

10 Year Strategic Plan

2024-2025 Year 10

SUCCESS WILL BE MEASURED...

- A. By June of 2025, 80% of students will achieve a Meeting or Exemplary level on their initial attempt on District Common Assessments (DCAs) in K-12 Literacy and Math and 9-12 Science and Social Studies, indicating the impact of instruction in the Universal Tier.
- B. By June of 2025, increase the percent of students in each grade level cohort (4th - 11th) who score "proficient" and "advanced" on the Iowa State Assessment of Student Progress (ISASP) from the previous year.
- C. By June of 2025, 80% of students in grades K-6 will meet benchmark goals on the spring FAST literacy screener.
- D. By June of 2025, 80% of students in 4-year-old preschool will meet or exceed the targeted score on the spring myIGDIs literacy screener.
- E. By June of 2025, 85% of students or more will have 0-1 discipline referrals, fewer than 10% of students will have 2-5 discipline referrals, and fewer than 5% of students will have 6 or more referrals.
- F. By June of 2025, maintain or increase our overall attendance rate of 95.6% and decrease the number of students who are chronically absent by 3%.
- G. By June of 2025, 95% of students will graduate or continue to the 18+ Transition Program.
- H. By May of 2025, at least 75% of students will respond "usually" or "always" to each prompt within the *My School* index on the School Perceptions survey.
- I. By May of 2025, at least 85% of staff will respond "agree" or "strongly agree" to each prompt within the *Work Environment* index on the School Perceptions survey.
- J. By May of 2025, 80% or more of staff will rate themselves as "advancing" or "sustaining" on the School Perceptions survey questions related to Core Four Implementation.



FOCUS 1

1

We believe all students can learn at high levels.

We are committed to creating caring, safe, and equitable school environments that meet the social, emotional, academic, and overall wellness needs of ALL students - ALL means ALL.

TO DO THIS WE WILL...

- Foster caring relationships and a sense of belonging with and among all students and families.
- Strengthen our Multi-Tiered System of Supports for academic, social, emotional, and behavioral health (SEBH) with a focus on identifying and developing essential practices in the Universal Tier.
- Design for learner variability using the Core Four of Personalized Learning.
- Value student voice and ownership by using multiple strategies to monitor and enhance student engagement.

FOCUS 2

2

We believe educators matter.

We are committed to developing leadership capacity of all staff in all departments, implementing best practice strategies, and collaborating with others in a positive culture of continuous improvement.

TO DO THIS WE WILL...

- Engage in ongoing PLC cycles to identify and improve instructional practices in response to student needs in real time.
- Implement a guaranteed and viable curriculum through effective instruction aligned to the Iowa Core and Iowa Early Learning Standards.
- Establish nurturing learning environments through implementation of SEBH Effective Classroom Practices.
- Use a variety of assessments to inform instructional next steps.
- Implement practices and measurements that support educational equity.
- Engage in coaching cycles with a focus on elements from our instructional framework (New Teacher Center Core Teaching Capabilities) to improve teaching practices and student learning.
- Foster opportunities for employee wellness and engagement.

FOCUS 3

3

We believe in preparing all students for postsecondary success.

We are committed to fully preparing and inspiring all students to use their strengths, communication skills, and critical thinking skills to graduate from high school and complete post-high school education/training.

TO DO THIS WE WILL...

- Use *Prairie Ready* indicators to guide community-relevant career exploration and program development.
- Value and support all forms of post-secondary choices including two-year college programs, four-year college programs, certification programs, apprenticeships, the military, other career training programs, and work experiences.
- Use school data, student interests, and community needs to drive career pathway development, course offerings, and post-secondary opportunities.
- Implement standards-based grading practices with a focus on formative assessment and frequent feedback to ensure students can identify their current level of progress toward achieving course/grade-level standards.

FOCUS 4

4

We believe in developing community partnerships.

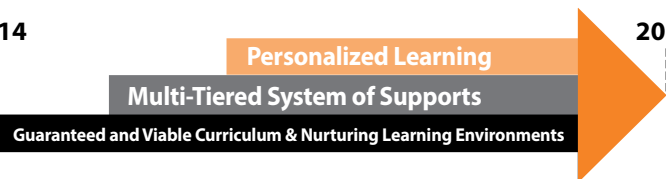
We are committed to partnering with families and our larger community to provide supports, opportunities, and learning experiences to maximize student success.

TO DO THIS WE WILL...

- Actively seek and respond to feedback from stakeholders (students, staff, families, community) to inform the continuous improvement of programs and services.
- Develop and sustain community partnerships for the purpose of creating and enhancing student wellness and engagement, including opportunities for education/training and career pathways.
- Collaborate with the greater community and its economy to provide opportunities for students to be active participants, supporters and members of the community they live in.

2014

2025



Our ten-year goal is to create a Personalized Learning System built on a Guaranteed and Viable Curriculum & Nurturing Learning Environments with a strong, Multi-Tiered System of Supports.