



**NORTH SCOTT**  
Community School District

## **District Strategic Plan**

**October 23, 2023**

*In partnership with*





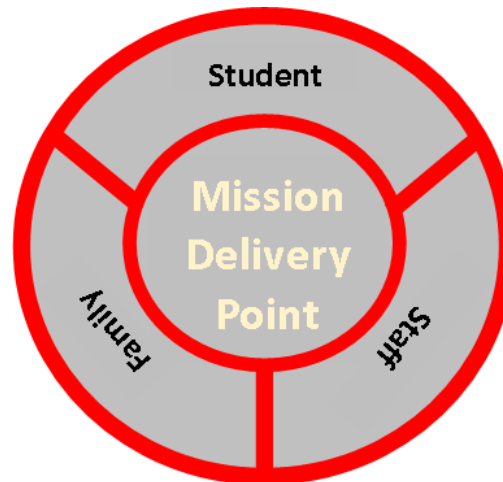
**North Scott Community School District  
District Strategic Roadmap**



<p><b>Motto</b></p> <p align="center"> <b>Growing Greatness Together</b>   <b>Through</b>   <b>Hometown Values and a World of Opportunities</b> </p>	<p><b>Core Values</b> <i>Drivers of Our Words and Actions</i></p> <p><b>Loyalty</b> <i>Pride and dedication to our schools and community</i></p> <p><b>Integrity</b> <i>Doing the right thing</i></p> <p><b>Citizenship</b> <i>Serving others</i></p> <p><b>Respectful</b> <i>Treating others with kindness and dignity</i></p> <p><b>Commitment</b> <i>Excellence in everything we do</i></p>
<p><b>Vision</b> <i>What We Commit to Create</i></p> <p>By 2025, we commit to create:</p> <ul style="list-style-type: none"> <li>● a district of choice in which to learn, work, and live</li> <li>● students who are career- and college-ready with broad skills</li> <li>● passion for life-long learning and continuous improvement</li> <li>● beneficial and collaborative partnerships with strong resources</li> </ul>	<p><b>Strategic Directions</b> <i>Focused Approaches for Continuous Improvement</i></p> <ul style="list-style-type: none"> <li>● Improving our curriculum, instruction, assessment</li> <li>● Strengthen community relationships with continuous communication, promoting student success, and striving for equity</li> <li>● System oversight and development</li> </ul>

## 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





North Scott Community School District  
**District 3 Year Operational Plan**





Strategic Directions	2023-24 SY	2024-25 SY	2025-26 SY
<p><b>A. Improving our curriculum, instruction, assessment</b></p> <p>L - Learning</p> <p>I - Implementation</p> <p>O - On-going</p>	<p><b><u>MTSS Refinement</u></b></p> <ul style="list-style-type: none"> <li>Systems alignment using Panorama (MTSS Data Management System) (L)</li> <li>Social emotional support - (L/I)</li> <li>ELP/TAG Programming - (L/I)</li> <li>SAMI Process (L/I)</li> </ul> <p><b><u>Vertical alignment</u></b> (L/I) -</p> <ul style="list-style-type: none"> <li>Math (I)</li> <li>ELA (L)</li> <li>Counseling (I)</li> <li>Career Pathways (LI)</li> </ul> <p><b><u>Instruction</u></b></p> <ul style="list-style-type: none"> <li>Implementation of GRR and Workshop Model (O)</li> <li>Phonics and Morphology K-6</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>7-12 Standard Referenced Grading Practices (I)</li> </ul>	<p><b><u>MTSS Refinement</u></b></p> <ul style="list-style-type: none"> <li>Systems alignment using Panorama (MTSS Data Management System) (L/I)</li> <li>CIM (ELA ongoing-PD) refinement</li> <li>SEL refinement</li> </ul> <p><b><u>Vertical Alignment</u></b></p> <ul style="list-style-type: none"> <li>1-2 additional core areas (Science, Social Studies and non-core areas) (I)</li> <li>K-6 Math Curriculum: Study year (L)</li> </ul> <p><b><u>Instruction</u></b></p> <ul style="list-style-type: none"> <li>Phonics and Morphology K-6</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>7-12 Standard Referenced Grading Practices (I)</li> </ul>	<p><b><u>MTSS Refinement</u></b></p> <ul style="list-style-type: none"> <li>Systems alignment using Panorama (MTSS Data Management System) (I)</li> </ul> <p><b><u>Instruction</u></b></p> <ul style="list-style-type: none"> <li>K-6 Math Curriculum: Study year (I)</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>7-12 Standard Referenced Grading Practices (O)</li> </ul>

<p><b>Strategic Directions</b></p> <p><b>B. Strengthen community relationships with continuous communication, promoting student success, and striving for equity</b></p> <p>L - Learning I - Implementation O - On-going</p>	<p><b>2023-24 SY</b></p> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>● Increase opportunities with community agencies (O)</li> <li>● Regional Innovation center(I)</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>● Recognition Program (o)</li> <li>● Determine future of communication committee (L)</li> </ul> <p><b><u>Equity</u></b></p> <ul style="list-style-type: none"> <li>● Diversity, Equity, and Inclusion Committee (L)</li> </ul>	<p><b>2024-25 SY</b></p> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>● Increase opportunities with community agencies (O)</li> <li>● Regional Innovation center(I)</li> </ul> <p><b><u>Communication</u></b></p> <p><b><u>Equity</u></b></p> <ul style="list-style-type: none"> <li>● Diversity, Equity, and Inclusion Committee (I)</li> </ul>	<p><b>2025-26 SY</b></p> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>● Increase opportunities with community agencies (O)</li> <li>● Regional Innovation center(O)</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><b><u>Equity</u></b></p> <ul style="list-style-type: none"> <li>● Diversity, Equity, and Inclusion Committee (O)</li> </ul>
<p><b>Strategic Directions</b></p> <p><b>C. System oversight and development</b></p>	<p><b>2023-24 SY</b></p> <p><b><u>Operational Efficiency</u></b></p> <ul style="list-style-type: none"> <li>● Determine Board Committee Structure (L)</li> <li>● Independent review IASB</li> </ul> <p><b><u>Safety</u></b></p> <ul style="list-style-type: none"> <li>● Reunification (L, I)</li> <li>● Emphasis of ALICE (L)</li> <li>● CYBER Security (I)</li> </ul> <p><b><u>Staffing</u></b></p> <ul style="list-style-type: none"> <li>● Attract and retain high quality staff (L, I, O)</li> <li>● Refine development and support of new staff (I)</li> <li>● Equitable elementary staffing based on need and size (L)</li> <li>● Administrative Pay Scales (L)</li> </ul>	<p><b>2024-25 SY</b></p> <p><b><u>Operational Efficiency</u></b></p> <ul style="list-style-type: none"> <li>● Determine Board Committee Structure (I)</li> </ul> <p><b><u>Safety</u></b></p> <ul style="list-style-type: none"> <li>● Reunification (O)</li> <li>● Emphasis of ALICE(O)</li> <li>● CYBER Security (O)</li> </ul> <p><b><u>Staffing</u></b></p> <ul style="list-style-type: none"> <li>● Attract and retain high quality staff (I, O)</li> <li>● New staff development and support (O)</li> <li>● Equitable elementary staffing based on need and size (I)</li> <li>● Administrative Pay Scales (I)</li> </ul>	<p><b>2025-26 SY</b></p> <p><b><u>Operational Efficiency</u></b></p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><b><u>Safety</u></b></p> <p><b><u>Staffing</u></b></p> <ul style="list-style-type: none"> <li>● Attract and retain high quality staff (I, O)</li> <li>● New staff development and support (O)</li> <li>● Leadership Transition Planning (L)</li> </ul>

	<p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>● Vision 2025 Implementation(I)</li> <li>● Church Property Study (L)</li> <li>● Early Learning Center (L)</li> </ul>	<p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>● Vision 2025 Implementation(I)</li> <li>● Church Property Study (L)</li> <li>● Early Learning Center (L)</li> </ul>	<p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>● Community and enrollment growth study (L)</li> </ul>
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 <p>North Scott Community School District</p> <p><b>Environmental Scan</b></p> 				
<b>Influences</b>	<p><b>Key Trends and Influences</b></p> <ul style="list-style-type: none"> <li>● Increase in technology, social media, and uses of it</li> <li>● Career and College Readiness; changing expectations towards higher performance than surrounding districts</li> <li>● Community members and their expectations of competitiveness</li> <li>● Funding and flexibility sources</li> <li>● Education knowledge/skills/tools</li> <li>● Safety</li> <li>● Growth Mindset</li> <li>● Whole Child Approach</li> <li>● Best Practices for Student Behavior</li> </ul>	<p><b>Edge and Emerging</b></p>	<p><b>Key Trends and Influences</b></p> <ul style="list-style-type: none"> <li>● Superintendent, Business Manager, and Board of Education with a focus on leadership mandates from State</li> <li>● PLC structure / academic coaches / individualized education</li> <li>● Increase in technology, social media, and uses of it</li> <li>● Strategic focus and time to implement</li> <li>● Financial transparency and flexibility</li> <li>● Community "Lancer Pride"-traditions, growth and changes</li> <li>● Community members and their expectations and assumptions of competitiveness</li> <li>● Standards-Based Curriculum/Instruction/Assessment</li> </ul>	<p><b>Established and Ebbing</b></p>
	<b>Resources: Work, Programs, Services</b>	<p><b>Edge</b></p> <ul style="list-style-type: none"> <li>● Project-based learning</li> <li>● School within school</li> <li>● Expand minutes with students</li> <li>● Electronic collaboration across grade levels and schools</li> <li>● AI</li> </ul>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>● Mental health services</li> <li>● Individualized education</li> <li>● Accessing outside resources-developing the whole child</li> <li>● Using technology: 1-1/K-6/7-12</li> <li>● Athletic "complex"</li> <li>● Partnership School for Behaviors</li> </ul>	<p><b>Established</b></p> <ul style="list-style-type: none"> <li>● Facilities-well maintained, good, capacity</li> <li>● Wide range of opportunity for students</li> <li>● Board policies</li> <li>● Transportation-mechanical, routes</li> <li>● State-financial support for curriculum and PD</li> <li>● Trade/Tech Ed development</li> <li>● Using technology: 1-1/K-6/7-12</li> </ul>

			<ul style="list-style-type: none"> <li>Technology Committee</li> </ul>	
<b>Org.: Structure, Policy, Networks, Linkages</b>	<ul style="list-style-type: none"> <li>All elementary schools have a separate gym and a lunchroom/multipurpose room</li> <li>Aspire grades 1-10</li> <li>Transportation/lunch does not dictate schedules</li> <li>Alternate days-no snow days</li> <li>International partnerships</li> <li>Competency-Based Education</li> </ul>	<ul style="list-style-type: none"> <li>Non-core standards-based instruction-</li> <li>Standards-based reporting</li> <li>Using data</li> </ul>	<ul style="list-style-type: none"> <li>State mandated assessments</li> <li>Parent-teacher conferences</li> <li>State-mandated committees and reports</li> <li>Collaboration in schedules</li> <li>Defined roles (system leadership)</li> <li>State science/social studies standards</li> <li>Start date - Aug 23rd</li> <li>Handbooks for all employees</li> <li>Collaboration PCL/PCL-TLC</li> <li>Instructional coaching</li> </ul>	<ul style="list-style-type: none"> <li>Ignoring the issues</li> <li>Separation of board, community, administrators, and staff</li> <li>Got 'cha!</li> <li>Independent contractors-"free agents"</li> <li>We...they. "Us" = North Scott</li> <li>"Cheap choices"</li> <li>Master Contracts</li> </ul>
<b>Culture: Identity, Relational, "Right Ways"</b>	<ul style="list-style-type: none"> <li>Breakfast in the classroom (elementary)</li> <li>Partnership with the "Y"/City</li> <li>Community/family activities at school</li> <li>Maker Space</li> </ul>	<ul style="list-style-type: none"> <li>Expectations: admin/parents/community-wanting increased opportunities</li> <li>Math Instruction</li> <li>Partnership with the "Y"/City</li> </ul>	<ul style="list-style-type: none"> <li>Pride in our schools/culture</li> <li>Community involvement</li> <li>Lots of established traditions</li> <li>Value of local community</li> <li>Humor</li> <li>Community service</li> <li>Teamwork – admin team</li> <li>Food court cafe style at high school</li> </ul>	<ul style="list-style-type: none"> <li>Top-down philosophy</li> <li>No longer a federation</li> <li>Closed door policy</li> </ul>

 <b>North Scott Community Schools</b> <b>School Board 3-Year Governance Work Plan</b> 			
<b>Board of Education Key Roles</b>	<b>2023-24 SY</b>	<b>2024-25 SY</b>	<b>2025-26 SY</b>



<b>A. Policy</b>	<ul style="list-style-type: none"> <li>● 1/5 district policy review</li> <li>● Statute required policy adjustments</li> <li>● Policy Update to meet to new Iowa laws</li> </ul>	<ul style="list-style-type: none"> <li>● 1/5 district policy review</li> <li>● Statute required policy adjustments</li> </ul>	<ul style="list-style-type: none"> <li>● 1/5 district policy review</li> <li>● Statute required policy adjustments</li> </ul>
<b>B. Operational Oversight</b>	<ul style="list-style-type: none"> <li>● Board agenda review and refinement</li> <li>● Monitoring reports on strategic directions</li> <li>● Annual budget approval</li> <li>● Vision 2025 updates</li> <li>● Determine data reporting</li> <li>● State school report card</li> <li>● Board committee structure review</li> <li>● IASB Review</li> </ul>	<ul style="list-style-type: none"> <li>● BOE agenda review and refinement</li> <li>● Monitoring reports on strategic directions</li> <li>● Annual Budget approval</li> <li>● 5 Year facility plan and active facility projects</li> <li>● VisionCard Reporting (by district, building, grade levels)</li> <li>● State school report card</li> </ul>	<ul style="list-style-type: none"> <li>● BOE agenda review and refinement</li> <li>● Monitoring reports on strategic directions</li> <li>● Annual budget approval</li> <li>● 5 Year facility plan and active facility projects</li> <li>● VisionCard Reporting (by district, building, grade levels)</li> <li>● State school report card</li> </ul>
<b>C. Board Self-Governance</b>	<ul style="list-style-type: none"> <li>● Board goals</li> <li>● Board Development Book Study</li> <li>● Board self evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Board goals and development plan - group, individual</li> <li>● Board evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Board goals and development plan - group, individual</li> <li>● Board evaluation</li> <li>● 4 seats open November Election</li> </ul>
<b>D. Superintendent Relations</b>	<ul style="list-style-type: none"> <li>● Evaluation - quarterly/annual (new standards)</li> <li>● One-on-one meetings with board members</li> <li>● Tours of district one on one</li> <li>● Established Superintendent Goals</li> </ul>	<ul style="list-style-type: none"> <li>● Appraisal - quarterly/annual</li> <li>● One-on-one meetings with board members</li> <li>● Tours of district one on one</li> <li>● Established Goals</li> </ul>	<ul style="list-style-type: none"> <li>● Appraisal - quarterly/annual</li> <li>● One-on-one meetings with board members</li> <li>● Tours of district one on one</li> <li>● Established Goals</li> </ul>

<b>E. Public Engagement</b>	<ul style="list-style-type: none"> <li>• Board Listening Sessions with City Council Meetings</li> <li>• Board Listening Sessions with School Events</li> <li>• Lobbying Events</li> <li>• Board members at school events</li> </ul>	<ul style="list-style-type: none"> <li>• Board Listening Sessions with City Council Meetings</li> <li>• Board Listening Sessions with School Events</li> <li>• Lobbying Events</li> <li>• Board members at school events</li> </ul>	<ul style="list-style-type: none"> <li>• Board Listening Sessions with City Council Meetings</li> <li>• Board Listening Sessions with School Events</li> <li>• Lobbying Events</li> <li>• Board members at school events</li> </ul>
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**School Board Assessment of Current Strengths, Challenges, Conditions, and Trends**

**October 23, 2023**

**Whole System View Framework Assessment**

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