



STRATEGIC PLAN 2020-2021

DISTRICT STRATEGIC ROADMAP

<p>Mission <i>Our Core Purpose</i></p> <p style="text-align: center;"><i>To Partner with our families, staff and community</i></p> <p style="text-align: center;"><i>To Prepare our students for full and productive lives</i></p> <p style="text-align: center;"><i>To Become empowered citizens here and around the world</i></p>	<p>Core Values <i>Drivers of Our Words and Actions</i></p> <p>Achievement <i>We strive to do our best</i></p> <p>Inspiration <i>We believe in ourselves and others</i></p> <p>Community <i>We respect our similarities and differences</i></p> <p>Equity <i>We provide what is right for what one needs</i></p>
<p>Vision <i>What We Intend to Create</i></p> <p>West Liberty Community Schools intends to:</p> <ul style="list-style-type: none"> ● Create an engaging, rigorous and collaborative learning environment for our students and staff ● Develop social and emotional well-being within the entire school community ● Maintain safe and supportive partnerships with our community 	<p>Strategic Directions <i>Focus of Our Improvement Efforts</i></p> <p>A. <u>Improving Student Engagement and Learning by deepening alignment and increasing rigor in curriculum and instruction</u></p> <p>B. <u>Developing Students’ Capacities and Skills for Success in Life by meeting the individual social, emotional and mental health needs</u></p> <p>C. <u>Creating a 21st Century Learning Environment by upgrading our facilities, technology and operations</u></p>

OUR MISSION

“To support and engage students in challenging, diverse learning opportunities to prepare them for productive and meaningful lives in a changing world”



STRATEGIC GOALS				
STRATEGIC GOALS	ELC	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<p><u>Improving Student Engagement and Learning by deepening alignment and increasing rigor in curriculum and instruction</u></p>	<p>Language Arts: A minimum of 65% of the Early Learning Center students will perform at or above the proficiency on their grade level state assessment in the area of literacy according to the following assessments: Gold (PS) and FAST (k).</p>	<p>Language Arts: In the fall of 2020, 59% of students in grades 1st-5th were at or above benchmark on the FAST assessment.</p> <p>By the spring of 2021, we will increase our overall percentage of students scoring at or above benchmark by 5% or more.</p> <p>In the 2020-21 school year, teachers will create standards based formative and summative tasks, which will be implemented within the ELA classrooms. The formative and summative tasks will be put into Infinite Campus grade book and standards based scores (1-3) will be placed into each teacher's grade book online. All teachers will be implementing this in their Infinite Campus gradebook for parents to see live and in real time their child's progress.</p> <p>Due to COVID-19 we were able to screen 93% of our students this fall.</p>	<p>Reading: Increase individual student growth by at least 50 Lexile points (SRI) for those students below proficiency or move from one range band to the next on the SRI or EdifyAssess reading assessment (ie: below basic to basic, basic to proficient)</p>	<p>Students' abilities to utilize technology will increase. All students will be successful in learning through an online platform</p> <p>Teachers will increase their capacity to deliver instruction through an online format. All teachers will move all units of instruction to Google classroom.</p> <p>English Language Arts: Continue vertical alignment of writing rubrics in grades 9-12 to increase rigor of writing assignments over the course of 4 years.</p>

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	<p>Math: A minimum of 65% of the Early Learning Center students will perform at or above the proficiency on their grade level state assessment in the area of literacy according to the following assessments: Gold (PS), FAST (k), and classroom-based formative assessments</p>	<p>Math: 1. In the 2020-21 school year, teachers will create standards based formative and summative tasks, which will be implemented within the math classrooms. The formative and summative tasks will be put into Infinite Campus grade book and standards-based scores (1-3) will be placed into each teacher's grade book online. All teachers will be implementing this in their Infinite Campus gradebook for parents to see live and in real time their child's progress.</p> <p>2. Due to no technology in the building in the fall of 2020, CAP Math testing was not able to be administered to students; as this is done completely online. In the winter, with all students having Chromebooks, we are hopeful we will be able to administer the FAST Early Math (st grade) and CBM CAP (2nd-5th) test to students. When we have the data from this assessment, we will analyze data with teachers to determine interventions and how we can increase student math achievement. Our goal will be to increase our overall percentage of students scoring at or above benchmark by 5% or more.</p>	<p>Math: Increase individual student growth 15-20% or from one range band to the other on the EdifyAssess math assessment.</p>	<p>Math: Increase the percent of students who are proficient (70% or higher) on the end of course assessments to 80% of students in Math 1, Math 2, and Math 3.</p>
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	<p>Science: 90% of the teachers will understand and implement the grade-level relevant science standards into their weekly lesson plans, including opportunities for inquiry and questioning.</p>	<p>Science: 1. In the 2020-21 school year, staff will implement the three FOSS kits as they are available or sent to us from AEA. Due to Covid (hybrid/virtual learning) staff may not be able to implement the full experiments in which FOSS has laid out. Staff will create lessons utilizing as much of the FOSS materials as they can, but will utilize other resources that are available online for students to experience via computer or the teacher modeling virtually to students. Science notebooks and assessments will be implemented. We will continue to evaluate the assessments and determine for next year the assessments we will use to track data on for each grade level and what information will be used for grading in each grade level.</p>	<p>Science: Increase overall student writing skills on the Write to Learn program to 75% (3) or individual improvement by 1 point on a 4 point rubric from Fall 2019 to Spring 2020. •</p> <p>The content and special areas will be emphasizing argumentative writing along with language production in their instructional practice, but progress toward the goal will be assessed in Science.</p>	<p>Science: Increase the percent of ELL and Sped students who are proficient on end of course assessments by 5% in Integrated Science, Biology, and Earth Science.</p>
	<p>Readiness - all teachers will identify expectations for preschool and kindergarten related to learning readiness that align to developmentally appropriate expectations and identify actions steps that will facilitate learning readiness in West Liberty ELC students.</p>		<p>Increase overall student writing skills on the Write to Learn program to 75% (3) or individual improvement by 1 point on a 4 point rubric from Fall 2019 to Spring 2020.</p> <p>The content and special areas will be emphasizing argumentative writing along with language production in their</p>	

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			instructional practice, but progress toward the goal will be assessed in Science.	
<p><u>Developing Students' Capacities and Skills for Success in Life by meeting the individual social, emotional and mental health needs</u></p>	<p>Parent and Community Engagement: 95% of families will have opportunities to connect with ELC educational staff around their child's growth and development and they will also have opportunities to engage in family education opportunities.</p> <p>95% of ELC students will be screened utilizing state designated assessments screeners designed for social, emotional, and mental health expectations and 95% of students identified as needing supports will be supported through building-wide, class-wide, and individual support systems.</p>	<p>1. In the 2020-21 school year, staff will utilize two different platforms to communicate with students and families. They will set up Google/SeeSaw classrooms for students to be actively engaged in to complete schoolwork while they are at home during their hybrid home week, as well as those students who are fully virtual. They will create meaningful learning tasks and lessons for students to be engaged in to continue their learning from home. Staff will also begin to learn how to utilize Infinite Campus gradebook and portal. By the end of the school year, all staff will be fully functional and implementing Google/SeeSaw classrooms and posting grades on Infinite Campus portal for parents to see.</p> <p>2. The elementary will continue to work with outside organizations (PTO, Rotary, High School tutors, NHS, etc) to support student, parent, and community engagement.</p>	<p>The Teacher Leadership Team (TLC) at the Middle School will be facilitating the mentoring and induction program as well as guiding professional development in order to foster relationships between novice and master teachers.</p>	<p>All Seniors will attempt a college level course before graduating.</p> <p>Maintain the graduation rate of 93% or higher for the graduating class of 2021</p> <p>Parent/Family engagement: Increase family engagement with school as measured by Parent/Teacher conference attendance</p>

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<p><u>Creating a 21st Century Learning Environment by upgrading our facilities, technology, and operations</u></p>	<p>Increase the opportunities for students access to technology 1:1 device and access to learning systems such as SeeSaw for both virtual and in-class learning, and Special Education classes.</p> <p>We will engage families with hands-on family events via virtual access. Families also have the opportunity to connect via the school website and district App</p>	<p>Increase the percentage of elementary staff (teachers and paras) who feel morale is positive and supportive of each other in the building measured by a staff climate survey, as well as implementation of positive monthly events.</p>	<p>To increase student, parent and community engagement and awareness</p> <p>Use Google docs as a tool to communicate with multilingual parents.</p>	<p>Teacher retention and enculturation: 60% of teachers will increase one or more coaching levels at some point through the year by participating in various coaching opportunities with the Instructional Coach.</p>
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DISTRICT STRATEGIC OPERATIONAL MAP
2018-2021

Our Promise:	2018-19 SY	2019-20 SY	2020-21 SY
A. <u>Improving Student Engagement and Learning by Deepening Alignment and Increasing Rigor in Curriculum and Instruction</u>	Learning Work <ul style="list-style-type: none"> • Write to Learn (4th and MS) • K-5 unit plans science • HS CCR counselor • Grades 1-5 grading practices • K-5 biliteracy unit framework • HS MTSS • Teacher Development Group (TDG) 	Learning Work <ul style="list-style-type: none"> • Strategic Plan Protocol Training • 1:1 Laptop PD for teachers • Online Learning Access models <ul style="list-style-type: none"> ○ Canvas ○ Edgenuity • Pandemic new learning protocols • Initial strategies: C19 instructional models and protocols • District nurses attend Cabinet meetings 	Learning Work <ul style="list-style-type: none"> • Key development of learning models to implement learning due to COVID19 pandemic. • Hybrid instruction learning model • Online eLearning model • On-Site learning • Virtual learning access and coaching options for staff & families
	Implementation Work <ul style="list-style-type: none"> • Bridge K-5 biliteracy unit framework • ELC writing • Grades 1-5 data work • Gr 6-8 ELA benchmarking • Gr 6 – 8 Skills Building Class 	Implementation Work <ul style="list-style-type: none"> • Write to Learn • K-5-unit plans science • HS CCR counselor • ELC readiness • Develop framework for the Strategic Plan process • Identify and implement goal area per school • Design mitigation process for C19 • Structure and implement communication plan • Online Learning • Virtual access and connectivity • Wireless options for families • Virtual and Return to Learn plans – approval from Department of Education • Teacher Professional Development – SeeSaw, Google Classroom • AEA Partnership program evaluation metrics – Special Ed and English Language Learners • District nurses – learning support 	Implementation Work <ul style="list-style-type: none"> • Identify goals via the school improvement process - SIP plans and priorities • Identify and align P12 Learning priorities via the Strategic Plan • Develop and implement strategic execution framework (SP/SIP) • Early Learning program options – PSK & program learning design • Review the district programs and services identifying barriers to student’s success • Mitigation plan COVID 19 • Implement protocol learning plan <ul style="list-style-type: none"> ○ Implementation online learning. 1:1 device to all students ○ Hotspots students/families • Faculty training by: district nurses – health protocols • Staff Google certification level 1 and 1 • Increase teacher capacity to deliver lessons via online • Funding alignment safety & learning needs • Online Learning access – Edgenuity

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Our Promise:	2018-19 SY	2019-20 SY	2020-21 SY
B. <u>Developing Students' Capacities and Skills for Success in Life</u> by Meeting the Individual Social, Emotional and Mental Health Needs	Learning Work <ul style="list-style-type: none"> ● Staff's capacity and skills in cultural enrichment and diversity in many forms, <i>i.e. re: bias, culture</i> ● Mental health /social work ● Healthy kids snack program 	Learning Work <ul style="list-style-type: none"> ● Social Emotional opportunities supporting students and families <ul style="list-style-type: none"> ○ Social Emotional Committee ● Identify learning goals and targets <ul style="list-style-type: none"> ○ Develop a Framework ○ Run a Review Cycle ● Find areas of need developing a Crisis Response Manual ● Concurrent Enrollment Opportunities & counselors – MOU Agreement 	Learning Work <ul style="list-style-type: none"> ● Engage Social Emotional Committee <ul style="list-style-type: none"> ○ Learn areas of need ○ Identify specific support systems for Social Emotional needs ● Plan to engage stakeholders – such as staff / parents ● Partnership with Muscatine Community College – Learn about the Academies 2022
	Implementation Work <ul style="list-style-type: none"> ● Mental health /social work ● Healthy kids snack program 	Implementation Work <ul style="list-style-type: none"> ● Bring counselors, principals and board members to: (Resource Navigator) ● Develop a plan to provide social emotional support to all students ● Secure resources or programs to support social emotional learning ● Identify learning models and protocols / Hybrid / On-Site / Virtual 	Implementation Work <ul style="list-style-type: none"> ● Mental health /social work Initiative – continue meetings with Social Emotional Committee – continue the following areas: ● Resource Navigator ● Tanager ● Options – to Survey staff ● Align funding from ESSER III funds to provide Social Emotional Support ● Crisis Response Manual ● Partnership with Muscatine Community College Academy support

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Our Promise:	2018-19 SY	2019-20 SY	2020-21 SY
C. <u>Creating a 21st Century Learning Environment by Upgrading Our Facilities, Technology, and Operations</u>	Learning Work <ul style="list-style-type: none"> ● DHS tuition ● Online work orders ● MS Room Revision ● ELC Tech Gold ● New student info system 	Learning Work <ul style="list-style-type: none"> ● Website system ● SIS system online registration ● Elementary/ELC addition ● Efficiency analysis towards 1:1 device / laptop ● Study options – provide public access to virtual Board Meetings 	Learning Work <ul style="list-style-type: none"> ● Implementing 1:1 device ● Tech systems to support online access, learning apps and student virtual access – options ● Middle School Expansion <ul style="list-style-type: none"> ○ Drawings ○ Scope
	Implementation Work <ul style="list-style-type: none"> ● Operational efficiency (cross training and adt "standing still") ● Intra-district communication ● Data communication specialist ● Security upgrades at school 	Implementation Work <ul style="list-style-type: none"> ● New SIS system operational level ● Online registration via new SIS system ● All students + Hot spots ● Provide continues meals before, during and after pandemic to students – year around and summer ● ELC transition to Readiness/TSG Gold ● Board Meetings online access 	Implementation Work <ul style="list-style-type: none"> ● 1:1 device implementation with Chrome Books <ul style="list-style-type: none"> ○ Protocols assigning and collecting devices ● Apps – SeeSaw, Google Classroom, Zoom ● Hot Spots – virtual learning ● Google Classroom Level 1 and II Certification ● Middle School – facility planning ● Elementary and ELC facility planning meetings ● Software renewals ● New phone system ● Buildings / Facilities alarm connectivity to emergency system ● Informational sessions for students, staff, parents, community about COVID-19 (Safety, Learning, Protocols, Communication) ● Expand communication channel update with community via website, app, media

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DISTRICT AND SCHOOL WORK <i>(Recent Initiatives and Improvements now completed)</i>				
Mental Health and Safety	Instruction and Curriculum	Staff Culture	Family Engagement	District Operations
<ul style="list-style-type: none"> ● PBIS ● ALICE/Safety ● MTSS ● Crisis Manual - Emergency Plan ● Resource Navigator ● Tanager ● Social Emotional Learning Committee ● Partnership with Muscatine Department of Public Health ● Building / facilities alarms systems ● Facility cleaning and mitigation protocols process – COVID 19 ● Face Mask Policy <ul style="list-style-type: none"> ○ Transportation ○ Activities ○ Buildings 	<ul style="list-style-type: none"> ● Team group meetings ● ISASP ● FAST ● SIP Strategic Planning ● ELPA21 training and certification ● TSG GOLD ● Early Learning and Readiness Work ● Dual Language Program Alignment – selection process & waiting list ● English Language Learners program evaluation ● Curriculum cycle process - depends on content and year ● Implementation of Hybrid, Virtual and eLearning due to Pandemic C19 ● Development of the District’s Voluntary Educational Learning Program Model (Spring break) <ul style="list-style-type: none"> ○ Iowa Department of Education approved the District’s Voluntary Learning Educational program model ○ eLearning Strategies – Protocols and Procedures ● Development of the Return to Learn Plan and Internal Mitigation areas for staff ● TLC ● SIOP ● Faculty and staff groups feedback sessions ● Faculty and staff core groups developing learning plan ● Designed the Online Virtual Learning models 	<ul style="list-style-type: none"> ● Staffing process/decision making <ul style="list-style-type: none"> ○ Protocols ○ Responsibility ● TLC prior and during pandemic ● Collaborative decision making ● Transparency process ● Accountability via goals and objectives – protocols (Eval, Strategic Framework) ● Support staff during COVID19 providing a voice and engagement. Ensuring first safety. ● Implement CARES Act protocol and benefits for staff during pandemic 	<ul style="list-style-type: none"> ● Family communication - postcards/newsletters ● Multilingual ● Communication across all areas – English and Spanish ● Multi-channels communication / ongoing pre and during pandemic – website, app, community meetings, online. ● Family and community stakeholder’s engagement ● Online virtual registration ● New website system and APP communication ● Board of Education meetings online access 	<ul style="list-style-type: none"> ● Bus barn ● Fleet upgrades ● Online rec. ● Food services alignment and nutritional options ● Operations alignment: buildings and grounds, food service, transportation, technology, activity director ● Execution facility cleaning protocols ● Middle School Expansion planning project design

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