



NORTH SCOTT
Community School District

District Strategic Plan

January 22, 2022

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 2025 *What We Commit to Create*

By 2025, we commit to create:

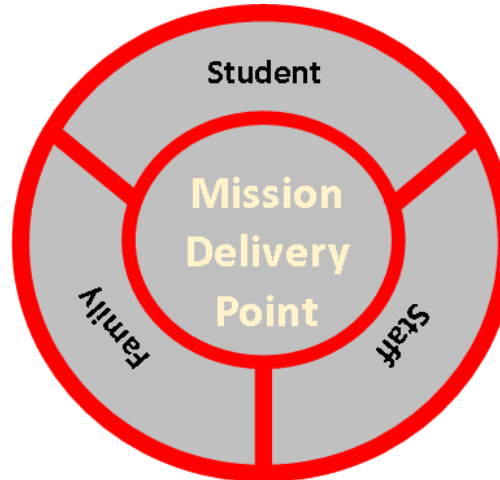
- A District of Choice in which to Learn, Work, and Live
- Students who are Career and College Ready with Broad Skills
- Passion for Life-Long Learning and Continuous Improvement
- Beneficial and Collaborative Partnerships with Strong Resources

Strategic Directions *Focused Approaches for Continuous Improvement*

- Improving our curriculum, instruction, assessment
- Strengthen community relationships with continuous communication, promoting student success, and striving for equity
- System oversight and development

Mission Delivery Point – Experiences

- **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
 - My child is physically safe at school
- **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, 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
 - I feel informed about my work and district and have easy, consistent access to communications
- **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
 - I feel safe at work and in the environment

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**

District Mission

Delivery Point Vision Card 2022-25

	Measure	Area of Concern	Progressing	Meeting	Exceeding
MDP 1	Multi-variable index of grade level <u>proficiency</u> in <ul style="list-style-type: none"> • Reading - K-11 • Math - K-11 • Writing - 3-11 Measures will include a triangulation (Reading, Math) or comparison (Writing) of: <ul style="list-style-type: none"> • Local measures • External measures 				
	Multi-variable index of grade level <u>growth</u> in <ul style="list-style-type: none"> • Reading - K-11 • Math - K-11 • Writing - 3-11 Measures will include a triangulation (Reading, Math) or comparison (Writing) of: <ul style="list-style-type: none"> • Local measures • External measures 				
MDP 2	Multi-variable Index of Grade Level Social Emotional Capacities and Skills Power Skills Lancer Way 7-12 Social Development data from report cards K-6				
MDP 3	Post-Secondary Certification minimum within 6 years				
MDP 4	Desired Daily Experiences - Students				
MDP 5	Desired Daily Experiences - Staff				
MDP 6	Desired Daily Experiences - Families				

North Scott Community Schools
District 3 Year Operational Plan

Strategic Directions	2021-22 SY	2022-23 SY	2023-24 SY
<p>A. Improving our curriculum, instruction, assessment</p> <p>L - Learning</p> <p>I - Implementation</p> <p>O - On-going</p>	<p><u>MTSS Refinement</u></p> <ul style="list-style-type: none"> ● Numeracy Project K-8 (L) ● Math Interventionists (L) ● Social emotional support - (L/I) ● Restorative justice in discipline - (L) ● ELP/TAG Programming - (L/I) <p><u>Vertical alignment</u> (L/I) -</p> <ul style="list-style-type: none"> ● Math ● Art ● counseling ● Career Pathways? <p><u>Instruction</u></p> <ul style="list-style-type: none"> ● Implementation of GRR and Workshop Model (O) <p><u>Assessment</u></p> <ul style="list-style-type: none"> ● 7-12 Standard Referenced Grading Practices (L) 	<p><u>MTSS Refinement</u></p> <ul style="list-style-type: none"> ● Systems alignment using Panorama (MTSS Data Management System) (L) ● Academic ● Lancer Way/SEL ● Restorative justice in discipline (I) ● Math interventionists (I) ● CIM (ELA ongoing-PD) refinement ● SEL refinement (evaluation of application of learning/skills and impact, ongoing/embedded PD for all teachers) <p><u>Vertical Alignment</u></p> <ul style="list-style-type: none"> ● 1-2 additional core areas (ELA, Science, Social Studies) and non-core areas (I) ● K-6 Math Curriculum: Study year (L) <p><u>Instruction</u></p> <ul style="list-style-type: none"> ● Implementation of GRR and Workshop Model (O) <p><u>Assessment</u></p> <ul style="list-style-type: none"> ● 7-12 Standard Referenced Grading Practices (I) 	<p><u>MTSS Refinement</u></p> <ul style="list-style-type: none"> ● Systems alignment using Panorama (MTSS Data Management System) (I) ● Math interventionists (I) last year <p><u>Instruction</u></p> <ul style="list-style-type: none"> ● K-6 Math Curriculum: Study year (I) <p><u>Assessment</u></p> <ul style="list-style-type: none"> ● 7-12 Standard Referenced Grading Practices (I)

<p>Strategic Directions</p> <p>B. Strengthen community relationships with continuous communication, promoting student success, and striving for equity</p> <p>L - Learning I - Implementation O - On-going</p>	<p>2021-22 SY</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> ● Increase opportunities with community agencies (O) ● Innovation center(L) ● Y facility partnership - (I) <p><u>Communication</u></p> <ul style="list-style-type: none"> ● Implementation and revision of communication plan (L, I) ● Recognition Program (L) <p><u>Equity</u></p> <ul style="list-style-type: none"> ● Diversity, Equity, and Inclusion Committee (L) 	<p>2022-23 SY</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> ● Increase opportunities with community agencies (O) ● Innovation center(I) ● Y facility partnership - (I) <p><u>Communication</u></p> <p>Implementation and revision of communication plan (O)</p> <ul style="list-style-type: none"> ● Recognition Program (I) <p><u>Equity</u></p> <ul style="list-style-type: none"> ● Diversity, Equity, and Inclusion Committee (I) 	<p>2023-24 SY</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> ● Increase opportunities with community agencies (O) ● Innovation center(I) ● Y facility partnership - (I) <p><u>Communication</u></p> <p>Implementation and revision of communication plan (O)</p> <ul style="list-style-type: none"> ● Recognition Program (O) <p><u>Equity</u></p> <ul style="list-style-type: none"> ● Diversity, Equity, and Inclusion Committee (I)
<p>Strategic Directions</p> <p>C. System oversight and development</p>	<p>2021-22 SY</p> <p><u>Operational Efficiency</u></p> <ul style="list-style-type: none"> ● Paperless forms (i) ● Integrate Information Management Systems (L) <p><u>Safety</u></p> <ul style="list-style-type: none"> ● Reunification (L, I) ● Emphasis of ALICE (O) <p><u>Staffing</u></p> <ul style="list-style-type: none"> ● Attract and retain high quality staff (L, I, O) ● Refine development and support of new staff (I) ● Analyze split and shared position configurations (L,I) ● Equitable elementary staffing based on need and size (L) <p><u>Facilities</u></p> <ul style="list-style-type: none"> ● 35 year plan Approval(L,I) 	<p>2022-23 SY</p> <p><u>Operational Efficiency</u></p> <ul style="list-style-type: none"> ● Paperless forms (i) ● Integrate Information Management Systems (I) <p><u>Safety</u></p> <ul style="list-style-type: none"> ● Reunification (O) ● Emphasis of ALICE (O) <p><u>Staffing</u></p> <ul style="list-style-type: none"> ● Attract and retain high quality staff (I, O) ● New staff development and support (O) ● Equitable elementary staffing based on need and size (I) <p><u>Facilities</u></p> <ul style="list-style-type: none"> ● 5 year plan Implementation (I) 	<p>2023-24 SY</p> <p><u>Operational Efficiency</u></p> <ul style="list-style-type: none"> ● Paperless forms (O) ● Integrate Information Management Systems (O) <p><u>Safety</u></p> <p><u>Staffing</u></p> <ul style="list-style-type: none"> ● Attract and retain high quality staff (I, O) ● New staff development and support (O) <p><u>Facilities</u></p> <ul style="list-style-type: none"> ● 5 year plan Implementation (O) ● Community and enrollment growth study (L)

North Scott Community Schools
Environmental Scan

Influences	Key Trends and Influences		Edge and Emerging	Key Trends and Influences		Established and Ebbing
	<ul style="list-style-type: none"> ● 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 ● Safety ● Growth Mindset ● Whole Child Approach ● Best Practices for Student Behavior 			<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 ● Standards-Based Curriculum/Instruction/Assessment 		
Resources: Work, Programs, Services	Edge	Emerging		Established		Ebbing
	<ul style="list-style-type: none"> ● Project-based learning ● School within school ● 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 ● Athletic "complex" ● 1 to 1 in Elementary ● Technology Committee ● Partnership School for Behaviors 		<ul style="list-style-type: none"> ● Facilities-well maintained, good, capacity ● Wide range of opportunity for students ● Board policies ● Transportation-mechanical, routes ● 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 lunchroom/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- ● Standards-based reporting ● Using data 		<ul style="list-style-type: none"> ● State mandated assessments ● Parent-teacher conferences ● State-mandated committees and reports ● Collaboration in schedules ● Defined roles (system leadership) ● State science/social studies standards ● Start date - Aug 23rd ● Handbooks for all employees ● Collaboration PCL/PCL-TLC ● Instructional coaching 		<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"/City ● Community/family activities at school ● Maker Space 	<ul style="list-style-type: none"> ● Expectations: admin/parents/community-wanting increased opportunities ● Math Instruction ● Partnership with the "Y"/City 	<ul style="list-style-type: none"> ● Pride in our schools/culture ● Community involvement ● Lots of established traditions ● Value of local community ● Humor ● Community service ● Teamwork – admin team ● Food court cafe style at high school 	<ul style="list-style-type: none"> ● Top-down philosophy ● No longer a federation ● Closed door policy
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**North Scott Community Schools
School Board 3-Year Governance Work Plan**

Board of Education Key Roles	2021-22 SY	2022-23 SY	2023-24 SY
A. Policy	<ul style="list-style-type: none"> ● 1/5 district policy review ● Statute required policy adjustments ● Elementary attendance boundaries 	<ul style="list-style-type: none"> ● 1/5 district policy review ● Statute required policy adjustments 	<ul style="list-style-type: none"> ● 1/5 district policy review ● Statute required policy adjustments
B. Operational Oversight	<ul style="list-style-type: none"> ● Board agenda review and refinement ● Monitoring reports on strategic directions ● Annual budget approval ● 5 Year facility plan and active facility projects ● VisionCard Reporting (by district, building, grade levels) ● State school report card 	<ul style="list-style-type: none"> ● BOE agenda review and refinement ● Monitoring reports on strategic directions ● Annual Budget approval ● 5 Year facility plan and active facility projects ● VisionCard Reporting (by district, building, grade levels) ● State school report card 	<ul style="list-style-type: none"> ● BOE agenda review and refinement ● Monitoring reports on strategic directions ● Annual budget approval ● 5 Year facility plan and active facility projects ● VisionCard Reporting (by district, building, grade levels) ● State school report card
C. Board Self-Governance	<ul style="list-style-type: none"> ● Board goals and development plan - group, individual ● Board evaluation 	<ul style="list-style-type: none"> ● Board goals and development plan - group, individual ● Board evaluation 	<ul style="list-style-type: none"> ● Board goals and development plan - group, individual ● Board evaluation ● 4 seats open November Election
D. Superintendent Relations	<ul style="list-style-type: none"> ● Evaluation - quarterly/annual (new standards) ● One-on-one meetings with board members ● Tours of district one on one ● Established Superintendent Goals 	<ul style="list-style-type: none"> ● Appraisal - quarterly/annual ● One-on-one meetings with board members ● Tours of district one on one ● Established Goals 	<ul style="list-style-type: none"> ● Appraisal - quarterly/annual ● One-on-one meetings with board members ● Tours of district one on one ● Established Goals

E. Public Engagement	<ul style="list-style-type: none"> ● Board Listening Sessions with City Council Meetings ● Board Listening Sessions with School Events ● Lobbying Events ● Board members at school events ● Board Listening Session with Students 	<ul style="list-style-type: none"> ● Board Listening Sessions with City Council Meetings ● Board Listening Sessions with School Events ● Lobbying Events ● Board members at school events 	<ul style="list-style-type: none"> ● Board Listening Sessions with City Council Meetings ● Board Listening Sessions with School Events ● Lobbying Events ● Board members at school events
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Whole System View FrameWork Assessment

Work, Services, and Resources	Culture, Identity, and Relationships	Structure, Practices, and Linkages
<ul style="list-style-type: none"> · Lancer Way program · See something, Say something · SRO resources · Success in academics and athletics · Principal turnover as a ++ · Community 78 % approval vote on “Y” · Continuous and substantial improvement on our core work and processes · Reports to School Board · Propane buses 	<ul style="list-style-type: none"> · Leadership expectations, style, operating as a # 1 District Team with less competition and increased partnership between members · Zip codes does not matter to student success · Accountability, evaluation, and follow-thru · Staff as leaders, locally and beyond · Staff as owners of what we do 	<ul style="list-style-type: none"> · Board Committee / Community engagement · Staff professional development in Social Emotional, Trauma-informed Learning and behavioral interventions · Security issues in schools · District budget as a ++ · Professional development and learning · Community communications · Staff assignment and development · Evaluation processes