



2022-2027 DISTRICT STRATEGIC PLAN

Dr. Melissa Poloncic, Superintendent of Schools

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This strategic plan is a recognition by the DC West Community Schools' Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of DC West, but also the commitment and contributions of: parents, students, community leaders, and citizens of our community. We all have a stake in the success of DC West and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

DC West Community Schools Strategic Overview Committee

Symantha Aydt, Parent	Niccole Kennec, Teacher	Nicki Pechous, Director of
Rachael Biesterfeld, Parent	Sandi Kerkoff, Director of	Special Education
Anna Borner, Student	Technology	Melissa Poloncic,
Carrie Borner, Parent	Jeffrey Kerns, Principal	Superintendent
Aly Ciurej, Community	Jim Knott, Principal	Justin Presler, Teacher
Member	Bill Koile, Board Member	Todd Rayer, Parent
Heather Cox, Teacher	Rosita Krauel, Teacher	Jake Rehder, Parent
Kristi Eggen, Community	Mindy Lacey, Parent	Kim Remmick, Teacher
Member	Matt Lodholz, Parent	Matt Richman, Parent
Amy Ethan, Teacher	Dawn Marten, Director of	Desi Samson, Teacher
Stephanie Gertsch, Parent	Learning	Amber Serrano-Wiley, Parent
Jenna Gifford, Parent	Liz Mayer, Board Member	LeAnn Siekman, Teacher
Gage Gratopp, Student	Emily McEvoy, Teacher	Shad Surman, Parent
Melissa Herman, Parent	Sue McKie, Community	Nathan TerBeest, Assistant
Rachel Higginson, Parent	Member	Principal
Sara Horstman, Teacher	Karen Mentzer, Parent	Jeremy Travis, Principal
Carmen Imm, Parent	Tyler Niehus, Teacher	Caleb Trost, Student
Rhonda Jonas, Teacher	Missy Oien, Parent	Jaelyn Uehling, Student
		Moria Winters, Parent

STRATEGIC PROCESS

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee composed of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and belief statements and helped guide the strategic planning process. We conducted a community focus group meeting to engage parents, patrons, and business leaders utilizing online surveys. Internal stakeholders were also engaged in the need's assessment including the board of education, administrators, certified staff, classified staff, parents, and students in 4-12 grades. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the DC West administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next three-five years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next three years. Methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the DC West board will all be influenced by this plan.

Guiding Principles, Definition (Objectives), Strategies, and Performance Indicators

The strategic planning process enabled us to identify needs and establish priorities (guiding principles). To have an impact on student learning, however, a strategic plan must include a plan of action for impacting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective states with specificity a goal that, when achieved, will have a direct impact on DC West's ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps (performance indicators).

DC WEST Mission Statement

DC West Community Schools engages, prepares, and empowers all of our students for the future.

DC WEST Beliefs

- Achievement and growth empowers students.
- We learn through and from inclusive experiences.
- We provide educational opportunities that challenge all of us.
- Everyone is important and unique with their own special talents.
- The school district is accountable to the community.
- Physical and emotional safety is essential for learning.
- A positive learning and teaching environment is created through mutual respect for all.
- Our educational process prepares everyone to be productive and responsible citizens.
- Students, parents and educators share the responsibility for learning.
- Public education is the responsibility of the entire community.





STRATEGIC PLAN 2022-2027 SUMMARY

MISSION

DC West Community Schools engages, prepares, and empowers all of our students for the future.

BELIEFS

- Achievement and growth empowers students.
- We learn through and from inclusive experiences.
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- Our educational process prepares everyone to be productive and responsible citizens.
- Students, parents and educators share the responsibility for learning.
- Public education is the responsibility of the entire community.

GUIDING PRINCIPLES and STRATEGIES

Guiding Principle I: EXPANDED STUDENT-CENTERED LEARNING EXPERIENCES

Strategy 1.1: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.

Strategy 1.2: Implement quality and rigorous curriculum in all subject areas to support effective instruction aligned to the DC West Instructional Framework and learning success.

Strategy 1.3: Research, study, and consider the current grading system(s) used.

Guiding Principle II: CULTURE AND COHESION

Strategy 2.1: Implement a plan that enables students and staff to connect through a culture that embraces consistency in accountability, fairness, equality, respect for all staff and students.

Strategy 2.2: Provide social-emotional and behavioral support for all students in PreK-12 integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Guiding Principle III: PERSONNEL EFFECTIVENESS

Strategy 3.1: Utilize a teacher evaluation system aligned to the instructional framework and lesson plans to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Strategy 3.2: Utilize an Employee On-Boarding and Mentoring Program to train, equip, and prepare new staff for success and retention to support improvement of student achievement.

Strategy 3.3: Cultivate a positive learning culture for staff and administrators through a systematic and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction to sustain the viability of long-term improvements.

Strategy 3.4: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.

Guiding Principle IV: FAMILY AND COMMUNITY PARTNERSHIPS

Strategy 4.1: Partner with community, city/village, and businesses to stimulate the creation of multiple career pathways to ensure career—ready students.

Strategy 4.2: Increase communication to maintain perceptions of DC West by engaging students, families, employees, and the DC West community to promote and enrich the brand of DC West Community Schools.

Strategy 4.3: Strengthen family engagement and community investment.

Guiding Principle V: DISTRICT RESOURCES

Strategy 5.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future growth needs of the district.

Strategy 5.2: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.

Strategy 5.3: Align district resources to support a quality education system and high-level learning environment by ensuring necessary staffing levels, space allocation, and resource expenditures.

Guiding Principle VI: BOARD GOVERNANCE

Strategy 6.1 Annually review the district's vision and mission statements, and progress/success of the district strategic plan.

Strategy 6.3 Continuously monitor the progress of district goals utilizing data to support growth and promote shared account ability for maximizing student achievement.

Strategy 6.2 Participate in continuous and appropriate training and professional development to build shared knowledge and values.

ENGAGE~ PREPARE~ EMPOWER





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Strategy 1.1

Guiding Principle I: Expanded Student-Centered Learning Experiences

Objective	To ensure diversified learning experiences prepare and empower students to be engaged through expanded learning opportunities and rigorous curriculum and instruction that accelerate the growth of each student.
Strategy	<u>Strategy 1.1</u> Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.
#	Performance Indicators
1.1(a)	Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTSS model, focusing on district-wide implementation.
1.1(b)	Develop a common understanding across the district of MTSS through targeted professional development.
1.1(c)	Develop a consistent process across all buildings for implementation in the various tiers.
1.1(d)	Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.
1.1(e)	Intentionally communicate our MTSS model and additional academic, social-emotional, and behavioral supports with DC West families and our community.
1.1(f)	Identify learning strategies and interventions to provide academic supports for struggling students.
1.1(g)	Identify and implement academic supports to provide inclusive educational learning opportunities for students with verified needs.
1.1(h)	Use modified curriculum designed to meet the needs of the High Ability Learners (HAL).
1.1(i)	Evaluate the effectiveness of the instructional supports and benefits of MTSS.

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Strategy 1.2

Guiding Principle I: Expanded Student-Centered Learning Experiences

Guiding Principle Definition

To ensure diversified learning experiences prepare and empower students to be engaged through expanded learning opportunities and rigorous curriculum and instruction that accelerate the growth of each student.

Strategy

Strategy 1.2: Implement quality and rigorous curriculum in all subject areas to support effective instruction aligned to the DC West Instructional Framework and learning success.

#

Performance Indicators

1.2(a)	Sustain effective, relative, and adopted curriculum in all subject areas provided by the district.
1.2(b)	Ensure that all curriculum at DC West is vertically and horizontally aligned with grade-level goals and established short and long-term plans for action.
1.2(c)	Ensure that all curriculum at DC West has a scope and sequence to support student learning and growth.
1.2(d)	Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.
1.2(e)	Increase the alignment of comprehensive curriculum guides to appropriate formative and summative assessments in all subject areas and support teachers in using the curriculum guides through professional development.
1.2(f)	Designate internal leaders to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.
1.2(g)	Provide learning opportunities to align to student learning styles utilizing the instructional framework to support the needs of the student.
1.2(h)	Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.
1.2(i)	Evaluate the effectiveness of the adoption, modifications, and updates to district curriculum and instructional framework.

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Strategy 1.3

Guiding Principle I: Expanded Student-Centered Learning Experiences

Guiding Principle Definition

To ensure diversified learning experiences prepare and empower students to be engaged through expanded learning opportunities and rigorous curriculum and instruction that accelerate the growth of each student.

Strategy

Strategy 1.3: Research, study, and consider the current grading system(s) used in DC West Community Schools.

#

Performance Indicators

1.3(a)	Create a grading system ad hoc committee consisting of superintendent, administrators, and teachers from all building levels to conduct a study and research of best practice grading for DC West.
1.3(b)	Define the criteria to measure an effective and measurable grading system to support student success.
1.3(c)	Evaluate the current grading system(s) to ensure successful student learning needs of DC West.
1.3(d)	Align the proposed grading system to ensure successful student learning. Consider existing priorities identified in the strategic plan needs analysis.
1.3(e)	Evaluate the effectiveness of the changes implemented to the DC West grading system and the impact on student success.

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Strategy 2.1

Guiding Principle II: Culture and Cohesion

Guiding Principle Definition

To create and sustain a district culture that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.

Strategy

Strategy 2.1: Implement a plan that enables students and staff to connect through a culture that embraces consistency in accountability, fairness, equality, respect for all staff and students.

#

Performance Indicators

2.1(a)	Create and commit to consistent and high expectations for staff and students to hold everyone equally accountable.
2.1(b)	Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.
2.1(c)	Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.
2.1(d)	Create a plan for communicating, distributing, and updating staff through ongoing communication focused on the progress and success of the DC West Strategic Plan.
2.1(e)	Create an onboarding/ mentoring process for new families, students, and staff to enable a connection to DC West.
2.1(f)	Create a committee of administrators, staff, and parents to ensure the district is addressing the needs that exist internally and grow awareness of the family needs that may exist as well.
2.1(g)	Evaluate and consider internal stakeholder's perception of communications and strategies for improving as necessary.
2.1(h)	Evaluate the progress realized through purposeful measures implemented to address culture.

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Strategy 2.2

Guiding Principle II: Culture and Cohesion

Guiding Principle Definition

To create and sustain a district culture that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.

Strategy

Strategy 2.2: Provide social-emotional and behavioral supports for all students in PreK-12 integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

#

Performance Indicators

2.2(a)	Create a DC West Leadership Team to support the district initiative to address Social-Emotional Education (e.g., administrators, teachers, parents, community leaders, local practitioners, etc.)
2.2(b)	Research, review, and adopt a Social-Emotional Learning Curriculum to incorporate district wide.
2.2(c)	Develop student outcome goals and competencies to support the DC West Social-Emotional Learning Standards for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.
2.2(d)	Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.
2.2(e)	Provide district resource guides to staff to support how the Social-Emotional instructional modifications align to the Instructional Framework and MTSS model.
2.2(f)	Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
2.2(g)	Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.
2.2(h)	Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.
2.2(i)	Include the DC West Social-Emotional Learning Standards in staff evaluations to ensure a continuum of procedures and processes are present and consistent in each building/classroom.
2.2(j)	Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.
2.2(k)	Evaluate the effectiveness of MTSS Social Emotional supports and the impact on DC West culture.

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Strategy 3.1

Guiding Principle III: Personnel Effectiveness

Guiding Principle Definition

To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy

Strategy 3.1: Utilize a teacher evaluation system aligned to the instructional framework and lesson plans to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

#

Performance Indicators

3.1(a)	Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.
3.1(b)	Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.
3.1(c)	Train staff in the evaluation rubric and process to support success.
3.1(d)	Evaluate the success of the evaluation process and tool.

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Strategy 3.2

Guiding Principle III: Personnel Effectiveness

Guiding Principle Definition

To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy

Strategy 3.2: Utilize an Employee On-Boarding and Mentoring Program to train, equip, and prepare new staff for success and retention to support improvement of student achievement.

#

Performance Indicators

3.2(a)	Develop and implement an employee and mentoring program.
3.2(b)	Review, assess, and update the current employee on-boarding and mentoring programs.
3.2(c)	Review and assess the teacher mentor program to cultivate a supportive working environment.
3.2(d)	Encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.
3.2(e)	Engage the new hires in the assessment of applicable student data to ensure specific academic goals are in place prior to the beginning of the school year.
3.2(f)	Develop a defined annual professional development plan for building administrators and directors to support a collective vision and the growth of district capacity.
3.2(g)	Evaluate the efforts to strengthen the leadership and effectiveness of the administrative structure of DC West Community Schools.

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Strategy 3.3

Guiding Principle III: Personnel Effectiveness

Guiding Principle Definition

To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy

Strategy 3.3: Cultivate a positive learning culture for staff and administrators through a systematic and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction to sustain the viability of long-term improvements.

#

Performance Indicators

3.3(a)

Provide a structured DC West Professional Development Plan and Training to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:

- MTSS
- SPED/504
- Social-Emotional and Mental Health Training
- Leadership/Management
- Behavior Intervention
- Effective Communication/Feedback
- Teamwork/Collaboration

3.3(b)

Budget and allocate resources to support the DC West Professional Development Plan.

3.3(c)

Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.

3.3(d)

Engage staff and administration to assess personal development progress, impact, and benefits to DC West initiatives, instruction, and personal development.

3.3(e)

Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student learning.

3.3(f)

Allow and encourage staff regular and safe opportunities to work together to provide feedback for growing and improving student learning.

3.3(g)

Evaluate the effectiveness of professional development to encourage the use of best practice instruction, enhance staff connectedness and professional growth.

DC West Community Schools engages, prepares, and empowers all of our students for the future.



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Strategy 3.4

Guiding Principle III: Personnel Effectiveness

Guiding Principle Definition

To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy

Strategy 3.4: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.

#

Performance Indicators

3.4(a)

Design and implement a district plan to develop leadership opportunities within the school district.

3.4(b)

Purposeful planning by the district administration team to create new leadership positions that includes the current and future needs of the district and community — including a focus on the development of internal leaders.

3.4(c)

Create opportunities to educate and inform community stakeholders and patrons of the new leadership changes within the district and the identified needs, vision, and plans to respond to future growth needs and strategies.

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Strategy 4.1

Guiding Principle IV: Family and Community Partnerships

Guiding Principle Definition

Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of the DC West Community Schools and to sustain a positive connection with and among the community at large.

Strategy

Strategy 4.1: Partner with community, city/village, and businesses to stimulate the creation of multiple career pathways to ensure career—ready students.

#

Performance Indicators

4.1(a)	Create a committee of internal and external stakeholders to identify opportunities that exist in the community and communicate with the business leaders of possible opportunities for students.
4.1(b)	Develop a plan/schedule with all stakeholders involved to engage as many students as possible into these learning opportunities.
4.1(c)	Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.
4.1(d)	Evaluate the effectiveness of working with partners to enhance student learning opportunities.

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Strategy 4.2

Guiding Principle IV: Family and Community Partnerships

Guiding Principle Definition

Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of the DC West Community Schools and to sustain a positive connection with and among the community at large.

Strategy

Strategy 4.2: Increase communication to maintain perceptions of DC West by engaging students, families, employees, and the DC West community to promote and enrich the brand of DC West Community Schools.

#

Performance Indicators

4.2(a)	Identify the most effective methods by which to engage parents/guardians in the education of their child.
4.2(b)	Evaluate the effectiveness of current communication platforms and align efforts to maximize timely, relevant, and effective engagement.
4.2(c)	Consider methods of improving the parent-teacher conference format, teacher communication with parents/guardians, and expectations of the conference. Seek equitable feedback from parents/guardians/students to maximize effectiveness in supporting parent/guardian-teacher relationships and student success.
4.2(d)	Provide equitable communication, resources, and opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.
4.2(e)	Market/Advertise the positive accomplishments and accolades of DC West Community Schools.
4.2(f)	Research and identify the students/families who option out of DC West.
4.2(g)	Evaluate the effectiveness of enhanced communications with parents/guardians.

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Strategy 5.1

Guiding Principle V: District Resources

Guiding Principle Definition

To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy

Strategy 5.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future growth needs of the district.

#

Performance Indicators

5.1(a)

Evaluate current facility needs, building utilization, and current/projected enrollment to ensure facilities will accommodate the visionary needs of DC West educational programs and priorities.

5.1(b)

Develop a short-long term facility plan to support needs and enable the district to plan in a purposeful and efficient manner. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:

- Updates/Expansion/Maintenance of Facilities
- Capacity to Support Enrollment
- Functionality of Learning Spaces
- Building Access and Parking
- Locker Rooms
- High School Parking Lot Lights

5.1(c)

Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds, maintenance and upkeep, renovations, and new construction, and transportation services.

5.1(d)

Creation of a timeline to support planning to maintain district facilities and grounds.

5.1(e)

Evaluate the effectiveness of the short-term and long-term facilities plan.

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Strategy 5.2

Guiding Principle V: District Resources

Guiding Principle Definition

To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy

Strategy 5.2: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.

#

Performance Indicators

5.2(a)

Complete a staff analysis of endorsements of all staffing assignments to benefit the learning opportunities.

5.2(b)

Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:

- Social-Emotional, Mental Health Support
- Behavior Specialist
- School Psychologist
- Building Level Counselors
- More FTE Teachers
- MTSS Support/Coordinator
- Paraprofessionals
- Learning Interventionist

5.2(c)

Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.

5.2(d)

Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district.

5.2(e)

Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student successes.

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Strategy 5.3

Guiding Principle V: District Resources

Guiding Principle Definition

To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy

Strategy 5.3: Align district resources to support a quality education system and high-level learning environment by ensuring necessary staffing levels, space allocation, and resource expenditures.

#

Performance Indicators

5.3(a)

Ensure that resources and programs are available that proactively address individual student academic, social-emotional, and mental health well-being.

5.3(b)

Provide appropriate and sufficient resources to accomplish the mission of the DC West.

5.3(c)

Utilize disaggregated data to inform and support decision-making in: staffing, resource and funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district.

5.3(d)

Evaluate the effectiveness of the alignment of resources to support learning environments and student successes.

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Strategy 6.1

Guiding Principle VI: Board Governance

Guiding Principle Definition

To ensure the mission and vision of DC West Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy

Strategy 6.1: Annually review the district's vision and mission statements, and progress/updates of the strategic plan to support the mission.

#

Performance Indicators

6.1(a)	Include stakeholders and the community in the development and revisions of the district's mission, vision, and strategic plan.
6.1(b)	Align the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.
6.1(c)	Adopt a strategic plan or district goals to support the progress and growth of student learning.
6.1(d)	Align board agenda discussion and action items to the strategic plan.
6.1(e)	Continually monitor the progress and success of the strategic plan and hold the superintendent accountable to providing timely and purposeful updates.
6.1(f)	Consistently complete a board self-assessment to measure progress and success of the board standards and governance.

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Strategy 6.2

Guiding Principle VI: Board Governance

Guiding Principle Definition

To ensure the mission and vision of DC West Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy

Strategy 6.2: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.

#

Performance Indicators

6.2(a)	Design and adopt a defined methodology/ process to ensure regular review, revision, and adoption of board policies.
6.2(b)	Align the process of reviewing, revising, and adopting board policies to the district's mission, vision and goals.
6.2(c)	Ensure policy review is a consistent board meeting agenda item.
6.2(d)	Aspire to complete a review of the board policy manual every one to three years.
6.2(e)	Consider recommendations from the superintendent and administrators when developing and updating policies.
6.2(f)	Ensure board policies are accessible to the public.
6.2(g)	Follow an adopted policy for referring patrons with questions, concerns, comments, or feedback to the appropriate personnel.
6.2(h)	Evaluate the superintendent's implementation of policy as one factor in the superintendent's annual evaluation.
6.2(i)	Review and approve the contents of the District Annual Report.

DC West Community Schools engages, prepares, and empowers all of our students for the future.



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Strategy 6.3

Guiding Principle VI: Board Governance

Guiding Principle Definition

To ensure the mission and vision of DC West Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy

Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will best serve education.

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Performance Indicators

6.3(a)

Design and adopt a defined methodology/ process to ensure regular review, revision, and adoption of board policies.

6.3(b)

Align the process of reviewing, revising, and adopting board policies to the district's mission, vision and goals.

6.3(c)





Ensure policy review is a consistent board meeting agenda item.

6.3(d)

Aspire to complete a review of the board policy manual every one to three years.

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Prioritization Summary

DC West Community Schools Strategic Plan 2022-2027							
Mission	DC West Community Schools engages, prepares, and empowers all of our students for the future.						
Beliefs	<ul style="list-style-type: none"> Achievement and growth empowers students. We learn through and from inclusive experiences. We provide educational opportunities that challenge all of us. Everyone is important and unique with their own special talents. The school district is accountable to the community. Physical and emotional safety is essential for learning. A positive learning and teaching environment is created through mutual respect for all. Our educational process prepares everyone to be productive and responsible citizens. Students, parents and educators share the responsibility for learning. Public education is the responsibility of the entire community. 						
Guiding Principle	1. Expanded Student-Centered Learning Experiences	2. Culture and Cohesion	3. Personnel Effectiveness	4. Family and Community Partnerships	5. District Resources	6. Board Governance	
Objectives	To ensure diversified learning experiences prepare and empower students to be engaged through expanded learning opportunities and rigorous curriculum and instruction that accelerate the growth of each student.	To create and sustain a district culture that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.	To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.	Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of the DC West Community Schools and to sustain a positive connection with and among the community at large.	To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.	To ensure the mission and vision of DC West Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.	
Priorities	Priority 1	Priority 2	Priority 3	Priority 4			
Strategies	1.1 Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.	2.1 Implement a plan that enables students and staff to connect through a culture that embraces consistency in accountability, fairness, equality, respect for all staff and students.	3.1 Utilize a teacher evaluation system aligned to the instructional framework and lesson plans to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.	4.1 Partner with community, city/village, and businesses to stimulate the creation of multiple career pathways to ensure career-ready students.	5.1 Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future growth needs of the district.	6.1 Annually review the district's vision and mission statements, and progress/success of the district strategic plan.	
	1.2 Implement quality and rigorous curriculum in all subject areas to support effective instruction aligned to the DC West Instructional Framework and learning success.	2.2 Provide social-emotional and behavioral supports for all students in PreK-12 integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.	3.2 Utilize an Employee On-Boarding and Mentoring Program to train, equip, and prepare new staff for success and retention to support improvement of student achievement.	4.2 Increase communication to maintain perceptions of DC West by engaging students, families, employees, and the DC West community to promote and enrich the brand of DC West Community Schools.	5.2 Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.	6.2 Participate in continuous and appropriate training and professional development to build shared knowledge and values.	
	1.3 Research, study, and consider the current grading system(s) used in DC West Community Schools.		3.3 Cultivate a positive learning culture for staff and administrators through a systematic and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction to sustain the viability of long-term improvements.		5.3 Align district resources to support a quality education system and high-level learning environment by ensuring necessary staffing levels, space allocation, and resource expenditures.	6.3 Continuously monitor the progress of district goals utilizing data to support growth and promote shared account ability for maximizing student achievement.	
	   		3.4 Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.	