



Council Bluffs

Community School District

...Where Dreams Begin!



Strategic Plan

May 2009

Mission

The mission of the Council Bluffs Community School District is to guarantee that every student graduates with the knowledge, skills and character to become a responsible citizen and to succeed in a changing world by creating a leading-edge, inclusive educational system, which provides challenging expectations, diverse experiences, engaging curriculum and innovative teaching within a collaborative, caring community.

Beliefs

We believe that:

- Every person is unique and has inherent worth
- High quality education is a fundamental right of every individual
- Family experience has a critical impact on the development of the individual
- All people want to succeed and can be successful learners
- Hard work and persistence are essential to achieve full potential
- Higher expectations challenge people to higher levels of achievement
- Individuals are responsible for their actions
- It is the responsibility of each individual to contribute to the betterment of the community
- Honesty and integrity are vital to build trust and respect within a community
- Embracing diversity and inclusiveness enriches our community
- Educated citizens are crucial for a democratic society to thrive
- The entire community is responsible for the social and educational well-being of its children
- Change involves risk but is necessary to meet the challenges of the future

Objectives

By 2015, all students will meet or exceed district and state standards in reading, writing, math, science and social studies.

By 2015, all students will develop and consistently demonstrate the 21st century skills and attributes to make a successful transition to further learning and a meaningful career.

By 2015, 100% of our students will meet or exceed the requirements for graduation.

Strategies

- 1) We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.
- 2) We will align PK-12 curriculum, instruction and assessment to state and national standards with an emphasis on integrating 21st century skills.
- 3) We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.
- 4) We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.
- 5) We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.
- 6) We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.
- 7) We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.
- 8) We will design a systemic career education program to encompass student interests, abilities and aspirations.

Strategic Parameters

- Student well-being will always be given the highest priority in decision-making.
- We will maintain safe environments conducive to learning.
- School Improvement Plans must always be consistent with the strategic plans.
- We will not tolerate behavior that demeans or disparages the dignity of any individual.
- No new program or service will be accepted unless it is consistent with the strategic plan, the benefits clearly justify the cost, and provisions are made for professional development and program evaluation.
- No program or service will be retained unless it makes an optimal contribution to achieving the mission and benefits continue to justify the cost.
- We will not tolerate ineffective performance or unprofessional behavior by any staff member.

May 5, 2009

Dear Strategic Planning Group Members:

I am pleased to present for your review the work of Action Team #1. This team was charged with formulating action plans for the strategy: *We will implement long-term facility and technology plans to ensure equitable support throughout the system to best achieve our mission.* Each team member worked very hard to develop the attached action plans.

The team began work by first reaching agreement about the meaning of the strategy and its connection to the district mission and objectives. Following that, a discussion of what needed to occur in order to make the strategy a reality was held. This involved gathering information (research) about what needed to occur, what was already occurring, and what other districts were doing. Ideas were then transformed into specific results that needed to be achieved to ensure the complete implementation of this strategy.

After the specific results were in place, the team developed an action plan for each that included the steps and sequence. Finally, a cost/benefit analysis was completed for each action plan.

Leading edge facilities along with access to technology tools for learning are absolutely necessary in making our mission a reality for Council Bluffs Community School's students.

Sincerely,

Mark Schuldt
Action Team One Leader

Strategy 1 Contents page

We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

- Plan 1 Results:** Implement the long-term facilities plan (*Master Facilities Plan*) that meets facilities standards including physical plants and safe and healthy environments for all facilities.
- Plan 2 Results:** Provide an Information Technology support system to ensure optimal hardware, software, use, and availability. (Cross reference to 3-4)
- Plan 3 Results:** Implement one portable computing device for each high school certified staff person. (1:1 Initiative)
- Plan 4 Results:** Implement one portable computing device for each certified middle school staff person and each high school student in grades 9-12. (1:1 Initiative)
- Plan 5 Results:** Implement one portable computing device for each elementary school certified staff person and each middle school student in grades 6-8. (1:1 Initiative)
- Plan 6 Results:** Implement one portable computing device for each elementary school student in grades 3-5. (1:1 Initiative)

ACTION PLAN

Strategy Number: 1
 Plan Number: 1
 Date: May 2009

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement the long-term facilities plan (*Master Facilities Plan*) that meets facilities standards including physical plants and safe and healthy environments for all facilities.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Update education specifications and design a master facilities plan to implement (MFP)				
2)	Determine cost implications of updated MFP				
3)	Create plans for additional/alternate funding				
4)	Determine timeline for implementation				
5)	Provide yearly evaluation of projects per timeline and original costs				

Responsible:

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement the long-term facilities plan (*Master Facilities Plan*) that meets facilities standards including physical plants and safe and healthy environments for all facilities.

Costs

Benefits

Tangible:

- \$25-35 million per year for facilities and infrastructure
- \$3.3 million per year for furniture
- Project management costs 1-1.5%
- Busing costs

Intangible:

- Displacing students and staff from home buildings
- Staff/student/community anxiety
- Longer distance for students to travel
- Construction environment in community (noise, detours, traffic, etc...)

Tangible:

- More money into local community/economy
- Reduced consumption of energy
- Improved economical business environment/partnerships
- Increased real estate prices
- Increased city population
- Improved health of staff/students
- Higher attendance rates
- Expand community use of buildings
- Better security
- Increased test scores
- Improved graduation rates
- Strengthened safety
- Less maintenance costs
- Attract and retain quality personnel
- Removal of hazardous waste

Intangible:

- Improved morale
- Higher self-esteem
- Enhanced community pride
- Strong foundation for district to grow
- Improved city and school district reputation
- Sustainable/green building

ACTION PLAN

Strategy Number: 1
 Plan Number: 2
 Date: May 2009

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Provide an Information Technology (IT) support system to ensure optimal hardware, software, use, and availability.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Create a comprehensive district technology plan for selection, purchase and maintenance				
2)	Create an annual Hardware and Software testing program to ensure that hardware and software works effectively and meets curricular and operational needs				
3)	Identify and implement a software-based work-management system to manage workflow, expedite repairs, and limit downtime of equipment				
4)	Create hardware and software replacement cycle				
5)	Evaluate technology use and efficiency in the district by... a) Annually implementing the ISTE Technology Support Index Assessment Tool to measure the impact and effectiveness of technology support b) Creating district metrics (benchmarks) that are reported on a periodic basis. (e.g. Web Usage, Statistics on Access to Information Systems, System uptime, etc...)				
	Cross Ref: Strategy 3, Plan 4				

Responsible:

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Provide an IT support system to ensure optimal hardware, software, use, and availability.

Costs

Benefits

Tangible:

- \$10,000 to purchase site-based software management system

Intangible:

- The introduction of technology into the classroom may cause anxiety/stress in staff members not accustomed to using it daily in their teaching/work environments
- Time required outside of working hours

Tangible:

- District facilities will have equitable technology available to all students and staff in each facility
- Tracking system will be used to trouble shoot problems and provide a systematic report for repairs and maintenance provided
- Repair time will be reduced and having trouble shooting software in place will lower staff anxiety
- Added efficiency may allow current staffing levels may support additional technology initiatives
- The use of the ISTE Technology Support Index Assessment Tool will provide benefits such as outlining staffing needs, professional development needs, and guidelines for equipment and support standards. It also assists and provides suggestions for enterprise management

Intangible:

- No additional staff will need to be hired to develop the comprehensive plan. Existing Information Systems Department Committee structure can be utilized
- Lowering staff anxiety by having trouble shooting software in place

ACTION PLAN

Strategy Number: 1
 Plan Number: 3
 Date: May 2009

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement one portable computing device for each high school certified staff person. (1:1 Initiative)

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Consult with other districts that have gone to a 1-to-1 initiative				
2)	Determine and implement technology support needs for a 1-to-1 initiative				
3)	Establish policies and/or procedures related to 1-to-1 initiative				
4)	Build the wireless infrastructure to support a 1-to-1 initiative at all three high schools				
5)	Provide all 9-12 certified teachers with a portable computing device				
6)	Train teachers on hardware use and implementation				

Responsible:

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement one portable computing device for each high school certified staff person. (1:1 Initiative)

Costs

Tangible:

9-12 Certified Staff:

*206 standard laptops x \$805 = **\$165,830**

or

*206 mini-laptops x \$442 = **\$91,052**

Wireless cost: **\$80,000**

Total Tangible: Standard \$245,830

or

Mini: \$171,052

Intangible:

- Teacher-training time being used for technology training takes time away from other types of training the teacher could be involved in during that time
- Teacher anxiety about expectation
- Students break/don't come back
- Maintenance time/cost

Benefits

Tangible:

- More students graduate
- Comply with Iowa core curriculum
- Increase employment skills
- Cost of textbooks will go down
- Teachers implement Iowa core standards

Intangible:

- Students increase motivation to learning
- Training can become apart of Monday meetings and PLC-should go together with staff development
- Teachers anxiety lessened as training continues and see the benefit
- Teachers become willing to use laptops for electronic grading, lesson plans (that can be shared across district)
- Collecting data will increase
- Address the needs of special needs students
- Traveling teachers needs will be met easier because doesn't need work station at both sites
- Students have 21st century skills
- Students ready for college or work
- Increase communication between teachers and other teachers or administration and student to student, student to teacher, teacher to parent
- Students more engaged academically
- Teachers use more project base learning
- Individualized instruction for all students
- Increase teacher productivity
- Promotes academic equity
- Students ability to write increases
- Parent attitude becomes more positive
- Overall student achievement goes up
- Attendance increase/less behavior problems
- Communication increases with community

ACTION PLAN

Strategy Number: 1
 Plan Number: 4
 Date: May 2009

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement one portable computing device for each certified middle school staff person and each high school student in grades 9-12. (1:1 Initiative)

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Review and/or revise the policies and/or procedures related to the 1:1 initiative (see plan 3)				
2)	Provide students in grade 9-12 a 1-to-1 portable computing device				
3)	Build the wireless infrastructure to support a 1-to-1 initiative at Kirn (Wilson will be completed)				
4)	Provide all 6-8 certified teachers with a portable computing device				
5)	Train 6-8 teachers on hardware use and implementation				
6)	Provide professional development/support for 9-12 teachers to integrate technology into curriculum, instruction, and assessment				
7)	Evaluate the 1:1 initiative at the high school to assess changes in instruction and learning				

Responsible:

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement one portable computing device for each certified middle school staff person and each high school student in grades 9-12. (1:1 Initiative)

Costs

Tangible:

6-8 Certified Staff:

*154 standard laptops x \$805 = **\$123,970**

or

*154 mini-laptops x \$442 = **\$68,068**

9-12 Students:

*2,761 standard laptops x \$805 = **\$2,222,605**

or

*2,761 mini-laptops x \$442 = **\$1,220,362**

Wireless cost: **\$20,000**

Total Tangible: Standard \$2,366,575

or

Mini: \$1,308,430

Intangible:

- Teacher-training time being used for technology training takes time away from other types of training the teacher could be involved in during that time
- Teacher anxiety about expectation
- Students break/don't come back
- Maintenance time/cost

Benefits

Tangible:

- More students graduate
- Comply with Iowa core curriculum
- Increase employment skills
- Cost of textbooks will go down
- Teachers implement Iowa core standards

Intangible:

- Students increase motivation to learning
- Training can become apart of Monday meetings and PLC-should go together with staff development
- Teacher anxiety lessened as training continues and see the benefit
- Teachers become willing to use laptops for electronic grading, lesson plans (that can be shared across district)
- Collecting data will increase
- Address the needs of special needs students
- Traveling teachers' needs will be met easier because doesn't need work station at both sites
- Students have 21st century skills
- Students ready for college or work
- Increase communication between teachers and other teachers or administration and student to student, student to teacher, teacher to parent
- Students more engaged academically
- Teachers use more project base learning
- Individualized instruction for all students
- Increase teacher productivity
- Promotes academic equity
- Students ability to write increases
- Parent attitude becomes more positive
- Overall student achievement goes up
- Attendance increase/less behavior problems
- Communication increases with community

ACTION PLAN

Strategy Number: 1
 Plan Number: 5
 Date: May 2009

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement one portable computing device for each elementary school certified staff person and each middle school student in grades 6-8. (1:1 Initiative)

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Review and/or revise the policies and/or procedures related to the 1:1 initiative (see plan 3)				
2)	Provide students in grade 6-8 with a 1-to-1 portable computing device				
3)	Build the wireless infrastructure to support a 1-to-1 initiative at the remaining 10 elementary buildings (Crescent, Rue, & Longfellow will be completed)				
4)	Provide all K-5 certified teachers with a portable computing device				
5)	Train K-5 teachers on hardware use and implementation				
6)	Provide professional development/support for 6-8, and 9-12 teachers to integrate technology curriculum, instruction, and assessment				
7)	Evaluate the 1-to-1 initiative at the high school and middle school to assess changes in instruction and learning				

Responsible:

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement one portable computing device for each elementary school certified staff person and each middle school student in grades 6-8. (1:1 Initiative)

Costs

Tangible:
K-5 Certified Staff:
 *308 standard laptops x \$805 = **\$247,940**
or
 *308 mini-laptops x \$442 = **\$136,136**

6-8 Students:
 *1,859 standard laptops x \$805 = **\$1,496,495**
or
 *1,859 mini-laptops x \$442 = **\$821,678**

Wireless cost: **\$180,000**

Total Tangible: Standard \$1,924,435
or
Mini: \$1,137,814

Intangible:

- Teacher-training time being used for technology training takes time away from other types of training the teacher could be involved in during that time
- Teacher anxiety about expectation
- Students break/don't come back
- Maintenance time/cost

Benefits

Tangible:

- More students graduate
- Comply with Iowa core curriculum
- Increase employment skills
- Cost of textbooks will go down
- Teachers implement Iowa core standards

Intangible:

- Students increase motivation to learning
- Training can become a part of Monday meetings and PLC-should go together with staff development
- Teacher anxiety lessened as training continues and see the benefit
- Teachers become willing to use laptops for electronic grading, lesson plans (that can be shared across district)
- Collecting data will increase
- Address the needs of special needs students
- Traveling teachers needs will be met easier because doesn't need work station at both sites
- Students have 21st century skills
- Students ready for college or work
- Increase communication between teachers and other teachers or administration and student to student, student to teacher, teacher to parent
- Students more engaged academically
- Teachers use more project base learning
- Individualized instruction for all students
- Increase teacher productivity
- Promotes academic equity
- Students ability to write increases
- Parent attitude becomes more positive
- Overall student achievement goes up
- Attendance increase/less behavior problems
- Communication increases with community

ACTION PLAN

Strategy Number: 1
 Plan Number: 6
 Date: May 2009

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement one portable computing device for each elementary school student in grades 3-5. (1:1 Initiative)

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Review and/or revise the policies and/or procedures related to the 1:1 initiative (see plan 3)				
2)	Provide students in grades 3-5 a 1-to-1 portable computing device				
3)	Train K-5 teachers on hardware use and implementation				
4)	Provide professional development/support for K-12 teachers to integrate technology into curriculum, instruction, and assessment				
5)	Evaluate the 1-to-1 initiative at the high school, middle school, and elementary school to assess changes in instruction and learning				

Responsible:

Strategy: We will implement long-term facility and technology plans to assure equitable support throughout the system to best achieve our mission.

Specific Result: Implement one portable computing device for each elementary school student in grades 3-5. (1:1 Initiative)

Costs

Benefits

<p>Tangible: 3-5 Students: *1,946 standard laptops x \$805 = \$1,566,530 or *1,946 mini-laptops x \$442 = \$860,132</p> <p>Total Tangible: Standard \$1,566,539 or Mini: \$860,132</p> <p>Intangible:</p> <ul style="list-style-type: none"> • Teacher-training time being used for technology training takes time away from other types of training the teacher could be involved in during that time • Teacher anxiety about expectation • Students break/don't come back • Maintenance time/cost 	<p>Tangible:</p> <ul style="list-style-type: none"> • More students graduate • Comply with Iowa core curriculum • Increase employment skills • Cost of textbooks will go down • Teachers implement Iowa core standards <p>Intangible:</p> <ul style="list-style-type: none"> • Students increase motivation to learning • Training can become apart of Monday meetings and PLC-should go together with staff development • Teacher anxiety lessened as training continues and see the benefit • Teachers become willing to use laptops for electronic grading, lesson plans (that can be shared across district) • Collecting data will increase • Address the needs of special needs students • Traveling teachers needs will be met easier because doesn't need work station at both sites • Students have 21st century skills • Students ready for college or work • Increase communication between teachers and other teachers or administration and student to student, student to teacher, teacher to parent • Students more engaged academically • Teachers use more project base learning • Individualized instruction for all students • Increase teacher productivity • Promotes academic equity • Students ability to write increases • Parent attitude becomes more positive • Overall student achievement goes up • Attendance increase/less behavior problems • Communication increases with community
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May 4, 2009

Dear Strategic Planning Group Members,

We are pleased to present for your review the work of Action Team #2. The group was charged with formulating action plans to align preschool through twelfth grade curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills. The sixteen member team worked diligently through the past twelve weeks to develop plans that will bring alignment to curriculum, instruction, and assessment in the Council Bluffs Community School District.

The planning process began in early February with an introductory meeting regarding the strategy. In the meeting that followed the team worked to define the strategy and develop a fuller understanding of what this strategy encompassed.

After team members had a firm grasp of the strategy, each member was asked to bring several actions that would help to operationalize the strategy. After sorting through the ideas, several categories were determined for research purposes which included 21st century skills, high school academies, instructional coaching, professional development, mentoring, professional learning communities, lab schools, and the use of assessment data. This research was used to generate eight results statements for the strategy.

From this research, three major categories were established; curriculum, instruction, and assessment. Keeping the recommendations of the Phi Delta Kappan audit in focus, the group began to craft action plans which included specific steps to ensure the strategy would be realized.

The action plans that address curriculum seek to integrate 21st century skills and also identify academy interests at the secondary level. The curriculum cannot be fully realized without attention to professional development and instruction, which was a major category for our action planning.

Instruction was an area where the majority of action plans originated. Five of the eight action plans included professional learning communities, instructional coaching, mentoring, development of a comprehensive professional development plan, and the development of a lab school at the elementary level. Quality instruction includes use of assessment data to better inform teaching practices. The team agreed that use of data must be a priority.

The team addressed assessment with an action plan on aligning assessments across grade levels and implementing routine use of a variety of data. Staff members would receive professional development on interpreting data and using it to inform instruction.

We understand that these plans can influence the future of curriculum, instruction, and assessment in the Council Bluffs Community School District. It is our sincerest hope that our decisions will ultimately impact student achievement.

It is with this hope, that we respectfully submit the action plans for strategic planning strategy #2

Sincerely,
Action Team 2

Strategy 2 Contents Page

We will align PK-12 curriculum instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

- Plan 1 Results:** Integrate 21st century skills into all curricular areas through the curriculum revision cycle.
- Plan 2 Results:** Identify academy interests at the secondary level.
- Plan 3 Results:** Implement a district-wide model for instructional coaching.
- Plan 4 Results:** Develop a comprehensive approach to our processes and procedures for professional development which includes multiple delivery models, necessary resources, and program evaluation.
- Plan 5 Results:** Redesign a district mentoring program for beginning educators and veteran educators new to the district. (Cross reference to 4-2)
- Plan 6 Results:** Implement professional learning communities district-wide.
- Plan 7 Results:** Establish a lab school for elementary (PK-5) instruction.
- Plan 8 Results:** Implement routine use of assessment data for instructional decision making at all levels (classroom, school, and district).

ACTION PLAN

Strategy Number: 2
 Plan Number: 1
 Date: May 2009

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Integrate 21st century skills into all curricular areas through the curriculum revision cycle.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Clarify the vision for 21 st century skills				
2)	Determine what 21 st century skills would look like in grade level subject areas				
3)	Determine which skills to connect to grade level and subject areas				
4)	Determine how to include the skills				
5)	Determine professional development needs				
6)	Request funding through budget process				
7)	Integrate on a phase-in basis through the curriculum revision cycle				
8)	Investigate the possibility that other programs such as International Baccalaureate, Montessori, and online learning can enhance 21 st century skills				

Responsible:

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Integrate 21st century skills into all curricular areas through the curriculum revision cycle.

Costs

Benefits

Tangible:

- Professional development: \$5,000
- Site visit travel: \$1,500
- Sub costs: \$2,500
- Teacher (extra work): \$1,200

Tangible:

- Higher student employability
- Concrete map for instruction
- Increased competitiveness with surrounding districts
- Higher graduation rate
- Increased teacher applicants

Intangible:

- Stress with change
- Frustration
- Anxiety over new skills

Intangible:

- Higher student engagement
- Increased teacher confidence
- Critical thinkers (students)
- Increased citizenship

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Establish career/occupational academies at the secondary level.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Collect and analyze information regarding career/occupational trends for the future				
2)	Identify student interests and analyze for trends				
3)	Identify academy focus and locations				
4)	Articulate curriculum				
5)	Solicit business partnerships to provide mentoring and on the job experiences				
6)	Identify resources necessary for implementation				
7)	Secure funding through budget process				
8)	Determine timeline for implementation and evaluation				
9)	Implement				

Responsible:

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Identify academy interests at the secondary level.

Costs

Benefits

Tangible:

- Staff extra planning: \$1,500
- Presentations to businesses (printing/paper/refreshments) \$1,500
- Selection of academy interests will lead to additional costs

Tangible:

- Student employability from high school
- Increased competitiveness with surrounding districts
- Increased partnerships with community
- Real-world applications for students
- Increased graduation rate
- Increased knowledge of community

Intangible:

- Rivalry between locations
- Anxiety with change
- Stress in choosing

Intangible:

- Increased student engagement

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Implement district-wide models for instructional coaching.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Review effective coaching models				
2)	Select models for instructional coaching				
3)	Determine hiring process and procedures				
4)	Determine needed personnel				
5)	Request funding through budget process				
6)	Select trainers to provide training to the instructional coaches				
7)	Train instructional coaches				
8)	Communicate instructional coaching models to the staff				
9)	Evaluate impact of the instructional coaching on student achievement				

Responsible:

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Results: Implement a district-wide model for instructional coaching.

Costs

Benefits

Tangible:

- Professional development: \$15,000 per coach
- Instructional coaches: \$65,000 per coach
- Less preparation time
- Scheduled time for coaching

Tangible:

- Increased student learning and achievement
- Improve teacher instructional effectiveness
- Common academic language and practices
- Increased collaboration
- Increased teacher applicants
- Increased teacher retention

Intangible:

- Controversy with existing programs
- Anxiety over district-wide model being appropriate at all levels
- Stress with implementation

Intangible:

- Teacher confidence
- Camaraderie
- Increased teacher autonomy
- Increased building morale

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Results: Develop a comprehensive approach to processes and procedures for professional development which includes multiple delivery models, necessary resources, and program evaluation.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Determine process for ensuring that professional development aligns with data analysis and school improvement planning				
2)	Determine appropriate staff that will coordinate professional development at the building and district level				
3)	Solicit input from stakeholders to determine delivery models				
4)	Determine necessary resources for implementation				
5)	Deliver professional development				
6)	Evaluate effectiveness of professional development through its impact on student achievement				

Responsible:

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Results: Develop a comprehensive approach to our processes and procedures for professional development which includes multiple delivery models, necessary resources, and program evaluation.

Costs

Benefits

Tangible:

- Professional development coordinator
\$75,000

Tangible:

- Increased student achievement
- Stronger core instruction
- Highly trained staff
- Furthering instructional capacity among staff
- Evaluation of professional development
- Increased collaboration
- Increased buy-in from stakeholders

Intangible:

- Stress with lack of competence
- Time for planning
- Anxiety with scheduling

Intangible:

- Increased staff morale
- Happier students
- Teacher accomplishment
- Positive environment

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Redesign a district mentoring program for beginning educators and veteran educators new to the district.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Solicit input from recent participants to help determine strengths and weaknesses of current program				
2)	Determine expectations for teachers (beginning and new to the district)				
3)	Draft mentoring program that aligns with state guidelines				
4)	Establish timeline for training				
5)	Determine appropriate staffing				
6)	Request appropriate funds through budget process				
7)	Provide training for mentors				
8)	Evaluate newly designed mentoring program				
	Cross Ref: Strategy 4-Plan 2				

Responsible:

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Redesign a district mentoring program for beginning educators and veteran educators new to the district.

Costs

Benefits

Tangible:

Current costs:

- Mentor stipends: \$60,000
- Mentor training: \$2,200
- New teacher orientation: \$6,500
- Sub costs: \$3,500
- Celebrations/Food: \$450
- Leader stipends: \$5,000

Projected costs:

- Mentor stipends: \$45,000
- New teacher orientation: \$6,500
- Celebrations/Food: \$450
- Consumable materials: \$1,500
- Potential costs for leader unless absorbed through another assignment

Intangible:

- Stressful for new teachers
- Coordinating schedules for mentor/mentee

Tangible:

- Increased teacher retention
- Higher student achievement
- Decreased turnover
- Increased teacher proficiency
- Increased mentor proficiency
- Collegiality
- Increased teacher applicants
- High quality mentorship

Intangible:

- Increased building morale
- Confidence
- Positive environments

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Implement professional learning communities district-wide

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Clearly define a professional learning community in the Council Bluffs CSD				
2)	Evaluate current professional learning community practices				
3)	Develop guidelines for membership according to building and department needs				
4)	Develop a reporting process for professional learning community work				
5)	Provide the necessary training including modeling and coaching				
6)	Monitor the ongoing implementation of the professional learning community process				
7)	Evaluate the effectiveness of the professional learning community implementation				

Responsible:

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Implement professional learning communities district-wide.

Costs

Benefits

Tangible:

- Consulting costs: \$5,000
- Materials and supplies \$25,000

Tangible:

- Increased student achievement
- Collegiality
- Consistency across levels and school
- Focused instruction for kids
- Teacher ownership for school improvement
- Collective vision
- Targeted classroom intervention

Intangible:

- Fear of change
- Lack of time
- Fear of losing autonomy
- Fear of being exposed
- Intimidating

Intangible:

- Teacher buy-in
- Increased morale
- Excites and reignites passion for work
- Changes the non-believers

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Establish a lab school for elementary (PK-5) instruction.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Identify purpose for lab school				
2)	Visit area lab schools				
3)	Investigate partnership with local university				
4)	Identify technology skills essential for teachers that promote 21 st century learning skills				
5)	Identify process for teacher selection and rotation				
6)	Determine composition of student body (i.e. neighborhood school, open enrollment, etc)				
7)	Identify process for administrator selection				
8)	Determine facility and renovation needs				
9)	Renovate a facility to promote "behind the glass" observation				
10)	Outline process for accessing lab school (teachers coming to observe)				
11)	Develop calendar for lab school (i.e. year round)				
12)	Secure funding for lab school				
13)	Communicate to public the purpose and process for the lab school				
14)	Implement timeline for action				
15)	Determine process and timeline for evaluation				

Responsible:

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Establish a lab school for elementary (PK-5) instruction.

Costs

Benefits

Tangible:

- Facility renovation: \$500,000*
- Sub costs: \$2,000
- Possible modified teacher contract
- Teacher extra-work pay: \$5,000
- Travel costs: \$20,000
- Materials (paper/printing): \$5,000

*Possibly no cost if part of the facility renovation process

Intangible:

- Possible alienation with selection of students and staff
- Fear of change
- Lack of community support
- Jealousy

Tangible:

- Teachers see theory into practice
- Increased student achievement
- Increased teacher proficiency
- Increased ties to universities
- Increased opportunities for teacher preparation
- Build community relationships
- Increased attendance out of district
- Increased competitiveness
- Potential for increased revenue from visiting districts
- Regional and local presence
- Partnership potential with colleges and universities
- Increased teacher recruitment

Intangible:

- Increased motivation
- Affirmation of quality teaching
- Strengthens teacher as a learner
- Increased morale
- Support system for high implementers

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Implement routine use of assessment data for instructional decision making at all levels (classroom, school, and district).

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Identify common summative assessments for grade levels/subject areas on a phase-in basis aligned with curriculum revision process				
2)	Determine frequency/timetable for administering assessments				
3)	Determine appropriate staff to interpret district data to inform district professional development				
4)	Determine appropriate staff to provide professional development				
5)	Request funding through budget process				
6)	Designate and train lead staff in formative assessments and its use in instructional decision making				
7)	Provide professional development in formative assessments and its use in instructional decision making				
8)	Evaluate the use of assessment data				

Responsible:

Strategy: Align PK-12 curriculum, instruction, and assessment to state and national standards with an emphasis on integrating 21st century skills.

Specific Result: Implement routine use of assessment data for instructional decision making at all levels (classroom, school, and district).

Costs

Benefits

Tangible:

- Professional development: \$2,500

Tangible:

- Increased student achievement
- Comparable instruction across buildings
- Students know end goals
- Increased efficiency
- Richer understanding of data sources
- Drives professional development

Intangible:

- Frustration with technology
- Anxiety with data
- Public displeasure with results

Intangible:

- Better decision making which results in more focused instruction
- Teacher confidence
- Increased public confidence
- Affirmation of quality instruction

May 2009

Strategic Steering Committee,

Strategic Team #3 is excited to present our recent work for your review and consideration. Like each Strategic Team, these past few months we have been busy striving hard to make the best contribution possible to our Strategic Plan and Mission. The following ideas represent part of our Team's contribution to the Strategic Plan and to the District, so that we can truly move from "good to great."

From the beginning and all during this process, our Team kept several things in mind: (1) the Curriculum Management Audit Report completed in August 2008 by Phi Delta Kappa International, (2) our Mission, Beliefs, Objectives, Strategies, and Parameters, as well as, our listed Strengths, Weaknesses, and Critical Issues, (3) lessons from Good to Great by Jim Collins, and (4) suggestions taken from the Action Team Leader's Guide and training by Howard Feddema.

By reviewing the Curriculum Management Audit, our Team soon realized that the District had many concerns that we could focus on. We also recognized, however, that many of the concerns brought up in the Audit could be addressed through the Strategic Planning Process. As a result, we looked to the Strategic Steering Committee's work for guidance. Fortunately, as summarized in the following paragraph, we found several ideas that initiated and guided some of our thinking.

The Parameters that set the tone for our work were:
"Student well-being will always be given the highest priority in decision-making,"
"No new program or service will be accepted unless...", and
"No new program will be retained unless it is consistent with the strategic plan, makes an optimal contribution to the mission, etc..."

Next, the ten Weaknesses that brought focus to our efforts were:
12 and #13 dealing with inequalities in our District,
#s 30-32 related to budget and purchasing,
36 referencing community concerns,
42 which deals with including staff in decision-making, and
#s 46-48 regarding various staffing issues.

Finally, the one Critical Issue that helped us realize the unprecedented nature of this initiative was the following:
"Unless we find a way to allocate our resources to align with what our data says our priorities must be, we will not be able to accomplish our mission and meet the needs of our students."

We realize Strategy #3 directly relates to all of the above, and therefore, the success of this process is critical to both our future and the future of our students.

Thank you ahead of time, for your hard work and thoughtful consideration of our ideas and suggestions.

Sincerely,
Action Team #3

Strategy #3 Contents Page

We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

- Plan 1 Results:** Evaluate every program and service for efficiency and effectiveness on a pre-determined review cycle.
- Plan 2 Results:** Create a transparent process of recruitment and hiring of all staff that uses best practices and streamlines the process for the supervising principal or administrator.
- Plan 3 Results:** Design an equitable, but not equal, system for allocating staff and funding based on specific factors that best predict achievement needs.
- Plan 4 Results:** Create a centralized annual budget that includes line items for capital purchases. (Cross reference to 1-2)
- Plan 5 Results:** Create a transparent budget implementation process that is accurate and informative in planning and evaluating the use of funds.
- Plan 6 Results:** Implement a purchasing process that includes proactive planning, timely response, and follow-through to the delivery of goods and services.

ACTION PLAN

Strategy Number: 3
 Plan Number: 1
 Date: May 2009

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Evaluate every program and service for efficiency and effectiveness on a pre-determined review cycle.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Establish a Program Evaluation Team				
2)	Determine the cycle of review and program and services to be reviewed				
3)	Create a process so that we can react in a timely manner to short or long-term needs of evaluation of a program or service				
4)	Make recommendation to eliminate or revise programs deemed inefficient or ineffective				

Responsible:

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Evaluate every program and service for efficiency and effectiveness on a pre-determined review cycle.

Costs

Benefits

Tangible:

- Staff time: \$3,000/yr
(possible overtime)
- Meeting expenses: \$200/yr

Tangible:

- Efficiencies realized from the study
- Potential cost savings

Intangible:

- Add work to some staff in development stages

Intangible:

- When at a maintenance level, reduced work
- Forces evaluation of each program which results in current, more efficient programs aligned with best practice
- Basis for decision making for future resource allocations

ACTION PLAN

Strategy Number: 3
 Plan Number: 2
 Date: May 2009

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Create a transparent process of recruitment and hiring of all staff that uses best practices and streamlines the process for the supervising principal or administrator.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Create a District recruitment process to attract a qualified pool of candidates for all staff which includes recruitment of minority candidates to the District				
2)	Evaluate the steps for the entire recruitment and hiring process and create a process that matches the best candidates for district openings				
3)	Complete the qualification process for potential candidates before building administrators interview for a specific position				
4)	Define a decision making process for when building administrators want the same candidate				

Responsible:

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Create a transparent process of recruitment and hiring of all staff that uses best practices and streamlines the process for the supervising principal or administrator.

Costs

Benefits

Tangible:

- Staff time
- Comprehensive Recruitment Plan \$50,000
- Legislative Action – forgivable loans to minorities
- Incentives
- Identify where minorities are and go after them there
- Evaluation of hiring process may result in a change – cost of instrument change and training of new instrument (if chosen)

Intangible:

- Communication of the plan
- Stress related to the change in procedure

Tangible:

- More minority staff
- Streamlined process that is more effective/timely
- Recruit earlier/better pool
- Higher student achievement for minority students
- Cost savings for reduced turn over in staff

Intangible:

- Improvement administrator moral
- Less summer time hiring
- Improved relationships between minority students and staff

ACTION PLAN

Strategy Number: 3
 Plan Number: 3
 Date: May 2009

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Design an equitable, but not equal, system for allocation staff and funding based on specific factors that best predict student achievement needs.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Create staffing formula that is based on equity and the individual needs of students in each building				
2)	Create funding formula that is based on equity and the individual needs of students in each building				
3)	Create a compensation schedule for teachers and administrators that is differentiated based on the individual building demographics including size and at-risk factors				
4)	Create a reward system to be utilized by schools for minimizing use of substitute teachers				
5)	Create a process of resource allocation for specialized funding streams that enables building administrators to distribute resources based on specific building needs (i.e. Title I, Federal Class Size, etc.)				

Responsible:

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Design an equitable, but not equal, system for allocating staff and funding based on specific factors that best predict student achievement needs.

Costs

Benefits

Tangible:

- Software acquisition or programmer to design software for building allocations system: \$20,000
(one time cost)
- Differentiated compensation schedule for high needs buildings: \$500,000
- Formulation of reward/sub system – initial cost – (committee work) \$3,000
- \$20,000 of benefit savings go towards rewards
- Results based compensation (pay for performance)

Intangible:

- Staff time

Tangible:

- Sub reward system \$120,000 total savings with \$20,000 going toward rewards in the Tangible cost column (annually)
- Increased student achievement
- Fewer teacher replacements (hiring, training, etc.)

Intangible:

- Increased continuity of instruction leads to more services to students
- Positive “team” culture
- Decrease sub usage

ACTION PLAN

Strategy Number: 3
 Plan Number: 4
 Date: May 2009

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Create a centralized annual budget that includes line items for capital purchases.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Establish a committee to determine, prioritize, and oversee capital purchases, to include cyclical replacement of depreciable assets				
2)	Determine potential and appropriate funding sources for centralized purchases				
3)	Refine building budgets to focus on instructional supplies and professional development				
4)	Provide professional development to administrators in developing and maintaining a building budget				
5)	Evaluate the centralized-decentralized budget process annually				
	Cross Ref: Strategy 1 - Plan 2				

Responsible:

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Create a centralized annual budget that includes line items for capital purchases.

Costs

Tangible:

- Committee for start up of system and annually thereafter
- Staff time to plan and coordinate the purchases
- Possible staff increase to manage system

Intangible:

- Initially, staff time and stress will increase to create program

Benefits

Tangible:

- Central location for purchases
- A replacement plan for purchases
- Principals spend less time making decisions about capital purchases
- Equipment that lines hallways, libraries creates an unattractive and unsafe environment will be disposed of efficiently
- Cost savings with bidding of products
- Recycling program for computers
- Timely disbursement process - \$ in penalties/late charges

Intangible:

- More effective use of taxpayers' dollars
- Improved relations with taxpayers
- Improve staff morale

ACTION PLAN

Strategy Number: 3
 Plan Number: 5
 Date: May 2009

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Create a transparent budget implementation process that is accurate and informative in planning and evaluating the use of funds.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Create a budget proposal process in which administrators can present proposals for needs and wants beyond the initial budget allocation				
2)	Establish a District Budget Review Committee that will assist in budget development, priorities, allocations, and timelines				
3)	Create a financial reporting system that provides budget information to individuals quickly and accurately				
4)	Evaluate the budget development, prioritization, allocation, and implementation processes annually				

Responsible:

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Create a transparent budget implementation process that is accurate and informative in planning and evaluating the use of funds.

Costs

Benefits

Tangible:

- Software or programming expense: \$200,000
- Staff time to set up program and train

Tangible:

- Evaluation of costs to benefits
- Accuracy and timeliness of data
- Building administrator will have immediate access to budget condition
- Budgets aligned with building and district priorities

Intangible:

- Staff stress due to changes

Intangible:

- More efficient budget process so administrators do a better job of prioritizing purchases
- Improved relation with vendors
- Improved efficiencies on staff research
- Increased knowledge of current budget for decision making
- Improved public awareness

ACTION PLAN

Strategy Number: 3
 Plan Number: 6
 Date: May 2009

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Implement a purchasing process that includes proactive planning, timely response, and follow-through to the delivery of goods and services.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Evaluate the current process in Purchasing, and implement changes to streamline the current processes				
2)	Restructure Purchasing to most effectively deliver services both in a centralized and/or decentralized manner				
3)	Implement a system to ensure timely payment of all bills				

Responsible:

Strategy: We will design and utilize a comprehensive, transparent allocation process to assure our human and financial resources are effectively prioritized to achieve our mission.

Specific Result: Implement a purchasing process that includes proactive planning, timely response, and follow-through to the delivery of goods and services.

Costs

Benefits

Tangible:

- Software Program for requisitioning purchases
- Hire Consultant
- Staff time
- Training time and costs
- Potential substitute costs

Tangible:

- Timely receipt of materials
- Everybody understands process
- Less paper
- Timely payment of district bills – fewer late charges/penalties
- Cost savings
- Best prices

Intangible:

- Staff morale during inception

Intangible:

- Improved relationships between buildings and ESC
- Improved morale
- Satisfaction that we are getting the best prices
- More effective use of taxpayer dollars
- Improved relations with taxpayers

May 2009

Dear Strategic Planning Group Members,

We are pleased to present for your review and consideration the work of Action Team #4. Our group was given the task of developing action plans to create an *organizational culture to eliminate complacency and counterproductive attitudes that prevent students from learning.*

Team members first developed consensus on the intent of the assigned strategy and then developed an operational definition that would guide our work. We developed questions for research as a means to gain as much information as possible while developing an informed and broadened perspective of options that might support the development of our action plans.

As a result of the research and information gathering, members of Action Team #4 brought back many different pieces of information used to discuss possible results. We then formulated over 100 ideas that were discussed, reviewed and eventually narrowed down to seven specific results statements that we chose to be fully developed into action plans.

The team spent a great deal of time focusing our energies on what we could do to focus on positive ways in which all stakeholders of the school and community could work together to help reach the objectives and mission of our district. Early on our team members agreed that our strategy was not about focusing on negative aspects of our district and community, but instead formulating plans that would capture our strengths and provide support for areas in need of change and further development.

We believe that our action plans will spark interest, create change in attitude, positively affect students and play a major role in the achievement of the mission.

Sincerely,

Action Team #4

Strategy 4 Contents page

We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

- Plan 1 Result:** Implement district-wide the TeamMates mentoring program for students on a phase-in basis beginning in 4th grade.
- Plan 2 Result:** Refine the current district mentoring program for beginning educators and experienced teachers new to the district to offer more ongoing support and differentiated learning opportunities. (Cross reference to 2-5)
- Plan 3 Result:** Create, communicate, and implement ways in which families can be active participants in their child's education.
- Plan 4 Result:** Implement a consistent process district-wide to recognize both certified and classified staff on a monthly basis.
- Plan 5 Result:** Create and implement an orientation and induction program so that all classified staff members model the district's beliefs and understand how their job contributes to achieving the mission. (Cross reference to 5-1)
- Plan 6 Result:** Refine the current teacher evaluation and supervision system to ensure all students have access to quality instruction.
- Plan 7 Result:** Refine the current administrative evaluation and supervision system to ensure that every administrator is making optimal contributions to achieving the mission and objectives.
- Plan 8 Result:** Expand the current School Administrative Manager model on a phase-in basis.
- Plan 9 Result:** Increase district-wide the use of data collected through the Climate/Culture surveys to develop building action plans that capitalize on strengths and address areas of need.
- Plan 10 Result:** Create, communicate and track a list of "Never Events" or actions that will not be tolerated while employed with the Council Bluffs Community School District.

ACTION PLAN

Strategy Number: 4
 Plan Number: 1
 Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Implement district-wide the TeamMates mentoring program for students on a phase-in basis beginning in 4th grade.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Evaluate and assess the current implementation of TeamMates in the district				
2)	Evaluate needs for staffing to expand the program to a district-wide model				
3)	Develop a process to communicate the vision of the program with the administrative team and involved staff				
4)	Create a timeline for district-wide implementation				
5)	Recruit and train mentors and involved district personnel				
6)	Evaluate the effectiveness of the program through survey data and increased community participation				

Responsible:

Strategy: We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Implement district-wide the TeamMates mentoring program for students on a phase-in basis beginning in 4th grade

Costs

Benefits

Tangible:

- Annual fee: \$1,500
- Salary for district director position: \$30,000
- Background checks for mentors: \$25/ mentor

Intangible:

- Time for program development/support
- Time for training and recruiting mentors

Tangible:

- Increased student achievement
- Increased student attendance
- Increased graduation rate
- Increased community involvement
- Decrease in discipline referrals

Intangible:

- Increased student self-esteem
- Model to build positive relationships
- Opportunities for students to learn about careers from mentors
- Positive perception of schools wanting extended partnerships with the community

ACTION PLAN

Strategy Number: 4
 Plan Number: 2
 Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Refine the current district mentoring program for beginning educators and experienced teachers new to the district to offer more ongoing support and differentiated learning opportunities

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Evaluate the current mentoring program by gathering information from teachers and mentors who recently participated in the program				
2)	Evaluate the current professional development plan for new hires				
3)	Study external mentoring and professional development programs for new hires or experienced teachers new to a district				
4)	Evaluate current staffing and determine the appropriate staffing levels needed to implement new or revised programs				
5)	Develop a proposal for increased program funding for the mentoring and professional development programs that support new hires or experienced teachers new to the district				
6)	Create a timeline for implementing revisions or changes				
7)	Plan and implement training for mentors				
8)	Develop a process to evaluate program effectiveness				
	Cross Ref: Strategy 2, Plan 5 Cross Ref: Strategy 5, Plan 1				

Responsible:

Strategy: We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Refine the current district mentoring and induction program for beginning educators and experienced teachers new to the district to offer more ongoing support and differentiated learning opportunities.

Costs

Benefits

Tangible:

- Cost and time for salary associated with program leadership (lead teacher role or assigned administrative position): \$50,000

Intangible:

- Time for planning and development
- Time for training
- Time that mentors and mentees might be away from instructional time with students

Tangible:

- Increased student achievement
- Increased use of best practice strategies by teachers in the classroom
- Retention of new hires
- Fewer teachers not meeting Skilled or Basic descriptors on Professional Growth/Evaluation System

Intangible:

- New teachers could participate in training and development with colleagues new to the district in job-alike sessions
- Sense of collegiality with new teachers to the profession or district
- Higher confidence level in sharing needs and concerns if grouped with teachers that are also new to the profession and new to the role
- Increased morale
- More individualization and support

ACTION PLAN

Strategy Number: 4
 Plan Number: 3
 Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Create, communicate, and implement ways in which families can be active participants in their child’s education.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Create and provide “Welcome to the World” packets to area hospitals to welcome babies/families to the Council Bluffs Community School District which could include a token with the baby’s graduation year (bib, hat)				
2)	Research and define all possible ways that families can be actively involved in supporting their child’s education in the school and at home				
3)	Establish a process to determine which ways are most effective and create the opportunities for involvement				
4)	Identify a district contact person who will be responsible for the development and communication of printed documents				
5)	Establish a process to communicate the involvement opportunities using a variety of media tools				
6)	Identify a contact person at each building that will provide families and staff members with training that may be needed.				
7)	Evaluate the effectiveness of the programs and make modifications as needed				

Responsible:

Strategy: We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Create and communicate a comprehensive list of ways in which parents can be active participants in their child’s education

Costs

Benefits

Tangible:

- Costs to print and distribute list: \$1,000

Tangible:

- Increased student achievement
- Increased parent involvement

Intangible:

- Time to research and produce the list
- Time to inform those responsible for communicating the list
- Time for training needs resulting from

Intangible:

- Increased awareness about the ways parents can support their child at home and school
- Feeling of pride in being part of a team approach to supporting learning
- Parents and teachers will be able to talk about multiple ways (beyond PTO or traditional groups) that parents can partner and be involved at home and school
- Increased level of ownership in being a significant contributor to a child’s educational experiences

ACTION PLAN

Strategy Number: 4
 Plan Number: 4
 Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Implement a consistent process district-wide to recognize both licensed and classified staff on a monthly basis.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Review existing staff recognition programs at the district and building level				
2)	Create a consistent process that buildings will use to recognize staff members on a monthly basis that aligns with district objectives and/or school improvement plans				
3)	Develop the nomination and selection criteria				
4)	Develop a list of suggested awards and recognition opportunities and secure community sponsorships				
5)	Establish a process to recognize internally and externally recipients of the honor				
6)	Evaluate the plan				

Responsible:

Strategy: We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Implement a consistent process district-wide to recognize both certified and classified staff.

Costs

Benefits

Tangible:

- Awards (plaque etc.): \$1,000/yr
 (if funding is not secured by business sponsorships)
- Printing supplies: \$500
- Advertisement costs for public recognition: \$500
 newspaper coverage

Intangible:

- Time to coordinate
- Controversy over who is selected

Tangible:

- Award
- Public recognition

Intangible:

- Sets a standard of high expectations for all staff members
- Increases the motivation to reach high levels of performance
- Increased morale
- Showcases the value and contributions of both certified and classified employees

ACTION PLAN

Strategy Number: 4
Plan Number: 5
Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Create and implement an orientation and induction program so that all classified staff members model the district's beliefs and understand how their job contributes to achieving the mission. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:

Responsible:

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Create and implement an orientation and induction program so that all classified staff members model the district's beliefs and understand how their job contributes to achieving the mission. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

Costs

Benefits

Tangible:

Tangible:

Intangible:

Intangible:

ACTION PLAN

Strategy Number: 4
 Plan Number: 6
 Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Refine the current teacher evaluation and supervision system to ensure all students have access to quality instruction.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Determine a process for making revisions or adaptations to the Professional Growth System while working within the parameters of the agreed upon contract and Iowa Teaching Standards				
2)	Examine the current teacher evaluation instrument and process				
3)	Review and refine the descriptors that identify Basic, Skilled, and Unsatisfactory teaching				
4)	Develop a collaborative walk through process that allows administrators to build more common understanding of the descriptors and performance levels				
5)	Provide annual training for administrators in the facilitation of evaluation procedures to ensure inter-rater reliability				
6)	Establish guidelines for the amount of time that administrators should spend on monitoring and supporting instruction				
7)	Evaluate the effectiveness of the plan through surveying involved stakeholders and doing a random sampling of evaluation documents including student achievement				

Responsible:

Strategy: We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Refine the current teacher evaluation and supervision system to ensure all students have access to quality instruction.

Costs

Benefits

Tangible:

- Professional development for administrators:
 (\$5,000.00 if outside consultant services provided)

Intangible:

- Time for administrator
- training development and implementation
- Time for increasing the feedback and coaching provided for staff
- Controversy or anxiety related to work with staff members not meeting performance standards

Tangible:

- Increased student achievement
- Increased graduation rate
- Increased use of research-based strategies in the classroom
- Increased use of strategies learned through professional development by teachers

Intangible:

- Coaching and feedback support for all levels of staff
- Increased levels of accountability for teachers and administrators
- Increased morale
- More consistent understanding of the descriptors for the standards and criteria
- Teachers not meeting the standard improve or are non-renewed

ACTION PLAN

Strategy Number: 4
 Plan Number: 7
 Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Refine the current administrative evaluation and supervision system to ensure that every administrator is making optimal contributions to achieving the mission and objectives. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:

Responsible:

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Refine the current administrative evaluation and supervision system to ensure that every administrator is making optimal contributions to achieving the mission and objectives. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

Costs

Benefits

Tangible:

Tangible:

Intangible:

Intangible:

ACTION PLAN

Strategy Number: 4
 Plan Number: 8
 Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Expand the current School Administrative Manager model on a phase-in basis.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Evaluate the current School Administrative Manager (SAM) model				
2)	Create guidelines to determine which buildings would be considered for the SAM allocation				
3)	Develop a timeline for implementation on a phase-in basis				
4)	Establish a plan to seek additional funding to support expansion				
5)	Evaluate the plan based on student achievement results and increased time logged for instructional leadership				

Responsible:

Strategy: We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Expand the current School Administrative Manager model on a phase-in basis.

Costs

Benefits

Tangible:

- Staffing costs to hire additional SAMS (\$60,000 per person with salary and benefits)

Intangible:

- Time for training

Tangible:

- Increased student achievement
- Increased attendance
- Increased graduation rates
- Increased administrator time to lead and monitor instruction
- Increased staff implementation of professional develop and best practice strategy implementation
- Reduced discipline referrals

Intangible:

- Increased effectiveness of professional development at building level
- Better use of data to guide and support instruction
- Higher level of knowledge in best practice and content by principals
- More opportunities for collaboration and teaming with teachers

ACTION PLAN

Strategy Number: 4
 Plan Number: 9
 Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Increase district-wide the use of data collected through the Climate/Culture surveys to develop building action plans that capitalize on strengths and address areas of need.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Administer the Climate/Culture survey annually at each building				
2)	Create and implement a consistent process district-wide for analyzing the results and developing action plans based on the data at each building				
3)	Develop a district-wide process that will be implemented at the building level to share the data with all stakeholders				
4)	Create and implement a process by which buildings will evaluate the effectiveness of individual action plans				
5)	Refine and evaluate the process				

Responsible:

Strategy: We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Increase district-wide the use of the data collected through the Climate/Culture surveys to develop building action plans that capitalize on strengths and address areas of need.

Costs

Benefits

Tangible:

- Printing and scoring surveys (\$1500.00 annually)

Tangible:

- Increase in student achievement
- Increase in graduation rate
- Increase in student attendance
- Decrease in discipline referrals

Intangible:

- Time to analyze, plan and evaluate data

Intangible:

- Increased feeling of safety for students and staff
- Ownership in developing action plans to address needs
- Opportunities to celebrate growth with students and staff in targeted areas
- Improved morale
- Reduced complacency

ACTION PLAN

Strategy Number: 4
 Plan Number: 10
 Date: May 2009

Strategy: Create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Create, communicate and track a list of “Never Events” or actions that will not be tolerated while employed with the Council Bluffs Community School District.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Establish a process to survey and collect feedback from stakeholder groups on actions or “Never Events” that should not be tolerated by staff members of the district.				
2)	Develop the criteria for events that will be included on the list				
3)	Create the list of “Never Events” with stakeholder involvement				
4)	Determine methods to communicate the completed list with new hires and veteran employees				
5)	Evaluate and track yearly the number of “never events”				
6)	Establish a process to begin to generate a list of “always events”				

Responsible:

Strategy: We will create an organizational culture to eliminate complacency and counterproductive attitudes that prevent students from succeeding.

Specific Result: Create, communicate and track a list of “Never Events” or actions that will not be tolerated while employed with the Council Bluffs Community School District.

Costs

Benefits

Tangible:

- Time
- Printing and distribution of materials: \$500

Tangible:

- Increased student achievement
- Increase student attendance
- Increased graduation rate

Intangible:

- Time for staff members and students to work on the project
- Controversy over topics by staff members that will be addressed through the process

Intangible:

- Increased morale
- Decrease in the negative perception about school
- More positive environment
- Clear expectations for staff
- Decrease in number of disciplinary incidents for staff members

May 15, 2009

Dear Strategic Planning Group Members:

We are pleased to present for your review the work of Action Team #5. The group was charged with formulating action plans to develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission. Our team members have worked hard to develop our action plans.

We started with reaching agreement about the meaning of the strategy and its connection to the district mission and objectives. We then started to discuss what needed to occur in order to make the strategy a reality. This involved gathering information about what needed to occur, what was already occurring, and what other districts and businesses were doing with communication. We then transformed our ideas into specific results that need to be achieved to ensure that this strategy will be fully implemented.

After our specific results were confirmed by the team, we developed an action plan for each specific result that includes the steps and sequence. Lastly, a cost/benefit analysis was completed for each action plan.

Communication is vital to making sure that our community is an active partner in making our mission a reality for Council Bluffs Community School's students.

Sincerely,

Action Team 5

Strategy 5 Contents Page

We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Plan 1 Results: Implement a process through which each employee understands his/her role in the mission. (Cross reference to 4-5)

Plan 2 Results: Establish communications with youth employers to support and promote student employees in their academic achievements.

Plan 3 Results: Maximize use of leading edge technologies to reach a variety of audiences to establish two-way communication. (Cross reference to 6-1)

Plan 4 Results: Develop a systemic process for determining the most effective communication plan for district initiatives/issues.

Plan 5 Results: Communicate effectively to all key stakeholders during crisis situations.

Plan 6 Results: Establish a key-communicator network.

ACTION PLAN

Strategy Number: 5
 Plan Number: 1
 Date: May 2009

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Implement a process through which each employee understands his/her role in the mission.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Make mission statement prevalent in all locations- ideas might include hanging banners in schools, posters in classrooms and offices, print on back of ID badges				
2)	Involve employees to develop a common understanding about their roles and contributions to the mission				
3)	Establish a process by which employees will pledge their commitment to our mission				
4)	Develop a process to communicate employees' roles in the mission				
5)	Specifically link employee recognition to the mission				
6)	Utilize school events to communicate the mission				
	Cross ref: Strategy 4-Plan 5				

Responsible:

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Implement a process through which each employee understands his/her role in the mission.

Costs

Benefits

Tangible:

- Printing/production
- Staff training

Intangible:

- Resistance/fear/skepticism by staff

Tangible:

Intangible:

- Increased customer service attitudes
- Increased employee morale
- United/common focus for staff and community

ACTION PLAN

Strategy Number: 5
 Plan Number: 2
 Date: May 2009

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Establish two-way communications with youth employers to support and promote student employees in their academic achievements.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Identify employers of our students				
2)	Facilitate communication between employers and school/district				
3)	Identify key issues related to employment that could help increase student success				
4)	Develop a plan to address key issues identified in 2B				
5)	Monitor/evaluate this plan that addresses key issues and their effects on student success				

Responsible:

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Establish two-way communications with youth employers to support and promote student employees in their academic achievements.

Costs

Benefits

Tangible:

- Materials necessary for meetings: \$1,000
- Surveys for employers: \$5,000
- Compensation of staff for on-going facilitating: \$2,000
- Printing of materials based on findings: \$2,000

Intangible:

- Time to organize/facilitate/follow-up

Tangible:

- Increased student attendance
- Increased graduation rates

Intangible:

- Positive student attitudes
- More employer awareness/support
- Improved student/employer relationship

ACTION PLAN

Strategy Number: 5
 Plan Number: 3
 Date: May 2009

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Maximize use of leading edge technologies to reach a variety of audiences to establish two-way communication.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Conduct research to identify forms of electronic communication. Study the efficiency and advantages of these forms. Examples include Twitter, texting, Facebook.				
2)	Study current technology use by various audiences for communication				
3)	Research how to increase available access locations to technology within the community				
4)	Develop and implement standards for individual school web page content and design				
5)	Assist building in developing a plan to increase availability of information through use of electronic means for communication				
6)	Evaluate and monitor use of electronic technology for communication				
	Cross ref: Strategy 6-Plan 1				

Responsible:

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Maximize use of leading-edge technologies to reach a variety of audiences to establish two-way communication.

Costs

Benefits

Tangible:

- Conference costs for learning about electronic communications
- Additional technical assistance
- Training time and/or professional development
- Implementation of desired products

Tangible:

- Reach larger/broader audiences
- Cost savings; paper/ mailing
- Improved efficiency; quicker turnaround time and less secretarial time

Intangible:

Intangible:

- Improved credibility
- Greater sense of involvement
- Increased community interaction/involvement

ACTION PLAN

Strategy Number: 5
 Plan Number: 4
 Date: May 2009

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Develop a systematic process for determining the most effective internal and external communication plan for district issues and initiatives.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Develop a process to determine when a district wide communication plan is needed				
2)	Identify internal and external audiences and sub-groups that need communication				
3)	Determine most effective communication methods for each audience				
4)	Craft key messages, both general and specific, related to most important aspects of the initiatives and issues				
5)	List all communication tools to be used				
6)	Create a timeline and list of responsibilities				
7)	Create an evaluation instrument to determine communication effectiveness				

Responsible:

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Develop a systematic process for determining the most effective internal and external communication plan for district issues and initiatives.

Costs

Benefits

<p>Tangible:</p> <ul style="list-style-type: none"> • Research/professional audit • Employee time <p>Intangible:</p>	<p>Tangible:</p> <ul style="list-style-type: none"> • Efficient communication • Effective communication • Wider audience <p>Intangible:</p>
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ACTION PLAN

Strategy Number: 5
 Plan Number: 5
 Date: May 2009

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Effectively communicate to all key stakeholders in crisis situations.
 (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Evaluate current crisis plan				

Responsible:

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Effectively communicate to all key stakeholders in crisis situations.
(ADDED AT STRATEGIC PLANNING SESSION IN MAY)

Costs

Benefits

Tangible:

Tangible:

Intangible:

Intangible:

ACTION PLAN

Strategy Number: 5
 Plan Number: 6
 Date: May 2009

Strategy: We will develop comprehensive and interactive communication, ensuring all staff, parents and community members have the information and understanding that empowers everyone to work as partners to achieve our mission.

Specific Result: Establish a key communications network. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:

Responsible:

Dear Strategic Planning Committee:

Team members turned talk into action by correlating existing services with planned changes in the Community and District. The plans and cost benefit analysis attached to this memo outline the steps to create **partnerships**, and to **develop, model, reinforce** and **assess character** traits. In addition, a comprehensive approach to **prevent teen pregnancy, substance abuse, and truancy** will be established. Schools will become an access points for learning and family service. Action plans also outline the manner in which Community and District professionals will collaborate to streamline services for students.

As a baseline, students in Preschool, second, fifth, eighth and eleventh grade will be assessed using the Search Institute's™ developmental asset survey. The results of these surveys will determine how resources will be allocated and the curricular direction of **character education**.

Outlined below is a graphic illustration of how the developmental assets correlate to the committee's specific result statements and the 5 Promises.

Specific Results needed to reach goals set in strategy six.

	One Partnerships	Two Behavior Supports	Three Character Education	Four Access Point	Five Prevention Teen Pregnancy	Six Prevention Substance Abuse	Seven Prevention Truancy
External Developmental Assets *Support *Empowerment *Boundaries/Expectations *Constructive use of time	X	X	X	X	X	X	X
Internal Developmental Assets *Commitment to Learning *Positive Values *Social Competencies *Positive Identity	X	X	X	X	X	X	X

5 Promises: Caring Adults, Safe Places, A Healthy Start, Effective Education, Opportunities to Help Others

After review of our plan and presentation, the planning committee will concur with the team's viewpoint that the tangible and intangible benefits of these plans far outweigh the costs. These plans allow for school autonomy, with systemic programming. We no longer will be separate entities, but rather a District focused on raising achievement, building character and creating positive change.

The action and direction the team has taken will help all students grow to be healthy, caring, responsible graduates, and community members of Council Bluffs.

Strategy 6 Contents Page

We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Plan 1 Results: Establish a systemic method for coordination, communication, and implementation of partnerships within the school District. (Cross reference to 5-3 and 8-2)

Plan 2 Results: Implement Positive Behavior Instructional Support (PBIS) approach throughout the District.

Plan 3 Results: Implement a District-wide character building framework based on the philosophies of the 5 Promises and 40 Developmental Assets.

Plan 4 Results: Establish a District-wide system that assigns schools as community access points to refer/provide treatment and prevention services.

Plan 5 Results: Initiate systemic prevention in the area of teen pregnancy District-wide.

Plan 6 Results: Initiate systemic prevention in the area of substance abuse District-wide.

Plan 7 Results: Implement a District-wide attendance system K-12. (Cross reference to 7-6)

Plan 8 Results: Initiate systemic programs to promote health and wellness.

ACTION PLAN

Strategy Number: 6
 Plan Number: 1
 Date: May 2009

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Establish a systemic method for coordination, communication, and implementation of partnerships within the school district.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Create a policy with guiding principles that clearly define what partnerships involve and delineate internal guidelines to allow parents, businesses and agencies to support schools				
2)	Assign/hire a coordinator for mentorship and partnerships				
3)	Develop an up to date, easy to navigate website related to partnerships				
4)	Conduct an asset analysis and needs assessment of current partnerships and programs for students across the district				
5)	Use results of the 40 developmental asset surveys in each building to focus efforts to identify needs for partnerships with community agencies				
6)	Communicate the correlation of the 40 developmental assets with the 5 promises internally/externally using a common language				
7)	Expand traditional and nontraditional mentoring programs (student to student; mentoring)				
8)	Conduct a community wide media campaign to explain purpose of strategy 6 and seeking public support (newspaper, website, handbook)				
9)	Utilize formal and informal data sources to evaluate the impact of partnerships within the district				
	Cross ref: Strategy 5-Plan 3 Cross ref: Strategy 8-Plan 2				

Responsible:

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Establish a systemic method for coordination, communication, and implementation of partnerships within the school district.

Costs	Benefits
<p>Tangible:</p> <ul style="list-style-type: none"> • Hire/assign a coordinator: \$50,000 • Website development: \$5,000 • Mentorship fees: \$2,500 per 100 mentors <p>Intangible:</p> <ul style="list-style-type: none"> • Policy review and development costs with District • Office space, secretarial support • District web page maintenance • Copying and shipping to buildings for assessment • Office space clerical support for mentorship • Clerical support • In-kind support 	<p>Tangible:</p> <ul style="list-style-type: none"> • Increase in volunteer hours • Increase in partnerships with schools • Increase monetary donation to District • Increase in material donation • More opportunities to participate in community • Higher graduation rate • Higher college entrance percentage • Higher attendance • Higher achievement <p>Intangible:</p> <ul style="list-style-type: none"> • Increase in healthy behaviors • Stronger feelings of community pride • Increase in community awareness of Promises • Improved social/cultural feeling of a caring community

ACTION PLAN

Strategy Number: 6
 Plan Number: 2
 Date: May 2009

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Implement Positive Behavior Instructional Support (PBIS) approach throughout the District.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Create a building PBIS teams in each building modeled after existing state and national programs				
2)	Train the building teams to implement PBIS				
3)	Develop building specific PBIS character traits				
4)	Phase in the implementation of a proactive bully prevention approach using research based, best practices and existing community resources				
5)	Positive Behavior Instructional Support approach in across all schools in the District				
6)	Utilize formal and informal data sources to evaluate the impact of PBIS within each building				

Responsible:

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Implement Positive Behavior Instructional Support (PBIS) approach in throughout the District.

Costs

Benefits

Tangible:

- New PBIS team training sub costs: \$160/teacher
- Bullying curriculum: \$20,000

Tangible:

- Decrease in substance use and abuse
- Reduction in referrals to outside agencies
- Fewer discipline referrals
- Higher academic achievement
- Higher graduation rate
- Higher college entrance percentage
- Higher attendance
- Reduction in incidence of bullying

Intangible:

- Staff Development to establish PBIS norms and building expectations
- In-kind staff costs
- Data analysis and implementation of bullying prevention program
- Copying/clerical costs

Intangible:

- Create culturally competent and inclusive building climates
- Create more opportunities for students to become fully engaged in and contribute to their school/or the community
- Higher emphasis on use of existing resources
- Adopting resources to changing needs
- Easier transition between schools
- Healthy community
- Higher levels of engagement in school academic and non academic functions
- Improved climate
- Improved social/cultural feeling of a caring community
- Consistency for students

ACTION PLAN

Strategy Number: 6
 Plan Number: 3
 Date: May 2009

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Implement a District-wide character building framework based on the philosophies of the 5 Promises and 40 Developmental Assets.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Train 30 employees in a train the trainer model to incorporate 40 developmental assets language and practice in all buildings				
2)	Facilitate the alignment of the 40 Developmental Assets to each building's identified PBIS character traits				
3)	Assess students annually in grades PK, 2, 5, 8, 11 using the 40 Developmental asset profile				
4)	Incorporate 5 Promises/40 developmental assets in guidance and other appropriate curriculum areas				
5)	Utilize formal and informal data sources to evaluate the impact of a character building framework within the District				

Responsible:

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Implement a District-wide character building framework based on the philosophies of the 5 Promises and 40 Developmental Assets.

Costs

Benefits

Tangible:

- Purchase and score surveys 5 reports @ \$500 = \$2500
 Packets \$55/25 =
- Train the Trainer 22.5 K for 30 teachers

Tangible:

- Developed character education curriculum aligned to 40 developmental assets and 5 Promises
- Higher academic achievement aligned with 40 developmental assets
- Reduction in referrals to outside agencies
- Fewer discipline referrals
- Higher graduation rate
- Higher college entrance percentage
- Higher attendance
- Higher academic achievement
- Reduction in incidence of bullying

Intangible:

- Administration postage for survey
- Development/copying of communication materials
- Assign staff as trainers for developmental assets
- Copying etc of materials needed for guidance curriculum

Intangible:

- Create an environment in schools where respect, inclusiveness and caring are the core values.
- Higher cultural competency
- Easier transition between schools
- Healthy community
- Higher levels of engagement in school academic and non academic functions
- Improved climate
- Increase in District awareness of 5 Promises
- Improved social/cultural feeling of a caring community
- Consistency for students

ACTION PLAN

Strategy Number: 6
 Plan Number: 4
 Date: May 2009

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Develop a district-wide system that aligns schools and community resources to refer/provide treatment and prevention services.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Establish a school and community task force				
2)	Recruit resident and community members for the task force				
3)	Develop a process for the district to approve/recruit community resources that would be present within the district				
4)	Identify community access points that schools could use to address current issues that are requested of the school staff				
5)	Address access and delivery of services with the community and schools for students and families				
6)	Address program facility costs				

Responsible:

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Establish a District wide system that assigns schools as community access points to refer/provide treatment and prevention services.

Costs

Benefits

Tangible:

Tangible:

Intangible:

Intangible:

- Maintenance of website/on-line posting
- Copying costs for training
- Personnel cost in-kind
- In-kind cost for teen pregnancy task force
- Copying/facility costs for training
- Facility costs to provide therapy office/space
- Meeting space for support groups
- Copy and facility costs for training

- Identify and provide access to wrap-around services PK – 12
- Access to support programming for at-risk need
- Provide opportunities for staff and families to consult with the high need/at-risk coordinator at each school
- Reduction in referrals to outside agencies
- Fewer discipline referrals
- Higher academic achievement
- Higher graduation rate
- Higher college entrance percentage
- Higher attendance
- Reduction in incidence of bullying

- Provide private, confidential and comfortable space for high need/at-risk coordinator work to with students and families at each school
- Create easy accessibility to services for parents at all levels.
- Easier access to services
- Use of buildings throughout day and evening
- Better training of at-risk and support staff
- Easier transition between schools
- Healthy community
- Higher levels of engagement in school academic and non academic functions
- Improved climate
- Improved social/cultural feeling of a caring community
- Consistency for students

ACTION PLAN

Strategy Number: 6
 Plan Number: 5
 Date: May 2009

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Initiate systemic prevention in the area of teen pregnancy District-wide.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Implement consistently District human growth and development curriculum in grades 5-12.				
2)	Utilize formal and informal data sources to evaluate the impact of the human growth and development curriculum within the District.				
3)	Expand teen pregnancy task force within the District to include prevention curriculum.				
4)	Aggressively seek federal, state and private grants in support of teen pregnancy prevention.				
5)	Create student led groups to assist with teen pregnancy prevention (youth engagement).				
6)	Use results of the 40 developmental asset surveys in each building to focus efforts to identify needs for prevention programming for teen pregnancy.				

Responsible:

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Initiate systemic prevention in the area of teen pregnancy District-wide.

Costs

Benefits

Tangible:

Tangible:

Intangible:

Intangible:

- Copy and possibly facility costs for meeting
- In-kind staff costs
- In-kind costs
- Data assessment, copying facility clerical costs associated with curriculum rewrite
- Copying/clerical costs
- In-kind clerical costs associate with grant writing research

- Decrease in substance use and abuse
- Fewer teen pregnancies
- Reduction in referrals to outside agencies
- Fewer discipline referrals
- Higher graduation rate
- Higher college entrance percentage
- Higher attendance
- Reduction in incidence of bullying
- Ties to 40 developmental assets
- Higher achievement

- Reduction in substance abuse/use cycle
- Create in schools mental health programs that include health social environments, clear rules and expectations.
- Higher emphasis on use of existing resources
- Adopting resources to changing needs
- Easier transition between schools
- Healthy community
- Healthier children
- Better decision making skills
- Higher levels of engagement in school academic and non academic functions
- Improved climate
- Improved social/cultural feeling of a caring community
- Consistency for students

ACTION PLAN

Strategy Number: 6
 Plan Number: 6
 Date: May 2009

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Initiate systemic prevention in the area of substance abuse District-wide.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Coordinate all health, social service agencies, parents and AEA reps to form a task force to problem solve issues in community relating to substance abuse				
2)	Rewrite PK-12 health curriculum to include substance abuse prevention and awareness				
3)	Develop multiple curriculum points for Substance abuse education; i.e. health curriculum, science curriculum, counseling curriculum				
4)	Create student led group to assist with substance abuse prevention (youth engagement)				
5)	Aggressively seek federal, state and private grants in support of teen pregnancy, substance abuse and mental illness prevention				
6)	Utilize formal and informal data sources to evaluate the impact of substance abuse prevention programming within the District				
7)	Use results of the 40 developmental asset surveys in each building to focus efforts to identify needs for prevention programming for substance abuse				

Responsible:

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Initiate systemic prevention in the area of substance abuse District-wide.

Costs

Benefits

<p>Tangible:</p> <p>New curriculum</p> <p>Intangible:</p> <ul style="list-style-type: none"> • Copy and possibly facility costs for meeting • In-kind staff costs • In-kind costs • Data assessment, copying facility clerical costs associated with curriculum rewrite • Copying/clerical costs • In-kind clerical costs associate with grant writing research 	<p>Tangible:</p> <ul style="list-style-type: none"> • Decrease in substance use and abuse • Reduction in referrals to outside agencies • Fewer discipline referrals • Higher graduation rate • Higher college entrance percentage • Higher attendance • Reduction in incidence of bullying • Ties to 40 developmental assets • Higher achievement <p>Intangible:</p> <ul style="list-style-type: none"> • Reduction in substance abuse/use cycle • Create in schools mental health programs that include health social environments, clear rules and expectations. • Higher emphasis on use of existing resources • Adopting resources to changing needs • Easier transition between schools • Healthy community • Healthier children • Better decision making skills • Higher levels of engagement in school academic and non academic functions • Improved climate • Improved social/cultural feeling of a caring community • Consistency for students
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ACTION PLAN

Strategy Number: 6
 Plan Number: 7
 Date: May 2009

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Implement a District-wide attendance system K-12.

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1)	Systematize current attendance practices at the secondary schools				
2)	Assign a coordinator who oversees attendance processes				
3)	Design an elementary school attendance protocol				
4)	Establishes business families, community agency, supports to enhance/promote/ supplement current attendance policies				
5)	Appoint School Resource Officers as truancy officers				
6)	Utilize the school refusal assessment District-wide within current attendance practice.				
7)	Create a student led group to assist with truancy K-12 (Youth engagement)				
8)	Expand current high school graduation social norms campaign to the middle schools				
9)	Implement school attendance review boards with the elementary level.				
10)	Establish an attendance hotline				
11)	Expand the school-based interventionist program to identified elementary schools and form a K-12 continuum				
12)	Use results of the 40 developmental asset surveys in each building to focus efforts to identify needs for prevention programming for truancy				
	Cross ref: Strategy 7 - Plan 6				

Responsible:

ACTION PLAN

Strategy Number: 6
 Plan Number: 8
 Date: May 2009

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Initiate systemic programs to promote health and wellness. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

#	Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:

Responsible:

Strategy: We will partner with families, businesses and agencies to identify, assess, model and reinforce character attributes and provide services necessary for students to confront negative social issues that hinder success.

Specific Result: Initiate systemic programs to promote health and wellness. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

<i>Costs</i>	<i>Benefits</i>
Tangible:	Tangible:
Intangible:	Intangible:

May 2009

Dear Strategic Planning Steering Committee Members,

Our team has written seven action plans around two major themes that will aid in the development and implementation of *a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out*. We ask that you review and consider our action plans so that the desired results may be achieved.

The first area that we looked at was who are the students who are falling behind academically and at-risk of dropping out and how do we access interventions for these students. Our action plan for this focuses on identification criteria and a process for implementing and monitoring interventions for these students.

Prevention was the second major area that we felt was essential to this strategy. We wanted to address preventative strategies so these students do not fall behind academically and become at-risk for dropping out. We investigated practices to increase student, family, and community involvement in school. We also addressed the impact that attendance plays on student success. Finally we researched diverse learning environments and alternative calendars as a way to provide additional options for students.

We feel that by matching student needs with interventions, connecting students, families and the community to schools and by providing diverse learning environments for students we can help fulfill the mission of the Council Bluffs Community School District.

Thank you for your careful time and consideration of our action plans.

Sincerely,

Action Team Seven

Strategy 7 Contents Page

We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

- Plan 1 Results:** Develop a systemic process for applying academic interventions that are appropriate to grade and age level.
- Plan 2 Results:** Establish innovative learning environments that actively engage secondary students in their own learning.
- Plan 3 Results:** Increase student involvement in extra-curricular activities at school.
- Plan 4 Results:** Increase family involvement in interventions.
- Plan 5 Results:** Establish community partners to intervene with students that are at-risk. (Cross reference to Strategy 6)
- Plan 6 Results:** Increase student attendance. (Cross reference to 6-7)
- Plan 7 Results:** Implement a year-round calendar as an option with interim periods for concentrated interventions.
- Plan 8 Results:** Improve differentiated instruction within regular classrooms as a means of early intervention.
- Plan 9 Results:** Provide early prevention programs to support fragile learners grades K-2.
- Plan 10 Results:** Establish a comprehensive summer school program K-12 to ensure that students make continuing progress.

ACTION PLAN

Strategy Number: 7
 Plan Number: 1
 Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Develop a systemic process for applying academic interventions that are appropriate to grade and age level.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Establish criteria for targeting a student as falling behind academically and at-risk of dropping out at each level (PreK-12)				
2)	Identify district data that assist with identification and progress monitoring of students who are falling behind academically				
3)	Develop and implement a process to utilize assessment data to intervene with students who are falling behind academically				
4)	Create a Student Intervention Action Plan protocol to include district data, outcomes, interventions and progress monitoring				
5)	Create Student Intervention Action forms				
6)	Utilize a computer tracking system to monitor the academic progress of a student and to alert building staff of students who are falling behind academically and at-risk of dropping out				
7)	Train staff on process to identify and intervene with students who are falling behind academically and at-risk of dropping out				
8)	Communicate with parents the process for identifying and intervening with students who are falling behind academically and at-risk of dropping out				
9)	Identify a district coordinator to facilitate and monitor the identification of and intervention for students who are falling behind academically and at-risk of dropping out				
10)	Evaluate effectiveness of intervention model on raising student achievement				

Responsible:

Strategy: To develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Develop a systemic process for applying academic interventions that are appropriate to grade and age level.

Costs

Benefits

Tangible:

- Training during Monday Pro-Development \$ minimal
- District Coordinator of intervention teams \$ 50,000
- Student Action Plan forms and folders \$500

Tangible:

- Higher graduation rates
- Increased attendance
- Higher academic achievement scores
- Consistent identification criteria
- Coordination of interventions
- Systemic district wide focus

Intangible:

- Time away from students and other professional development initiatives
- Human side of school change

Intangible:

- More support for students, families, etc.
- Systemic way of intervening for all students
- Changing the image and profile of Council Bluffs students, families, schools, community, etc.
- Stress reduction with a consistency in approaches for schools, teachers, students, families, etc.

ACTION PLAN

Strategy Number: 7
 Plan Number: 2
 Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Establish innovative learning environments that actively engage secondary students in their own learning.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Develop and administer a needs assessment to match student needs with their learning environment				
2)	Examine exemplary models of diverse learning environments to determine best practice for establishing some of these environments				
3)	Present findings on diverse learning environments and make recommendations to the Superintendent				
4)	Determine staffing needs				
5)	Identify a process for staff selection				
6)	Determine facility needs including funding				
7)	Establish a time line for action				
8)	Evaluate effectiveness of environment in meeting student needs				

Responsible:

Strategy: To develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Establish innovative learning environments that actively engage secondary students in their own learning.

Costs

Benefits

Tangible:

- Facilities costs
- Technology/online learning
- Transportation to offsite settings
- Staff
- Extended hours
- Pro-development
- Materials/curriculum

Tangible:

- Smaller, more engaged learning environments.
- Fewer drop outs.
- Increased attendance.
- Increase in achievement
- Increase in graduation rates
- Students attain real life experiences
- Improved school-business relationships

Intangible:

- Loss of school identity
- Consistency of programs

Intangible:

- Better relationships between adults and students
- Student, Family, broadened perspective of community, career opportunities, social, etc.
- Reduce alienation and hopelessness
- Alternatives available can create a sense of hope
- School personnel have additional options to help students

ACTION PLAN

Strategy Number: 7
 Plan Number: 3
 Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Increase student involvement in extra curricular activities at school.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Expand current extra-curricular activities K-12 based on student input/interests				
2)	Develop a proposal for a comprehensive package of extra-curricular activities at each school which will include a timeline for implementation				
3)	Determine staffing needs for proposed comprehensive package of extra-curricular activities				
4)	Determine process for selecting staff for extra-curricular activities				
5)	Create a process to hold a school-wide fair at each middle and high school to advertise and demonstrate each activity for all district 5 th and 8 th graders				
6)	Develop means of eliminating or reducing obstacles to participation				
7)	Examine flexible scheduling and make recommendation on student participation in extra-curricular activities during school hours				
8)	Promote school building availability for community based extra-curricular activities				
9)	Evaluate the impact of participation in extra curricular activities				

Responsible:

Strategy: To develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Increase student involvement in extra curricular activities at school

Costs

Benefits

Tangible:

- Stipends for school sponsors
- Extended Hours \$Hourly Rate
- Transportation

Tangible:

- More student and community involvement in school
- Student choice
- Increased graduation rate
- Increased attendance
- Increase in academic achievement

Intangible:

- Perception of additional graduation requirements

Intangible:

- Students who are connected are more likely to be successful
- Better and more positive adult and student interactions
- Citizenry is more involved and balanced

ACTION PLAN

Strategy Number: 7
 Plan Number: 4
 Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Increase family involvement in interventions.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Develop a family component as part of the Student Intervention Action Plan form				
2)	Identify parent/family needs in relationship to involvement in academic interventions				
3)	Provide all family communications in home language				
4)	Connect families with community resources to address needs				
5)	Provide parent education programs based on needs assessment				
6)	Identify staff to plan and implement parent education programs				
7)	Evaluate impact on family involvement				

Responsible:

Strategy: To develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Increase family involvement in interventions.

Costs

Benefits

Tangible:

- Training: \$3,000
- Flexible/extended Contract Time: \$0
- Childcare costs: \$0

Tangible:

- More students in district and staying within district
- Increase open enrollment and decreasing enrollment out of district.
- Increase graduation rates
- Increase academic achievement

Intangible:

Intangible:

- Better school/family relationships
- Increase family knowledge and skills to succeed in school

ACTION PLAN

Strategy Number: 7
 Plan Number: 5
 Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Establish community partners to intervene with students who are at-risk.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Identify community partners to develop a proposal for a Community Social Norming Campaign				
2)	Develop a proposal for a Community Social Norming Campaign with identified partners (To include timeline, training needs, actions)				
3)	Conduct Community Social Norming Campaign				
4)	Identify and partner with community businesses, foundations, civic organization, etc. to provide graduation incentives in the form of post secondary scholarships				
5)	Recruit community volunteers to assist students with needs identified in the Student Intervention Action Plan				
6)	Identify and establish a network of community resources to assist students with needs identified in the Student Intervention Action Plan				
7)	Solicit community sponsors for individual schools and school activities				
8)	Evaluate impact of partnerships				
	Cross Reference: Strategy 6				

Responsible:

Strategy: To develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Establish community partners to intervene with students that are at risk.

Costs

Benefits

Tangible:

- Start up cost social Norming: \$3,000
- Background checks
- Organization of campaign

Tangible:

- More successful interventions
- Community ownership
- More students in school
- Less open enrollment out and more in
- Higher graduation rates

Intangible:

- Time and sustainability
- Background checks
- Relationship and trust issues

Intangible:

- Community pride
- Better understanding of issues, by the public, that schools are facing

ACTION PLAN

Strategy Number: 7
 Plan Number: 6
 Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Increase student attendance.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Create a comprehensive district wide attendance policy				
2)	Identify and assign personnel to support attendance policy				
3)	Expand current high school graduation social norming campaign to all schools				
4)	Partner with community businesses and agencies to support students and families in following the district wide attendance policy				
5)	Assess and evaluate impact of steps 1-4 on attendance annually				
	Cross ref: Strategy 6 – Plans 4 & 7				

Responsible:

Strategy: To develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Increase Attendance

Costs

Benefits

Tangible:

- Personnel
- Social Norming Program Costs: \$3,000

Tangible:

- Higher graduation rates
- Community collaboration
- Increased academic achievement

Intangible:

- Parent and Community Reaction

Intangible:

- Identity belonging
- Parent and community reaction
- Less crime
- Less teen delinquency

ACTION PLAN

Strategy Number: 7
 Plan Number: 7
 Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Implement a year-round calendar as an option with interim periods for concentrated interventions.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Identify the purpose for a year-round calendar				
2)	Assess community support for year-round school				
3)	Explore current year-round calendars in other districts				
4)	Develop a year-round calendar which includes interim periods for instructional intervention and enrichment activities				
5)	Identify pilot sites for implementation of the alternative calendar				
6)	Develop an implementation plan at the pilot sites				
7)	Present proposed implementation plan including rationale to staff and community				
8)	Develop a process to staff year-round school				
9)	Develop a process for student application to the pilot site				
10)	Secure Board approval for implementation of year-round calendar				
11)	Evaluate the effectiveness of the alternative calendar				

Responsible:

Strategy: To develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Implement a year-round calendar, as an option, with interim periods for concentrated interventions.

Costs

Benefits

Tangible:

- Intercession Costs outside 180 Days \$
- Marketing Costs \$
- Transportation

Tangible:

- Better Attendance for Employees and Students.
- Retaining Knowledge better
- Fewer learning gaps
- More intervention opportunities (Enrichment and Remedial)
- Less Stringent Timeline
- Smaller Learning Environments (Intersession)
- Increased graduation rates
- Increased academic achievement

Intangible:

- Public Perception (Economic Loss)
- Staff Perception
- Daycare
- Teacher Compensation (Summer Employment)
- Furthering of Education for personnel (University Schedules)

Intangible:

- Improved self-esteem
- Earning more credits
- Lower juvenile crime/social issues

ACTION PLAN

Strategy Number: 7
Plan Number: 8
Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Improve differentiated instruction within regular classrooms as a means of early intervention. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:

Responsible:

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Improve differentiated instruction within regular classrooms as a means of early intervention. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

Costs

Benefits

Tangible:

Tangible:

Intangible:

Intangible:

ACTION PLAN

Strategy Number: 7
 Plan Number: 9
 Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Provide early prevention programs to support fragile learners grades K-2. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:

Responsible:

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Provide early prevention programs to support fragile learners grades K-2. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

Costs	Benefits
Tangible:	Tangible:
Intangible:	Intangible:

ACTION PLAN

Strategy Number: 7
Plan Number: 10
Date: May 2009

Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Establish a comprehensive summer school program K-12 to ensure that students make continuing progress. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:

Responsible:

Strategy: Strategy: We will develop a systemic approach to identify and intervene with students who are falling behind academically and are at-risk of dropping out.

Specific Result: Establish a comprehensive summer school program K-12 to ensure that students make continuing progress. (ADDED AT STRATEGIC PLANNING SESSION IN MAY)

<i>Costs</i>	<i>Benefits</i>
Tangible:	Tangible:
Intangible:	Intangible:

Dear Strategic Planning Group Members,

We are pleased to present for your review the work of Action Team #8. The group was charged with designing a systemic career education program that encompasses student interests, abilities and aspirations.

The team began their efforts in February. The first step was to reach a consensus with the meaning of the assigned strategy. We then divided into sub-groups to do extensive research on various aspects of the strategy the team felt were necessary to be able to effectively implement a systemic career program. As we shared out we saw seven different themes rise as specific areas of interest.

The first theme is the Career Plan. The team feels that this is the driving force to assure that students are placed in a career program that will meet their individual needs as defined by their interests, abilities and aspirations. The plan CBCSD has in place is adequate, however it needs to be implemented as it is written. The team would like to add a mentor element and electronic career plan scheduler to make the plan more efficient and effective.

The second theme is Partnerships. The team feels it is vital to establish partnerships in the community to allow for internships, mentoring, job shadowing and student employment. The team feels that each staff member K-12 should engage in a minimum of one activity with a community partner.

The team feels it is important to ensure that every graduate of the CBCSD be placed in a post-secondary career training/education or employment. This would be a nature flow with the Career Plan. Therefore, the team wants to be able to have the capabilities to track what graduates are doing, to adjust course offerings to meet community needs.

Curriculum is also another theme and that found its way into four of the action plans. The team feels that 21st Century skills need to be integrated into the curriculum. To do so it was felt that teachers need to have the opportunity to job shadow in their curricular area to see how to integrate these industry standards into their courses.

The team feels that course offerings are not keeping up with current community needs or current occupational careers. Therefore, the team wants to re-evaluate current course offerings and update them to meet current needs. To ensure that all students have the opportunity to follow their individualized career plan the team wants to have the option to offer programs in a variety of ways. This would include on district sites, at public and employer sites, and via ICN or internet.

To provide that the career education program is systemic the team looked at the K-5 curricular program. The team found that the curriculum is in place. However, it does need to be reviewed and implemented.

The team knows that a strong career education program is the link for the students and their ultimate future. We believe that with this connection in place students will see a need for education and how it ties to the world beyond.

With this in mind, we respectfully submit the action plans for strategic planning strategy #8.

Sincerely,
Action Team 8

Strategy 8 Contents page

We will design a systemic career education program to encompass student interests, abilities and aspirations.

Plan 1 Results: Implement comprehensive personalized career guidance plans for each student 6-12.

Plan 2 Results: Create joint partnerships between public and private sector employers and the school district that enhance career education. (Cross reference to 6-1)

Plan 3 Results: Use one and five-year graduate follow-up surveys to evaluate whether students have been adequately prepared for a career of their choice.

Plan 4 Results: Implement a comprehensive job shadowing program for instructional staff.

Plan 5 Results: Ensure appropriate course offerings in all career clusters.

Plan 6 Results: Implement the existing K-5 Career Education Curriculum.

ACTION PLAN

Strategy Number: 8
 Plan Number: 1
 Date: May 2009

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Implement comprehensive personalized career guidance plan for each student 6-12.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Establish a committee to review the current CBCSD Career/ College Plan (CCP) to include a comprehensive personalized guidance plan for all students				
2)	Consider renaming plan to Career Plan (taking out college wording)				
3)	Implement the Career Plan to include all the components and academic planning to transition to college or career				
4)	Provide electronic access to student plan for staff, students and parents/guardians in the student information system				
5)	Implement electronic career plan scheduler into the district student information system				
6)	Implement a partnership between a school mentoring team, parent/guardian/adult and student as part of the comprehensive career guidance program				
7)	Provide PD for mentoring responsibilities				
8)	Assess and update the Career Plan based on district review policy				
9)	Report annually on progress toward career goals				
	Cross ref: Strategy 4 - Plan 1				

Responsible:

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Implement comprehensive personalized career guidance plan for each student 6-12.

Costs

Benefits

Tangible:

- Cost of software to add this component to student records: \$10,000-15,000
- Training to ensure plan is followed throughout district: \$5,000-\$7,000
- Personnel would be needed to track student and District progress: \$35,000-40,000

Intangible:

- Committee who originally developed career plan and named may resent the name change
- Increased workload if not delegated to one person

Tangible:

- Alignment of personalized career guidance plans for all students in the district
- Students/Parents and school mentoring team would have plan available to them at all times
- District would be able to offer curriculum inline with student career plans
- Increase graduation rate
- Decrease drop out rate
- Data from SIS system will generate a LARGE cost savings to the district, allows district to predict future needs and cost more accurately
- Allow staff to do more individual counseling for students needs
- Cost savings for families by providing students a jump start and not wasting time in post secondary exploration
- Higher standardized tests (ACT) scores across the board

Intangible:

- All students would take completing the plan seriously
- Renaming would help ownership for everyone involved
- Reduce duplication of services.
- Post secondary institutions will be better able to predict the needs of incoming students
- Students will take ownership and see value of having an education

ACTION PLAN

Strategy Number: 8
 Plan Number: 2
 Date: May 2009

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Create joint partnerships between public and private sector employers and the school district that enhance career education.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Assign central contact for partnership activities and communication				
2)	Create a proposition to investigate employment needs and hiring trends of the community and their willingness to partner with CBCSD for internships, mentoring, job shadowing, etc.				
3)	Compile and provide results to school personnel impacted by the career education area involved				
4)	Provide PD for school personnel on establishing and maintaining community relationships				
5)	Encourage staff to participate actively with community partners on a yearly basis				
6)	Develop a system to track partnership activities between staff and community partners				
7)	Prepare annual report on partnership activities **(Remember to take into account students with part time employment and use that in report as we are providing community with employees)				
8)	Assess results of partnerships				
	Cross ref: Strategy 6 - Plan 1				

Responsible:

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Create joint partnerships between public and private sector employers and the school district that enhance career education.

Costs

Benefits

Tangible:

- PD Cost \$-0- if utilizing current PD time and using in-house trainers

Tangible:

- Match student work to community employment needs
- Measurable account of contacts & participation

Intangible:

- More work for staff
- Potential for soured relationships between district and business/industry

Intangible:

- Community participation in the educational process
- Greater student awareness of employment responsibilities

ACTION PLAN

Strategy Number: 8
 Plan Number: 3
 Date: May 2009

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Use the one and five-year graduate follow-up surveys to evaluate whether students have been adequately prepared for a career of their choice.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Implement the one and five-year graduate survey				
2)	Compile results from survey				
3)	Evaluate results				
4)	Continue compiling results and assessing for change				

Responsible:

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Use the one and five-year graduate follow-up surveys to evaluate whether students have been adequately prepared for a career of their choice.

Costs	Benefits
<p>Tangible:</p> <ul style="list-style-type: none"> • Survey Cost: \$1,000 (to be done “in-house”) <p>Intangible:</p> <ul style="list-style-type: none"> • More work for staff 	<p>Tangible:</p> <ul style="list-style-type: none"> • Measurable results of placement <p>Intangible:</p> <ul style="list-style-type: none"> • Greater participation of students & staff

ACTION PLAN

Strategy Number: 8
 Plan Number: 4
 Date: May 2009

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Implement a comprehensive job shadowing program for all instructional staff.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Develop a cycle through which CTE (career and technical education) teachers job shadow on a regular basis				
2)	Develop a cycle through which all other content teachers receive the opportunity, encouragement, and support to job shadow on a regular basis				
3)	Pursue funding to allow for staff to participate in summer internships				
	Cross ref: Strategy 2 - Plan 1				

Responsible:

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Implement a comprehensive job shadowing program for instructional staff.

Costs

Tangible:

- Substitute costs if shadowing occurs during student days
- Stipends for summer internships

Intangible:

- Take teachers away from student instruction
- Competes for limited PD time (if done during district PD days) with other district initiatives
- Frustration with implementation curve

Benefits

Tangible:

- Through Job Shadowing, teachers will also gain a better understanding of the relationship between content/curriculum and the world of work
- Community will gain better understanding of the connection between 21st Century Skills and curriculum
- Students will have better understanding for the importance of career skills AND employability skills
- Upon completion of their program of study, a student will possess universal employability skills for the world of work
- Teachers will know:
 - what 21st Century Skills are
 - why 21st Century Skills are important to the development of the student
 - how to incorporate 21st Century Skills into curriculum
- Staff will have a better understanding how 21st Century Skills are applied in the workplace

Intangible:

- Through Job Shadowing, teachers will also gain a better understanding of the relationship between content/curriculum and the world of work
- Community will gain better understanding of the connection between 21st Century Skills and curriculum
- Students will have better understanding for the importance of career skills AND employability skills

ACTION PLAN

Strategy Number: 8
 Plan Number: 5
 Date: May 2009

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Ensure appropriate course offerings in all career clusters.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Design scope and sequence of introductory to advanced course work for each of the 6 career clusters beginning 6-12 grades				
2)	Include array of certificate requirements, college pre-requisites, trade/union apprentice programs, internships, on-the-job training and job coaching to be included at each cluster offering				
3)	Assessment of student, community and district needs, to see that they are being met				
4)	Expand career-related possibilities for students beyond traditional Midwestern urban course offerings so that students can pursue even non-traditional careers				

Responsible:

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Ensure appropriate course offerings in all career clusters.

Costs

Tangible:

- Data collection: survey \$3,700-8,000 (also used for other data collection action plans)
- Sub time for CORE and CTE instructors to expand curriculum:
 $\# \text{ of teachers} \times \text{sub cost per day} = \8000
- Increase personnel or realignment
- ICN costs
- Cooperative contracting
- Cost of not utilizing FTE to the fullest extent
- Transportation Cost : \$10,000

Intangible:

- Frustration for retraining or certification
- Cost for exploration of clusters
- Other districts not cooperating
- Aligning highly qualified teacher with courses

Benefits

Tangible:

- Students will have an equal access to programs regardless of location. These programs are validated by community data
- Career cluster alignment will be consistent w/ direction of Iowa Dept of Ed
- Stronger connection between career clusters, career academies, and the student's career plan
- IEP/504/I Plan/ELL/TAG support make it accessible for ALL students
- Students have opportunity to leave high school with a diploma, certification, and/or experiences

Intangible:

- Community will gain better understanding of Academy "concept" as a vehicle for connecting school content to careers
- No longer possible for teachers to teach in isolation. Connection between career/life skills and core content is unmistakable

ACTION PLAN

Strategy Number: 8
 Plan Number: 6
 Date: May 2009

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Implement the existing K-5 Career Education Curriculum.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Completed Date:
1)	Establish a committee to review current K-5 Career Education Curriculum aligned with the Iowa core and create common assessments per grade level				
2)	Provide Professional Development for certified K-5 staff				
3)	Assess and update the program based on district curriculum review cycle				
4)	Assess annually to ensure implementation				

Responsible:

Strategy: We will design a systemic career education program to encompass student interests, abilities and aspirations.

Specific Result: Implement the existing K-5 Career Education Curriculum.

Costs

Benefits

Tangible:

- Cost of PD: could be \$0 if incorporated into designated PD time
- Curriculum and Assessment and alignment time: \$5,000
- PD trainers: \$2,000

Tangible:

- Alignment of career curriculum across the grade level and district
- Students will be able to identify a wide variety of occupational choices

Intangible:

- Presenters will have time away from business/industry jobs
- PD time spent in this strategy takes away from others

Intangible:

- Students will be better prepared to make career choices
- Students will have greater awareness of career choices
- Students will gain an appreciation for the diversity of career choices

Steering Committee

Board of Education Members:

Bill Grove, J.J. Harvey, Gina Primmer

Students:

Morgan Hively – ALHS, Cody Stites – TJHS

Parents:

Maria Villalpando, Juan Pizano, Dave Smith, Jody Boyer

Community Members:

Bobbette Behrens – Community Education Foundation

David Harris – Iowa West Foundation

Glenn Grove – AEA 13

Bob Mundt – Chamber of Commerce

Tom Schmitt – Daily Nonpareil

Matt Walsh – City Council

Teachers:

Trent Doerges, Sara Dressel, Vicki Leaders, Joanna Letz,

Tamara Pendergrass, Jason Smith

Elementary Secretary:

Lisa Spidell

Administrators:

Jenny Marnett, Dr. Martha Bruckner, David Fringer, Cyle Forney,

Dr. Ann Mausbach, Judy O'Brien, Janet Reingers, Julie Smith

Facilitators:

Dr. Marty Shudak, Diane Ostrowski