



**GLENWOOD COMMUNITY
SCHOOL DISTRICT
2023-2028**

STRATEGIC PLAN

Mission: The mission of the Glenwood Community School District is to develop in all students the knowledge and competencies required of responsible citizens in a global society.



District Outcomes

Communicate Effectively- Writing, Speaking, Reading, Listening

Solve Problems Creatively- Critical Thinking, Creative Thinking-Producing Decision-Making

Work Productively- Cooperation, Independence, Self-discipline

Learn Constantly- Self-Assessment, Wise use of Leisure, Aesthetic Awareness

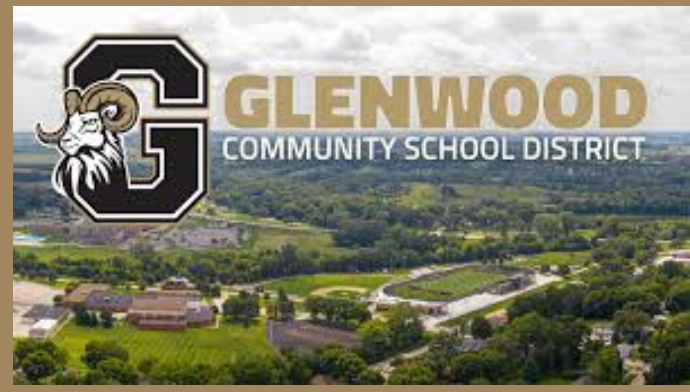
Act Responsibly- Integrity, Empathy & Respect, Citizenship, Environmental Awareness

Use of Technology Capably- Access of Information, Increased Productivity, Electronic Communication, Responsible use of Technology

TABLE OF CONTENTS

MISSION & DISTRICT OUTCOMES	2
SUPERINTENDENT MESSAGE	3
GLOSSARY	4
STRATEGIC INITIATIVE: ACADEMIC ENGAGEMENT INTENT 1	5
ACTION PLAN IDEAS 2 & 3	6
INTENT 2 & 3	7
INTENT 4	8
INTENT 5 & 6	9
STRATEGIC INITIATIVE: SCHOOL CULTURE & CLIMATE INTENT 1	10
INTENT 2	11
INTENT 3	12
INTENT 4	13
STRATEGIC INITIATIVE: TECHNOLOGY & INNOVATION INTENT 1	14
INTENT 2	15
STRATEGIC INITIATIVE: RESOURCE MANAGEMENT INTENT 1 & 2	16
INTENT 3	17

A MESSAGE FROM THE



SUPERINTENDENT

Dear Glenwood Community School District Communities,

Leading our district into the future has created a sense of urgency and excitement around the initiatives we have and hold dear to the development of our students in “becoming responsible citizens in a global society.” The Glenwood Community School District is on the cutting edge of many research-based best practice strategies that help guide our direction into the future.

The district administration has put down on paper what we do within our district to achieve our above-stated mission. To that end, we sought feedback from our Curriculum Coordinating Council (CCC). Members of the CCC presented the initial plan for qualitative feedback from staff within their buildings. Once this was completed, the plan went to our Board of Education for initial review and our parents to provide feedback. Based on the feedback, the plan was modified and presented to the Board of Education for final review and adoption at our June 12, 2023, regular meeting. Our CCC will now take each intent and work on the action plans for implementation fidelity.

We are proud to present the Glenwood Community School District strategic plan. We especially want to thank all that provided feedback. It was critical to the accuracy of the plan and our future success. This plan will be a living document reviewed annually moving forward, and modifications will be made to ensure we can achieve our goals and exceed them.

Best Regards,

Dr. Devin Embray, Superintendent

GLOSSARY

PLC- Professional Learning Communities; Collaborative groups of educators who work together to improve their professional practice and student outcomes.

ITPDP- Individual Teacher Professional Development Plan; A personalized plan that outlines professional development goals and activities for an individual teacher.

MTSS- Multi-Tiered Systems of Support; A framework that provides targeted interventions and support to students at different levels of need for academics and student behavior.

CFAs- Common Formative Assessments; Assessments administered to all students in a particular grade or course to measure their understanding of key concepts primarily used to inform instruction and help students self-assess their learning of concepts and skills.

SRG- Standards-Referenced Grading; An approach to grading that assesses and reports students' proficiency in specific learning standards or objectives (referred to as “outcomes” and “components” in GCSD).

ISPP- Iowa School Performance Profiles; Iowa schools' official “report card” computed annually provides information on school performance and progress based on various academic and cultural indicators.

CCC-SIAC Curriculum Coordinating Council-School Improvement Advisory Committee; A diverse district committee of teachers, administrators, board member(s), and parents that collaborate on curriculum development and approval while advising on school improvement strategies and actions tied to the district strategic plan.

PBIS- Positive Behavior Intervention Supports; A framework that promotes positive behavior and addresses behavior challenges through proactive strategies and uniform expectations.

SEL- Social Emotional Liaison; The SEL performs these essential roles and functions within our system of multi-tiered support for behaviors: Classroom and teacher-based consultation and coaching support; participation in building-level PBIS/CKH implementation; Small Group student support; Organization and facilitation of Teacher Assistance Team; Individualized consultation and support for students, including risk assessment and crisis intervention; Collaborate with administrators, counselors, AEA (Area Education Agency) personnel, and others to collect and analyze student/building data and respond to data with appropriate actions.

CKH- Capturing Kids' Hearts; A Flip Flippen-designed program that builds positive relationships and creates a safe and supportive school culture.

CfL- Conditions for Learning; This is a required state survey given to students seeking responses to their beliefs about safety, engagement, and the overall learning environment. It asks questions about feeling safe on school grounds and safe from verbal abuse, teasing, and exclusion.

IPs- Instructional Plans; Teacher-designed semester or year-long instructional plans that is tied instructional strategies, activities, and assessment plans aligned to learning outcomes.

MOUs- Memorandum of Understanding; Typically an agreement between entities outlining a partnership and the terms of that partnership.

LRMFP- Long Range Master Facility Plan; This plan assesses the current facilities within the district and what needs to be addressed by the district concerning each building.



STRATEGIC INITIATIVE

ACADEMIC ENGAGEMENT

Intent 1

1.1 By the end of the 2023-2024 school year, develop effectiveness and efficiency of Professional Learning Communities (PLCs) that work to respond to the three "big ideas" and "four essential questions" of a PLC.

Action Plan

Big Idea #1: Ensuring Students Learn

Focus Question: Is our PLC's focus not "Was it taught?" but rather, "Was it Learned" and how do we know?

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?



STRATEGIC INITIATIVE

ACADEMIC ENGAGEMENT

Action Plan

Big Idea #2: Building a Culture of Collaboration

Focus Question: What is the concept of mutual accountability among teachers in a PLC? How does it contribute towards achieving the collective purpose of learning for all students, not just their own?

- Reflect and share learning: Reflect on improving mutual accountability and sharing learning with others in the PLC. This may include documenting successes and challenges, sharing best practices, and identifying areas for ongoing improvement.

Big Idea #3: Focusing on Student Outcomes

Focus Question: What is the process that every PLC in a school participates in to identify current student achievement, establish ITPDP goals, and work together towards achieving these goals and providing evidence of progress through meaningful data collection to judge the effectiveness of PLCs on outcomes related to the holistic development of students? Each building will create a meaningful and intentional way for colleagues to reflect on their goals, data, and progress toward meeting goals.

STRATEGIC INITIATIVE

ACADEMIC ENGAGEMENT

Intent #2

1.2 By the end of the 2023-2024 school year, create a Multi-Tiered System of Support (MTSS) process that uses data to influence instruction and student learning.

Action Plan:

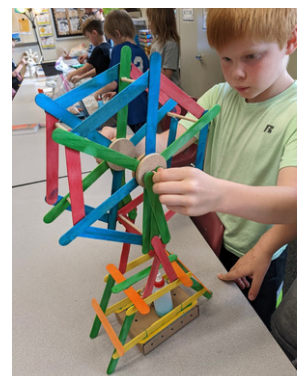
- Create consistent MTSS processes that use data to influence instruction and student learning.
- Assess student success regularly, review data, and teach teams to adapt instructional practices.
- Assess student performance through Common Formative Assessments (CFAs) and Summative Outcomes per course.
- Regular meetings of the Guiding Coalitions to monitor student and staff progress in academics and behavior.

Intent #3

1.3 By the end of the 2024-2025 school year, implement Standards Referenced Grading (SRG) practices district-wide that better define what students know and can do through a progression of skills and degrees of excellence.

Action Plan:

- Develop and implement proficiency scales that identify what students know and do not know about their immediate learning of an outcome and components as an instructional tool.
- Develop rubrics within proficiency scales for assessments that better explain student learning as a statement against the outcomes/components.
- Develop a communication plan for students and parents regarding academic and behavioral outcomes.



STRATEGIC INITIATIVE

ACADEMIC ENGAGEMENT



Intent #4

1.4 By 2024-2025, improve student achievement and meet or exceed state standards to achieve an **Exemplary** or **High Performing** rating on the Iowa School Performance Profiles (ISPP) each year.

Action Plan:

- Begin by exploring what the Iowa School Performance Profiles are and what they measure. Develop a shared understanding of the ISPP within the school community.
- Train administrators and instructional coaches in consensus building and action planning (ex. Tops Facilitation Methods).
- Analyze student achievement data and performance on the ISPP. Identify areas of strength and weakness, and use this information to establish areas of focus for improvement.
- Develop action plans for achieving goals. These plans should include specific strategies, activities, and timelines for achieving the goals and indicators of success.
- Use data from ongoing assessments and other sources to inform decision-making and adjust strategies.

STRATEGIC INITIATIVE

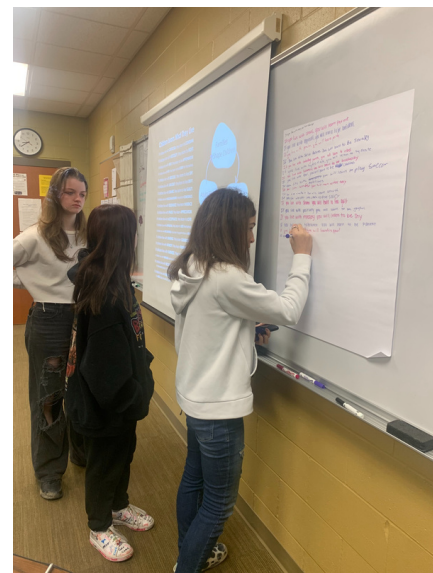
ACADEMIC ENGAGEMENT

Intent #5

1.5 By the end of the 2023-2024 school year, use evaluation results to improve PK-12 curricular programs.

Action Plan:

- Use the evaluation results from the CCC program evaluation long-range plan to identify areas for improvement and to make adjustments to programs as needed.
- Ensure that these adjustments are based on evidence and aligned with district goals.



Intent #6

1.6 By the end of the 2025-2026 school year, ensure students graduate with the necessary 21st Century skill sets to be proficient in post-secondary settings.

Action Plan:

- Utilize district task force groups to develop grade-banded instructional targets for 21st-century goals: Critical thinking, communication, adaptability, and integrity.
- Design professional learning for K-12 staff to enhance 21st Century skills embedded within existing curriculums.



STRATEGIC INITIATIVE

SCHOOL CULTURE & CLIMATE

Intent #1

2.1 By the end of the 2023-2024 school year, provide tiered Positive Behavior Intervention Supports (PBIS) instruction across Northeast Elementary, West Elementary, and Middle School with the fidelity of implementation.

Action Plan:

- Review implementation survey data.
- Collect Tier-1 instruction implementation data at the classroom level through observation.
- Provide explicit expectation lesson videos to all classroom teachers.
- Review Big Five Data at the building level monthly and share with all staff.
- Implement building-wide incentives.
- Develop a positive school culture and climate.
- Teach students appropriate behavior and give them support to sustain that behavior.
- Teachers model appropriate procedures in our building, (for adults AND students).
- Decrease problem behavior in all areas but especially our "hot spots."
- Use a multi-tier service delivery (Tier 1, Tier 2, Tier 3).

STRATEGIC INITIATIVE

SCHOOL CULTURE & CLIMATE

Intent #2

2.2 SEL By the end of the 2023-2024 school year, increase the % of favorable responses of all respondents in Student to Student Relationships as measured by the Conditions for Learning Survey.

Action Plan:

- Provide small group and individual (Tier 2 and 3) interventions that promote Social Emotional Learning for students focusing on the five SEL competencies: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.
- Provide Tier 1 and Tier 2 instruction (K-5) in the Zones of Regulation to teach self-awareness and strategies to manage emotions and actions.
- Lead building-wide implementation of PBIS (K-8) and CKH (6-12) to model and teach respectful, responsible, and safe behavior expectations.
- Facilitate student-assistance teams to identify students struggling with behavior, apply Tier 1/2/3 interventions, and monitor student response.
- Participate in joint planning and case management with community agencies that support students' SEL abilities.
- Provide individualized student consultation and support, including risk assessment and crisis intervention.



STRATEGIC INITIATIVE

SCHOOL CULTURE & CLIMATE

Intent #3

2.3 CKH (Capturing Kids' Hearts) By 2024-2025, increase the % of favorable responses of all respondents in relationships as measured by the Conditions for Learning Survey and Teacher, Parent, and Student CKH surveys at the Middle School and High School.

Action Plan:

- The MS/HS faculty will establish meaningful relationships/ connections with each student.
- The MS/HS faculty will use CKH character-based curriculum.
- By May 2024, Students at Glenwood High School who identify they have an adult in the building they trust and who cares about them will increase.
- The administrators and CKH team will utilize the CKH coach assigned to the district to monitor for implementation of the curriculum and analyze data and communicate with parents.
- All secondary staff will be trained in CKH and have ongoing professional development in CKH.



STRATEGIC INITIATIVE

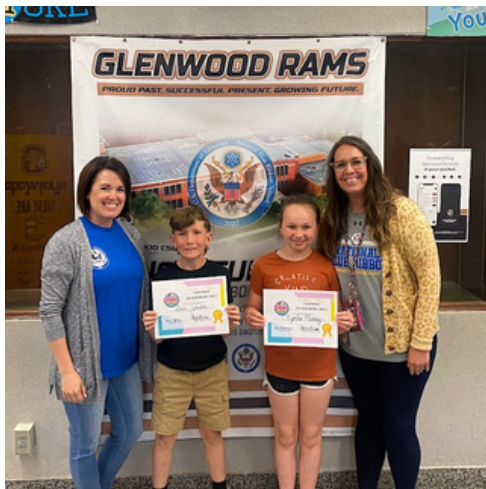
SCHOOL CULTURE & CLIMATE

Intent #4

2.4 Annually assess the culture and climate of all buildings to ensure students' needs are met, and staff needs regarding staff hiring, retention, and employee experience are addressed.

Action Plan:

- Conduct Gallup Employee Engagement.
- CKH Champion Team by building will analyze the engagement survey data and develop action plans around engagement by building based on the results.
- Conduct a Conditions for Learning (CfL) survey with students and staff.
- Based on survey results, CKH Champion Team building will analyze the CfL data and develop action plans around a safe learning environment.





STRATEGIC INITIATIVE TECHNOLOGY & INNOVATION

Intent #1

3.1 By July 1, 2023 implement an embedded plan to teach Iowa Computer Science Standards K-12. (2022 District Plan)

Action Plan:

- Share the District Computer Science Vision with CCC, the administrative team, the board of education, and the staff.
- Continue to identify curriculum or resources and share these at PLC. (CommonSense, Code.org).
- Continue integrating the computer science activities and noting them in the IPs.
- Communicate with school personnel WHY Computer Science will be implemented (21st-century learning, it is everywhere, will need foundational knowledge for future professions).
- Vertical Computer Science and where is it being implemented crosswalk audits.
- Add an Entry Level Computer Science Course for the High School (Fall of 2024).
- Consider adding middle school courses by Fall 2023 to address gaps in 7th-9th grade computer science.
- The school planned and implemented family coding/computer science nights for the 2023-2024 school year.

STRATEGIC INITIATIVE

TECHNOLOGY & INNOVATION

Intent #2

3.2 By the fall of 2024, open an innovation center that will provide programming for students interested in innovative, emerging, and technological careers.

Action Plan:

- Seek programming support from neighboring districts through MOUs.
- Develop digital mass communications, cybersecurity, and robotics curriculums in conjunction with Iowa Western Community College.
- Write for the State of Iowa Career Academy grant in the fall of 2023.
- Secure facility to provide programming from Glenwood Resource Center and the State of Iowa Department of Administrative Services.
- Seek staffing for programming.





STRATEGIC INITIATIVE

RESOURCE MANAGEMENT

Intent #1

4.1 Ensure the district remains solvent to continue programming and remain fiscally responsible.

Action Plan:

- Develop a business and financial page on the website that will house all audit reports, procedures, and fiscal policies related to the district for community transparency.
- Develop a fiscal policy for the district to include key financial measures.
- Seek to reduce redundancies across the district that produce excess costs.

Intent #2

4.2 Ensure that we have the most qualified personnel for each position and are competitive with salaries and benefits.

Action Plan:

- Enhance current Human Resource onboarding for all positions.
- Stay competitive within negotiations to attract new staff to the district.

STRATEGIC INITIATIVE

RESOURCE MANAGEMENT

Intent #3

4.3 Keep all district facilities in top working condition and plan for future facility projects that meet the need for improvement.

Action Plan:

- Keep Long Range Master Facilities Plan (LRMFP) updated and current.
- Plan for the remodel of Northeast Elementary for Bond vote November 2023.
- Plan for Kids Place addition to Northeast Elementary for Bond vote November 2023.
- Plan for Updated Classrooms West Elementary for Bond vote November 2023.
- Plan for updated HVAC Middle School for Bond vote November 2023.
- Plan for updated HVAC to GRC Administration Building for Bond vote November 2023 for Innovation Center fall of 2024.
- Complete and finish the roofing projects for the district by 2025.
- Ensure the five-year Physical Plant plan is updated annually to reflect current projects and future projects within budget restraints.

