIS WE WILL...

- Foster caring and respectful relationships with and among all students.
- Implement a Multi-Tiered System of Supports (MTSS) for academic, social, emotional, and behavioral health (SEBH), with a focus on identifying and developing essential practices in the Universal Tier.
- Engage in the SAMI process at the building level to strengthen MTSS.
- Design for learner variability using the Universal Design for Learning (UDL) framework.
- Administer the School Perceptions Student Survey to students in grades 5-12 to gather baseline data for continuous improvement in our efforts to provide guaranteed and viable environments.

FOCUS

2

We believe educators matter.

We are committed to developing leadership capacity of all staff, implementing best practice strategies, and collaborating with others in a positive culture of continuous improvement.

TO DO THIS WE WILL...

- Engage in curriculum mapping to ensure implementation of a guaranteed and viable curriculum, effective instruction aligned to the Iowa Core and the Iowa Early Learning Standards, and standards-based grading.
- Establish Guaranteed and Viable Environments through the implementation of SEBH Effective Classroom Practices.
- Accelerate the development of healthy, productive, and effective PLCs by leveraging leadership and resources.
- Analyze state assessment data including the Iowa State Assessment of Student Proficiency (ISASP) and the Conditions for Learning survey.
- Engage in learning about equity and implicit bias.

FOCUS

3

We believe in preparing all students for postsecondary success.

We are committed to fully preparing and inspiring all students to use their strengths, communication skills, and critical thinking skills to graduate from high school and complete college or career training.

TO DO THIS WE WILL...

- Develop leadership capacity to implement our instructional framework, NTC Core Teaching Capabilities.
- Engage in cycles of inquiry around school-wide student engagement with a common measure.
- Use the *Redefining Ready!* indicators to begin collection and analysis of competencies for college, career, and future life readiness.

FOCUS

4

We believe in developing community partnerships.

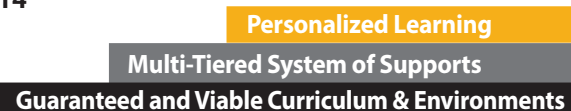
We are committed to partnering with parents and our larger community to provide supports, opportunities, and learning experiences to maximize student success.

TO DO THIS WE WILL...

- Develop structures to actively seek feedback from all stakeholders.
- Continue to engage our SEBH District and Community Advisory Team to collaboratively develop a continuum of social, emotional, and behavioral health (SEBH) supports for all.
- Develop community partnerships for the purpose of creating and enhancing career pathways for students.
- Community partnerships will be developed for the purpose of creating and enhancing career pathways for students.
- Articulate systems that provide equitable access to college and career readiness knowledge, skills, and opportunities.

2014

2025



Our ten-year goal is to create a personalized learning system built on guaranteed and viable curriculum & environments with a strong, multi-tiered system of supports.