






STRATEGIC PLAN

»»» 2018-2023

2022-2023 Priority Initiatives

PRESENTED: OCTOBER 2022

STATUS UPDATE KEY:

-  OPERATIONAL
-  COMPLETED
-  SIGNIFICANT PROGRESS
-  STEADY PROGRESS
-  SOME PROGRESS
-  CANCELLED



Student Achievement and Development



01 Increase student connections through the addition of new, varied extracurricular activities, with emphasis on the addition of culturally relevant activities, clubs and organizations.

- »» Planning is actively underway to create a Black Student Union at Hempstead High School and Dubuque Senior High School, with a goal of launching the groups by mid-school year.
- »» An inventory of current extracurricular activities is underway to assess offerings at the middle and high school levels to determine next steps.



02 Explore district/community partnerships that provide strong early childhood programming while also addressing community childcare needs as part of the BELIEF grant.

- »» A childcare work group has been formed and is meeting monthly to discuss legislation and opportunities for lobbying for childcare support programs.
- »» The work group includes broad community stakeholder representation at the table including: City of Dubuque, Dubuque Early Childhood, Community Foundation of Greater Dubuque, St. Mark's Youth Enrichment, Child Care Resource of Northeast Iowa, Dubuque Area Chamber of Commerce, Northeast Iowa Community College, Greater Dubuque Development Corp. and Dubuque Initiatives.
- »» The process also includes exploration of innovative ways to deliver childcare and early childhood education to meet community needs.
- »» District staff attended a preschool partnership meeting in June through Keystone Area Education Agency, which brought forth ideas in working with community partners.
- »» A visit is being planned to Oelwein Community School District, which has developed a collaboration that may serve to generate additional ideas for Dubuque.



03 Provide professional development for staff that increases the sense of belonging in the classroom, providing students with an optimal learning environment.

- »» Secondary teachers attended the Secondary Symposium on August 16, which offered teachers choice of four sessions from 89 sessions focused on the Optimal Learning Environment and Multi-Tiered System of Supports (MTSS).
- »» Intercultural communication professional learning is underway across the district.
- »» Elementary educators have and will continue to participate in differentiation professional learning, which is centered around the learning environment and growth mindset.
- »» Elementary Educational Support Leaders are participating in Elevate Training, which addresses the Optimal Learning Environment.



04 Expand the VERTEX Initiative with additional career and college readiness experiences for students.

- »» Additional development of college and career pathway plans has been underway.
- »» Pathway plans are developed in: Auto/Diesel Technician, Business, Computer Science, Construction, Early Childhood, K-12 Teacher Education, Information Technology, Nursing, Welding Registered Apprenticeship.



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05

Support furthering each school's Multi-Tiered Systems of Support (MTSS) work as outlined in its school plan across all tiers and including academics, attendance, and social-emotional behavior health.

- » The Secondary Symposium in August included professional learning sessions on MTSS.
- » Staff from four secondary schools and the district office attended the PLC (Professional Learning Communities) at Work Institute in Des Moines on Sept. 21-23.
- » All elementary schools are using Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and Second Step curricular materials for the universal tier in social-emotional behavior health (SEBH), which meets the state's required standard. Counselors and principals also participated in training for tier II/III supports and will continue this work.
- » Elementary educators received professional learning around SEBH tier I support.
- » Elementary educators are receiving ongoing training in the i-Ready screener and diagnostic to determine each student's instructional needs in both reading and math.
- » Elementary educators are receiving ongoing professional learning in the new English Language Arts curricular materials from Harcourt Houghton Mifflin.
- » Differentiation professional learning is embedded in each district-led session to help establish learning pathways to meet all student's needs.



06

Review and possibly modify graduation requirements to allow for additional student choice connected to career pathways or college.

- » A team of high school teachers and administrators is in the process of reviewing graduation requirements of the district and comparing them to those of other Urban Education Network and Mississippi Valley Conference schools.
- » The review includes scheduling, requirements, and graduation rates over time as well as connections to career pathways.
- » The group's first meeting was October 13.



07

Finalize a preK-12 computer science guiding philosophy and add new computer-science opportunities at all levels.

- » The state-required vision statement has been completed and submitted to the Iowa Department of Education.
- » Coding has been added to the learning experience for all third-grade students in fall 2022.
- » Exploration is underway to add AP Computer Science Principles to the high school course offerings.



08

Enhance, promote and streamline reporting, staff training and student education/supports related to issues of bullying and harassment.

- » Every building has administrators who are trained to conduct bullying and harassment investigations with updated training modules provided by the Department of Education.
- » The district's 'Say Something' webpage provides resources for students, staff and families. It is linked from the homepage of each school website and is advertised in schools by welcome signs, new smaller QR-code posters and through school-based communications.
- » A bullying lesson along with corresponding video is being conducted with all secondary students in October.
- » A Second Step bullying prevention unit taught by the school counselor is being piloted at two elementary schools.

TOGETHER.

WE inspire.

WE teach.

WE engage.

WE learn.

WE challenge.

WE empower.

WE live.

WE rise.

WE succeed.

Together, we shape a future of success.

FOR **ALL.**

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Community Engagement

- 09** Develop and implement a Parent Organization Network to enhance parent/family organizations in schools.

 - » The Parent Organization Network held its first meeting on October 12.
 - » The group developed topics for future meetings and plans to meet every other week beginning in November to collaborate and learn from each other.
- 10** Re-invigorate school/business partnerships and mentoring programs in the post-COVID landscape.

 - » The mentoring program has built on existing business partnerships to recruit new mentors from McGraw Hill, Kunkel & Associates, John Deere, Emmaus Bible College, University of Dubuque and Loras College.
 - » A new partnership has been created with Cottingham and Butler, and the district has trained 30 new mentors from the organization.
 - » There are 86 mentors returning to mentor the same student, and the district has trained 90 new mentors for this school year.
 - » Work is underway to established the baseline of current business partners across district schools to inform a re-launch of a more formal business partnership program.
- 11** Reconnect and reengage families to their school communities, recognizing this engagement positively impacts school attendance and achievement.

 - » Ongoing work is underway with the Jule public transit system to meet transportation needs for students and families.
 - » Each elementary school has hosted orientation meetings and open houses to re-engage with families.
 - » Before school care has been established at 9 of the 12 elementary schools for grades K-5 through partnerships with school principals, paraprofessionals, Dubuque Leisure Services, Y-Care, and the Foundation for Dubuque Public Schools, with financial support from grant funding.
- 12** Launch the ACHIEVE Parent Portal to engage families in the Individualized Education Program (IEP) process in new ways.

 - » All teachers, administrators and nurses are currently using the ACHIEVE system on the staff side.
 - » The Iowa Department of Education is working on building the Parent Portal of ACHIEVE, which is not yet completed.
 - » As part of the ACHIEVE Governance Council, our district gives input in the design and roll out of the Parent Portal.
 - » With the Parent Portal still being completed by the state, the district's current work is to ensure that current staff are proficient in the system, in order to support our parents when the portal is launched.
 - » The district has started planning for the training parents will need when the system is launched.

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Effective Resource Management

- 13** Engage a study committee in the planning process to develop a two middle school model.

 - »» INVISION Architecture was hired to complete a middle school consolidation study.
 - »» The firm has developed and met with multiple different focus groups including students, staff, parents, community business and governmental officials as well as community citizens.
 - »» INVISION expects to complete the study and present the results to the Board by the end of the calendar year.
- 14** Explore feasibility of a learning management system and augmented 1:1 computing environment at the elementary level.

 - »» Analysis needs to be conducted to consider the direct and indirect factors needed to implement an age-appropriate learning management system (LMS) and an augmented 1:1 computing environment.
 - »» Factors to consider for an LMS include, but are not necessarily limited to, whether the district's current system would be appropriate for elementary school, the types of curricular offerings involved, grade levels of student users, staffing and financial implications and more.
- 15** Ensure alignment with financial targets to ensure expenditures are maximized to support strategic goals.

 - »» The district continues to review and monitor the current financial needs as compared to funding levels.
 - »» The completion of the certified enrollment will provide an indication of future funding levels to help determine and prioritize spending decisions to maintain financial targets as set within the strategic plan.
- 16** Enhance district cybersecurity efforts and staff training to best protect district data.

 - »» The district conducts rolling, daily phishing tests to simulate some of the highly used phishing email types and tactics to provide awareness and help district staff identify and exercise caution when handling suspicious email messages.
 - »» The district provides monthly cybersecurity awareness training to all staff consisting of brief training videos and assessments from our cybersecurity awareness provider.
 - »» The district recognizes that another authentication factor, besides a password, is needed for our staff to authenticate themselves when accessing their email and cloud storage remotely. The district has enforced multi-factor authentication (MFA) for staff to provide an extra layer of security.
 - »» The district promotes the usage of complex passwords containing multiple types of characters (numbers, upper- and lower-case letters, and symbols) for staff to create a strong password. Additionally, the district subscribes to a password manager service for staff to use to generate and remember different, complex passwords for each of their accounts.

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Employee Excellence

- 17 Develop a staff retention plan that explores incentives, systems of care and enhanced staff recognition programs.

 - » Research is underway exploring companies that conduct a complete analysis of current positions, titles and compensations.
 - » The district is collaborating with schools in the Iowa Urban Education Network (UEN), which are also exploring similar efforts.
- 18 Enhance staff recruitment efforts with a focus on generating a more diverse applicant pool for open positions.

 - » The district has created a new Human Resources and Equity Specialist position, which will be responsible for staff recruitment.
 - » The district is enhancing its efforts with HBCU Careers, which is focused on reaching students attending Historically Black Colleges and Universities as they undergo their job search.
- 19 Develop systems to grow career paths and leadership opportunities within the district, with a focus on grow-your-own programming.

 - » The district continues to collaborate with staff members and local colleges/ universities to support programming that leads to a teaching degree.
 - » Six of paraprofessional staff in the district are currently taking courses in one of these programs and the district is working to support their efforts.
 - » Twleve staff members hired last year to be year-long, full-time substitutes have now been hired in the district as full-time teachers.
 - » The district is supporting a staff member who is hired as a registered behavior technician as she finishes her degree to become a special education teacher with an in-demand “Strat II ID” license.