



North Scott Community Schools

District Strategic Plan

In partnership with





**North Scott Community Schools
District Strategic Roadmap**



Motto

Growing Greatness Together

Through

Hometown Values and a World of Opportunities

Core Values

Drivers of Our Words and Actions

Loyalty *Pride and dedication to our schools and community*

Integrity *Doing the right thing*

Citizenship *Serving others*

Respectful *Treating others with kindness and dignity*

Commitment *Excellence in everything we do*

Vision 2020

What We Commit to Create

By 2020, we commit to create:

- A District of Choice in which to Learn, Work, and Live
- Students who are Career and College Ready with Broad Skills
- Passion for Life Long Learning and Continuous Improvement
- Beneficial and Collaborative Partnerships with Strong Resources

Strategic Directions

Focused Approaches for Continuous Improvement

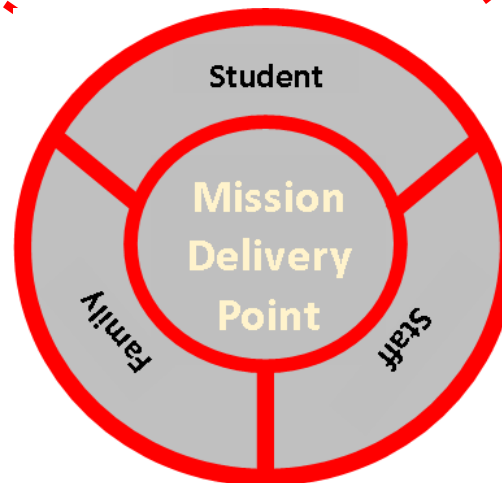
- Increasing operational efficiency and practices
- Improving curriculum and expansion of opportunities
- Improving system oversight and development
- Increasing "Knowledge of Learning" through communication and partnership between student/family/educator/ community
- Increasing individual student achievement through continuous improvement including digital learning



Mission Delivery Point – Experiences

- **I am engaged, enjoy, and own my learning**
 - I am able to advocate for my own learning and needs
 - I have a voice and some choice in my learning
 - My teacher is happy to be there, focused, wants me to succeed
 - I am engaged – actively learning and I enjoy it
 - I know and feel that I am improving and growing
- **My learning is real and relevant for me**
 - I am challenged in my learning
 - I am a problem solver
 - I work with others
- **I feel that I belong, I am safe, I am valued, and I am respected**
 - The staff cares about me
 - I feel safe in my surroundings
 - I feel safe being myself
 - I can take risks and make mistakes

- **I am engaged in my child’s learning and know my roles, expectations, and how to navigate the school district and its processes**
 - I trust the people who are responsible for my child’s learning
 - I collaborate with staff in my child’s learning
 - I feel supported and know how to access resources
- **I feel connected to school**
 - I am invited to participate and welcomed
 - I feel valued and respected
 - I have a voice and my input is valued
 - I am well informed about what’s going on in the classroom and the district
 - I hear a consistent message from the school and district
- **I am confident my child is safe, cared for and supported academically, socially, and emotionally**
 - My student will be college and career ready
 - My child is celebrated as an individual in both academic and non-academic events
 - My child is excited about school



- **I am engaged, enjoy, and own my work and performance**
 - I feel fulfilled and empowered
 - I make a positive difference everyday
 - I know my role in student success
 - I have the drive and tools to reach every student and get him/her to where he/she needs to be
 - I have time to collaborate to meet the students’ needs
 - I care about my students
- **My learning is real and relevant for me**
 - I have the needed resources, training
 - I effectively collaborate with others
 - I’m a learner and am provided honest and consistent feedback
- **I feel that I belong, I am safe, I am valued, and I am respected**
 - I feel supported by colleagues, administration, and families
 - I feel safe to take risks – continuous improvement
 - My input matters/valued
 - My contributions are recognized



THEORY OF ACTION

The theory of action speaks to the underlying philosophy that guides the planning process for the district.

IF we...

- A. Believe all students can be career and college ready** **and,**
- B. Exhibit forward thinking and innovative behaviors that promote success in an ever-changing world** **and,**
- C. Invest time, efforts, and resources from all district areas to support high levels of student achievement** **and,**
- D. Provide consistent high quality curriculum and program delivery district-wide** **and,**
- E. Ensure instructional time is maximized and used efficiently** **and,**
- F. Create a safe, welcoming and engaging environment** **and,**
- G. Develop and sustain focused, professional collaboration for all staff** **and,**
- H. Support the social, emotional, and academic/professional growth for all** **and,**
- I. Build relationships and trust with students, families, and community** **and,**
- J. Provide effective and timely communication** **THEN**

Our Vision will be realized:

- **A District of Choice in which to Learn, Work, and Live**
- **Students who are Career and College Ready with Broad Skills**
- **Passion for Life Long Learning and Continuous Improvement**
- **Beneficial and Collaborative Partnerships with Strong Resources**



North Scott Community Schools

District Mission Delivery Point Vision Card

	Measure	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Baseline 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +
MDP 1	Reading at Grade Level + : % of students per grade level meeting or exceeding grade level targets based on NWEA MAP Pathway to ACT 22 College Readiness	<50% of students	50-59% of students	60-69% of students	70-80% of students	>80% of students
MDP 2	Math at Grade Level + :% of students per grade level meeting or exceeding grade level targets based on NWEA MAP Pathway to ACT 22 College Readiness	<50% of students	50-59% of students	60-69% of students	70-80% of students	>80% of students
MDP 3	Student Daily Attendance: Percentage of students in full, daily attendance (focus on chronic)	<91% of students	92-93% of students	94-95% of students	96-97% of students	>97% of students
MDP 4	Connections: Percentage of students surveyed report an important connection with at least one adult in the building	<92% of students	93 - 94% of students	95 - 96% of students	97- 98% of students	>98% of students
MDP 5	Educator Collaboration: Percentage of teacher's time per week with structured collaboration (peer, coach, interventionist) (We may need to split in groups)	<30 minutes per week	30-39 minutes per week	40-49 minutes per week	50-60 minutes per week	>60 minutes per week
MDP 6	On Track to Graduation by term credits earned.	<92 % of Grades 9 - 12 students are on-track to graduation per grading period	92 - 93 % of Grades 9 -12 students are on-track to graduation per grading period	94 - 95 % of Grades 9 -12 students are on-track to graduation per grading period	96 - 98 % of Grades 9 -12 students are on-track to graduation per grading period	>98 % of Grades 9 -12 students are on-track to graduation per grading period
MDP 7	Teacher Daily Attendance: Percentage of teachers in daily attendance in their classrooms (We need to analyze the data)	<91% of staff	91-92% of staff	93-94% of staff	95-96% of staff	>96% of staff
MDP 8	Family Connection to School: Percentage of families with 3+ contact points with the classroom/school (conferences, PTA/PAC, Power School access, etc) (Collect via data or survey) (We need to develop collection tool)	<50% of families	50 - 59% of families	60 - 69% of families	70 - 80% of families	>80% of families



North Scott Community Schools
District 3 Year Operational Plan



Strategic Directions	2017-18 SY	2018-19 SY	2019-20 SY
A. Increasing our operational efficiency and practices	Learning Work Initiatives <ul style="list-style-type: none"> • Purchase orders (electronic) • Auditorium Remodel • Salary Schedule • Health Insurance 	Learning Work Initiatives <ul style="list-style-type: none"> • Salary Schedule • Silver Bullet Replacement • Work order efficiency 	Learning Work Initiatives <ul style="list-style-type: none"> •
	Implementation Work Initiatives <ul style="list-style-type: none"> • Time clock • Printing solution • Auditorium Remodel(Spring 2018) 	Implementation Work Initiatives <ul style="list-style-type: none"> • Purchase orders (electronic) • Health Insurance • Auditorium Remodel 	Implementation Work Initiatives <ul style="list-style-type: none"> • Salary Schedule • Silver Bullet Replacement • Work order efficiency

Strategic Directions	2017-18 SY	2018-19 SY	2019-20 SY
B. Improving our curriculum/instruction and expansion of opportunities	Learning Work Initiatives <ul style="list-style-type: none"> • New social studies standards • State Student Assessment • Challenging Behavior Team • Regional CTE Partnership • AG Regional Center • Elementary STEM Offerings • Lower Elementary Assessment 	Learning Work Initiatives <ul style="list-style-type: none"> • Math Review • 2nd Language at high School • Maker Space • AG Regional Center • "Best practices in math" (studio) • State Student Assessment 	Learning Work Initiatives <ul style="list-style-type: none"> • Competency Based Education
	Implementation Work Initiatives <ul style="list-style-type: none"> • Next generation science standards • Lower Elementary Assessment • Floating In-Service On-line Offerings • On-line Offerings (AG) 	Implementation Work Initiatives <ul style="list-style-type: none"> • Standards Based Curriculum Writing • Social Studies Standards • Elementary STEM Offerings • Regional CTE Partnership • Challenging Behavior Team • State Student Assessment 	Implementation Work Initiatives <ul style="list-style-type: none"> • Standards Based Curriculum Writing • Math Curriculum Update • AG Regional Center •

Strategic Directions	2017-18 SY	2018-19 SY	2019-20 SY
C. Improving our system oversight and development	Learning Work Initiatives <ul style="list-style-type: none"> • 3 year facility plan • Administrative Positions Development Plan 	Learning Work Initiatives <ul style="list-style-type: none"> • Certified Staff evaluation 	Learning Work Initiatives <ul style="list-style-type: none"> • Growth Study for District
	Implementation Work Initiatives <ul style="list-style-type: none"> • Leadership development – Fierce Conversations • Board Development • Strategic plan (On-Going) • Board Evaluation (On-Going) • 3 Year facility plan (On-Going) 	Implementation Work Initiatives <ul style="list-style-type: none"> • Leadership development • 3 Year facility plan • Board Evaluation • Board Development • Administrative Positions Development Plan 	Implementation Work Initiatives <ul style="list-style-type: none"> • Leadership development • Certified Staff evaluation • 3 Year facility plan • Board Development
Strategic Directions	2017-18 SY	2018-19 SY	2019-20 SY
D. Increasing our "Knowledge of Learning" through communication and partnership between student/family/educator	Learning Work Initiatives <ul style="list-style-type: none"> • Parent/Community Involvement (Increase parent/community educational events, Parent and Adult Education, Increase Volunteer) • Integrated communications plan (District Newsletter, social media, website, staff position, Thought Exchange, Town Hall Meetings) • Y Facility • Website • Canvas 	Learning Work Initiatives <ul style="list-style-type: none"> • Parent/Community Involvement (Increase parent/community educational events, Parent and Adult Education, Increase Volunteer) • Integrated communications plan (District Newsletter, social media, website, staff position, Thought Exchange, Town Hall Meetings) • Y Facility 	Learning Work Initiatives <ul style="list-style-type: none"> •
	Implementation Work Initiatives <ul style="list-style-type: none"> • District/Eldridge digital sign 	Implementation Work Initiatives <ul style="list-style-type: none"> • Website 	Implementation Work Initiatives <ul style="list-style-type: none"> •

Strategic Directions	2017-18 SY	2018-19 SY	2019-20 SY
E. Increasing individual student achievement through continuous improvement including digital learning	Learning Work Initiatives <ul style="list-style-type: none"> • Grade 5 1:1 technology • Special Education Adult Transition • Data Usage • VR Learning 	Learning Work Initiatives <ul style="list-style-type: none"> • Project Based (Iowa Big) 	Learning Work Initiatives <ul style="list-style-type: none"> •
	Implementation Work Initiatives <ul style="list-style-type: none"> • PLC/PCL– Grades K - 12 • MTSS • 6th Grade 1-1 • CFAs 	Implementation Work Initiatives <ul style="list-style-type: none"> • PLC/PCL – Grades K – 12 • MTSS • Grade 5 1:1 technology • New standardized testing 	Implementation Work Initiatives <ul style="list-style-type: none"> •



North Scott Community Schools
Environmental Scan



Key Trends and Influences	Key Trends and Influences		Edge and Emerging		Key Trends and Influences		Established and Ebbing	
	<ul style="list-style-type: none"> • PLC structure / academic coaches / individualized education • Increase in technology, social media, and uses of it • Career and College Readiness; changing expectations towards higher performance than surrounding districts • Community members and their expectations of competitiveness • Funding and flexibility sources • Education knowledge/skills/tools • Chapter 20 Changes 				<ul style="list-style-type: none"> • Superintendent, Business Manager, and Board of Education with a focus on leadership mandates from State • PLC structure / academic coaches / individualized education • Increase in technology, social media, and uses of it • Strategic focus and time to implement • Financial transparency and flexibility • Community "Lancer Pride"-traditions, growth and changes • Community members and their expectations and assumptions of competitiveness 			
Resources: Work, Programs, Services	Edge		Emerging		Established		Ebbing	
	<ul style="list-style-type: none"> • Project based learning • School within school • Athletic "complex" • 1 to 1 in Elementary • ACT for all 11th grade students • Expand minutes with students • Electronic collaboration across grade levels and schools 		<ul style="list-style-type: none"> • Mental health services • Individualized education • Trade/Tech Ed development • Accessing outside resources-developing the whole child • Using technology: 1-1/K-6/7-12 		<ul style="list-style-type: none"> • Facilities-well maintained, good, capacity • Wide range of opportunity for students • Board policies • Transportation-mechanical, routes • ELA curriculum • State-financial support for curriculum and PD 		<ul style="list-style-type: none"> • "One size fits all" instruction • Library...media center, learning/resource center • Micro-managing professional development • Isolation • Much less platform dependent 	
Org.: Structure, Policy, Networks, Linkages	<ul style="list-style-type: none"> • All elementary schools have a separate gym and a lunch room/multipurpose room • Aspire grades 1-10 • Transportation/lunch does not dictate schedules • Alternate days-no snow days • International partnerships • Competency Based Education 		<ul style="list-style-type: none"> • Non-core standards-based instruction- • State science/social studies standards • Standards-based reporting • Collaboration PCL/PCL-TLC • Instructional coaching • Using data • Start new year date - Aug 23rd • Handbooks for all employees 		<ul style="list-style-type: none"> • State mandated assessments • Parent-teacher conferences • Standards: NS switched to state/national • State mandated committees and reports • Collaboration in schedules • Defined roles (system leadership) 		<ul style="list-style-type: none"> • Ignoring the issues • Separation of board, community, administrators and staff • Got 'cha! • Independent contractors-"free agents" • We...they. "Us" = North Scott • "Cheap choices" • Master Contracts 	
	Culture: Identity, Relational, "Right Ways"	<ul style="list-style-type: none"> • Breakfast in the classroom (elementary) • Partnership with the "Y" • Community/family activities at school 		<ul style="list-style-type: none"> • Expectations: admin/parents/community-wanting increased opportunities • Food court cafe style at high school 		<ul style="list-style-type: none"> • Pride in our schools/culture • Community involvement • Lots of established traditions • Value of local community • Humor • Community service • Team work – admin team 		<ul style="list-style-type: none"> • Top down philosophy • No longer a federation • Closed door policy



North Scott Community Schools
3-Year Board Agenda



Board of Education Key Roles	2017– 18 SY	2018– 19 SY	2019– 20 SY
A. Policy	<ul style="list-style-type: none"> • 1/5 district policy review • Statute required policy • Social media policy • Cell phones policy 	<ul style="list-style-type: none"> • 1/5 district policy review • Statute required policy • Summer school - imp. 4 ELI • Assessment (amount, frequency) • Election changes 	<ul style="list-style-type: none"> • 1/5 district policy review • Statute required policy • Grading/reporting (overall)
B. Operational Oversight	<ul style="list-style-type: none"> • 10-year district model • BoE agenda review and refinement • Monitoring reports on strategic directions • Annual budget approval • 3 Year facility plan • Dash board metrics (by building, grade levels, issues) • State school report card • Principal leadership time 	<ul style="list-style-type: none"> • 10-year district model • BOE agenda review and refinement • Monitoring reports on strategic directions • Annual Budget approval and the funding of ACT 22 expenses • Personnel appraisals (portfolio management) • 3 Year facility plan 	<ul style="list-style-type: none"> • 10-year district model • BOE agenda review and refinement • Monitoring reports on strategic directions • Annual budget approval • 3 Year facility plan
C. Board Self-Governance	<ul style="list-style-type: none"> • Board goals • Board evaluation • Board development plan - group, individual 	<ul style="list-style-type: none"> • Board goals • Board evaluation • Board development plan - group, individual • Next generation science standards • Canvas (learning management system) 	<ul style="list-style-type: none"> • Board goals • Board evaluation • Board development plan - group, individual • 4 seats open
D. Superintendent Relations	<ul style="list-style-type: none"> • Appraisal - quarterly/annual • One-on-one meetings with board members • Chain of command (complaints, school visits) • Tours of district one on one 	<ul style="list-style-type: none"> • Appraisal - quarterly/annual • One-on-one meetings with board members 	<ul style="list-style-type: none"> • Appraisal - quarterly/annual • One-on-one meetings with board members
E. Public Engagement	<ul style="list-style-type: none"> • Newsletter, district PR, website • Town halls each community • Thought Exchange • Lobbying Events • Board members at school events 	<ul style="list-style-type: none"> • Issue forums - group dialogue 	<ul style="list-style-type: none"> • Standards-based grading/reporting