

**Cedar Falls Community School District
2020 Vision Goals**

Long- Range Goal: By January 1, 2020 the District will be a Model PLC District with all staff trained and protocols being utilized with fidelity.

Specific Goal: The District will create deeper opportunities for collaborative learning throughout our District and continue to enhance our PLC process.

GOAL 1

| R - Specific Leadership Goals – What <u>results</u> do you hope to achieve? | Related Characteristics | S - What specific action(s) might lead to the desired result? Describe what you will do and how you will do it. | R - Who will be responsible (champion) for this goal and critical dates? | M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators? | T – What is the time frame for completing the goal? List start date, review date(s) and end date. |
|--|-------------------------|---|--|---|---|
| All professional staff will be trained and/or will have attended a PLC conference | | <ol style="list-style-type: none"> 1. All building staff will be identified if they have attended a conference. Each staff member will have an opportunity to attend a PLC conference 2. Building teams will be encouraged to attend training together to foster deeper understanding | | Ninety-five percent of certified staff will have been trained and/or attended a PLC conference/institute. | Fall 2019 |
| The District will be identified as a Model PLC District by <i>Solution Tree</i> | | <ol style="list-style-type: none"> 1. Research and apply to be identified as a Model District 2. Create opportunities for other districts to visit Cedar Falls CSD to learn how to implement and enhance collaborative teams | | | Fall 2015 |
| Continued support and promotion of the 3 Big Ideas and 4 Critical Questions of the PLC process | | <ol style="list-style-type: none"> 1. Develop capacity of team members 2. Review norms and continued development of CFA's and summative assessments 3. Assist teams in data collection and fierce conversations to facilitate improvement | | Critical issues survey data?? Other measures we can utilize? | Ongoing |

Long- Range Goal: By January 1, 2020, the District will have in place a systemic learning framework that provides opportunities for students to show mastery of competencies through multiple learning styles.

- Specific Goal:** #1: The District will create clear learning targets that:
- Foster critical thinking, communication, creativity, and collaboration
 - Provide varied opportunities to demonstrate learning

GOAL 2

| R - Specific Leadership Goals – What <u>results</u> do you hope to achieve? | Related Characteristics | S - What <u>specific</u> action(s) might lead to the desired result? Describe what you will do and how you will do it. | R - Who will be <u>responsible</u> (champion) for this goal and critical dates? | M – What <u>measures</u> (criteria) will you use to determine progress and document the effect of chosen indicators? | T – What is the <u>timeframe</u> for completing the goal? List start date, review date(s) and end date. |
|---|--------------------------------|--|--|---|--|
| To establish a deep District wide understanding of available learning frameworks which provide a foundation for implementation of the framework during the 2019-2020 school year. | | <ol style="list-style-type: none"> 1. Work with the Department of Education on best practices and models utilized across the state of Iowa and regionally. Receive information/update on the work being undertaken by the state study committee 2. Work with the entire Administrative Team and Leadership teams to make District visits across the state, regionally and nationally. Teams of a minimum of three will make visits and report back to the Admin Council. 3. Identify/define vocabulary and common language 4. Bring in experts to discuss grading practices and impacts grading has on learning. | | Study committee's?? | <p>December 2014</p> <p>June 2015</p> <p>September 2015</p> |
| Build a guaranteed and viable curriculum aligned with and to District essential skills and concepts that are taught and assessed with fidelity | | <ol style="list-style-type: none"> 1. Work will continue to determine our essential skills and concepts defined at each grade level 2. Essential skills and concepts/core competency documents will be made public and discussions regarding what does masterly look like will occur | | Create a common format for alignment purposes that is systemic | <p>Ongoing</p> <p>December 2016</p> |

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| <p>Select a pathway based upon the prior research accomplished and create an implementation plan that focuses on the needs of our students and community</p> | | <ol style="list-style-type: none"> 1. Collaboratively create a specific targeted/blended approach that meets the needs of our students, staff and community 2. Create a strategic implementation plan that has staff supports, community communication, parent involvement, and based upon detailed conversations from other districts regarding pitfalls to avoid 3. Student engagement—promote?? 4. The District will identify barriers and identify a plan to communicate and engage parents, community, and constituents. | | | <p>October 2015</p> <p>Fall/Spring 2015-16</p> |
| <p>Implement selected pathway systemically so PK-12 students are impacted</p> | | <ol style="list-style-type: none"> 1. The strategic plan is fully implemented and all staff has been trained, detail plans created, and ongoing supports are in place | | | <p>Fall 2019</p> |

Long- Range Goal: By January 1, 2020, the District will have expanded student learning opportunities focused on experiential learning beyond the school walls that include global integration and awareness opportunities.

Specific Goal: The District will foster educational opportunities that expand global integration, global awareness and learning beyond the school walls.

GOAL 3

| R - Specific Leadership Goals – What <u>results</u> do you hope to achieve? | Related Characteristics | S - What specific action(s) might lead to the desired result? Describe what you will do and how you will do it. | R - Who will be responsible (champion) for this goal and critical dates? | M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators? | T – What is the timeframe for completing the goal? List start date, review date(s) and end date. |
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| <p>Development of collaborative relationships and implementation of</p> | | <ol style="list-style-type: none"> 1. Deep investigation into how other districts (locally and | | | |

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| Center for Advanced Professional Study (CAPS) type of learning opportunities | | <p>nationally) have created learning opportunities for students with job embedded/interest based learning</p> <ol style="list-style-type: none"> 2. Create partnerships with local business and industries that will focus on expanding experiential learning for students in their interest and high competency areas 3. Create stronger partnerships with UNI and/or other post-secondary institutions, focused on utilizing staff to help support, mentor and support students in gaining enhanced opportunities | | <p>1 District team will visit a minimum of three districts which have CAPS programs in operation, by 12/31/14</p> <ol style="list-style-type: none"> 2. Work with Cedar Valley Chamber and Alliance to help identify "career strands" and interested business partners. Make return visit with business partners to CAPS districts by 2.1 Create a school and community CAPS Advisory Board. 3. Invite local post- secondary institutions to meet and discuss opportunities. Students have multiple opportunities for internships, job shadows, or similar experiences <p>Enhance opportunities and deeper access to interest area's to explore answers to problems occurring in the "real world"</p> | <p>June, 2015??</p> |
| Explore expansion of World Language opportunities and connectedness to other cultural experiences for students and staff | | <ol style="list-style-type: none"> 1. Support an expansion of World Language opportunities for students that allows for language acquisition and opportunities for global awareness/acceptance 2. Expand and embed throughout the curriculum opportunities for technological connectedness to other cultures/students from other countries | | | |

3-5 Data Points---Dashboards

a. PLC:

- i. PLC survey**
- ii. 9th grade credit/retention/on time for graduation?**

b. Academic

- i. Graduation Rates**
- ii. 3rd Grade Retention**
- iii. ACT scores**
- iv. SES/Demographic data**

- c. Culture/Climate**
 - i. Attendance rates**
 - ii. % in activities**
 - iii. Brightbytes**
 - iv. IPI-T**