



NORTH SCOTT
Community School District

District Strategic Plan

September 8, 2025

TEAMWORKS
EDUCATION LEADERSHIP SOLUTIONS

North Scott Community School District Strategic Roadmap

<p>District Mission <i>Our Core Purpose</i></p> <p>Our mission is to provide every student with a personalized, student-centered education that nurtures their strengths, supports their goals, and prepares them for future success and growth.</p>	<p>Core Values <i>Drivers of Our Words and Actions</i></p> <ul style="list-style-type: none"> ● Achievement - Accountable for successful student outcomes ● Commitment - Collective dedication to students by staff and community ● Innovation - Proactive, personalized, creative and forward thinking ● Collaboration - All stakeholders working together for desired results
<p>Vision <i>What We Intend to Create</i></p> <ul style="list-style-type: none"> ● Preparing Each Student for Lifelong Success ● Building a Culture of Belonging and Achievement ● Leading with Excellence in Education 	<p>Strategic Directions <i>Focus of Our Improvement Efforts</i></p> <p>A. Improving Programs, pathways, and practices to support student learning and growth</p> <p>B. Strengthening relationships by working together through communication, partnerships, and engagement among families, students, staff, and the community.</p> <p>C. Enhancing Operations, Facilities and Learning Environments</p>

STUDENTS

I am safe, accepted and included.

- I feel accepted and emotionally safe.
- I am physically safe.
- I feel included and involved.
- There is a culture of respect among students and staff in the building.

My interests are reflected in my school day and in extracurricular activities.

- My classes offer a variety of choices and are relevant, interesting, engaging and hands-on.
- My teachers provide an appropriate level of challenge, with helpful feedback and support.
- My schedule allows time for me to refocus throughout the day so I concentrate on learning and so that I have time to connect with my friends.

I am supported.

- I have two or more trusted adults at school who would advocate for me.
- The learning environment is comfortable, inviting and fosters opportunities for collaboration.
- Discipline is fair and consistent throughout the building.

FAMILIES

Families and students are welcomed and supported.

- My children and our family are accepted, safe, and supported in all of their needs.
- My children have equitable access to a variety of opportunities in academics, co-curriculars, and extracurricular at all levels.
- Our district provides accessible resources to support students and families.

The District is preparing my children for success.

- My children are being prepared for college, career opportunities, and life after graduation through high-quality education.
- Our district invests in modern and adequate facilities to support all student programs: learning, life-skills, and career pathways.

- My children are engaged in their learning.

I receive the communication that I need to help my children without overwhelming me.

- Communication is streamlined and concise from both the district and buildings.
- Our district clearly communicates to me what my children are learning and their progress.

STAFF

I am supported and valued.

- I feel supported and valued by my administration and colleagues; my voice is heard and I am empowered to make professional decisions.
- I am encouraged, supported and challenged to grow, learn, and improve my practice.
- I feel a sense of belonging and loyalty to my district, and I am proud to be part of a community that values education.
- I am adequately supported for the work that I do, including a range of benefits for my contributions.

I have what I need to do my work well.

- I have access to the resources and materials I need, including up-to-date technology and appropriate curriculum, to effectively meet the diverse needs of all students.
- I am recognized and appreciated for my contributions, and I receive meaningful feedback on my performance.
- I experience clear and consistent communication from district and building leadership regarding initiatives, expectations, and student information.
- I have dedicated time for meaningful collaboration and planning time.
- I work in a clean, comfortable, and functional environment that supports effective teaching and learning.

I am part of a productive and collaborative team.

- I work in a positive and respectful climate and culture where collaboration is encouraged and mutual trust exists among all stakeholders.
- I am part of a collaborative team that is responsive, flexible, and focused on student success.

DISTRICT THEORY OF ACTION STATEMENTS

If/when we	Believe that all students can learn at high levels	and
If/when we	Encourage discussion and student voice	and
If/when we	Ensure students and staff are cared for	and
If/when we	Provide numerous co-curricular and extracurricular opportunities at all levels	and
If/when we	Foster a sense of belonging, mutual respect, connection, and community	and
If/when we	Foster an inviting, welcoming, safe, and warm environment	and
If/when we	Value teacher engagement	and
If/when we	Invest in staff, materials, and facilities to ensure access to a wide range of learning opportunities for all	and
If/when we	Provide ongoing and timely feedback	and
If/when we	Commit to a culture of growth and improvement for all	and
If/when we	Encourage the integration of technology that enhances, rather than replaces, human connection	and

DISTRICT THEORY OF ACTION STATEMENTS

If/when we	Support the social, emotional, and academic/professional growth for all	and
If/when we	Foster a collaborative relationship between families and the district	and
If/when we	Foster two-way communication with students, staff, families, and the community	and
If/when we	Provide effective, timely, and streamlined communication to stakeholders	
Then	We will provide every student with a personalized, student-centered education that nurtures their strengths, supports their goals, and prepares them for future success and growth.	

DRAFT CLASSROOM THEORY OF ACTION STATEMENTS

If/when we	Use a wide range of instructional strategies that meet the needs of all students	and
If/when we	Engage in collaborative learning	and
If/when we	Establish a culture of learning where all students take ownership of their learning experience	and
If/when we	Ensure access to a guaranteed and viable, high-quality, evidence-based curriculum supported by effective professional learning	and

DRAFT CLASSROOM THEORY OF ACTION STATEMENTS

If/when we	Promote positive relationships by engaging in interpersonal communication (face-to-face)	and
If/when we	Engage students in a variety of rigorous, relevant, and authentic learning activities.	and
If/when we	Utilize a variety of effective, evidence-based, multi-modal instructional techniques.	
Then	We will provide every student with a personalized, student-centered education that nurtures their strengths, supports their goals, and prepares them for future success and growth.	

<p align="center">North Scott District Continuous/3 Year Operational Plan June 16, 2025</p>			
Strategic Directions:	2025-26 SY	2026-27 SY	2027-28 SY
<p>A. Improving programs, pathways, and practices to support student learning and growth</p>	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> ● PLC elementary ● ELA High-Quality Instructional Materials (K-12) ● MTSS Tiers 2 & 3 Tools <ul style="list-style-type: none"> ○ WIN Boost (elementary) ● Curriculum & Resources - Science Standards ● AI in Classroom/teachers & students 	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> ● Social Studies Standards (Civics) ● AI in Classroom/teachers & students 	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> ● AI in Classroom/teachers & students

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Strategic Directions:	2025-26 SY	2026-27 SY	2027-28 SY
	<p>Implementation Work</p> <ul style="list-style-type: none"> ● Character Strong K-12 ● Math Curriculum Implementation (2025/26) ● MTSS <ul style="list-style-type: none"> ○ Leadership (BLTs/Bldg plans + District MTSS Leadership Team) ○ Tiers 2 and 3/WIN Boost (Literacy & Math Plans, Intervention bank, Assessment bank, Intervention Tree) ● Chronic Absenteeism Reduction ● Fast Bridge Suite 	<p>Implementation Work</p> <ul style="list-style-type: none"> ● Curriculum & Resources - Science Standards ● Character Strong K-12 ● ELA High-Quality Instructional Materials (K-12) ● Math Curriculum Implementation ● MTSS <ul style="list-style-type: none"> ○ Tiers 2 and 3/WIN Boost (Literacy & Math Plans, Intervention bank, Assessment bank, Intervention Tree) ● Chronic Absenteeism Reduction <ul style="list-style-type: none"> ● AI in Classroom/teachers & students 	<p>Implementation Work</p> <ul style="list-style-type: none"> ● ELA High-Quality Instructional Materials (K-12) ● Curriculum & Resources - Science, Social Studies ● AI in Classroom/teachers & students
		<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● Fast Bridge Suite ● MTSS <ul style="list-style-type: none"> ○ Leadership (BLTs/Bldg plans + District MTSS Leadership Team) 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> ● Character Strong K-12 ● Math Curriculum Implementation ● MTSS <ul style="list-style-type: none"> ○ Tiers 2 and 3/WIN Boost (Literacy & Math Plans, Intervention bank, Assessment bank, Intervention Tree) ● Chronic Absenteeism Reduction

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B. Strengthening relationships by working together through communication, partnerships, and engagement among families, students, staff, and the community	Learning Work Initiatives <ul style="list-style-type: none"> ● Simplifying and Streamlining Communication to Families ● How to communicate learning to all stakeholders (Standards-based grading) ● Improving/increasing partnerships with Business & Community (Community College) 	Learning Work Initiatives <ul style="list-style-type: none"> ● Parent Education on Technology 	Learning Work Initiatives <ul style="list-style-type: none"> ●
	Implementation Work <ul style="list-style-type: none"> ● District Communication <ul style="list-style-type: none"> ○ Simplifying and Streamlining Communication to Families ● How to communicate learning to all stakeholders (Standards-based grading) 	Implementation Work <ul style="list-style-type: none"> ● District Communication <ul style="list-style-type: none"> ○ Simplifying and Streamlining Communication to Families ● 	Implementation Work <ul style="list-style-type: none"> ● Parent Education on Technology ●
	Standard Work Practices <ul style="list-style-type: none"> ● 	Standard Work Practices <ul style="list-style-type: none"> ● How to communicate learning to all stakeholders (Standards-based grading) 	Standard Work Practices <ul style="list-style-type: none"> ● District Communication <ul style="list-style-type: none"> ○ Simplifying and Streamlining Communication to Families

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C. Enhancing Operations, Facilities and Learning Environments	Learning Work Initiatives <ul style="list-style-type: none"> ● PO System ● Facilities Vision (Spring 26-29) ● Superintendent Transition 	Learning Work Initiatives <ul style="list-style-type: none"> ● AI used for work flow 	Learning Work Initiatives <ul style="list-style-type: none"> ● Elementary Campus Shifting
	Implementation Work <ul style="list-style-type: none"> ● PO System 	Implementation Work <ul style="list-style-type: none"> ● Facilities Vision (Spring 2026-31) ● Building Goals Action Planning (2026) ● PO System ● Sup Transition 	Implementation Work <ul style="list-style-type: none"> ● Facilities Vision (Spring 26-29)
	Standard Work Practices <ul style="list-style-type: none"> ● 	Standard Work Practices <ul style="list-style-type: none"> ● 	Standard Work Practices <ul style="list-style-type: none"> ● PO System ● Sup Transition

North Scott Board of Education 3-Year Work Plan

Color Key for the 3-Year Plan: Black = Annually recurring items Blue = New/to be developed

Key Roles of the Board	2025-26 SY	2026-27 SY	2027-28 SY
District Policy	<ul style="list-style-type: none"> ● ½ policy manual review ● IASB Primer 	<ul style="list-style-type: none"> ● ½ policy manual review ● IASB Primer 	<ul style="list-style-type: none"> ● ½ policy manual review ● IASB Primer
Operational Oversight	<ul style="list-style-type: none"> ● Annual budget ● Review and adjust Strategic Roadmap (each summer) ● State required decisions ● IBPS Contract negotiations ● Long-term facility plans ● Staff Handbooks ● Student Handbooks 	<ul style="list-style-type: none"> ● Annual budget ● Review and adjust Strategic Roadmap (each summer) ● State required decisions ● IBPS Contract negotiations ● Staff Handbooks ● Student Handbooks 	<ul style="list-style-type: none"> ● Annual budget ● Review and adjust Strategic Roadmap (each summer) ● State required decisions ● IBPS Contract negotiations ● Staff Handbooks ● Student Handbooks
Self-Governance	<ul style="list-style-type: none"> ● IASB training ● IASB Leadership Conference ● 3 Open Seats ● Candidate training ● BoE Annual Self-Evaluation ● New member District orientation ● Schedule work sessions/Board calendar ● Board Retreat (June '26) 	<ul style="list-style-type: none"> ● IASB training ● IASB Leadership Conference ● BoE Annual Self-Evaluation ● Board Annual training ● Schedule work sessions/Board calendar 	<ul style="list-style-type: none"> ● BoE Annual Self Evaluation ● IASB Leadership Conference ● IASB training ● 4 Open seats ● Candidate Training ● New member district orientation ● Board Retreat (June '28) ● Schedule work sessions/Board calendar

Superintendent Relations	<ul style="list-style-type: none"> ● Annual evaluation ● Monthly board member and superintendent meetings ● Review Supt. hiring process timeline ● Framework/Scope Superintendent work ● Sup/Board Retreat for Sup & Board - Strategic Plan focused 	<ul style="list-style-type: none"> ● Annual evaluation ● Monthly board member and superintendent meetings ● Superintendent hiring <ul style="list-style-type: none"> ○ Superintendent Contract Negotiations ● Transition ● Sup/Board Retreat for New Sup & Board (Summer 2027) ● Sup/Board Retreat for New Sup & Board - Strategic Plan focused 	<ul style="list-style-type: none"> ● Annual Evaluation ● Monthly board member and superintendent meetings ● New contract for superintendent
Public Engagement	<ul style="list-style-type: none"> ● Visibility, board members' access to community and at school and community events ● Board visits to schools (2X/year + one board mtg held at a school once/year) ● Community Forums - City Council focused on Superintendent Qualities ● Staff Forums focused on Superintendent Qualities ● Public School Advocacy state and local 	<ul style="list-style-type: none"> ● Visibility, board members' access to community and at school and community events ● Board visits to schools ● Public awareness of board work ● Community forum at a school event ● Public School Advocacy state and local 	<ul style="list-style-type: none"> ● Visibility, board members' access to community and at school and community events ● Board visits to schools ● Public awareness of board work ● Community Forums at City Councils ● Public School Advocacy state and local