

STRATEGIC PLAN OF WEST DES MOINES COMMUNITY SCHOOL DISTRICT (Five Year Plan)

MISSION: *Working in partnership with each family and the community, it is the mission of the district to educate responsible lifelong learners so that each student possesses the skills, knowledge, creativity, sense of self-worth and values necessary to thrive in and contribute to a diverse and changing world.*

SHARED VISION: *The WDMCS will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.*

DISTRICT GOALS: *Using the Mission Statement as our foundation and the Guiding Principles to inform our actions, the district will work toward the realization of the Shared Mission by accomplishing the following goals as set forth by the Board of Education.*

1. *Close the gap between present practices and the Shared Vision. (reviewed June, 2014)*
2. *Improve student achievement through effective instructional and assessment practices. (reviewed June, 2014)*

STRATEGIC PLAN: Focus is on the following major action areas to achieve the goals:

- Culture for Learning
- Professional Learning
- Teaching for Learning
- Systemness

#	Focus Area & Action Steps for Culture of Learning	Team/Person(s) Responsible	Timeline	Formative Evidence	Summative Assessment	Progress To Date
1.01	<p>Personalization/Meeting the Needs of Individual Students with Teachers as Facilitators of Learning, resulting in 21st Century Learners:</p> <p>Action: District PLP team will review data from strategic planning conversation and create next steps. This could include defining personalized learning (what it is, what it isn't)</p>	<p>District PLP Team</p> <p>Family Engagement and Learning Supports</p> <p>Advisors</p>	<p>2014-15</p> <p>2014: Grades 7, 9, 10</p> <p>2015: Grades 6, 8, 11</p> <p>2015-2016</p> <p>Ongoing Monitoring</p>	<p>Updated PLP for each student</p>	<p>Increased student achievement</p> <p>Decrease in the achievement gap</p> <p>Vision Survey</p>	

	<p>Action: District Leadership team will engage in a book study to learn more about effective practices for personalize learning</p> <p>Action: Develop processes and tools for schools to get to know their students and families.</p> <p>Action: Provide professional development to support implementation/use of PLPs.</p> <p>Action: Develop and align Pre-K-5 processes and tools (e.g., Pre-K home visits, based on Pre-K data available to kindergarten teachers). Study/research the Sacramento California model and district in Iowa that take part in home visits. (District PLP team)</p>	District Leadership Team				
1.02	<p>Classroom Setup/21st Century Learning Environment:</p> <p>Action: Identify and access high quality, flexible resources. Incorporate recommendations for classroom set up from the online learning committee work</p> <p>Action: Implement “classroom without walls” to assist with 21st century skills.</p> <p>Action: Work with outside resources to identify what a 21st century learning environment should look like and incorporate this visioning and recommendations into the 10 year facilities plan</p> <p>Action: Allocate resources according to building needs</p>	<p>Superintendent</p> <p>TLS</p> <p>Online learning committee</p> <p>Building Administrators</p> <p>Teacher Leaders</p> <p>Teachers</p>	2014-15 school year and ongoing	Recommendations from outside resources, online learning committee	Recommendation to determine if the WDM Community School District will move forward with NTN school(s)	

	Action: Study the feasibility of creating New Tech Network school(s) in the district by visiting NTN schools, attending annual conference in July to learn more about the network					
1.03	<p>Approaches/Venues for Learning (e.g., flexible, differentiated, motivating)</p> <p>Action: Move students at appropriate pace per their PLP</p> <p>Action: Develop and implement pre- and post-common assessments</p> <p>Action: Explore the role and use of student resiliency assessments</p> <p>Action: Provide professional development in various approaches for learning based on analysis of data</p> <p>Action: Explore new styles of schools (e.g., STEM, New Tech High)</p>	<p>PLCs</p> <p>TLS</p> <p>Superintendent</p> <p>Teachers</p> <p>Administrators</p>	2014-15 and ongoing	<p>Audit summary</p> <p>Research summary</p> <p>Pilots of identified venues; summary of impact</p>	<p>Multiple options for learning</p> <p>Increased achievement</p> <p>Decrease in gap</p> <p>Positive student satisfaction</p>	

#	Focus Area & Action Steps for Culture of Learning	Team/Person(s) Responsible	Timeline	Formative Evidence	Summative Assessment	Progress To Date
1.04	<p>Parent Engagement:</p> <p>Action: Research best practices in parent engagement</p> <p>Action: Investigate resources that are available for surveying parent engagement (contact Allison Bell, abell@aea267.k12.ia.us)</p> <p>Action: Survey parents and staff using surveys on parent engagement</p> <p>Action: Use PLP process to expand campaign to increase parent engagement</p> <p>Action: Create an action plan for implementation of parent engagement, focusing on actions to assure . . .</p> <ul style="list-style-type: none"> • Identification of resources for parent engagement • Professional development for staff on parent engagement • Sustainability of parent engagement • Outreach to “hard-to-reach” parents (e.g., phone calls, face-to-face, e-mail, web page, home/off-site visits) • Program evaluation 	<p>Administrators</p> <p>Teachers</p> <p>Learning Supports and Family Engagement Coordinators</p> <p>Title I Coordinator</p> <p>Communications Department</p> <p>Community Education</p>	<p>2014 – ongoing</p> <p>Team recommends setting a time line specific to each action</p>	<p>Survey data</p> <p>Check points for program evaluation</p> <p>Number of parent contacts (e.g., phone, face-to-face, notes home, emails)</p> <p>Perceptual data summary and audit summary</p> <p>Plan for increased engagement based on research</p> <p>Increase in engagement of parents based on plan</p> <p>Increase in cultural awareness of staff and administration</p>	<p>Increased student achievement</p> <p>Decrease in the achievement gap</p> <p>Program Evaluation that includes comparison of level of involvement and change achievement.</p> <p>Increase in parent satisfaction</p> <p>Increase in parent engagement</p> <p>Increase in parents’ access to student data</p> <p>Increase in level of principals’ and other educators’ level of cultural awareness</p> <p>Decrease in achievement gap</p> <p>Increase in achievement</p>	
1.05	<p>Community Outreach for Learning:</p> <p>Action: Create a Partnership Advisory</p> <p>Action: Determine how community outreach could connect to the Iowa Core standards and identify actions for learning connected to those standards.</p>	<p>Communications and Marketing Department</p> <p>Superintendent</p>	<p>2014-2015 and beyond</p> <p>Team recommends setting a time line</p>	<p>Audit alignment to the Core</p> <p>Number of students involved in partnerships, internships</p>	<p>Increased student satisfaction in their learning</p> <p>Decrease gap in achievement</p>	

	<p>Action: Expand internships for student with businesses</p> <p>Action: Provide externships for staff to include time for shadowing in businesses</p> <p>Action: Create and sustain a business/state/school partnership/network for implementation of New Tech High</p> <p>Action: Use virtual opportunities (e.g., tours, business connections, government) and guest speakers in the classroom to explore and increase students' understanding of jobs and careers available.</p>	<p>TLS</p> <p>Learning Supports and Family Engagement</p> <p>Principals</p> <p>Teachers</p> <p>Business Community</p> <p>Partnership Alliance</p> <p>Community Education</p>	<p>specific to each action</p>	<p>Number of staff members involved in externships</p> <p>"Satisfaction" data summary of students, staff, and community members</p> <p>Implementation and sustainability plan for New Tech High</p> <p>Post-secondary graduation survey data of students (e.g., 6 months, 1 year, 2 years)</p>	<p>Increase in student achievement</p>	
1.06	<p>Pre-Assessment for Culture:</p> <p>Action: Complete pre-assessment to determine level of support for positive learning environment (staff pre-assessment)</p>	<p>Superintendent</p> <p>Building Principals</p>	<p>Fall 2015</p>	<p>Initial: Baseline data for cultural perception for staff (Fall, 2014) (ASCD Online tool)</p> <p>Ongoing: Increase in positive culture perception per perception data</p>	<p>Closure of Gap</p> <p>Increased achievement scores</p> <p>Steady gain in perceptual data on culture</p>	

#	Focus Area & Action Steps for Professional Learning	Team/Person(s) Responsible	Timeline	Formative Evidence	Summative Assessment	Progress To Date
2.01	<p>Professional Learning Communities (PLCs) for Teachers/Staff:</p> <p>Action: Assess current level of understanding and implementation of PLCs</p> <p>Action: Differentiate training based on identified needs</p> <p>Action: Assure work of the PLCs is focused on</p> <ul style="list-style-type: none"> Aligning teaching and learning with the Iowa Core Creating common assessments Analyzing data to inform instruction Enhancing instructional practices 	<p>TLS</p> <p>Principals</p> <p>Teacher Leaders</p> <p>PLCs</p> <p>WHPHers</p>	<p>2013-2014: Audit</p> <p>2014-2015 and ongoing</p>	<p>Standard protocol developed</p> <p>Consistency in summary of PLC meetings (via PLC minutes, principal observation, central office observation)</p> <p>Monthly/ongoing support for principals to assure consistency in implementation, assessment of impact, and a system-wide approach</p> <ul style="list-style-type: none"> Common rubric Summarized agendas/notes Annual report on progress 	<p>Summary of minutes of PLCs</p> <p>Summary of monitoring of PLCs</p> <p>Summary of walk-through data focused on implementation of learning from PLC</p> <p>Closure of the Gap</p> <p>Increased student achievement</p> <p>Increased number of teacher leaders/capacity</p>	
2.02	<p>Professional Learning Communities (PLCs) for Administrators:</p> <p>Action: Create buy-in among staff</p> <p>Action: Cultivate teacher leaders</p> <p>Action: Provide teachers the time and structure to be a PLC</p> <p>Action: Establish a framework for PLCs in all buildings</p> <p>Action: Create PLCS for administrative groups</p>	<p>District and Building Administrators</p> <p>WHPHers</p> <p>District Support Staff</p>	<p>2014-2015 and ongoing</p>	<p>Summarized agendas/notes</p> <p>Annual report on progress</p> <p>Schedule that allows for consistent PLC structure</p>	<p>Closure of the Gap</p> <p>Increased student achievement</p> <p>Increased number of teacher leaders/capacity</p>	

2.03	<p>Professional Development around Elements of a PLC</p> <p>Action: Determine professional development needs and provide professional development around the following,:</p> <ul style="list-style-type: none"> • Progress Monitoring • Differentiated Instruction • AIW Practices • Iowa Core • Unit Design • Grading Practices • Best Practices • Group Culture Building • Data Analysis, including sub-groups 	<p>TLS</p> <p>Teacher Leaders</p> <p>Administrators</p> <p>WHPHers</p>	<p>2014-15 and Ongoing</p>	<p>Walk-through summaries</p> <p>Evaluations</p>	<p>Closure of the Gap</p> <p>Increased student achievement</p>	

#	Focus Area & Action Steps for Teaching for Learning	Team/Person(s) Responsible	Timeline	Formative Evidence	Summative Assessment	Progress To Date
3.01	<p>Implementation of the Iowa Core/Learning Expectations/Content and Unit Design Process:</p> <p>Action: Internalize self with the Core</p> <p>Action: Align curriculum with the Core and eliminate curriculum not aligned to the course.</p> <p>Action: Implement the Core with fidelity and impact</p> <p>Action: Explore the role of common unit design process that supports various avenues of learning (e.g., online, blended, project-/problem-based learning)</p> <p>Action: Develop a common unit design template and process/protocol for development</p> <p>Action: Pilot the common unit design process</p> <p>Action: Implement district-wide the revised unit design process/protocol</p>	Principals, TLS, teacher leaders, teachers	2014-15 and ongoing	<p>Use of Insight tool</p> <p>PLC notes</p> <p>Professional development on the Core</p> <p>Curriculum documents</p> <p>Lesson and unit design Clearly defined expectations/ competencies for each standard and grade-level/course-level expectation. Transition from/to each grade is reasonable and prepares students for success</p> <p>Student choices are evident in demonstration for each expectation/competency</p> <p>Assessments are aligned with learning expectations and reviewed for alignment of teaching and student success</p> <p>PLC summaries of progress in this area</p> <p>Walk-through data by principals and teacher</p>	<p>Closure of the gap</p> <p>Increase in student achievement</p> <p>Student mastery of the Core</p> <p>Teacher evaluations</p> <p>Decrease failure rates at the high school level</p> <p>Common unit design with aligned assessment and focused on demonstration of multiple standards/ learning expectations</p> <p>Increased student interest/motivation</p> <p>Increased student achievement</p> <p>Decrease in gap achievement</p>	

				<p>leaders validations of the implementation of the expected learning 80% of students are demonstrating success with the Core Expectations in the classroom</p> <p>Supports are provided in flexible manner for students not achieving the Core</p> <p>Teachers are receiving professional development in assuring at least 80% of their students are proficient in the Core without additional support</p> <p>Teachers are receiving professional development in assuring flexible supports for the up to 20% of students not proficient with the Core in their classrooms</p> <p>Common unit design with identified essential learnings, based on problem or project of interest and contains aligned assessment</p> <p>Completed pilot with recommendation for adaptation, adoption</p> <p>Final common unit design and process</p>		
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				Professional development in development and use of common unit design •		
3.02	<p>Assessments, including Formative:</p> <p>Action: Create common objectives/learning targets</p> <p>Action: Create and implement common formative and summative assessments</p> <p>Action: Create and implement common pre- and post-assessments</p> <p>Action: Monitor PK-12 progress in literacy and math</p> <p>Action: Complete district-wide assessment audit to ensure that all assessments used provide meaningful information and utility</p> <p>Action: Develop and implement assessment schedule</p> <p>Action: Research best practices on grading for learning.</p> <p>Action: implement consistent grading practices based on research</p>	<p>PLCs</p> <p>District and Building Administrators</p> <p>Teacher leaders</p>	2014-2018	<p>Assessments are formed and used</p> <p>Student data</p> <p>Assessments aligned with the Core</p> <p>Assessments administered in common manner</p> <p>Assessment Grid</p>	<p>Closure of the gap</p> <p>Increase in student achievement</p> <p>Student mastery of the Core</p> <p>Teacher evaluations</p>	

#	Focus Area & Action Steps for Teaching for Learning	Team/Person(s) Responsible	Timeline	Formative Evidence	Summative Assessment	Progress To Date
3.03	<p>Instructional Strategies</p> <p>Action: Develop implementation plan for EEI, including course requirements for new teachers and administrators</p> <p>Action: Execute the implementation plan for EEI</p> <p>Action: Evaluate the plan for EEI</p> <p>Action: Provide professional learning opportunities for implementation of MTSS</p> <p>Action: Develop lists of supports and interventions to be used by teachers in implementation of MTSS</p> <p>Action: Implement MTSS with fidelity and impact</p>	<p>ALT</p> <p>Principals, Instructional Coaches, Teachers</p> <p>ALT, PDAC, PDLT, Teacher Quality</p>	2014-2017 and ongoing	<p>EEI templates for walk throughs, instructional rounds, instructional coach conversations</p> <p>PD Evaluations</p> <p>MTSS Data</p>	<p>Closure of Gap</p> <p>Increased achievement scores</p> <p>Teacher journals and artifacts</p> <p>Walkthrough summaries</p> <p>Evaluation of teachers</p>	
3.04	<p>Technology, including blended learning, online</p> <p>Action: Form Online Learning Committee with committee creating recommendations for online learning opportunities for students</p> <p>Action: Identify, clarify, and appreciate what blended learning is at various levels.</p> <p>Action: Identify coursework that fits well and provide exemplars</p> <p>Action: Continue professional learning experiences focused on the use of technology to enhance learning</p>	<p>TLS</p> <p>Online learning committee</p>	2014 – 15 and ongoing	<p>ITAC minutes</p> <p>Course syllabi</p> <p>Survey data from staff after professional learning opportunities</p>	<p>Closure of the gap</p> <p>Increased student achievement</p> <p>Course evaluations</p> <p>Student enrollment</p> <p>Increased student engagement</p>	

	Action: Explore opportunities for partnership with the city to enhance wi-fi access in the community					
#	Focus Area & Action Steps for Systemness	Team/Person(s) Responsible	Timeline	Formative Evidence	Summative Assessment	Progress To Date
4.01	<p>Collaboration (e.g., community, higher education, businesses, preschools, parents)</p> <p>Action: Investigate tools to seek feedback from high school graduates</p> <p>Action: Collaborate with Community Education to create community-wide needs assessment</p> <p>Action: Use feedback/data from needs assessment to guide our work in our strategic plan</p>	<p>Superintendent</p> <p>TLS</p> <p>Building Administrators</p> <p>Director of Community Education</p>	<p>2014-2015 and ongoing with the Community-Wide Needs Assessment completed every 5 years, beginning in summer of 2015</p>	<p>Graduate survey results</p> <p>Questions for Community Ed's needs survey</p> <p>Needs Assessment</p> <p>Action Plan</p> <p>Action Plan updates</p>	<p>Closure of the gap</p> <p>Increase in student achievement</p>	
4.02	<p>Financial Allocations, alignment with learning:</p> <p>Action: Complete district-wide review of line item budgets to ensure alignment with teaching and learning priorities</p> <p>Action: Allocate resources based on need and district priorities</p> <p>Action: Allocate resources for system-wide interventions.</p>	<p>SLC and WDM School Board</p>	<p>Spring, 2014 and ongoing</p> <p>2014-2015</p> <p>Spring 2015 and ongoing</p>	<p>Spread sheet of expenditures</p>	<p>Closure of the gap</p> <p>Increase in student achievement</p>	

#	Focus Area & Action Steps for Systemness	Team/Person(s) Responsible	Timeline	Formative Evidence	Summative Assessment	Progress To Date
4.03	<p>Program Evaluation</p> <p>Action: Develop/Revise a Program Evaluation Protocol</p> <p>Action: Develop and implement a Cycle of Program Evaluation to assure that the intent of each program is resulting in the decrease of the achievement gap and the increase of student achievement.</p>	Associate Superintendent for Teacher and Learning and TLS	2014-15 and ongoing	<p>Common protocol/set of procedures and cycle for the evaluation of all programs in the district</p> <ul style="list-style-type: none"> Summaries of program evaluation presented to the administrative team, the district leadership team and the board of education of those programs "on cycle." Presentation should include recommendation for dropping, continuing, or continuing with specific changes of the programs on cycle. 	<p>Decrease in achievement gap</p> <p>Increase in student achievement</p> <p>Decrease in ineffective programs</p> <p>Reallocation of resources aligned with expectations of the programs as identified in the cycle</p>	