UNFOLDING POTENTIAL

Dubuque Community Schools

THE DUBUQUE COMMUNITY SCHOOL DISTRICT **STRATEGIC PLAN**

It is time to focus.

To think big.

To stretch ourselves.

To personalize learning.

To work together.

To innovate.

To unlock student potential.

To engage our stakeholders.

To empower our employees.

To maximize our resources.

It is time to create the 21st century learner.

STATUS REPORT: **FEBRUARY 2013**

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STRATEGIC PLAN

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1 STUDENT ACHIEVEMENT

SIGNIFICANT PROGRESS   STEADY PROGRESS   SOME PROGRESS

GOAL

Ensure that all students have the necessary skills to be 21st Century College and Career Ready (promote college, career and employability skills).

ASSESSMENT

- To what extent are third-graders, sixth-graders and eleventh-graders proficient in reading and math?
- To what extent are students graduating with 21st Century College and Career-Ready skills?
- To what extent are schools meeting Annual Yearly Progress Report trajectories?

🔍 **CLICK HERE** TO VIEW THE RELATED ASSESSMENT DATA

ACTION STEPS

Create an assessment system that measures and reports student learning

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Implement state achievement standards		Process and work-flow is determined for curriculum consultants to implement state achievement standards and align to DCSD Progress Report PreK-12. There is some delay in waiting for approval for Science and Social Studies Standards at the national level.	Design curricular documents: · Learning Continua by content level PreK-12 SAMPLE · Learning Continua rubrics · Common formative (as necessary, summative assessments) rubrics · Common Core Standards Flow Charts · Open Powerschool "sandbox" for Progress Report development	Spring 2013 for English Language Arts, Math, Visual and Performing Arts, Health, Physical Education and Performance Character.
Create common grade and course assessments		Summative and Response to Intervention (RtI) Assessments are being reviewed at the state level. DCSD is a pilot site and RtI is in process for PreK-12.	Pilot SMARTER BALANCE; Study Iowa's Response to Intervention tools and prepare for 2013-2014 implementation in classrooms.	Spring 2013
			Implement, as available, Iowa RtI universal screenings and determine impact on PreK-12 procedures.	Fall 2014
Use data to plan and deliver instruction and report progress		Second cohort of Assessment for Learning (AfL) in progress; revised data analysis based on student growth delivered;	Third cohort of AfL planned. District-wide training and implementation of the collaborative inquiry process (i.e. Love) for coaches, administrators and building level teams.	Spring, Summer and Fall 2013

Implement real-world problem-based learning to foster creative and inventive thinking, effective communication, digital-age literacy and highly productive work

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Design and deliver instruction based on student needs and interests		Teacher Cohort 1 completed	Cohort 2 (50 teachers) recruited and training module implemented.	2013-2014
Create a culture of collaboration for adults and students		DCSD defines the culture of collaboration as the integration of data-decision processes with the work of professional learning communities (PLC) and building leadership teams. Certain discussion protocols are identified as useful for this work; such as Authentic Intellectual Work (AIW).	Teacher Quality Committee will review and refine professional learning protocols.	Spring-Summer 2013
			District-wide training and implementation of the collaborative inquiry process (i.e. Love) for coaches, administrators and building level teams.	Spring, Summer and Fall of 2013
			AIW Cohort 2 (Washington and Jefferson) has completed year 1 training. Implementation plans developed for Hempstead, Jefferson and Washington. AIW Cohort 3 (Roosevelt and Senior) in process.	2013-2014
Invest in technology to support student learning and digital literacy		Problem-based learning (PBL) initiative would be most effective when integrated with the technology plan.	Complete work identified in technology plan.	Spring 2013
			Implement Year 1 DCSD Technology Plan.	2013-2014
		Finalize a five-year technology plan that will increase the number of computer systems available to the students.	Meet with executive staff members to determine what forms of computer access need to be provided to students and faculty. Prepare a proposal for consideration by the Board of Education that will allocate the funding to sustain the technology plan and refresh technology at the appropriate intervals.	Spring 2013
		Implement a strategy to allow students to use secured Cloud resources to access applications and data at all times through Internet access.	Create partnership with Office365 to provide Cloud-based access using district technology that can be safely managed by DCSD teachers and the information technology personnel.	Spring 2014
		Introduce curriculum to provide opportunities for students to learn various technologies in a classroom environment.	Implement IT Academy from Microsoft Education. Determine how this can be integrated in the current curriculum.	Fall 2014

Make data-driven instructional decisions

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Implement a system to foster peer-topeer learning (Collaborative Inquiry)		Revised data analysis based on student growth delivered. This action is part of the DCSD DINA plan.	District-wide training and implementation of the collaborative inquiry process (i.e. Love) for coaches, administrators and building level teams.	Spring, Summer, Fall 2013
Fully implement a system to identify and respond to learning and behavior challenges (Response to Intervention)		Response to Intervention (RtI) requires revision at the elementary level and must be fully developed at the middle and high school levels.	Study Iowa's RtI tools and prepare for implementation in classrooms for 2013-2014.	Spring 2013
			Implement RtI in PreK-12 classrooms	Fall 2013

Embed technology tools into the learning environment

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Implement a Learning Management System		The introduction of a learning management system (LMS) requires integration of the technology and curriculum departments. Issues of staff and student accessibility need to be resolved.	Convene LMS committee to select a product based on defined criteria.	Spring into Fall 2013
Implement a data dashboard (Instruction Improvement System)		Iowa has an educational data warehouse but it does not meet all needs of DCSD educators. Working with the state data warehouse (Edinsight), DCSD would like to implement a data	A data dashboard needs to integrate with a number of systems (student information system, learning management system and the DCSD assessment matrix).	Spring 2014

Complete a study of instructional time and make recommendations for related policy

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Complete a study of instructional time and make recommendations for related policy		The district is interested in exploring time-related options to improve instruction and professional learning for teachers. dashboard with real-time class section data.	A committee comprised of identified stakeholders will meet to review current trends and research on instructional use of time and develop viable options for instructional time use that include: · alternate/balanced calendar · length of school day · staff work day · class schedules	Fall 2013

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2 STUDENT DEVELOPMENT

SIGNIFICANT PROGRESS   STEADY PROGRESS   SOME PROGRESS

GOAL

Create healthy and contributing citizens through access to a wide variety of activities and options for students to develop character, apply their skills and uncover their potential.

ASSESSMENT

- To what extent do students demonstrate DCSD 21st Century Skills (digital literacy, effective communication, highly productive work and inventive thinking)?
- To what extent do students demonstrate fitness measures and health outcomes (body composition, cardiorespiratory endurance, musculoskeletal fitness, flexibility)?
- To what extent do all students participate in co- and extra-curricular activities?

CLICK HERE TO VIEW THE RELATED ASSESSMENT DATA

ACTION STEPS

Create a plan to support student character development

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Reinforce performance character elements of the DCSD 21st Century Skills by creating a pattern of behaviors that lead to productive action (confidence, diligence, perseverance, strong work habits, courage, leadership)		Currently working to develop performance character descriptors.	Committee will determine grade- and age-appropriate descriptors for performance character; integration of indicators into the DCSD PreK-12 Progress Reports.	Spring 2013
			Teacher Cohorts 1 and 2 of the 21st Century Skills Learning group will develop unit designs incorporating performance character.	Spring 2013
			Supervision and evaluation frameworks for the 21st Century Skills Learning group will be developed around performance character.	Spring 2013
Encourage ethical character (respect, fairness, honesty, caring) elements of the DCSD 21st Century Skills.			Build capacity in adult learning for elements of ethical character through Leadership Academy for Character Education (LACE) program; cohort 2.	2013-2014
			Teacher Cohorts 1 and 2 of the 21st Century Skills Learning group will develop unit designs incorporating performance character.	2013-2014
			Supervision and evaluation frameworks will be developed around performance character.	2013-2014

Address student needs and interests by enhancing activities offerings

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Encourage and increase student participation by ensuring that all students have the opportunities and access to be involved in activities		Activity directors are preparing end-of-year reports.	2012-2013 reports analyzed for trends and report submitted.	Fall 2013
		Formative assessments are currently being constructed to measure student health and fitness outcomes.	Formative assessments used PreK-12 throughout the district.	Fall 2013
Evaluate activities programming for quality and relevance		2012-2013 implemented coach evaluations.	Evaluate the strength of the evaluation tool and revise as needed.	Spring 2013
			Provide professional learning for coach evaluators and implement revised tool.	Fall 2013
			Release survey co- and extra-curricular survey to students and report results.	Mid-school 2013-2014
			Recommendations for revised co- and extra-curricular program as per data from survey, program evaluation, participation as well as other tools.	Spring 2014

Create a district response plan to address extreme student needs

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Create a district response plan to address extreme student needs.		Changes in the interpretation Drop Out/At-Risk funding offer challenges and opportunities for programs. Elementary, middle school and high school programs have been approved by the Department of Education to intervene with disruptive students.	Implementation plan is written for proposed programs which include procedures for implementation, staffing and program evaluation.	Spring 2013
			Programs are implemented in schools.	Fall 2013

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3 COMMUNITY ENGAGEMENT

🔲 SIGNIFICANT PROGRESS   🔲 STEADY PROGRESS   🔲 SOME PROGRESS

GOAL

Create meaningful, two-way engagement between the district and parents/community members that supports student achievement.

ASSESSMENT

- To what extent are community members confident about the work of the district?
- To what extent are parents engaged in the education of their children and in our schools?
- To what extent is the district involved in meaningful business/civic partnerships?

🔍 **CLICK HERE** TO VIEW THE RELATED ASSESSMENT DATA

ACTION STEPS

Transparently and proactively communicate the story of the district

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Implement a new visual identity	🔲	Initial meeting held with Refinery Design Company (Michael Schmalz), who will design the logo. Rough timeline discussed and process outlined.	Work to establish the agreed upon attributes that should be represented in the identity structure.	Spring 2013
Use real-life examples to highlight district achievement and priorities	🔲	Have implemented a video strategy that focuses on program development addressing key issues and telling of stories from throughout the district. Programming includes the new "District-Wide Update" as well as individual program on the Re-engagement Center, school lunch changes, the LEAD21 reading curriculum and more.	Expand focus on real-life examples driving the website.	Summer 2013

Create opportunities to gather input from key stakeholders

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Develop a survey and focus groups to gauge community perceptions	🔲	Currently exploring research options and developing a plan for establishing baseline data.	Establish baseline data.	Fall 2013
Develop a mechanism to gain input on key issues	🔲	Researching best practices for stakeholder engagement on issues and brainstorm ideas for the DCSD.	Host the first "School Speak" program, a forum that gives the public an opportunity to learn about the district and ask questions about current issues.	Spring 2013

Increase parent engagement in the schools

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Develop a framework to guide parental involvement		Currently reviewing Harvard Survey of Parent Engagement and ways to modify it to establish baseline engagement data.	Refine survey instrument and establish baseline data.	Fall 2013
Recruit parents to participate in engagement opportunities			Survey parents following the establishment of baseline data.	Fall 2014

Maximize the collective impact of school/community partnerships

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Explore mutually beneficial partnerships with the City of Dubuque		Continuing with aquatic center conversation.	Review research bids and make joint recommendations for next steps.	Spring 2013
Create a central system to train, monitor and cultivate volunteers		Involved in ongoing committee to establish a city-wide volunteer center that could provide new possibilities for volunteer management within the district. (This volunteer center project is funded for 18 months through a grant received by the city.)	Development of the volunteer center vision is currently being established through the center's core committee. This work is due to be completed in Spring 2013, at which time next steps will be completed.	Spring 2013
Expand and deepen business/nonprofit partnership opportunities		Many partnerships currently exist across the district in a decentralized way.	Develop system to collect information about what district-wide partnerships currently exist.	Fall 2013

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4 EFFECTIVE RESOURCE MANAGEMENT

SIGNIFICANT PROGRESS   STEADY PROGRESS   SOME PROGRESS

GOAL	Maximize and streamline resources to provide increased access to 21st century learning tools and facilities that support student achievement.

ASSESSMENT

· To what extent is the district financially healthy based on regular systems review, unspent balance and solvency ratio?
· To what extent do students and staff have access to technology?

CLICK HERE TO VIEW THE RELATED ASSESSMENT DATA

ACTION STEPS

Create and communicate district facility and infrastructure plans

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Develop a comprehensive long-range facility plan based on one-cent sales tax and PPEL funds		Continue to develop and update the plan on an annual basis.	Report on the revised plan for the 2013-2014 school year and remaining upcoming years.	Spring 2013
Implement a plan to increase access to technology for learning		Finalizing a five-year technology plan designed to increase the number of computer devices accessible by students, faculty and staff.	Meet with key executive personnel to determine ways to ensure that current and future technology be available all the time and from any place through the district's network or other Internet services. Build in a technology refresh schedule.	Spring 2013

Equitably align resources for student achievement

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Develop a plan to ensure that resource allocation is aligned with student goals		Complete the annual Aid and Levy document.	Show the effects of the annual budget on General Fund unspent balance, cash balance and fund balance.	Spring 2013
Evaluate current program effectiveness using established protocols and add/abandon as necessary		Maintain expectation for and training of staff program evaluation protocols (Assessing Impact).	Deliver Assessing Impact training.	Spring 2014
Explore alternative revenue sources		Explore new opportunities for additional funding.	Discuss and collaborate with other districts.	Spring 2014

Implement a finance/human resources system (ERP system) and a new substitute finder system

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Implement ERP system		Currently training on new ERP system.	Implement the General Ledger portion of the ERP system.	Summer 2013
Implement substitute finder system	✔	New substitute finder system implemented and operational. Currently monitoring progress looking for overall performance improvements.		

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5 EMPLOYEE EXCELLENCE

SIGNIFICANT PROGRESS   STEADY PROGRESS   SOME PROGRESS

GOAL	Create an environment in which employees strive for excellence, collaborate as part of a team, and are confident and competent in supporting student learning.
ASSESSMENT	· To what extent is the recruitment and retention system for staff effective? · What is the impact of professional learning on teacher practice? · To what extent does the district provide teacher leadership opportunities?

CLICK HERE TO VIEW THE RELATED ASSESSMENT DATA

ACTION STEPS

Enhance the system for recruitment and retention of employees that mirror the makeup of the student body

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Revise and centralize employee recruitment system to hire high quality, best-fit employees		Under the current system, human resources advertises/collects employment applications. Principals then determine who to interview and recommend hire to HR.	Implement a system in which human resources initially collects, analyzes and screens applicants for each position open. HR then recommends the best applicants to buildings for potential interviews.	Spring 2014
		Currently collecting employee retention data through exit surveys.	Organize retention data in a more useable format to quantify reasons an employee leaves the district.	Spring 2014
Establish an employee wellness committee to promote, research and recommend district-wide wellness initiatives		Holding discussions with various employee groups to define parameters of an employee wellness program and who might best serve on this committee.	Form a committee to research various district-wide wellness initiatives and determine how to move forward with possible recommendations.	Fall 2013
Revise the employee Evaluation system		Currently all certified staff are formally evaluated every three years.	Adjust evaluation system to align with the new system as state guidelines continue to evolve.	Fall 2013
Strengthen mentoring opportunities for administrative staff		Currently all new administrators in the district have a mentor for their first year of employment. (Many district administrators mentor teachers through the UEN/UNI master's degree program and various other college programs).	Form a committee of administrators and teachers to help determine what is needed to improve in this area.	Fall 2013

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Provide professional learning opportunities that address a wide range of needs and skills

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Enhance job-embedded teacher professional learning opportunities district-wide IOWA PROFESSIONAL DEVELOPMENT MODEL		Present job-embedded professional learning includes:		
		New Elementary Reading / Language Arts instructional materials, LEAD21, are in year one of implementation. Extensive professional learning is being provided.	Provide professional learning for standards/assessment alignment to LEAD21 materials	Through Spring 2014
		Assessment for Learning (AfL) is a district-wide initiative in its sixth year to align standards and assessment to guide instruction.	Conclude AfL symposia cohorts 3,4,5	Spring 2013
			Conduct AfL symposia for cohorts 6, 7, 8	2013-14
			Continue work with Seven Strategies of AfL in all schools	Ongoing
		The 21st Century Skills Learning Plan is in a pilot stage with 22 middle and high school teachers to combine quality teaching and technology.	Plan for year two implementation based upon 22 teacher pilot currently in three schools	Spring 2013
		Professional Learning Communities (PLCs) exist as catalysts for all teachers, counselors, and nurses to learn in small, collaborative groups.	Provide Teacher Quality Committee training and planning for future growth of PLCs	July 2013
		Authentic Intellectual Work (AIW) is in its fifth year as a collaborative teacher protocol to improve teacher tasks, student work, and instruction.	Sustain AIW collaboration at Hempstead	Ongoing
			Develop AIW collaboration at Washington and Jefferson	2013-14
			Add AIW collaboration at Roosevelt and Senior	2013-14
		Future job-embedded professional learning includes:		
		Collaborative Inquiry	Train school leaders in Collaborative Inquiry	Spring-Fall 2013
		Provide additional time	See Student Achievement Goal on instructional time study	Fall 2013
		Evaluation of professional learning	Develop professional learning evaluation system	2013-14

Provide professional learning opportunities that address a wide range of needs and skills (CONTINUED)

ACTION	STATUS	STATUS COMMENT	NEXT STEP	NEXT STEP TIMELINE
Design and deliver a district-wide Para-Educators professional learning plan		Currently, all paraprofessionals receive on-the-job training with the positions they fill.	Develop a paraprofessional training plan that will include induction training for new staff as well as ongoing training for veteran paraprofessionals centered around student behavior management.	Spring 2013
Develop and support teacher leadership opportunities		Present teacher leadership opportunities include the UEN/UNI leadership program, Clarke Partner Professionals Program (PPP), Teachers on Special Assignment (TOSA), Instructional Coaches, Technology Coaches, Department Chairs, House Chairs, Student Needs Facilitators, GT Facilitators, AIW Coaches, District Curriculum/Program Development Teams, Building Leadership Teams	Continue to support, review and refine leadership roles for teachers	Spring 2014