

District Strategic Plan 2013-2018

Central DeWitt Community School District

Written Fall 2012

Committee Members

Learning Environment	Staff Development	Student Achievement	Resources	Technology
Staci Mercado Kathie Goetsch Bryce Heathman Steven Fugslang Verna Turnis Pam Courtney-Kirsch Carolyn Hasenmiller Maggie Gehlsen George Pickup	Sue Sawvell Carol Gisel Terri Smith Andrew Vickers Janet Green Kurt Rickard Jen Froeschle Tasha Becker Amy Wichman	Matt Ohnemus Christine Gilroy Carla Wall Lynn Schnack Jered Birt Jeff Frick Alicia Ellison Pat Henrickson Jim Irwin Jim Wichman	Tammy McClimon Tonia Dirksen Jeremy Kuehl Penny Roberts Christy Kunz Cindy McAleer Miah Betz Terri Selzer	Eric Olson Heath Kelley Stefanie Latimer Bill Petsche Jayme Will Troy Eden Mark Bloom Jennifer Naever Jen Vance

Procedure: A group of teachers volunteered to serve on the “Strategic Planning Committee” which met in March & April 2012 to review data & surveys, gather information from research, and vet district documents to create a priority list for strategic planning development. The group also met in May 2012 to establish “Goals.” Additional teachers, community members, School Board Members, and students were asked to join the “Strategic Planning Committee” to function as part of specific subcommittees. The subcommittees met in September, October, & November of 2012 to author the document and generate strategic objectives, timeline, resources, and evidence of progress. A draft of the Strategic Plan was distributed to all members December 2012 for review with finalized plan completed January 2013.

LEARNING ENVIRONMENT

GOAL: To provide a safe, comfortable educational learning environment that evolves with advancements in technology and meets the changing academic needs of our students.

Strategic Objectives	Descriptive Notes	Timeline	Resources/Personnel Responsible	Evidence of Progress or Performance Measure
A. <u>All</u> areas of <u>all</u> buildings will have updated HVAC systems with A/C and controllable heat.	Air conditioning in all areas of the buildings. Climate control in each building.	Project discussion begins Summer 2013	<ul style="list-style-type: none"> • HVAC Contractors • District Maintenance • School Board Approval Required 	<ol style="list-style-type: none"> 1. Documented completed work orders Walk-through by maintenance departments and administration
B. Inter-Classroom/Inter-District collaborations happen with greater frequency. (More interaction with teachers in ours and other districts).	Administration will promote days for visiting other districts.	Investigation begins Summer/Fall 2013; Fall 2014 – Spring 2018 Collaboration & Visits occur	<ul style="list-style-type: none"> • Administrative Team • Teacher Input 	<ol style="list-style-type: none"> 1. Good news reports provided by administrators at faculty meetings 2. Formal and informal observations of innovative strategies implemented 3. Annual tally of # of teachers collaborating and/or visiting other districts
C. Repainting of some areas/classrooms to be more visually stimulating. (Reduce the neutral beige color scheme currently in place)	Research based colors for different disciplines.	Evaluation of rooms to be updated by Summer 2015; Project completed by 2018	<ul style="list-style-type: none"> • District Maintenance • Teacher Input 	<ol style="list-style-type: none"> 1. Documented finished work orders 2. Walk-throughs by maintenance and administration
D. Investigate implementing multi-	Teams research	Investigations begin	<ul style="list-style-type: none"> • District Leadership 	<ol style="list-style-type: none"> 1. Completed report regarding

age classrooms at the elementary/intermediate level.	positives and negatives of such programs and report back to committee/faculty.	Fall 2013; Completed by Spring 2014	Team <ul style="list-style-type: none"> Administrative Team 	research found
E. Increased teacher accountability driven by higher expectations of teachers and administrators. <ul style="list-style-type: none"> Administrator presence in classroom Adherence to Iowa Teaching Standards 	Teacher E-Portfolios Formal walk-throughs with consistent evaluation tools	Begin Fall 2013 and On-Going	<ul style="list-style-type: none"> Teacher Input Administrative Team IA Teaching Standards 	<ol style="list-style-type: none"> Data points throughout the year with the walk-throughs shared with teachers All teachers submit E-Portfolios submitted on evaluation cycles
F. Classroom and/or Ekstrand Media Center furniture is upgraded to modern, ergonomically correct designs.	Ekstrand Media Center furniture is upgraded. Classroom desks are phased out in favor of tables or stand-ups as teacher's request change.	CIS/MS/HS Media Center completed; Ekstrand completed by Fall 2015; Classroom furniture upgraded by 2018	<ul style="list-style-type: none"> Administrative Team Teacher Input District Maintenance 	<ol style="list-style-type: none"> When furniture has been purchased in the needed areas Classroom teachers report 100% satisfaction of classroom furniture fitting needs
G. Extension/implementation of anti-bullying education at all grade levels. Focus is given to both in-school and outside of school situations. Parent education/support should be a component of this program.	Implementation of PBIS at all levels. Digital Citizenship classes provided each year.	K-8 Begin Fall 2012; K-8 Full-Implementation Fall 2014; K-8 On-going beyond 2018; 9-12 Begin Fall 2013; Implementation Fall 2015	<ul style="list-style-type: none"> Administrative Team PBIS District Team 	<ol style="list-style-type: none"> Documentation of bullying incidents on Infinite Campus Fewer referrals to administration Int/MS/HS. 80% teacher/ student/parent report positively on a self-survey regarding district anti-bullying process
H. Building security systems are complete, functional, and security	Get the debriefing report from the	Training Spring 2012; Begin	<ul style="list-style-type: none"> Administrative Team 	<ol style="list-style-type: none"> During drills and actual events, 100% of students,

<p>protocol is followed. Staff, students and community are educated on security procedures at all buildings, as needed. Off-campus activities will also follow appropriate security guidelines specific to locations, including student transportation.</p>	<p>A.L.I.C.E. training for further evaluation.</p>	<p>Implementation Fall 2012 – On-going</p>	<ul style="list-style-type: none"> • ALICE Team 	<p>staff, and faculty are following security protocol.</p> <ol style="list-style-type: none"> 2. ALICE Team meets at least twice per year to debrief, update, and review protocol
<p>I. Investigative Departmentalized vs. Self-Contained classrooms for Intermediate / MS transition years.</p>	<p>Investigate the options that will benefit all students to prepare them for the Middle School format.</p>	<p>Investigations begin Fall 2013; Completed by Spring 2014</p>	<ul style="list-style-type: none"> • District Leadership Team • Administrative Team 	<ol style="list-style-type: none"> 1. Completed report regarding research found

STAFF DEVELOPMENT

GOAL: Engage educators in an examination of their classroom practices resulting in a vision of what it means to be a part of a high performance community.

Strategic Objectives	Descriptive Notes	Timeline	Resources/Personnel Responsible	Evidence of Progress or Performance Measure
A. More collaboration time between grade levels and departments - making them Professional Learning Communities (PLC or Data Team Process) <ul style="list-style-type: none"> • data driven 	Everyone trained in PLC or some type of formalized training on how to conduct a data driven team.	Time to discuss and create schedule done annually each Summer, 2012-2018	<ul style="list-style-type: none"> • Educators and administrators working together to create a schedule that accommodates collaboration time • District Leadership Team • Administrative Team 	<ol style="list-style-type: none"> 1. Percentage of staff who participates and completes the 5-step process 2. Collaborative meeting dates.
B. Implement District-wide Data Teams (data driven decisions)	Building data teams meet weekly to look at student achievement data and interventions.	Beginning Fall 2012 and On-Going	<ul style="list-style-type: none"> • Professional Development Time • Administrative Team 	<ol style="list-style-type: none"> 1. 100% of teachers writing SMART goals submitted to coaches/ supervisors. 2. Group and individual staff reflections of learning 3. Student performance data (end-of-year growth) 4. Minutes & Notes from data team meetings
C. Continue with open-ended, “choice” staff development	Administration will evaluate at the end of the year and make necessary changes	Beginning Fall 2012 and on-going, to be evaluated annually for success and/or changes	<ul style="list-style-type: none"> • Calendar Committee • Administrative Team • District Leadership Team 	<ol style="list-style-type: none"> 1. 100% of teachers completing an individualized professional development plan annually 2. Annual PD schedule

<p>D. Institute & Provide Technology Academy</p> <ul style="list-style-type: none"> • First year teacher academy • Continuing academy 	<p>All teachers will be able to use the technology resources they have available to them within their individual classroom. Tech academy offered to any teacher interested and mandatory for new teachers</p>	<p>Beginning Summer 2013 and ongoing</p>	<ul style="list-style-type: none"> • Administrative Team • Technology Department • Mississippi Bend AEA 	<ol style="list-style-type: none"> 1. Inventory of technology competencies with 100% of teachers passing the competency test 2. Annual technology survey to students and staff (May) including questions about usage, integration, and ability 3. Schedule reflects academy offerings
<p>E. Advocate National Board Certification through an incentive-form a cadre</p>	<p>Look into allowing teachers to use PD time to form NB Certification group or some types of incentives to encourage teachers to go through the process.</p>	<p>CEA do research and generate a report about Board Certification as an option by Spring 2014;</p>	<ul style="list-style-type: none"> • District Leadership Team • Central DeWitt Education Association • District Board Certified Teachers • Central CSD Business Manager • Administrative Team 	<ol style="list-style-type: none"> 1. Numbers of teachers who have become board certified or who are in the process, annually through 2018 2. Completed report re: National Board options and details
<p>F. Evaluation of Teachers and Teacher Evaluation System revisited and updated to reflect more specificity</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Classroom management • Content, instruction, assessment 	<p>Administration will have predetermined staff development in place for selected teachers.</p>	<p>Begin Summer 2013; Completed for use Fall 2014; fully implemented with fidelity Fall 2015</p>	<ul style="list-style-type: none"> • Administrative Team • Central DeWitt Education Association • School Board 	<ol style="list-style-type: none"> 1. Completed written version of District Evaluation system 2. 100% of Administrators Implementing K-12

<p>G. Implementation of research-based instructional strategies and classroom practices.</p>	<p>Articulate to staff and become aware of the importance.</p>	<p>Spring 2013 and on-going</p>	<ul style="list-style-type: none"> • District Leadership Team • Staff Development PD • Administrative Team • Teachers 	<ol style="list-style-type: none"> 1. Document research-based instructional strategies that have been used via walk-through 2. 100% of staff aware of best-practice instructional strategies 3. District forms and lessons reflect instructional practices
--	--	---------------------------------	---	---

STUDENT ACHIEVEMENT

GOAL: Data-driven curriculum aligned to the Iowa Core and spiraling throughout the district. Students are given the opportunity to learn how they learn best.

Strategic Objectives	Descriptive Notes	Timeline	Resources/Personnel Responsible	Evidence of Progress or Performance Measure
<p>A. Create a functioning K-12 “Academic Team” of teachers who focus on academic press, course adoption, scheduling, testing and all District-wide Academic related issues</p>	<p>This committee would function for approval of new courses, feedback regarding courses, content focus, academic achievement,</p>	<p>Fall 2013 and On-Going; Meetings monthly beginning in October 2013; committee formed/chosen summer 2013</p>	<ul style="list-style-type: none"> • Administrative Team • Teachers • School Board 	<ol style="list-style-type: none"> 1. Committee created and member list shared with staff and community 2. Minutes of meetings 3. Annual schedule of meetings
<p>B. Explore standards based grading and report card system consisting of concrete examples referenced by the Iowa Core (competency-based instruction and grading). Using rubric gradations to evaluate students, not pass/fail terminology.</p>	<p>Use rubric gradations to evaluate students’ progress, not pass/fail. *measuring student achievement toward a standard as opposed to letter grades. Terminology would differ between developmental levels:</p>	<p>Begin work Fall 2014 with teachers & administrators gaining deeper understanding; Sample report done by 2015-2016</p>	<ul style="list-style-type: none"> • Administrative Team • Teachers • School Board • Subcommittee of Academic Team 	<ol style="list-style-type: none"> 1. Sample report to parents aligned to the Iowa Core 2. Progress reports specific to the child’s growth including the teacher’s comments. 3. Have the comments be visible on one card 4. Schedule of meetings & minutes

C. Increased use of formative assessment to drive instruction	Common grade level/subject matter formative assessments	Baseline data collected Spring 2013; Final 2018	<ul style="list-style-type: none"> Administrative Team Teachers Professional Development Time 	<ol style="list-style-type: none"> 100% of teachers able to scaffold a concept in terms students understand as evidenced through sample formative assessments Lesson plans that reference FA. Walk-through data on implementation of formative assessments
D. Vertical integration of district curriculum and spiraling throughout	Grade levels/ subject levels get together at least once a year to analyze content.	K-12 Math: Completed by December 2012; All other subjects completed by Fall 2017	<ul style="list-style-type: none"> K-12 District Subcommittees Vertical Articulation Group Meeting time 	<ol style="list-style-type: none"> Scope & sequencing district model consistent in all courses, all content areas Schedule of vertical meetings and minutes
E. Co-teach curricular areas for teachers and students to participate in integrated learning	Explore scheduling co-taught classrooms.	2013-2014 school year: research and develop committee; 2014-2015 school year: pilot at MS/HS Levels	<ul style="list-style-type: none"> Academic Team Volunteers for Pilot Administrative Team 	<ol style="list-style-type: none"> Common planning time: content/special education, content/content
F. Full implementation of the Iowa Core	All grade levels and subject areas fully implement and follow the Iowa Core.	ELA: K-6 Fall 2015 / 7-12 Fall 2014 Math: K-12 Fall 2013 Science: K-6 Fall 2016 / 7-12 Fall 2014	<ul style="list-style-type: none"> Teachers District Leadership Team Administrative Team 	<ol style="list-style-type: none"> ICAT Survey indicating at least 95% explicit teaching/integration of Iowa Core (given Spring 2014 & Spring 2015) Random collection of lesson plans and walk-through data reflects clear implementation of

				Iowa Core standards 3. Scope & Sequence complete for ELA and Math
G. Explore multiage groupings at the elementary level	Define purpose: heterogeneous classrooms, individual students in need of acceleration/ repetition?	Fall 2014	<ul style="list-style-type: none"> • Subcommittee of Academic Team • Research 	<ol style="list-style-type: none"> 1. Scheduled meeting & minutes 2. Completed report
H. Student self-evaluation/and goal setting standards based. I. Critical thinking situations.	Differentiated instruction Learning styles Student driven curriculum Student motivation/ engagement	Fall 2014	<ul style="list-style-type: none"> • Subcommittee of Academic Team • Research 	<ol style="list-style-type: none"> 1. Student reflections and goal setting documents added to Infinite Campus that are updated consistently 2. Scheduled meeting & minutes 3. Completed report
J. Project based learning within the school (alternative programming that meets curricular goals)	Explore and implement scheduling project based learning and cohort groups.	Fall 2014	<ul style="list-style-type: none"> • Subcommittee of Academic Team • Research 	<ol style="list-style-type: none"> 1. Students get to choose a project based learning track or a regular education track. 2. Scheduled meeting & minutes 3. Completed report

RESOURCES

GOAL ONE: Because we value all children, we will create active partnerships among parents, community and schools worldwide to enrich our students educational experience in support of high levels of student achievement.

Strategic Objectives	Descriptive Notes	Timeline	Resources/Personnel Responsible	Evidence of Progress or Performance Measure
A. Develop a website for our students to interact with students worldwide.	A website where teachers could work with students in other countries or states. Explore and research to see if there are systems in place to help facilitate these opportunities. And, if someone in our district is already doing this, could they help educate the rest.	Begin work Summer/Fall of 2013; Completed by Fall 2014	<ul style="list-style-type: none"> • Media Specialist 	<ol style="list-style-type: none"> 1. Develop tracking system for student use of district website and links 2. Number of interactions with students world-wide at the end of each semester
B. Define, Evaluate, Develop and Utilize community expertise (business leaders and parents) to enrich student learning.	* create a system to capture current and future K-12 community	2012 and On-Going	<ul style="list-style-type: none"> • CTE Teachers • Teachers • Media Specialist • Administrative Team 	<ol style="list-style-type: none"> 1. Tracking system in place utilized and monitored

	partnerships.			
C. Define, Evaluate, Develop and Utilize global expertise to enrich student learning.	create a system to capture current and future K-12 global partnerships.	Begin fall 2014; completed fall 2017	<ul style="list-style-type: none"> • CTE Teachers • Teachers • Media Specialist • Administrative Team 	<ol style="list-style-type: none"> 1. Globalization definition provided for all teachers and students 2. Students are communicating as global citizens (Tracking system)
D. Create and implement credit-attaining opportunities for student online classes in blended environment at school or solely online.	Beginning with H.S. students and working our way down where the opportunity applies. Utilizing and researching various types of online classes. It would be open to student input as well (including Rosetta Stone, virtual high schools, college courses, etc...)	HS Pilot – Spring 2013; HS 2013-2014 small group; Baseline data collected Fall 2013	<ul style="list-style-type: none"> • Academic Team • Media Specialist • Director of Innovation and Instruction 	<ol style="list-style-type: none"> 1. Numbers of online classes offered 2. Number of HS student participants increases over time
E. Educate staff and community regarding online resources (IE: AEA web resources,IXL; Starrmattica, etc.)	The Observer spotlighting what is available for students and parents to use on the district website. Cont. to talk to teachers	2013-2018	<ul style="list-style-type: none"> • Administrative Team • Academic Team • Media Specialist • Director of Innovation and Instruction 	<ol style="list-style-type: none"> 1. Increased use of online resources. (Tracking System) 2. Number of parent participants at parent sessions/offerings

	and classrooms when the opportunity arises. Offer parent sessions.			
--	--	--	--	--

GOAL TWO: Recruit, develop and retain highly competent and caring student-focused staff.

Strategic Objectives	Descriptive Notes	Timeline	Resources/Personnel Responsible	Evidence of Progress or Performance Measure
F. Encourage National Board Certification through contractual incentives.	National Board Certification should have some financial incentive. Consider NBC would be equivalent to a masters degree on pay scale.	2013-2018	<ul style="list-style-type: none"> • Central DeWitt Education Association • Administrative Team • Business Manager 	1. Master contract provides National Board incentive
G. Contact local and regional colleges & universities to recruit highly qualified graduates.	Participate in local and state job fairs to elevate talent pool. More participation in	2013-2018	<ul style="list-style-type: none"> • Business Manager • Administrative Team 	<ol style="list-style-type: none"> 1. Track how many staff hired as a result of recruitment efforts 2. Letter to send to colleges

	student teaching and practicum programs. Establishing stronger relationships with student teaching coordinators.			& universities 3. Advertisements updates
H. Provide competitive salary and benefit packages to become a district of choice.			<ul style="list-style-type: none"> • Central DeWitt Education Association • Administrative Team • Business Manager 	1. Having flexible benefit packages options available
I. Implement a staff evaluation system that reflects current trends in education.	Peer coaching and peer-evaluations. Explore and implement an all-inclusive evaluations system (student, peer, summative, etc.)		<ul style="list-style-type: none"> • Central DeWitt Education Association • Administrative Team • Business Manager 	1. Modifies teacher evaluation tool reflecting current trends and expectations.

GOAL: Support all district and regional efforts to increase funding and enrollment for PK-12 education program stability.

Strategic Objectives	Descriptive Notes	Timeline	Resources/Personnel Responsible	Evidence of Progress or Performance Measure
J. Grant Writing to secure additional educational resources as needed.	Explore all possible grant opportunities.	2013-2018	<ul style="list-style-type: none"> • Teachers • Business Manager 	<ol style="list-style-type: none"> 1. Number of grants received 2. Number of grants

				awarded to district per year.
--	--	--	--	-------------------------------

TECHNOLOGY

GOAL: Technology will enhance teaching and learning. Central Community School District will provide a safe and ethical digital environment where our learning community can develop and reinforce the critical thinking, creative problem solving, and communication skills needed for life-long learners.

Strategic Objectives	Descriptive Notes	Timeline	Resources/Personnel Responsible	Evidence of Progress or Performance Measure
<p>A. Provide professional development to teach staff how to effectively utilize technology to integrate technology tools and activities into content areas, analyze data, and communicate with students, staff, parents, and community</p>	<p>1. If there are new hires, how do we integrate them into them into our tech world. 2. What does the end of the year survey say 3. Revisit Appy Hours/Tech Thursdays... how can we generate more participation ?</p>	<p>2013 - 2018</p>	<ul style="list-style-type: none"> • Technology Subcommittee • Director of Innovation & Instruction • Media Specialist • Teachers 	<p>1. Annual technology survey to students and staff (May) including questions about usage, integration, and ability dedicated PD time to technology each year, 2. Technology focused walkthroughs and data 3. Annual technology survey to parents</p>

	4. Incorporate a tech component into non-negotiables for individualized PD			
B. Develop Technology Competency "Curriculum Map"(NSTE)	Create a document, listing the scope and sequence of technology... needs to happen asap and implemented by Fall 2013	Document created and finalized by May 2013 Implemented Fall 2013 for K-3; Implemented for 4-6 in Spring 2014	<ul style="list-style-type: none"> • Director of Innovation & Instruction • Grade level teams at Elementary School and Intermediate School. 	<ol style="list-style-type: none"> 1. Document that identifies who will teach skills and at what level 2. Scope & Sequence of Technology Competencies K-8
C. Involve community in development of technology implementation within the school / and outside of school	<p>Sharing how technology is used with the community. Coop with a community organization. Develop a class where students need community/business to evaluate their work (extra curricular or career tech) Research other models. Visit local</p>	2013-2014	<ul style="list-style-type: none"> • HS/MS Principal • Director of Innovation & Instruction • Media Specialist • DeWitt Chamber • Teachers • CTE Teachers • Community members • SIAC 	<ol style="list-style-type: none"> 1. Collaboration between community resources and the school providing/sharing information (ex. Noon Llons-kids present, blog connected to Chamber website to highlight student work) 2. SIAC

	businesses to generate what tech looks like			
D. Develop common language in digital citizenship with community (especially parents)	Build into curriculum Use (IE: CommonSense media Library) incorporates into summer learning Teachers incorporate into lessons Park and Rec summer tech camp	Plan in place by Spring 2013; Fall 2014 and On-Going	<ul style="list-style-type: none"> • Tech Subcommittee • Director of Innovation and Innovation • Media Specialist • DeWitt Chamber and other community organizations • DeWitt Parks and Recreation 	<ol style="list-style-type: none"> 1. Information on web site 2. Information distributed at registration to parents
E. Develop a plan for researching and pursuing new, up and coming technologies to keep the district teachers and administrators ahead of the curve.	Broaden our learning pool (states... countries??) What can we do with our hardware? Ties into our PD plan, as to how we communicate the information out.	2013-2018	<ul style="list-style-type: none"> • Tech Subcommittee • Director of Innovation and Instruction • Teacher Leaders • Media Specialist 	<ol style="list-style-type: none"> 1. Schedule of & minutes of Tech Subcommittee with this emphasis 2. List of next steps 3. Number of teachers attending outside technology conferences
F. Determination of next steps relative to the laptop implementation and iPad distribution of 2011.	What will be the next steps after these laptops are ready to retire?	Plan of Action completed no later than Spring 2014	<ul style="list-style-type: none"> • Technology Committee • Media Specialist • Twin State • Administrative Team 	<ol style="list-style-type: none"> 1. Completed Plan of Action

<p>G. Teachers, administrators, parents, & students familiar with and understand the ISTE, NETS for students, teachers, and administrators.</p>	<p>The ISTE NETS include high-level information on technology usage in the classroom. All teachers, students, and administrators should have an awareness of these.</p>	<p>Begin 2014-2016</p>	<ul style="list-style-type: none"> • Technology Committee • Media Specialist • Twin State • Administrative Team 	<ol style="list-style-type: none"> 1. Documented meetings / activities in which teachers have opportunity to study and unpack NETS for students and teachers. 2. Annual technology survey to students and staff (May) including questions about usage, integration, and ability
---	---	------------------------	---	---