

District Strategic Roadmap 2016			
Mission Statement <i>Core Purpose</i>	<i>Our</i>	Core Values <i>Words and Actions</i>	<i>Drivers of Our</i>
<p>As a caring and committed learning community, we will empower all within our learning organization towards continuous learning, personal excellence and lifelong success.</p>		<p>Excellence <i>Achieving our very best in all that we do</i></p> <p>Inspiration <i>Encouraging and motivating others to strive and excel</i></p> <p>Care <i>Being kind and respectful to others and myself</i></p> <p>Innovation <i>Being creative, unique and forward thinking in our learning and work</i></p> <p>Pride <i>Committing, dedicating and being loyal to self, school, community and world</i></p>	
Vision 2020 <i>Commit to Create</i>	<i>What We</i>	Strategic Directions <i>Focused Approaches for</i> <i>Continuous Improvement</i>	
<p>Winterset Community Schools will be a district with:</p> <ul style="list-style-type: none"> ● Engaged and successful students inspired and supported by caring and professional staff ● A culture and environment where continuous learning and innovation is valued and honored ● A partnership of excellence among the board, administration, staff, students, families and community 		<ul style="list-style-type: none"> A. Implement consistent classroom practices leading to increased college/career readiness B. Leverage technology to support and extend the traditional classroom C. Provide effective management of growth and resources to meet our future challenges D. Develop community engagement and parent partnerships 	

	to prepare our students for life beyond their Pk-12 education
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Mission Delivery Point - Experiences

- I have high expectations for myself as do the teachers and adults in my life and school
- I am creative, curious and take risks to solve problems
- I am valued and respected by adults and other students
- I am supported, empowered, and have a voice

- I am accountable for my performance, attitude, words, and actions in and outside of school
- I feel safe and enjoy coming to school
- I am prepared for my next steps after high school meaning I am college and career ready
- I have pride in and am active in my school and community
- I am motivated to seek out opportunities outside of school

- I have high expectations for my child and myself and am an active partner in their learning
- I am welcomed, valued and respected by the teachers, staff, and students in the schools
- I am supported, empowered and have a voice
- I feel safe and enjoy coming to school and activities
- I am committed and an active participant in to my child's health, learning, and well-being
- I am accountable for my attitude, words, and actions about school
- I have pride in and am active in our schools and community

- I have high expectations for myself and our students
- I am creative, curious and take risks to solve problems
- I am valued and respected by my peers, other employees and students
- I am supported, empowered and have a voice
- I feel safe and enjoy coming to work
- I am accountable for my performance, attitude, work and actions as a professional in and out of school
- I am engaged in life-long learning and continuous improvement
- I am committed to our mission, values, and vision
- I have pride in and am active in our schools and community

District Mission Delivery Point VisionCard

	Measure	Wt	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Baseline 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +	Score	Trend Line
MDP 1	% of students meeting the FAST literacy benchmarks on an ongoing basis throughout the school year (Grade K – 6)	20 %	Less than 65 % of students	65 – 69 % of students	70 – 74 % of students	75 – 80 % of students	Greater than 80 % of students		
MDP2	% of students per grade level meeting or exceeding grade level targets based on EM unit tests (Grade 1 – 6)	10 %	Less than 65 % of students	65 – 69 % of students	70 – 74 % of students	75 – 80 % of students	Greater than 80 % of students		
MDP3	% of students who achieve a year or more growth in MATH AND READING <i>Iowa School Report Card</i> (Grade 3 - 12)	10 %	Less than 65 % of students	65 – 69 % of students	70 – 74 % of students	75 – 80 % of students	Greater than 80 % of students		
MDP 4	% of students meeting the benchmarks of Reading and Math in Smarter Balanced Assessments by grade level (Grade 3 – 11) *may change depending on state test	TBD	Less than 65 % of students	65 – 69 % of students	70 – 74 % of students	75 – 80 % of students	Greater than 80 % of students		16 – 17 SY
MDP 5	College and Career Readiness as determined by Iowa School report Card in Math (71.9%) AND Reading (62%) <i>Iowa School Report Card</i> (Grade 7 – 12) *may change depending on state test	TBD	Less than 65 % of students	65 – 69 % of students	70 – 74 % of students	75 – 80 % of students	Greater than 80 % of students		
MDP 6	% of students who feel connected and safe in my school (Ia Youth Survey-Domains II & VI)	5 %	Less than 60 % of students surveyed	60 – 69 % of students surveyed	70 – 79 % of students surveyed	80 – 90 % of students surveyed	Greater than 90 % of students surveyed		
MDP 7	% of students who participate in out of class school sponsored activities, athletics, or clubs	5 %	Less than 65 % of students	65 – 69 % of students	70 – 74 % of students	75 – 80 % of students	Greater than 80 % of students		
MDP 8	Student engagement in their learning as evidenced by assignment completion by due date	10 %	Less than 60 % of students complete assignment by due date	60 – 69 % of students complete assignment by due date	70 – 79 % of students complete assignment by due date	80 – 90 % of students complete assignments by due date	Greater than 90 % of students complete assignment by due date		
MDP 9	Licensed staff gaining improved professional growth on summative evaluation per the Winterset Professional Growth Model on summative evaluation.	30 %	Less than 60% certified staff achieved at least 1 more distinguished mark on their PGM	61-69% certified staff achieved at least 1 more distinguished mark on their PGM	70 - 79% certified staff achieved at least 1 more distinguished mark on their PGM	80 - 90 % certified staff achieved at least 1 more distinguished mark on their PGM	Greater than 90 %-certified staff achieved at least 1 more distinguished mark on their PGM		
Weighted Performance Score									

Theory of Action

- IF Staff believe all students can learn and embrace all students as our own and
- IF We engage in a growth mindset among the school and community as students take an active role in their learning and
- IF Staff excel in our teaching and learning practices of GRR, PLCs and Iowa Core/National Standards and
- IF We engage in genuine relationships and in the work that maximizes student learning so all students achieve at high levels and
- IF We develop a culture of inclusion, involvement, urgency and investment in our schools and community Then

Our District Vision and Mission will be realized

District 3 Year Operational Plan

Strategic Directions	2016-17 SY	2017-18 SY	2018-19 SY
A. Implement consistent classroom practices leading to increased college/career readiness	Learning Work Initiatives Iowa Core - Career Technical Ed & Music District Instructional Framework –GRR focus PLCs Hybrid Experience – understanding by all Collaboration on 5 questions by all teams Common Formative Assmnts & Use of Data Instructional Coaches Explicit lesson design w/ literacy Teacher Leaders and Administrators Use of coaching services by all teachers Deepening knowledge of GRR Cognitive Coaching	Learning Work Initiatives Iowa Core – Social Studies & Art District Instructional Framework –GRR focus Differentiation PLCs Standards-based Grading Practices (SBGs) ESSA requirements Instructional Coaches Content literacy Deepening knowledge of GRR	Learning Work Initiatives Iowa Core – Teacher Librarian District Instructional Framework –GRR focus PLCs - ESSA requirements Instructional Coaches – literacy in content areas
	Implementation Work Initiatives Iowa Core – Science & Guidance District Instructional Framework MTSS secondary WIN/Seminar MTSS elementary WIN Teacher Leaders MMT facilitation of high functioning teams	Implementation Work Initiatives Iowa Core - Career Technical Ed & Music District Instructional Framework –GRR focus PLCs Effective Participation by all team members Collaboration on 5 questions by all teams Common Formative Assmnts & Use of Data Instructional Coaches Explicit lesson design w/ literacy Teacher Leaders and Administrators Use of coaching services by all teachers Deepening knowledge of GRR Cognitive Coaching	Implementation Work Initiatives Iowa Core – Social Studies & Art District Instructional Framework – PLCs Standards-based Grading Practices (SBGs) ESSA requirements Instructional Coaches Content literacy Deepening knowledge of GRR
	Standard Practice Iowa Core – full implementation of Literacy & Math District Instructional Framework Understanding of the Model Use of moves in lesson design PLCs Active participation by all team members TUMS – district-wide	Standard Practice Iowa Core– full implementation Science & Guidance District Instructional Framework MTSS secondary WIN/Seminar MTSS elementary WIN PLCs Facilitation of high functioning teams	Standard Practice Iowa Core - Career Technical Ed & Music District Instructional Framework –GRR focus PLCs Effective use of 5 questions in all classes Collaboration on 5 questions by all teams Common Formative Assmnts & Use Data Instructional Coaches Explicit lesson design w/ literacy in all subjects Teacher Leaders and Administrators Use of coaching services by all teachers Deepening knowledge of GRR Cognitive Coaching

B. Leverage technology to support and extend the "classroom" SAMR Substitution Augmentation Modification Redefinition Universal Constructs Critical Thinking Complex Communication Creativity Collaboration Flexibility & Adaptability Productivity &Accountability	Learning Work Initiatives Management of 1:1 technology Fluency in technology systems and transfer of current knowledge to new technologies (i.e., Chrome Books) WCSD 21st Century Teachers Use Technology District expectations for teachers use of technology ISTE Standards for Teachers Technology infusion demonstrations & mini-lessons SAMR model -knowledge & skills Technology Skills Curriculum Review - Teacher knowledge of Universal Constructs for 21st Century Success	Learning Work Initiatives WCSD 21st Century Teachers Use Technology Attention to Universal Constructs in lesson design Technology infusion demonstrations and mini-lessons SAMR model Lesson design moving to levels of modification and redefinition Blended and Flipped Classrooms Knowledge & skills Demonstrations Lesson design	Learning Work Initiatives SAMR model Lesson design moving to levels of modification and redefinition Blended and Flipped Classrooms Knowledge & skills Demonstrations Lesson design
	Implementation Work Initiatives WCSD 21st Century Teachers Use Technology District expectations for teachers use of technology ISTE Standards for Teachers Implement Learning Management System (LMS)	Implementation Work Initiatives WCSD 21st Century Teachers Use Technology District expectations for teachers use of technology ISTE Standards for Teachers	Implementation Work Initiatives WCSD 21st Century Teachers Use Technology Attention to Universal Constructs in lesson design Technology infusion demonstrations and mini-lessons

	Implement Learning Management System (LMS) District supported Google classroom or teacher choice (i.e., Edmodo, Symbaloo) Publisher Management Systems, i.e., Think Central, ConnectEd, Pearson Realize, Math XL, My Math Lab	21st Standards for Teachers SAMR model Knowledge & skills Technology Skills Curriculum Review Instructional integration of student skills Learning design includes attention to Universal Constructs for 21st Century success	Lessons SAMR model Lesson design includes SAMR levels of modification and redefinition Blended and Flipped Classrooms Knowledge & skills Demonstrations Lesson design
	Standard Practice Management of 1:1 technology Acceptable Use Policy (AUP) Proper care and use Digital citizenship Implement Learning Management System (LMS) District supported Google classroom or teacher choice (i.e., Edmodo, Symbaloo) Publisher Management Systems, i.e., Think Central, ConnectEd, Pearson Realize, Math XL, My Math Lab	Standard Practice Management of 1:1 technology Acceptable Use Policy (AUP) Proper care and use Digital citizenship Implement Learning Management System (LMS) District supported Google classroom or teacher choice (i.e., Edmodo, Symbaloo) Publisher Management Systems, i.e., Think Central, ConnectEd, Pearson Realize, Math XL, My Math Lab Technology Skills Curriculum Review Instructional integration of student skills Learning design includes attention to Universal Constructs for 21st Century success	Standard Practice Management of 1:1 technology Acceptable Use Policy (AUP) Proper care and use Digital citizenship Implement Learning Management System (LMS) District supported Google classroom or teacher choice (i.e., Edmodo, Symbaloo) Publisher Management Systems, i.e., Think Central, ConnectEd, Pearson Realize, Math XL, My Math Lab Technology Skills Curriculum Review Instructional integration of student skills Learning design includes attention to Universal Constructs for 21st Century success SAMR model Knowledge & skills

C. Provide effective management of growth and resources	Learning Work Initiatives Economic development-NE corner Efficient delivery of district services	Learning Work Initiatives Economic development-NE corner Growth, facility capacity, facility options Community conversations and input	Learning Work Initiatives Economic development-NE corner Growth, facility capacity, facility options Bond preparations?
	Implementation Work Initiatives Debt service campaign and vote	Implementation Work Initiatives Economic development-NE corner Efficient delivery of district services	Implementation Work Initiatives Economic development-NE corner Growth, facility capacity, facility options Community conversations and input
	Standard Practice 5 Year Facilities Plan – use and implementation 5 Year Financial Plan – use and implementation Demographic Study – use for decision making	Standard Practice 5 Year Facilities Plan – use and implementation 5 Year Financial Plan – use and implementation Demographic Study – use for decision making Debt service campaign and vote	Standard Practice 5 Year Facilities Plan – use and implementation 5 Year Financial Plan – use and implementation Demographic Study – use for decision making Demographic Study Efficient delivery of district services
D. Develop Community Engagement and Parent Partnership	Learning Work Initiatives District Social Media Strategy Community preferences for communication and engagement 21 st century learning changes and challenges Partnership assessment (community, business/industry, government, medical, parents)	Learning Work Initiatives Sparking Interest & Support in Public Education within WCSD Non-traditional channels for community engagement	Learning Work Initiatives To Be Determined
	Implementation Work Initiatives District Social Media Strategy	Implementation Work Initiatives District Social Media Strategy Community preferences for communication and engagement 21 st century learning changes and challenges Partnership assessment (community, business/industry, government, medical, parents)	Implementation Work Initiatives Sparking Interest & Support in Public Education within WCSD Non-traditional channels for community engagement
	Standard Practice Weekly updates on good news occurring in WCSD	Standard Practice Weekly updates on good news occurring in WCSD Website and social media used as weekly modality	Standard Practice Fully implemented District Social Media Strategy Community preferences for communication and engagement 21 st century learning changes and challenges Partnership assessment (community, business/industry, government, medical, parents)

What Needs to Leave Our System	Work: Resources, Responsibilities, Programs, Services <ul style="list-style-type: none"> • Isolationism, lack of collaboration and focus on district initiatives through improvement plans • Ineffective teaching practices and materials • Resources not aligned to Mission Delivery Point, standards and initiatives • "Duties" allowing more time to focus on instruction 	Organization: Structure, Policy/Practices, Processes, Connections, Professional Dev. <ul style="list-style-type: none"> • Old schedules • Individual planning (use PLC's) • Inefficient use of time (transition time) • Old teaching practices • Traditional "sit and get" professional development 	Culture: identity and Reputations, Assumptions / Beliefs, Relational "Right Ways" <ul style="list-style-type: none"> • The idea that all kids can't learn at high levels...define "high levels" • Get rid of fear and failure • Belief there is not enough time i.e. we provide PLC time in the day • Non-caring culture • "I" and replace with "we" • The idea that we are good enough – our students deserve great. • "Settlers"
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Winterset Community Schools Board of Education 3 Year Agenda				DRAFT
Key Roles of Board of Education	2016 - 17	2017 - 18	2018 - 19	
District Policy Development	<ul style="list-style-type: none"> • 1/5 District Policy Manual Review • Statute Required Policy Approvals • Standards-based Grading Policy • Technology and Social Media Policy • 1:1 Curriculum Policy 	<ul style="list-style-type: none"> • 1/5 District Policy Manual Review • Statute Required Policy Approvals • Technology and Social Media Policy 	<ul style="list-style-type: none"> • 1/5 District Policy Manual Review • Statute Required Policy Approvals • Technology and Social Media Policy 	
Operational Oversight	<ul style="list-style-type: none"> • Annual District Financial Update • Annual District Budget Approval • District Facility Plan Review • District Strategic Plan Review • District VisionCard Monitoring • District 10 Year Operations Model 	<ul style="list-style-type: none"> • Annual District Financial Update • Annual District Budget Approval • District Facility Plan Review • District Strategic Plan Review • District VisionCard Monitoring • District 10 Year Operations Model 	<ul style="list-style-type: none"> • Annual District Financial Update • Annual District Budget Approval • District Facility Plan Review • District Strategic Plan Review • District VisionCard Monitoring • District 10 Year Operations Model 	
Board Self-Governance	<ul style="list-style-type: none"> • BoE Governance and Professional Development • BoE Appraisal Development • Silver Cord Opportunity for a Jr & Sr • District Financing and Budget Workshops 	<ul style="list-style-type: none"> • BoE Governance and Professional Development • BoE Annual Appraisal • Silver Cord Opportunity for a Jr & Sr • District Financing and Budget Workshops • 2 Open Board Seats 	<ul style="list-style-type: none"> • BoE Governance and Professional Development • BoE Annual Appraisal • Silver Cord Opportunity for a Jr & Sr • District Financing and Budget Workshops • Possible Bond 	
Superintendent Relations	<ul style="list-style-type: none"> • Superintendent Annual Appraisal • Superintendent Annual Contract 	<ul style="list-style-type: none"> • Superintendent Annual Appraisal • Superintendent Annual Contract 	<ul style="list-style-type: none"> • Superintendent Annual Appraisal • Superintendent Annual Contract 	

Public Engagement	<ul style="list-style-type: none"> • District Social Media Strategy • District 5 Year / Long Range Facilities Plan • Standards-based Grading • Projected Enrollment Growth • Technology Infrastructure and Needs • 	<ul style="list-style-type: none"> • District 5 Year / Long Range Facilities Plan • Projected Enrollment Growth • Technology Infrastructure and Needs • Area of Interest in Public Education • Non-traditional channels for community engagement 	<ul style="list-style-type: none"> • District 5 Year / Long Range Facilities Plan • Projected Enrollment Growth • Technology Infrastructure and Needs • Area of Interest in Public Education • Non-traditional channels for community engagement
Winterset Community Schools			

Environmental Scan				
	Key Trends and Influences	Edge and Emerging	Key Trends and Influences	Established and Ebbing
	<ul style="list-style-type: none"> • Technology • Educational research • Accountability - Iowa: college/career readiness, index assessments • Experienced and anticipated growth and change in families • Economy • Our response to 2nd order change 		<ul style="list-style-type: none"> • Development of systems/protocols • Focus of student-centric continuous improvement • Focus on Interdependence with one school and community • Influence/direction from State of Iowa • Technology and social media • Limited funding and resources • Shared focus of administration and Board of Education 	
Arenas of:	Edge	Emerging	Established	Ebbing
Work: <i>Resources, Programs, Services</i>	<ul style="list-style-type: none"> • Use of online outside resources • Dealing with kids' behaviors, increased differences by students • Increased difference in socio-economic status • Increased mental health needs students and parents 	<ul style="list-style-type: none"> • Common formative assessment • MTSS-JH, HS • GRR • Behavior intervention • Flexibility based on students' needs and wants • Actively engaged students 	<ul style="list-style-type: none"> • Handbooks parent/student • District curriculum • Pressure and tension from change and direction • District direction • All kids in the core • Dual credit classes 	<ul style="list-style-type: none"> • Career academy • School wide study skills instructional program • Text book only paper/pencil • Champps • Comfortable
Organization: <i>Structure, Policy, Practice, Connections</i>	<ul style="list-style-type: none"> • Student-based schedules • Increased community resources to people in need • Virtual parent conferences • Smarter balance and computerized Iowa assessments • Standards based class rooms 	<ul style="list-style-type: none"> • Flipped classrooms • Core curriculum • Students and teachers knowing data • Standards based grading • Technology integration - testing, class work 	<ul style="list-style-type: none"> • BLT and DLT's • Grading scale • Wed am PLC • AEA relationships • 5 yr facility plan • Budget 	<ul style="list-style-type: none"> • CRISS strategies • Grading by assignment or test • Individual workshops/conferences
Culture: <i>Norms, Reputation, Identity, Relational, "Right Ways"</i>	<ul style="list-style-type: none"> • School locations in county • Moving from small town to mid-size town 	<ul style="list-style-type: none"> • Co-teaching • Instructional coaches • Celebrating student successes • Technology communication students-staff • Teaching as teams-PLC 	<ul style="list-style-type: none"> • The Winterset way • Interest-based bargaining (certified) • Higher level of trust with community (tax rates) • Established building norms • Positive reputation of district within community • Service organizations partnerships with district 	<ul style="list-style-type: none"> • Independent-free agent teachers • Fewer parents involved

