



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

**OBJECTIVE A:** Student achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<p><b>TARGET:</b> 1) District curriculum will be mapped to standards and be accessible by all district stakeholders.</p>	<p><b>YEAR</b> <b>2015-2016</b></p>	<p><b>YEAR</b> <b>2016-2017</b></p>	<p><b>YEAR</b> <b>2017-2018</b></p>
<p><b>STRATEGIES</b></p>	<ul style="list-style-type: none"> <li>• Development of standards-referenced tiered assessments FOR learning</li> <li>• Build capacity for providing standards-referenced feedback that is timely, accurate and fair</li> <li>• Opportunities for teachers to engage in designing units of instruction using backward design methods</li> <li>• Cultivate student ownership and understanding of learning process, including knowledge of the standards and expectations for proficiency and mastery</li> <li>• Identify resources to support innovative standards-referenced district curriculum, instruction and assessment</li> <li>• Establish baseline of standards-referenced instruction by implementing instructional critical success factors</li> </ul>	<ul style="list-style-type: none"> <li>• CIA Yearly Focus -- assessment for learning</li> <li>• Development of standards-referenced tiered assessments FOR learning</li> <li>• Opportunities for teachers to engage in designing units of instruction using backward design methods</li> <li>• Cultivate student ownership and understanding of learning process, including knowledge of the standards and expectations for proficiency and mastery</li> <li>• Identify resources to support innovative standards-referenced district curriculum, instruction and assessment</li> <li>• Build capacity for providing standards-referenced feedback that is timely, accurate, specific, and fair</li> <li>• Continued development of instructional critical success factors from TAP rubric</li> <li>• Align Dist. Professional Development to teacher outcomes on TAP rubric</li> </ul>	<ul style="list-style-type: none"> <li>• CIA Yearly Focus -- assessment for learning</li> <li>• Development of tiered assessments FOR learning</li> <li>• Opportunities for teachers to engage in designing units of instruction using tiered learning targets</li> <li>• Cultivate student ownership and understanding of learning process, including knowledge of the standards and expectations for proficiency and mastery</li> <li>• Identify resources to support innovative standards-referenced district curriculum, instruction and assessment</li> <li>• Build capacity for providing feedback that is timely, accurate, specific, and fair</li> <li>• Implementation of research-based grading practices</li> <li>• Continue to develop District-wide curriculum maps for subject areas</li> </ul>
<p><b>DELIVERABLES</b></p>	<p><b>District-wide</b></p> <ul style="list-style-type: none"> <li>• Standards-referenced grading manual and processes</li> <li>• Professional development on assessments FOR learning and standards-referenced grading</li> <li>• Students will be aware of goals for daily instruction through the communication of “I can” statements based on the standards</li> <li>• Roll-out of instructional critical success factors supported by monthly professional development               <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Lesson structure and pacing</li> <li>3. Writing</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers monitor student progress toward proficiency and mastering using assessment FOR learning (Formative Assessment)</li> <li>• Teachers coach students toward proficiency and mastery by providing on-going descriptive feedback based on standards-referenced 4-point scales</li> <li>• Continued professional development in instructional critical success factors using TAP rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers monitor student progress toward proficiency on learning targets and mastering using assessment FOR learning (Formative Assessment)</li> <li>• Teachers coach students toward proficiency and mastery by providing on-going descriptive feedback based on tiered learning targets</li> <li>• Complete curriculum maps for core subjects K-12.</li> </ul>



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<b>DELIVERABLES</b> <b>(Continued)</b>	<ul style="list-style-type: none"> <li>Units of study visible in Atlas curriculum mapping software</li> </ul> <p><b>Cornell Elementary School</b></p> <ul style="list-style-type: none"> <li>Standards-referenced reporting to parents on PowerSchool</li> <li>6 common formative assessments for English Language Arts designed and ready for partial implementation</li> </ul> <p><b>Woodside Middle School</b></p> <ul style="list-style-type: none"> <li>Standards-referenced reporting and grading system designed and ready for implementation by FY 17</li> <li>6 common formative assessments for each subject will be designed and partially implemented by FY 17</li> </ul> <p><b>Saydel High School</b></p> <ul style="list-style-type: none"> <li>Standards-referenced reporting and grading system designed and ready for implementation by FY 17</li> <li>Teachers will design one unit per semester using the Understanding by Design Framework</li> </ul>	<ul style="list-style-type: none"> <li>Teachers engage in a collaborative on-going data analysis process using student performance data based on unit goals</li> <li>Standards-referenced grading manual</li> <li>Professional development on assessments FOR learning and standards-referenced grading</li> <li>Units of study visible in Atlas curriculum mapping software</li> <li>Consistent processes established and monitored for G4G Early Adopters</li> <li>G4G Habits of Success, all building rollout</li> </ul> <p><b>Cornell Elementary School</b></p> <ul style="list-style-type: none"> <li>6 common formative assessments for English Language Arts designed and ready for partial implementation</li> </ul> <p><b>Woodside Middle School</b></p> <ul style="list-style-type: none"> <li>Standards-referenced reporting and grading system designed and ready for implementation by FY 18</li> <li>2 common formative assessments for each subject will be designed and partially implemented by FY 18</li> </ul> <p><b>Saydel High School</b></p> <ul style="list-style-type: none"> <li>Standards-referenced reporting and grading system designed and ready for implementation by FY 18</li> </ul>	<ul style="list-style-type: none"> <li>Teachers engage in a collaborative on-going data analysis process using student performance data based on unit goals</li> <li>Continue pilot programs for Grading for Growth</li> <li>Move to learning as focus of grading practices. Eliminate grading practices that score students on factors outside of the intended learning (toxic grading practices)</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Results from Common Formative Assessments (CFAs)</li> <li>Results from implemented standards-referenced grading</li> <li>Planned units in ATLAS curriculum mapping software</li> <li>MAP &amp; CPAA assessments</li> <li>Instructional rounds and classroom walkthrough data</li> </ul>	<ul style="list-style-type: none"> <li>Results from Common Formative Assessments (CFAs)</li> <li>Results from implemented standards-referenced grading</li> <li>Planned units in ATLAS curriculum mapping software</li> <li>MAP &amp; CPAA assessments</li> <li>Instructional rounds and classroom walkthrough data</li> </ul>	<ul style="list-style-type: none"> <li>Results from unit assessments</li> <li>Results from implemented standards-referenced grading</li> <li>Planned units in curriculum maps, MAP &amp; Iowa TIER (FAST, a-read, a-math) assessments</li> <li>Instructional rounds and classroom walkthrough data</li> <li>CODE Data</li> </ul>



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## OBJECTIVE A: Student achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<b>TARGET:</b> 2) Students will have access to a robust program of college and career readiness (CCR) options.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Implement career interest inventory (WS &amp; HS)</li> <li>Evaluate Current AP offerings and interest</li> <li>Provide Advanced Placement training for teachers</li> <li>Implement new Programs of Study (POS) and investigate new viable Programs of Study based on student interest and need</li> <li>Explore Pre-AP programming for middle school.</li> <li>Develop community partnerships for academic areas</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate Current AP offerings and interest</li> <li>Provide Advanced Placement training for teachers</li> <li>Implement new Programs of Study (POS) and investigate new viable Programs of Study based on student interest and need</li> <li>Explore Pre-AP programming for middle school</li> <li>Develop community partnerships for academic areas</li> </ul>	<ul style="list-style-type: none"> <li>Examine courses titled as “Honors” for academic rigor</li> <li>Evaluate Current AP offerings and interest</li> <li>Provide Advanced Placement training for teachers</li> <li>Implement new Programs of Study (POS) and investigate new viable Programs of Study based on student interest and need</li> <li>Explore Pre-AP programming for middle school</li> <li>Foster community partnerships for academic areas</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Update Counseling Curriculum K-12</li> <li>Life and Leadership Class (9th grade)</li> <li>Rollout of Naviance student planning system</li> <li>Increase number of AP classes</li> <li>Increased course offerings in Project Lead the Way (PTLW)</li> <li>High School of Business (POS)</li> <li>Art (POS)</li> <li>Computer Programming (POS)</li> <li>Pre-AP Planning Document</li> <li>Expand community partnerships to support Programs of Study and College Career Readiness initiatives (K-12)</li> </ul>	<ul style="list-style-type: none"> <li>Implement Pro-Start POS (culinary)</li> <li>Expand AP programing</li> <li>Provide Pre-AP training</li> <li>Implement first phase of skilled trades academy (Electrical Trades Pathway) -- skilled trades I + II</li> <li>Implement PLTW computer science</li> </ul>	<ul style="list-style-type: none"> <li>Expand AP Programing - AP Gov</li> <li>Explore Pre-AP (Woodside)</li> <li>PLTW - Biomedical Program</li> <li>Increased Academic Rigor for “Honors” courses through needed re-designs, materials, and/or transition to AP/Pre-AP</li> <li>Skilled trades program internships</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Student Plans supported by Naviance</li> <li>Post-HS destination information</li> <li>Course enrollment trends</li> <li>Success rate in non-core offerings</li> <li>Dropout prevention data indicators</li> </ul>	<ul style="list-style-type: none"> <li>Student Plans</li> <li>Post-HS destination information</li> <li>Course enrollment trends</li> <li>Success rate in non-core offerings</li> <li>Dropout prevention data indicators</li> <li>Pre-AP planning benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Student Plans</li> <li>Post-HS destination information</li> <li>Course enrollment trends</li> <li>Success rate in non-core offerings</li> <li>Dropout prevention data indicators</li> <li>Pre-AP Exploration Activities</li> <li></li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

## OBJECTIVE A: Student achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<p><b>TARGET:</b> 3) The TAP system and Best Practices will be maximized to continue development of the skills, habits and mind-sets that will result in increased opportunity for student achievement in every classroom, every day.</p>	<p><b>YEAR</b> <b>2015-2016</b></p>	<p><b>YEAR</b> <b>2016-2017</b></p>	<p><b>YEAR</b> <b>2017-2018</b></p>
<p><b>STRATEGIES</b></p>	<ul style="list-style-type: none"> <li>• TLT and Cluster will focus on strategies that assess and respond to student need to ensure strategic delivery of instruction</li> <li>• Identify and develop needs-based embedded opportunities to increase leadership and instructional capacity of Master and Mentor teachers beyond required TAP training</li> <li>• Increase understanding of TAP as part of a systemic plan for improving student achievement and teacher effectiveness</li> <li>• Increase understanding and collective commitment to TAP among staff, families, and community</li> </ul>	<ul style="list-style-type: none"> <li>• TLT and Cluster will focus on strategies that assess and respond to student need to ensure strategic delivery of instruction</li> <li>• Implement needs-based embedded opportunities to increase leadership and instructional capacity of Master and Mentor teachers beyond required TAP training</li> <li>• Sustainability planning to identify TAP elements that will be a focus and supported by the TLC upon sunset of the TIF grant</li> <li>• TAP communication plan</li> <li>• Increase understanding of TAP as part of a systemic plan for improving student achievement and teacher effectiveness</li> <li>• Increase understanding and collective commitment to TAP among staff, families, and community</li> <li>• Rubric cycle district-wide for assessment &amp; thinking and problem solving indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Implement transition plan in year one after TIF grant sunset</li> <li>• TLT will focus on strategies that assess and respond to student need to ensure strategic delivery of instruction</li> <li>• TAP system training</li> <li>• Align staff responsibilities with TAP program expectations and District/building needs</li> <li>• District-wide Rubric cycle</li> <li>• School long-range plans and Cluster plans</li> </ul>
<p><b>DELIVERABLES</b></p>	<ul style="list-style-type: none"> <li>• Leaders in the system will facilitate the development of a purpose statement and goals for TLT, Cluster and TAP processes in their building</li> <li>• Teachers will develop skills and habits to design instruction that strategically addresses student learning needs</li> <li>• District-wide field testing criteria and process</li> </ul>	<ul style="list-style-type: none"> <li>• TAP/TLC sustainability plan, including a statement of goals for TAP at the system level</li> <li>• Teachers will develop skills and habits to design instruction that strategically addresses student learning needs</li> <li>• Leaders in the system will facilitate the development of a purpose statement and goals for TLT, Cluster and TAP processes in their building</li> <li>• District-wide field testing criteria and process</li> </ul>	<ul style="list-style-type: none"> <li>• TAP/TLC sustainability plan work and monitoring</li> <li>• Teachers will develop skills and habits to design instruction that strategically addresses student learning needs</li> <li>• Introduction of coaching cycles for teachers</li> <li>• Reduction in formal evaluations for teachers</li> </ul>



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**OBJECTIVE A:** Student achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<p><b>TARGET:</b> 3) The TAP system and Best Practices will be maximized to continue development of the skills, habits and mind-sets that will result in increased opportunity for student achievement in every classroom, every day.</p>	<p><b>YEAR</b> <b>2015-2016</b></p>	<p><b>YEAR</b> <b>2016-2017</b></p>	<p><b>YEAR</b> <b>2017-2018</b></p>
<p><b>DELIVERABLES</b> <b>(Continued)</b></p>	<ul style="list-style-type: none"> <li>• Development of an on-going communication strategy to inform stakeholders of the purpose of TAP</li> <li>• Long range plans will reflect plan for needs-based embedded opportunities to increase leadership and instructional capacity of Master and Mentor teachers beyond required TAP training</li> </ul>	<ul style="list-style-type: none"> <li>• Continued on-going communication strategy to inform stakeholders of the purpose of TAP</li> <li>• Long range plans will reflect plan for needs-based embedded opportunities to increase leadership and instructional capacity of Master and Mentor teachers beyond required TAP training</li> </ul>	
<p><b>METRICS</b></p>	<ul style="list-style-type: none"> <li>• CODE Data</li> <li>• TLT &amp; Cluster observations</li> <li>• External review</li> <li>• Student achievement (Common Formative Assessments and Iowa Assessments)</li> </ul>	<ul style="list-style-type: none"> <li>• CODE Data</li> <li>• TLT &amp; Cluster observations</li> <li>• External review</li> <li>• Student achievement (Common Formative Assessments and Iowa Assessments)</li> </ul>	<ul style="list-style-type: none"> <li>• CODE Data</li> <li>• TLT &amp; Cluster observations</li> <li>• External review</li> <li>• Student achievement (Iowa Assessments), K-4 (FAST, a-read, a-math), MAP (5-12)</li> </ul>



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## OBJECTIVE A: Student achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<b>TARGET:</b> 4) Students will develop the necessary skills to utilize technology for the purpose of communication, organization, and creation.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Implement K-5 technology benchmarks</li> <li>Develop 6-12 technology benchmarks</li> <li>Expand Woodside 1:1 to grades 5 &amp; 6</li> <li>Rollout of Schoology Learning Management System – Year 2</li> <li>Rollout of Cornell Chrome Book Project</li> <li>Update guiding document of use for Schoology, power school and ATLAS</li> <li>Increase use and access to computers K-4</li> <li>Update staff access to high quality instructional technology</li> </ul>	<ul style="list-style-type: none"> <li>Develop 6-12 technology benchmarks</li> <li>High School 1:1 Device Update</li> <li>Update technology used for programs of study</li> <li>Increase use and access to computers K-4</li> <li>Update guiding document of use for Schoology, power school and ATLAS</li> <li>1:1 expansion to grades 3 &amp; 4</li> <li>Rollout of Schoology Learning Management System – Year 3: establish minimum use expectations</li> </ul>	<ul style="list-style-type: none"> <li>Develop 6-12 technology benchmarks</li> <li>Increase use and access to computers K-4</li> <li>Update staff access to high quality instructional technology</li> <li>Implement Technology Special in K-4</li> <li>Expand Schoology use through established usage expectations</li> <li>Consistently implement Student Learning Management System (LMS) K-12</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Chrome Book device rollout for grades 5-8 (expanded to include grades 5 &amp; 6)</li> <li>Minimum usage expectations for Schoology (grades 7-12)</li> <li>Begin rollout of Schoology (grades 5 &amp; 6)</li> <li>6-12 Technology Benchmarks</li> <li>Cornell laptop carts – iPad &amp; Laptop Cart to Cornell</li> <li>Easy Tech Program implementation K-8</li> <li>New laptop and tablet rollout to staff</li> </ul>	<ul style="list-style-type: none"> <li>Cornell 1:1 (grades 3 &amp; 4)</li> </ul>	<ul style="list-style-type: none"> <li>Install Cornell computer lab</li> <li>Update of projectors, document cameras, AV and interactive technology</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Clarity Survey – Overall Results</li> <li>Clarity Survey – student reported use of computer weekly to collaborate</li> <li>Clarity Survey – student reported weekly use of computer in classroom</li> <li>Teacher use of Schoology, PowerSchool, ATLAS</li> <li>K-8 Student progress data from Easy Tech Program</li> </ul>	<ul style="list-style-type: none"> <li>Clarity Survey – Overall Results</li> <li>Clarity Survey – Teacher reported perceived quality of computer at school</li> <li>Clarity Survey – student reported weekly use of computer in classroom</li> <li>K-8 Student progress data from Easy Tech Program</li> </ul>	<ul style="list-style-type: none"> <li>Clarity Survey – Overall Results</li> <li>K-8 Student progress data from Easy Tech Program</li> <li>Clarity Survey – Quality of projectors and interactive technology</li> </ul>



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**OBJECTIVE A:** Student achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<p><b>TARGET:</b> 5) Staff will have the capacity to collect, analyze and use student performance data at the school, classroom, and district level.</p>	<p><b>YEAR</b> <b>2015-2016</b></p>	<p><b>YEAR</b> <b>2016-2017</b></p>	<p><b>YEAR</b> <b>2017-2018</b></p>
<p><b>STRATEGIES</b></p>	<ul style="list-style-type: none"> <li>Implement district-wide process for analyzing data to create building-wide student goals and determine building annual plans</li> <li>Align Teacher Individual Growth Plans (IGPs) to building goals and district-wide goals</li> </ul>	<ul style="list-style-type: none"> <li>Refine district-wide process for analyzing data to create building-wide student goals and determine building annual plans</li> <li>Develop a district-wide standards-referenced data analysis process that drives daily instruction</li> </ul>	<ul style="list-style-type: none"> <li>District-wide process for analyzing data to create building-wide student goals and determine building annual plans</li> <li>Teacher Individual Growth Plans are aligned to building goals and district-wide goals</li> <li>Data Dashboard - Student Achievement</li> <li>Increase activity related to assessment and data already in TAP Cluster</li> </ul>
<p><b>DELIVERABLES</b></p>	<ul style="list-style-type: none"> <li>Building and IGP plans aligned to district-wide goals and continuous improvement plan</li> <li>On-going professional development for Teacher Leadership Teams provided by district on common goal-setting and planning process</li> <li>Building Improvement Plan will utilize a common format</li> </ul>	<ul style="list-style-type: none"> <li>Building and IGP plans aligned to district-wide goals and continuous improvement plan</li> <li>On-going professional development for Teacher Leadership Teams provided by district on common goal-setting and planning process</li> <li>Monthly data analysis and assessment revision process by teachers</li> <li>Building-wide data days at least once per semester</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Building and IGP plans aligned to district-wide goals and continuous improvement plan</li> <li>On-going professional development for Teacher Leadership Teams provided by district on common goal-setting and planning process</li> <li>Building-wide data days at least once per semester</li> </ul>
<p><b>METRICS</b></p>	<ul style="list-style-type: none"> <li>Building plan goal progress and attainment</li> <li>Results from Common Formative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Building plan goal progress and attainment</li> <li>Results from Common Formative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Assessment growth data on interim assessments (MAP, a-read, a-math)</li> <li>School plan, TLT, Cluster long-range plans</li> </ul>



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## OBJECTIVE A: Student Achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<b>TARGET:</b> 6) Students will experience a Multi-Tiered System of Support (MTSS) to ensure timely identification and support with academic challenges.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Evaluate current practices, resources and needed supports across the district for identification and support of struggling and advanced learners</li> <li>Develop academic intervention program for K-12</li> <li>Develop common practices for student assistance teams at the building level</li> <li>Analyze current Tier 2 and Tier 3 interventions and identify gaps in intervention practices</li> <li>Incorporate Multi-Tiered Systems of Support (MTSS) discussion in TLT</li> <li>Involve AEA consultants in MTSS process through assessments and services</li> <li>Develop entrance and exit processes between tiers for students</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate current practices, resources and needed supports across the district for identification and support of struggling and advanced learners</li> <li>Formalize Multi-Tiered Systems of Support MTSS Matrix for each building</li> <li>Develop staff capacity to identify and deliver Tier 2 interventions independently with support</li> <li>Increase the number of staff formally involved in academic intervention</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate current practices, resources and needed supports across the district for identification and support of struggling and advanced learners</li> <li>Formalize Multi-Tiered Systems of Support MTSS Matrix for each building</li> <li>Develop staff capacity to identify and deliver Tier 2 interventions independently with support</li> <li>Increase the number of staff formally involved in academic intervention</li> <li>Data Dashboard - MTSS and Dropout Indicators</li> <li>Implementation and monitoring of building MTSS systems</li> <li>Allocate time for MTSS to enhance experiences for struggling and advanced leaders</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Specific and frequent monitoring of student academic needs through established academic interventionists at each building</li> <li>Weekly student assistance team meetings with desired outcomes and monitoring process</li> <li>Results-oriented high impact Tier 2 interventions are identified, communicated and implemented</li> <li>Roles and responsibilities established for all stakeholders, including AEA</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Matrix for each building</li> <li>Weekly student assistance team meetings with desired outcomes and monitoring process</li> <li>Results-oriented high impact Tier 2 interventions are identified, communicated and implemented</li> <li>Quality professional development in the area of academic intervention and identification</li> <li>Roles and responsibilities established for all stakeholders, including AEA</li> </ul>	<ul style="list-style-type: none"> <li>Weekly student assistance team meetings with desired outcomes and monitoring process</li> <li>Results-oriented high impact Tier 2 interventions are identified, communicated and implemented</li> <li>Quality professional development in the area of academic intervention and identification</li> <li>Roles and responsibilities established for all stakeholders, including AEA</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Average daily attendance</li> <li>Average credits earned (HS)</li> <li>D / F / Not proficient indicators</li> <li>Drop out / reengagement data</li> <li>District Connections Survey results (Climate &amp; Culture)</li> <li>Behavior data</li> <li>Intervention tracking data</li> </ul>	<ul style="list-style-type: none"> <li>Average daily attendance</li> <li>Average credits earned (HS)</li> <li>D / F / Not proficient indicators</li> <li>Drop out / reengagement data</li> <li>District Connections Survey results (Climate &amp; Culture)</li> <li>Behavior data</li> <li>Intervention tracking data</li> </ul>	<ul style="list-style-type: none"> <li>Average daily attendance</li> <li>Average credits earned (HS)</li> <li>D / F / Not proficient indicators</li> <li>Drop out / reengagement data</li> <li>District Connections Survey results (Climate &amp; Culture)</li> <li>Intervention tracking data</li> <li>Behavior data</li> </ul>





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## OBJECTIVE A: Student achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<b>TARGET:</b> 7) Students will be supported through programming to address student social and emotional needs appropriate to their developmental level.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Identify and mobilize community-based services for identified student needs (mental/physical health and family resource support)</li> <li>Align school, AEA, and community student supports</li> <li>Analyze current program of guidance/counseling/social work and identify actions steps for enhancement</li> <li>Implement District Student Connections Survey (Fall/Spring)</li> <li>Design professional development aimed at building staff capacity in the areas of social-emotional needs, poverty and diversity</li> <li>Implement monthly themed/topical educational resources for social emotional development – district-wide</li> <li>Design student bully and harassment training delivered to all students in school and in each athletic / co-curricular / fine arts activity</li> </ul>	<ul style="list-style-type: none"> <li>Develop action plan to meet desired outcomes for district counseling and social work programs</li> <li>Develop district communication plan to inform families of available resources and community partnerships</li> <li>Design professional development aimed at building staff capacity in the areas of social-emotional needs, poverty and diversity</li> <li>Implement monthly themed/topical educational resources for social emotional development – district-wide</li> <li>Analyze current program of guidance/counseling/social work and identify actions steps for enhancement</li> <li>Activities &amp; programs will be examined for quality, equity, and contribution to the whole-child’s development</li> </ul>	<ul style="list-style-type: none"> <li>Develop action plan to meet desired outcomes for district counseling and social work programs</li> <li>Design professional development aimed at building staff capacity in the areas of social-emotional needs, poverty and diversity</li> <li>Implement monthly themed/topical educational resources for social emotional development – district-wide</li> <li>Develop district communication plan to inform families of available resources and community partnerships</li> <li>Analyze current program of guidance/counseling/social work and identify actions steps for enhancement</li> <li>Activities &amp; programs will be examined for quality, equity, and contribution to the whole-child’s development</li> <li>Monitor Special Education, ELL implementation of curriculum</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Formalized desired outcomes for district counseling and social work programs</li> <li>Deliver Professional Development aimed at building staff capacity in the areas of social-emotional needs, poverty and diversity</li> <li>Monthly theme/topical educational resources delivered in each building</li> <li>Deliver student bully and harassment training in each school building and for each athletic/ co-curricular/ fine arts activity</li> </ul>	<ul style="list-style-type: none"> <li>Formalized desired outcomes for district counseling and social work programs</li> <li>Deliver professional development aimed at building staff capacity in the areas of social-emotional needs, poverty and diversity</li> <li>Monthly theme/topical educational resources delivered in each building</li> <li>Deliver student bully and harassment training in each school building and for each athletic/co-curricular/fine arts activity</li> <li>Develop and administer Student Counseling Survey</li> <li>3-year plan for Student Activities Program development</li> </ul>	<ul style="list-style-type: none"> <li>Formalized desired outcomes for district counseling and social work programs</li> <li>Deliver professional development aimed at building staff capacity in the areas of social-emotional needs, poverty and diversity</li> <li>Monthly theme/topical educational resources delivered in each building</li> <li>Deliver student bully and harassment training in each school building and for each athletic/co-curricular/fine arts activity</li> <li>Develop and administer Student Counseling Survey</li> <li>3-year plan for Student Activities Program development</li> <li>Program item budget for activities</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Fall/Spring District Student Connections Survey</li> <li>Average daily attendance</li> <li>Drop out / reengagement data</li> <li>Bully and harassment data</li> <li>Behavior data</li> <li>School-based and external counseling referral data (number of referrals only)</li> </ul>	<ul style="list-style-type: none"> <li>Fall/Spring District Student Connections Survey</li> <li>Average daily attendance</li> <li>Drop out / reengagement data</li> <li>Bully and harassment data</li> <li>Behavior data</li> <li>School-based and external counseling referral data (number of referrals only)</li> </ul>	<ul style="list-style-type: none"> <li>Fall/Spring District Student Connections Survey</li> <li>Average daily attendance</li> <li>Drop out / reengagement data</li> <li>Bully and harassment data</li> <li>Behavior data</li> <li>School-based and external counseling referral data (number of referrals only)</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

## OBJECTIVE A: Student achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<b>TARGET:</b> 8) Students in Special Programming (Special Education, TAG/ELP, ELL) will be supported based on their unique learning needs with the desired outcome of full inclusion in the school setting.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Review roster weighting, progress monitoring and individual student needs tri-annually</li> <li>Design need-based professional development for all levels of special program supports</li> <li>Strengthen relationships with AEA and external service providers</li> <li>Strengthen relationships and clarity of roles between co-teaching teams through professional development and capacity building</li> <li>Strengthen relationships and clarity of roles between special education teaching staff and associates through professional development and capacity building</li> <li>Through professional development opportunities enhance the understanding of special programming with leadership teams and families</li> <li>Formalize the role of the co-teaching facilitator</li> <li>Develop special program committees for Special Education, ELL, and ELP/TAG</li> </ul>	<ul style="list-style-type: none"> <li>Review roster weighting, progress monitoring and individual student needs tri-annually</li> <li>Design need-based professional development for all levels of special program supports</li> <li>Strengthen relationships with AEA and external service providers</li> <li>Monitor effective relationships between co-teaching teams and between special education teachers and associated for the outcome of enhanced student experience</li> <li>Strengthen relationships and clarity of roles between co-teaching teams through professional development and capacity building</li> <li>Strengthen relationships and clarity of roles between special education teaching staff and associates through professional development and capacity building</li> <li>Through professional development opportunities enhance the understanding of special programming with leadership teams and families</li> <li>Develop special program committees for Special Education, ELL, and ELP/TAG</li> <li>Examine and reform ELP program and associated policies to expand opportunities to students qualifying for ELP</li> </ul>	<ul style="list-style-type: none"> <li>Review roster weighting, progress monitoring and individual student needs three times annually</li> <li>Design need-based professional development for all levels of special program supports</li> <li>Strengthen relationships with AEA and external service providers</li> <li>Monitor effective relationships between co-teaching teams and between special education teachers and associated for the outcome of enhanced student experience</li> <li>Behavior Cohort</li> <li>Teacher &amp; Associate training</li> <li>Expand ELP (TAG) identification process</li> <li>Through professional development opportunities enhance the understanding of special programming with leadership teams and families</li> <li>Develop special program committees for Special Education, ELL, and ELP/TAG</li> <li>Examine and reform ELP program and associated policies to expand opportunities to students qualifying for ELP</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Implement AEA dashboard tool for data collection and progress monitoring</li> <li>Deliver associate, teacher, administrator, and family professional development aimed at greater understanding of special programming</li> </ul>	<ul style="list-style-type: none"> <li>Monitor implementation of AEA dashboard tool for data collection and progress monitoring</li> <li>Deliver associate, teacher, administrator, and family professional development aimed at greater understanding of special programming</li> </ul>	<ul style="list-style-type: none"> <li>Monitor implementation of AEA dashboard tool for data collection and progress monitoring</li> <li>Deliver associate, teacher, administrator, and family professional development aimed at greater understanding of special programming</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

## OBJECTIVE A: Student achievement will be enhanced through continuous improvement of curriculum, instruction, and assessment.

<b>TARGET:</b> 8) Students in Special Programming (Special Education, TAG/ELP, ELL) will be supported based on their unique learning needs with the desired outcome of full inclusion in the school setting.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>DELIVERABLES</b> <b>(Continued)</b>	<ul style="list-style-type: none"> <li>• Special Education, ELP/TAG and ELL budgets managed to maximize address of student needs</li> <li>• Involvement of the co-teaching facilitator in professional development and data collection</li> <li>• Quarterly meetings of special program committees</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education, ELP/TAG and ELL budgets managed to maximize address of student needs</li> <li>• Quarterly meetings of special program committees</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education, ELP/TAG and ELL budgets managed to maximize address of student needs</li> <li>• Quarterly meetings of special program committees</li> <li>• Use COGAT test to identify ELP/TAG eligible students at grades 3, 6, 9 -- All students assessed</li> <li>• Monthly meetings with AEA team in regards to special programs</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>• Special Education, ELP/TAG, and ELL budget reports</li> <li>• Dashboard data</li> <li>• Caseload determination data</li> <li>• Post-secondary transition data</li> <li>• Special Education, ELP/TAG, and ELL population data</li> <li>• Co-teaching data</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education, ELP/TAG, and ELL budget reports</li> <li>• Dashboard data</li> <li>• Caseload determination data</li> <li>• Post-secondary transition data</li> <li>• Special Education, ELP/TAG, and ELL population data</li> <li>• Co-teaching data</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education, ELP/TAG, and ELL budget reports</li> <li>• Dashboard data</li> <li>• Caseload determination data</li> <li>• Post-secondary transition data</li> <li>• Special Education, ELP/TAG, and ELL population data</li> <li>• Co-teaching data</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

## OBJECTIVE B: Student need will drive resource allocation and district management decisions.

<b>TARGET:</b> 1) Financial and material resources will be allocated in a method that constantly seeks to reduce cost and increase quality of service.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>• Monitor and update internal controls to ensure continued security of district assets</li> <li>• Reexamine and if necessary reallocate funding streams (general and categorical) yearly to support district achievement and non-negotiable goals</li> <li>• Develop line-item budgeting for schools and departments</li> <li>• Continuously examine per-pupil spending</li> <li>• Rollout new accounting software</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and update internal controls to ensure continued security of district assets</li> <li>• Reexamine and if necessary reallocate funding streams (general and categorical) yearly to support district achievement and non-negotiable goals</li> <li>• Internal audit of non-instructional per-pupil spending</li> <li>• Continuously examine per-pupil spending by program</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and update internal controls to ensure continued security of district assets</li> <li>• Reexamine and if necessary reallocate funding streams (general and categorical) yearly to support district achievement and non-negotiable goals</li> <li>• Continue to develop staffing report with identified comparable districts</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>• P-Card policy and rollout</li> <li>• Employee cash handling procedure updates</li> <li>• Line item budgets</li> <li>• Per-pupil spending report by major program</li> <li>• Staffing impact report to establish base level needs and opportunities for expansion</li> <li>• Improved accountability and effectiveness from new accounting software</li> <li>• 10-year site master plan</li> </ul>	<ul style="list-style-type: none"> <li>• Business procedure manual</li> <li>• Line item budgets</li> <li>• Per-pupil spending report by major program</li> <li>• Staffing impact report</li> <li>• P-Card policy and rollout</li> <li>• Staffing impact report to establish base level needs and opportunities for expansion</li> </ul>	<ul style="list-style-type: none"> <li>• Updated internal controls documents</li> <li>• Staffing impact report</li> <li>• Activities finance report</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>• Annual audit</li> <li>• Report of per-pupil expenditure by program</li> </ul>	<ul style="list-style-type: none"> <li>• Annual audit</li> <li>• Report of per-pupil expenditure by program</li> </ul>	<ul style="list-style-type: none"> <li>• Annual audit</li> <li>• Report of per-pupil expenditure by program</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

## OBJECTIVE B: Student need will drive resource allocation and district management decisions.

<b>TARGET:</b> 2) Decisions on infrastructure improvements will be made to maximize the tools needed to enhance the student experience.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Ensure classroom teachers will have available the necessary technology and technology infrastructure to design and deliver a dynamic and modern curriculum</li> <li>Refine and finalize 10-year site master plan</li> </ul>	<ul style="list-style-type: none"> <li>Ensure classroom teachers will have available the necessary technology and technology infrastructure to design and deliver a dynamic and modern curriculum</li> <li>Implement 10-year site master plan</li> <li>Teacher PD in technology use and SAMR (Substitution, Augmentation, Modification, Redefinition) Model</li> </ul>	<ul style="list-style-type: none"> <li>Ensure classroom teachers will have available the necessary technology and technology infrastructure to design and deliver a dynamic and modern curriculum</li> <li>Implement 10-year site master plan</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Teacher workstation replacement (1 tablet, 1 laptop per teacher)</li> <li>Improve device to student technology ratio K-4</li> <li>Increased student use of instructional technology (beyond computers)</li> </ul>	<ul style="list-style-type: none"> <li>Bandwidth increased to 400 Mbps</li> <li>CAD lab replacement – HS</li> <li>Improve device to student technology ratio K-4</li> </ul>	<ul style="list-style-type: none"> <li>Increased student use of instructional technology (beyond computers) – formalize use of Student Learning Management Systems (LMS) K-12</li> <li>Improve device to student technology ratio K-12</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Clarity Survey – Overall Results</li> <li>Clarity Survey – perceived quality of internet speed</li> <li>Student Opportunity Survey</li> </ul>	<ul style="list-style-type: none"> <li>Clarity Survey – Overall Results</li> <li>Clarity Survey – perceived quality of internet speed</li> <li>Student Opportunity Survey</li> </ul>	<ul style="list-style-type: none"> <li>Clarity Survey – Overall Results</li> <li>Clarity Survey – perceived quality of internet speed</li> <li>Student Opportunity Survey</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

## OBJECTIVE B: Student need will drive resource allocation and district management decisions.

<b>TARGET:</b> 3) Students learning will be stimulated through safe and innovative learning environments.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Review and refine PPEL long-range plan</li> <li>Refine and finalize 10-year site master plan</li> <li>Update and upgrade district technology</li> </ul>	<ul style="list-style-type: none"> <li>Create Facilities Planning Committee to finalize Phases 2 and 3 of site master plan</li> <li>Implement PPEL long-range plan</li> <li>Implement 10-year site master plan</li> <li>Update and upgrade district technology</li> </ul>	<ul style="list-style-type: none"> <li>Create Facilities Planning Committee to finalize Phases 2 and 3 of site master plan</li> <li>Review and refine PPEL long-range plan</li> <li>Implement 10-year site master plan</li> <li>Update and upgrade district technology</li> <li>Identify opportunities for general fund savings through building upgrades (finishes &amp; energy efficiency)</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Phase 1-A completion</li> <li>Teacher workstation replacement (1 tablet, 1 laptop per teacher)</li> <li>Projector mounting – Cornell</li> <li>1:1 partial implementation project 4th grade</li> </ul>	<ul style="list-style-type: none"> <li>Bandwidth increased to 400 Mbps</li> <li>CAD lab replacement – HS</li> <li>1:1 implementation 3rd &amp; 4th grade</li> <li>Plan for completion of Site Master Plan Phase I items</li> <li>Establish classroom technology package plan by school-level need</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 Completion Site Master Plan</li> <li>Classroom upgrades</li> <li>Energy-efficiency upgrades</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>On-time on/under budget completion of projects</li> <li>Clarity Survey</li> </ul>	<ul style="list-style-type: none"> <li>On-time on/under budget completion of projects</li> <li>Clarity Survey</li> </ul>	<ul style="list-style-type: none"> <li>On-time on/under budget completion of projects</li> <li>Clarity Survey</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

## OBJECTIVE B: Student need will drive resource allocation and district management decisions.

<b>TARGET:</b> 4) All district policies and procedures aimed at the emotional and physical safety of students and staff will be continuously monitored and updated.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Review/revise Board policy series 400</li> <li>Review/revise Board policy Series 600</li> <li>Update District Code of Conduct</li> <li>Update District Code of Conduct (Activities)</li> <li>Develop coaching handbook (Activities)</li> <li>Update District &amp; Building Emergency Response Plans</li> <li>Develop District Safety Committee</li> <li>Update bully and harassment policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Involve community with safety and emergency planning through District Safety Committee</li> <li>Review/revise Board policy series 100 and 700</li> </ul>	<ul style="list-style-type: none"> <li>Involve community with safety and emergency planning through District Safety Committee</li> <li>Review/revise Board policy series 700</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Superintendent's Committee for District Safety will be established (administrators, students, operations staff, emergency responders) to meet a minimum of each quarter to monitor and evaluate issues of student and staff safety</li> <li>Reviewed and revised district discipline procedures</li> <li>Reviewed and revised district procedures for bullying and harassment</li> <li>Reviewed and revised District Emergency Plan</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent's Committee for District Safety quarterly meetings</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent's Committee for District Safety quarterly meetings</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Student discipline data</li> <li>Insurance and worker's compensation claims (total amounts)</li> <li>ADA compliance items</li> <li>Bully and harassment data (total amounts)</li> </ul>	<ul style="list-style-type: none"> <li>Student discipline data</li> <li>Insurance and worker's compensation claims (total amounts)</li> <li>ADA compliance items</li> <li>Bully and harassment data (total amounts)</li> </ul>	<ul style="list-style-type: none"> <li>Student discipline data</li> <li>Insurance and worker's compensation claims (total amounts)</li> <li>ADA compliance items</li> <li>Bully and harassment data (total amounts)</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

## OBJECTIVE B: Student need will drive resource allocation and district management decisions.

<b>TARGET:</b> 5) Recruitment, Training, and Retention Programs will ensure we hire and maintain the highest quality staff available for our students.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Attend teacher career fairs</li> <li>Continue implementation of TAP System with a focus on coaching conversations</li> <li>Implement the district evaluation and observation process reviewed and revised in 14-15</li> <li>Continue the mentoring and induction program for first and second year teachers (revised in 14-15)</li> <li>Improve district media content</li> <li>Mobilize opportunities provided by the Teacher Leadership and Compensation System</li> <li>Implement program and training incentives</li> <li>Expand training opportunities for classified staff (food service, operations, associates)</li> <li>Update classified staff evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Attend teacher career fairs</li> <li>Continue implementation of TAP System with a focus on coaching conversations</li> <li>Improve district media content</li> <li>Mobilize opportunities provided by the Teacher Leadership and Compensation System</li> <li>Implement program and training incentives</li> <li>Expand training opportunities for classified staff (food service, operations, associates)</li> <li>Implement new classified staff evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Attend teacher career fairs</li> <li>Continue implementation of TAP System with a focus on coaching conversations</li> <li>Improve district media content</li> <li>Mobilize opportunities provided by the Teacher Leadership and Compensation System</li> <li>Implement program and training incentives</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Attend career fairs at all three major Iowa universities and two not sponsored by universities</li> <li>First round of hiring complete by May 1</li> <li>Teachers hired will be “highly qualified”</li> <li>New/updated classified staff evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Attend career fairs at all three major Iowa universities and one not sponsored by universities</li> <li>First round of hiring complete by May 1</li> <li>Teachers hired will be “highly qualified”</li> <li>New/updated classified staff evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Attend career fairs at all three major Iowa universities and two not sponsored by universities</li> <li>First round of hiring complete by May 1</li> <li>Teachers hired will be “highly qualified”</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>1st and 2nd year teacher retention</li> <li>Career teacher retention</li> <li>Classified staff retention</li> </ul>	<ul style="list-style-type: none"> <li>1st and 2nd year teacher retention</li> <li>Career teacher retention</li> <li>Classified staff retention</li> </ul>	<ul style="list-style-type: none"> <li>1st and 2nd year teacher retention</li> <li>Career teacher retention</li> <li>Classified staff retention</li> </ul>





# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

**OBJECTIVE C:** Collective capacity and involvement of students, staff, families, and community will be enhanced through frequent and transparent communication and opportunities for family and student engagement.

<p><b>TARGET:</b> 1) Saydel families will be engaged in on-going conversations about academic topics and trends impacting their student(s) and schools.</p>	<p><b>YEAR</b> <b>2015-2016</b></p>	<p><b>YEAR</b> <b>2016-2017</b></p>	<p><b>YEAR</b> <b>2017-2018</b></p>
<p><b>STRATEGIES</b></p>	<ul style="list-style-type: none"> <li>Utilize School Improvement Advisory Committee (SIAC)</li> <li>Develop and implement parent academies to enhance understanding of educational programs</li> <li>Expand parent focus groups</li> <li>Work to improve district media and communications – brand and consistency in district communication media</li> <li>Create Student &amp; Family Opportunities Committee</li> <li>Implement on-going and targeted School Board development opportunities</li> <li>Develop parent involvement matrix to guide outreach to parents and families</li> </ul>	<ul style="list-style-type: none"> <li>Utilize Improvement Advisory Committee (SIAC)</li> <li>Develop and implement parent academies to enhance understanding of educational programs</li> <li>Expand parent focus groups</li> <li>Work to improve district media and communications – brand and consistency in district communication media</li> <li>Continue on-going School Board development opportunities</li> <li>Develop parent involvement matrix to guide outreach to parents and families</li> </ul>	<ul style="list-style-type: none"> <li>Utilize Improvement Advisory Committee (SIAC)</li> <li>Develop and implement parent academies to enhance understanding of educational programs</li> <li>Expand parent focus groups</li> <li>Work to improve district media and communications – brand and consistency in district communication media</li> <li>Develop parent involvement matrix to guide outreach to parents and families</li> </ul>
<p><b>DELIVERABLES</b></p>	<ul style="list-style-type: none"> <li>Parent academies (Fall &amp; Spring) around the topics of Iowa Assessment analysis, assessment for learning, &amp; standards-referenced feedback</li> <li>Reexamination of District Mission and Vision, and development of shared learner graduate outcomes</li> <li>Establishment of a Superintendent’s Committee on Student &amp; Family Opportunities (Board Members, Families, Students)</li> <li>Students and families will have a greater understanding of the purpose and opportunities of the TAP system.</li> </ul>	<ul style="list-style-type: none"> <li>Parent academies (Fall and Spring)</li> <li>Superintendent’s Committee on Student &amp; Family Opportunities (quarterly meetings)</li> <li>Students and families will have a greater understanding of the purpose and opportunities of the TAP system</li> <li>Reexamination of District Mission and Vision, and development of shared learner graduate outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Building level Parent Academies</li> <li>Superintendent’s Committee on Student &amp; Family Opportunities (quarterly meetings)</li> <li>Students and families will have a greater understanding of the purpose and opportunities of the TAP system</li> </ul>
<p><b>METRICS</b></p>	<ul style="list-style-type: none"> <li>Parent Communication Survey</li> <li>Student &amp; Family Opportunity Committee Outcomes</li> <li>Usage of technology-based outreach (website, social media, PowerSchool, Schoology etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Parent Communication Survey</li> <li>Student &amp; Family Opportunity Committee Outcomes</li> <li>Usage of technology-based outreach (website, social media, PowerSchool, Schoology etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Student &amp; Family Opportunity Committee Outcomes</li> <li>Usage of technology-based outreach (website, social media, PowerSchool, Schoology etc.)</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

**OBJECTIVE C:** Collective capacity and involvement of students, staff, families, and community will be enhanced through frequent and transparent communication and opportunities for family and student engagement.

<b>TARGET:</b> 2) Saydel families will have frequent and on-going communication about their child's academic successes and areas of growth.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Set expectations and communicate yearly communication goals</li> <li>Identify opportunities to expand PowerSchool &amp; Schoology usage</li> <li>Examine Conference Structure and Format</li> </ul>	<ul style="list-style-type: none"> <li>Set expectations and communicate yearly communication goals</li> <li>Identify opportunities to expand PowerSchool &amp; Schoology usage</li> <li>Examine Conference Structure and Format</li> </ul>	<ul style="list-style-type: none"> <li>Set expectations and communicate yearly communication goals</li> <li>Identify opportunities to expand PowerSchool &amp; Schoology usage</li> <li>Examine Conference Structure and Format</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Yearly communication goals achieved</li> <li>Parent-teacher conference format examined to ensure standards/performance-based feedback appropriate to grade level</li> </ul>	<ul style="list-style-type: none"> <li>Yearly communication goals achieved</li> <li>Parent conferences will provide standards/performance-based feedback appropriate to grade-level</li> <li>Expanded use of PowerSchool and Schoology by parents</li> </ul>	<ul style="list-style-type: none"> <li>Yearly communication goals achieved</li> <li>Parent conferences will provide standards/performance-based feedback appropriate</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Parent Communication Survey</li> <li>PowerSchool usage reports</li> <li>Schoology usage reports</li> </ul>	<ul style="list-style-type: none"> <li>Parent Communication Survey</li> <li>PowerSchool usage reports</li> <li>Schoology usage reports</li> </ul>	<ul style="list-style-type: none"> <li>Parent Communication Survey</li> <li>PowerSchool usage reports</li> <li>Schoology usage reports</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

**OBJECTIVE C:** Collective capacity and involvement of students, staff, families, and community will be enhanced through frequent and transparent communication and opportunities for family and student engagement.

<b>TARGET:</b> 3) Saydel families and community members will be able to stay informed about district highlights, events, decisions, and progress through many forms/tools of communication.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>• Re-design District Communicator</li> <li>• Implement monthly building newsletters</li> <li>• Examine website for improvement opportunities</li> <li>• Increase social media presence</li> </ul>	<ul style="list-style-type: none"> <li>• Examine website for improvement opportunities</li> <li>• Increase social media presence</li> </ul>	<ul style="list-style-type: none"> <li>• Examine website improvement opportunities</li> <li>• Increase social media presence</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>• Rollout of District Social Media Policy</li> <li>• Monthly building newsletters for each school</li> <li>• Re-designed and re-purposed District Communicator               <ol style="list-style-type: none"> <li>1. Summer – School-Year Preview</li> <li>2. Fall – Annual Report</li> <li>3. Winter – Newsletter</li> <li>4. Spring – Newsletter</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Monthly building newsletters for each school.</li> <li>• Re-designed and re-purposed District Communicator               <ol style="list-style-type: none"> <li>1. Summer – School-Year Preview</li> <li>2. Fall – Annual Report</li> <li>3. Winter – Newsletter</li> <li>4. Spring – Newsletter</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Monthly building newsletters for each school.</li> <li>• District Communicator               <ol style="list-style-type: none"> <li>1. Summer – School-Year Preview</li> <li>2. Fall – Newsletter</li> <li>3. Winter – Newsletter</li> <li>4. Spring – Newsletter</li> </ol> </li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>• Parent Communication Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Communication Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Communication Survey</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

**OBJECTIVE C:** Collective capacity and involvement of students, staff, families, and community will be enhanced through frequent and transparent communication and opportunities for family and student engagement.

<b>TARGET:</b> 4) Building climate and culture will be enhanced through frequent conversations around our core mission of serving students.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Develop building Mission, Vision &amp; Collective Commitments at each school site</li> <li>Create a Climate &amp; Culture Committee at each school site</li> <li>Create Building Climate &amp; Culture goal to be included in building improvement plan</li> <li>Implement Student Opportunity Survey</li> <li>Develop Board/Superintendent Student Advisory (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>Implement Student Connections Survey</li> <li>Develop Board/Superintendent Student Advisory (7-12)</li> <li>Investigate/implement Employee Connections Survey</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student climate surveys to target areas of improvement (Gallup)</li> <li>Monitor staff climate surveys to target areas of improvement (Staff engagement survey)</li> <li>District Employee Relations Committee</li> <li>Develop Board/Superintendent Student Advisory (7-12)</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>Development of building Mission, Vision and Collective Commitments at each building site</li> <li>Development of building Climate and Culture Committee to oversee site level climate and culture goals and issues</li> <li>Development and implementation of Student Opportunity Survey (Fall &amp; Spring)</li> </ul>	<ul style="list-style-type: none"> <li>Increased opportunity for student extra-curricular, co-curricular, club and community program involvement</li> <li>Develop and implement Student Connections Survey (Fall &amp; Spring)</li> </ul>	<ul style="list-style-type: none"> <li>Increased opportunity for student extra-curricular, co-curricular, club and community program involvement</li> <li>Community Ed Program</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Building Mission, Vision and Collective Commitment statements</li> <li>Student Opportunity Survey data</li> </ul>	<ul style="list-style-type: none"> <li>Building Mission, Vision and Collective Commitment statements</li> <li>Student Connections Survey data</li> <li>Employee Connections Survey data</li> </ul>	<ul style="list-style-type: none"> <li>Building Mission, Vision and Collective Commitment statements</li> <li>Student Opportunity Survey data (Gallup)</li> <li>Staff engagement survey data</li> <li>Employee exit survey</li> </ul>



# SAYDEL SCHOOL DISTRICT: 3 YEAR CONTINUOUS IMPROVEMENT PLAN

**OBJECTIVE C:** Collective capacity and involvement of students, staff, families, and community will be enhanced through frequent and transparent communication and opportunities for family and student engagement.

<b>TARGET:</b> 5) The work of our students and staff will be celebrated.	<b>YEAR</b> <b>2015-2016</b>	<b>YEAR</b> <b>2016-2017</b>	<b>YEAR</b> <b>2017-2018</b>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>• Create/Rejuvenate building-level Student Success Events</li> <li>• Staff and Student “High Flyer” Program</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Staff Connections Survey</li> <li>• Continue to refine recognition programs for students and staff</li> <li>• Staff and Student “High Flyer” Program</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to refine recognition programs for students and staff</li> <li>• Monitor employee engagement and student climate surveys to target areas of improvement</li> <li>• Employee Relations Committee</li> </ul>
<b>DELIVERABLES</b>	<ul style="list-style-type: none"> <li>• Building-level student success events 2/year minimum</li> <li>• Staff and student “High Flyer” program – Included in building newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Building-level student success events 2/year minimum</li> <li>• Staff and Student “High Flyer” program – Included in building newsletter</li> <li>• Staff Connections Survey Developed and implemented (Fall &amp; Spring)</li> </ul>	<ul style="list-style-type: none"> <li>• Building-level student success Events 2/year minimum</li> <li>• Employee engagement survey (Fall, Spring)</li> </ul>
<b>METRICS</b>	<ul style="list-style-type: none"> <li>• Student Academic Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Student Academic Performance</li> <li>• Staff Connections Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Student Academic Performance</li> <li>• Staff Connections Survey</li> </ul>

It is the policy of the Saydel Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, contact the district’s Equity Coordinator, Julie McKibben, Director of Student Services, 5740 NE 14th Street. Des Moines, IA 50313; 1-515-264-0866; mckibbenjulie@saydel.net. Office for Civil Rights, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661.