

West Des Moines Community Schools

Student Ends and Strategic Goals

2018-2024

Our Why:

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: 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.

Portrait of a Graduate: A West Des Moines Community Schools graduate will possess the essential skills and integrity to communicate, collaborate, and solve problems as a confident citizen, embracing our diverse and changing world.

E1 Each Student Ready for Postsecondary Learning: Ensuring that WDMCS students will possess the skills and dispositions to succeed in post-high school graduation education and internships, including academic, technical, and/or experiential opportunities for professional development.

E2 Each Student Ready for Careers: Equipping WDMCS students to enter into a highly complex, diverse, and evolving workforce.

E3 Each Student Ready for Life: Endowing WDMCS students with the grit and perseverance to tackle and achieve their goals through a growth mindset that empowers them to approach their future with confidence and the social and emotional skills they will need for success in the future.

Our How: We align the people in our system to engage in continuous improvement to support student learning.

We believe if district services provide...	The building administrators will...	Which will help teachers...	So that all students will...
<ul style="list-style-type: none">effective leadership, quality teaching and learning support, system-wide improvement, and clear and collaborative relationships	<ul style="list-style-type: none">serve as excellent instructional leaders	<ul style="list-style-type: none">provide quality instruction in every classroom every day for every student	<ul style="list-style-type: none">achieve high levels of learning and be ready for postsecondary learning, careers, and life

Our What: We focus on our strategic goals.

Goal #	Strategic Goals	Objectives
1	Ensure the academic success for each student by integrating and improving strategies for powerful teaching and learning.	<ul style="list-style-type: none"> 1.1 Develop, implement and make ongoing adjustments to a strategic plan to guide system improvement. 1.2 Provide high quality teaching and learning in every classroom. 1.3 Implement culturally responsive teaching practices in every classroom. 1.4 Implement effective assessment and grading practices. 1.5 Implement highly effective PLC processes and provide high quality professional learning. 1.6 Utilize data to support student learning and monitor progress within the WDMCS Balanced Assessment System (includes the new State ESSA Index).
2	Ensure the academic success for each student by managing and improving effective operations of the district.	<ul style="list-style-type: none"> 2.1 Recruit, hire, and retain quality personnel. 2.2 Incorporate Human Capital Management system standards into the HR vision in alignment with the district strategic plan. 2.3 Develop and communicate a sustainable budget that supports our strategic goals. 2.43 Develop and implement a long-term facilities plan supporting learning to prepare students for college, careers and life. 2.5 Develop and implement a technology plan to support future learning. 2.6 Continue to implement and revise the comprehensive district safety plan, as well as review and assess various aspects of security and employee safety. 2.7 Embed culturally competent practices and an equity lens for decision-making throughout the organization. 2.8 Continue to ensure the district transportation fleet is safe and efficient. 2.9 Ensure nutritious meals meeting all of the state and federal standards are offered to all students, increase meal participation district-wide, and provide nutrition education opportunities in classrooms and cafeterias.
3	Ensure the academic success for each student by collaborating and communicating with stakeholders.	<ul style="list-style-type: none"> 3.1 Improve district communication and collaboration with stakeholders. 3.2 Engage families, staff and the community in district improvement initiatives. 3.3 Implement a marketing plan to advance our story of preparing students for college, careers and life. 3.4 Develop and implement the foundation and systems for collaborative work and culturally competent practices. 3.5 Continue to implement comprehensive Community Education programs and services that are aligned to district priorities.

Student Learning Ends and Measures

Each Student Ready for <i>Postsecondary Learning</i>	Each Student Ready for <i>Careers</i>	Each Student Ready for <i>Life</i>
<p><i>Ensuring that WDMCS students will possess the skills and dispositions to succeed in post-high school graduation education and internships, including academic, technical, and/or experiential opportunities for professional development.</i></p>	<p><i>Equipping WDMCS students to enter into a highly complex, diverse, and evolving workforce.</i></p>	<p><i>Endowing WDMCS students with the grit and perseverance to tackle and achieve their goals through a growth mindset that empowers them to approach their future with confidence and the social and emotional skills they will need for success in the future.</i></p>
<p>WDMCS students will be considered “Ready for Postsecondary Learning” when they earn the following academic indicators OR meet the standardized testing benchmarks outlined below.</p> <p><i>*Note: Grades indicate achievement relative to course standards or competencies.</i></p> <p>Academic Indicators</p> <ul style="list-style-type: none"> ● Earn a GPA of at least 2.8 ● Plus <u>at least one</u> additional item from this list <ul style="list-style-type: none"> ● Dual Credit College English and/or Math (A, B or C) ● Algebra II (A, B or C) ● Advanced Placement Exam (3+) ● The Advanced Placement Course (A, B C) <p>Standardized Test benchmarks (minimum scores)</p> <ul style="list-style-type: none"> ● SAT Exam: Math (530); Reading and Writing (480) ● ACT Exam: English (18); Reading (22); Science (23); Math (22) ● College Readiness Placement Assessment (determined by post secondary institution) <p>Other Factors Contributing to Postsecondary Learning Success: Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; senior year math class; completion of a math class after Algebra II; percent of students taking AP courses</p>	<p>WDMCS students will be considered “Career Ready” if they have identified a career interest and meet two of the benchmarks listed below:</p> <ul style="list-style-type: none"> ● 90% Attendance ● 25 hours of Service Learning ● Work-based Learning Experience (i.e. Collaborative Field Experience, Work Development) ● Dual Credit Career Pathway Course ● Two or more organized Co-Curricular/Extra Curricular Activities ● Students entering the military upon graduation meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. ● Acquisition of certifications (i.e. National Career Readiness Certificate (NCRC), Microsoft Certification, Certified Nursing Assistant, etc.) <p>Other Factors Contributing to Careers Ready:</p> <ul style="list-style-type: none"> ● Successful completion of Career Cluster Finder via Naviance ● Successful completion of Career and Academic Plan 	<p>WDMCS students will be considered “Life Ready” when they meet one or more of the benchmarks listed below:</p> <ul style="list-style-type: none"> ● Proficiency with reported behaviors per course/grade band ● 2 or fewer office referrals ● Successful completion of Strengths Explorer via Naviance <p>Other Factors Contributing to Life Ready:</p> <ul style="list-style-type: none"> ● Positive relationships with adults and peers in a student-centered, culturally responsive learning environment

<p>E-1.1 WDMCS students will graduate college ready.</p> <p>E-1.2 WDMCS students will earn passing grades, indicating achievement relative to course standards or competencies.</p> <p>E-1.3 WDMCS students will meet established benchmarks leading to college readiness.</p> <ol style="list-style-type: none"> a. Each kindergarten student will meet or exceed spring benchmarks in reading and math (FAST; confirmed at the classroom level with evidence to support grade level standards). b. Each student will meet or exceed the spring benchmarks in reading and math by the end of 3rd grade (FAST; confirmed at the classroom level with evidence to support grade level standards). c. Each student will meet or exceed the spring benchmarks in reading and math by the end of 5th grade (FAST; confirmed at the classroom level with evidence to support grade level standards). d. Each student will meet or exceed the spring benchmarks in math by the end of 8th grade to demonstrate readiness for Algebra. (FAST; confirmed at the classroom level with evidence to support grade level standards). e. Each student will meet graduation requirements or through alternate pathways. 	<p>E-2.1 WDMCS students will graduate career ready.</p> <p>E-2.2 WDMCS students will consistently attend school.</p> <p>E-2.3 WDMCS students will develop a high school and beyond plan.</p>	<p>E-3.1 WDMCS high school graduation rates will exceed the state average and will be equitable for all student groups.</p> <p>E-3.2 WDMCS elementary students will exhibit the character and behavior needed to be successful learners and citizens.</p> <ul style="list-style-type: none"> ● Proficiency with reported behaviors ● 2 or fewer office referrals ● Engage in social/emotional learning as outlined in the elementary guidance curriculum and reinforced through daily application, PBIS lessons, and implementation of the principles for culturally responsive teaching. K-12 Guidance Reference Guide <p>E-3.2 WDMCS junior high students will exhibit the character and behavior needed to be successful learners and citizens.</p> <ul style="list-style-type: none"> ● Proficiency with reported behaviors ● 2 or fewer office referrals ● Engage in social/emotional learning as outlined in the core guidance curriculum (Tiger Time) and reinforced through daily application, PBIS lessons, and implementation of the principles for culturally responsive teaching. K-12 Guidance Reference Guide <p>E-3.2 WDMCS high school students will exhibit the character and behavior needed to be successful learners and citizens.</p> <ul style="list-style-type: none"> ● Proficiency with reported behaviors ● 2 or fewer office referrals ● Engage in social/emotional learning through daily application and implementation of the principles for culturally responsive teaching.
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**As data points are reviewed for progress, subgroups will also be analyzed in order to note areas of growth and needed support and/or focus: Students with IEPs, Students with 504s, English learners, Students qualifying for free and reduced lunch, gender, and ethnic demographics. Subgroups smaller than ten will not be reported to protect the identify of students.*

How We Engage with Each Other and Our Work to Achieve Our Mission, Shared Vision and Portrait of a Graduate

We align the people in our system to engage in continuous improvement to support student learning.

<p>We believe if district services provide...</p> <ul style="list-style-type: none"> effective leadership, quality teaching and learning support, system-wide improvement, and clear and collaborative relationships 	<p>The building administrators will...</p> <ul style="list-style-type: none"> serve as excellent instructional leaders 	<p>Which will help teachers...</p> <ul style="list-style-type: none"> provide quality instruction in every classroom every day for every student 	<p>So that all students will...</p> <ul style="list-style-type: none"> achieve high levels of learning and be ready for postsecondary learning, careers, and life
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In everything we do, we will...

- Focus on learning, collaboration, results, and continuous improvement
- Ensure data-driven decisions
- Provide equity of opportunities and resources
- Communicate with and engage students, families, staff and community

Critical questions that guide our work (academics, behavior, social emotional)

- What do all students need to learn?
- How will we know they are learning it?
- What will we do when they haven't learned it?
- What will we do when they already learned it?

Norms

- Solution Focused* - The system will work together to clearly define the issue and be open to all ideas to resolve or improve our current practices. All members must have the opportunity to have input.
- Trusting and Honest* - Be willing to share thoughts, concerns, and opinions in a safe, professional environment.
- Open-minded with a Growth Mindset* - Recognize ourselves as learners. Be open-minded and ready to learn with and from our colleagues.
- Willing to take a Risk* - Try something new, different or innovative. Fail forward learning from the failure.
- Be Fearless* - Lead in the face of adversity. Do what is right. Be comfortable with being uncomfortable.

Collective Commitments

- Prioritize our focus on teaching and learning
- Leverage Professional Learning Communities (PLCs) in support of student learning and growth
- The strategic plan and school improvement plans will be living documents to be adjusted based on data and needed actions
- Embed culturally competent practices and an equity lens for decision-making throughout the organization

Strategic Goals and Objectives

We focus on a few strategic goals and do them well.

Goal 1: Ensure the academic success for each student by integrating and improving strategies for powerful teaching and learning.

Priority SIX!

Each Student Ready for Postsecondary Learning, Career, and Life	Iowa Core Standards (Course Competencies - DMACC/AP)	<i>The Outcomes</i> -Defines what students must know and be able to do.
	The Danielson Framework	<i>The How</i> - Defines instructional work to get the outcomes we need.
	Effective Grading Practices	<i>The How</i> - Defines achievement relative to course standards or competencies.
	Deep Equity Framework	<i>The How</i> - Defines culturally responsive principles and practices to create the environment we need.
	Professional Learning Communities (PLCs) Job-embedded Professional Learning (TLC)	<i>The Means</i> - The process that we engage in collaboratively and additional professional growth supports to ensure student growth.
	Multi-Tiered Systems of Support (MTSS)	<i>The Whole Child</i> - The focus on individual students to meet each student's unique path towards success.

Goal 2: Ensure the academic success for each student by managing and improving effective operations of the district.

Long-range plans developed to support our mission, shared vision and Portrait of a Graduate:

- Human Resources
- Finance and Budget
 - Master Facilities Plan
- Technology
- Safety, Security and Operations
- Transportation
- Nutrition

Goal 3: Ensure the academic success for each student by collaborating and communicating with stakeholders.

Long-range plans developed to support our mission, shared vision and Portrait of a Graduate:

- Communication
- Marketing
- Community Education
- Deep Equity Framework Implementation

Our District-Level Teams

We align our people and work to create system coherence that supports each student achieving at high levels and being ready for college, careers, and life.

Superintendency

- Collective vision
- Collective learning
- Collective planning
- 1:1 meetings with superintendent

Superintendent Leadership Cadre

- Collective learning
- Collective visioning and planning

Administrative Leadership Team

- Collective learning and leading professional learning at buildings
- Focus on the priority six
- Joint work and differentiated support at buildings

District Leadership Team

- Collective learning and leading professional learning to develop shared leadership
- Focus on the priority six
- Differentiated support for sites and PLCs

School Improvement Advisory Council, SIAC

- Collective learning and feedback
- Community connections and equity

School Board

- Collective vision
- Board meetings are coded to goals
- Superintendent updates are coded to goals
- Work sessions are held for each priority and the board focuses on the following functions: vision, governance, policy, budget, superintendent evaluation

School Board Advisories

- Agenda items are coded to goals
- Collective learning