



INSPIRE 199!

District Strategic Plan

October 26, 2015

Introduction

ISD 199, the Inver Grove Heights Community Schools, is a thriving and growing district with nearly 4,000 pre-kindergarten through 12th grade students in six schools. Recently, the district's superintendent and school board began the process of updating the district's strategic plan with an emphasis on data and inclusivity.

The strategic plan also plays a vital role in strengthening the relationship between the school board, district administrations, staff, parents and the public.

During its work on the new strategic plan, the district's goal was to focus on a "classroom to the boardroom" process that emphasized:

- Embracing and utilizing the strengths and experience of our staff.
- Creating clear and achievable outcomes for all staff members.
- Clarifying roles and responsibilities for all staff members.
- Seeking to further unite and inspire the community's students, staff, families and residents.

With its emphasis on our mission and core values, the strategic plan will help guide the district's decision-making, including in the areas of student achievement and fiscal responsibility, for the next several years.

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District Strategic Roadmap

Mission

Inspire. Innovate. Excel.
A Community Commitment

Core Values

- Courage** *Advocating for what is important and acting with integrity*
- Excellence** *Inspiring, engaging, and challenging ourselves and others*
- Inclusion** *Building caring and authentic relationships*
- Innovation** *Using flexibility and creativity to meet challenges and needs*
- Teamwork** *Shared responsibility, accountability and accomplishments*

Vision 2020

- Inclusive, Respectful, and Caring Environment
- A Culture of High Expectations
- Whole Student Development
- Personalized Learning
- Involved and Invested Community and District

Strategic Directions

- A. A Culture of Racial Equity
- B. Career and College Readiness with Core Life Skills
- C. Effective Teams and Partnerships

District Classroom Theory of Action

“The Why”

If we...

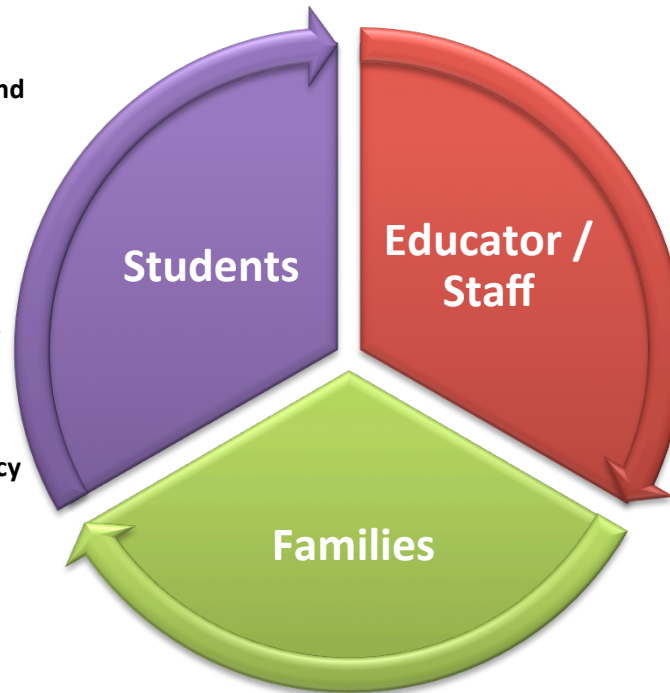
- believe that learning begins at birth and each student can and will learn, develop and achieve, **and**
- set high expectations for all students and staff regardless of race, socioeconomic status, language and perceived ability, **and**
- commit to ensuring equitable and accessible opportunities for each student, **and**
- have a safe, welcoming, and engaging environment resulting in productive relationships with each family and with the community, **and**
- courageously confront our racial achievement gap with intentional conversations and practices, **and**
- use the process of collaborative inquiry with data analysis to respond with flexible, equitable, and strategic instruction, **and**
- engage in intentional professional development that results in continuous improvement of instructional practices and student engagement, **and**
- align our use of time and resources to provide the highest quality learning experience for each student, **then**

Inspire. Innovate. Excel. A Community Commitment will be achieved.

District Mission Delivery Point Description

“What we want to experience daily”

- Students engaged with energy and openness to others
- Students feeling welcomed, valued, safe, and supported
- Students developing and demonstrating academic success and readiness for the next level
- Students attain core life skills including ownership and advocacy for themselves



- Staff engaged with energy and openness to others
- Staff feeling welcomed, valued, safe, and supported
- Student-centric staff actions and choices
- Staff committed, skilled, and effective at continuous improvement
- Staff skilled at culturally relevant interactions, exchanges, and instruction

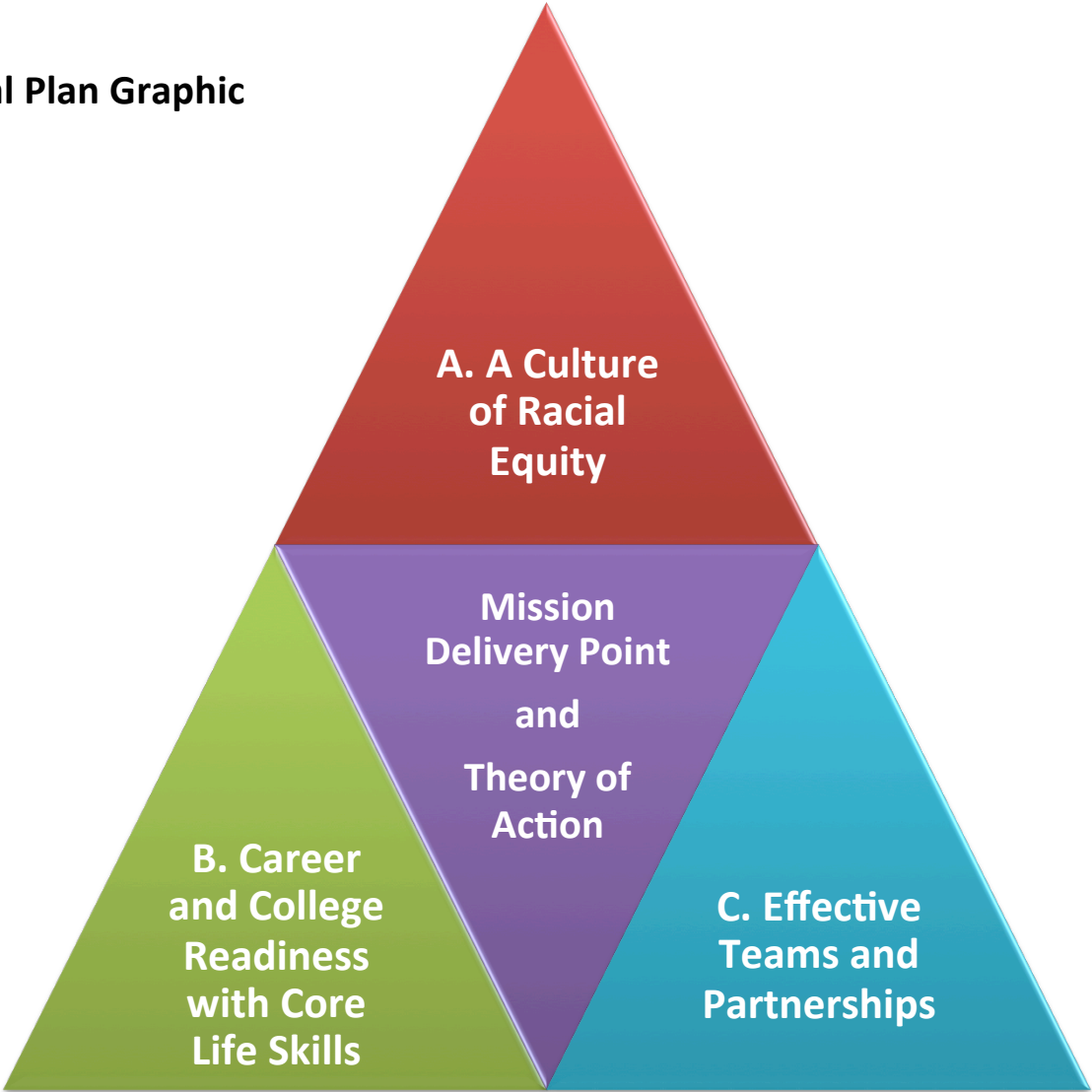
- Families engaged in their child’s learning on a daily basis
- Families feeling welcomed, valued, safe, and supported
- Student-centric adult actions and choices
- Families supported in accessing people and resources to advocate for their children

Inver Grove Height Community Schools
MISSION DELIVERY POINT VISIONCARD “How we will measure our progress”
All Level 1 – Level 5 Metrics are to be “in proportion to student demographics”
 October, 2015

		Measure	Level	Level 01 Intervention Required	Level 02 High Concern	Level 03 Minimally Acceptable	Level 04 Progress	Level 05 Vision	Wt %	Score	3 Yr Plan
READINGNESS 40%	MDP 1	PreK students meeting district academic readiness benchmarks	P	Less than 15% of students meet district academic readiness benchmarks	16 – 25 % of students meet district academic readiness benchmarks	26 – 35 % of students meet district academic readiness benchmarks	36 – 45 % of students meet district academic readiness benchmarks	Greater than 46% of students meet district academic readiness benchmarks	20 %	TBD	
	MDP 2	Students reading at grade level by end of third grade based on the NWEA MAP	E	Less than 49% of students are reading at grade level	50 – 59 % of students are reading at grade level	60 – 69 % of students are reading at grade level	70 – 79 % of students are reading at grade level	Greater than 80% of students are reading at grade level	30 %		
	MDP 3	Students academically ready to transition to the next level	EM	Less than 64% of 5th & 8th grade students academically ready for transition	65% - 69% of 5th & 8th grade students academically ready for transition	70% - 74% of 5th & 8th grade students academically ready for transition	75% - 79% of 5th & 8th grade students academically ready for transition	Greater than 80% of 5th & 8th grade students academically ready for transition	30 %		
	MDP 4	High school students on track to graduate	H	Less than 74% of students on-track to graduate by credit attainment per grading period	75% - 79% of students on-track to graduate by credit attainment per grading period	80% - 84% of students on-track to graduate by credit attainment per grading period	85% - 89% of students on-track to graduate by credit attainment per grading period	Greater than 90 % of students on-track to graduate by credit attainment per grading period	20 %		
LEARNING 40%	MDP 5	K – 12 students attaining district Core Life Skill Benchmarks	EMH	Less than 80% of students meeting district Core Life Skill Benchmarks	80% - 84% of students meeting district Core Life Skill Benchmarks	85% - 89% of students meeting district Core Life Skill Benchmarks	90% - 95% of students meeting district Core Life Skill Benchmarks	Greater than 95% of students meeting district Core Life Skill Benchmarks	30 %		
	MDP 6	% of students attaining NWEA/MAP scores that correlate to individual career pathway ACT goal (ACT 22 / 24 / 29)	EMH	Less than 60% of students meet or exceed their individual reading and math grade level targets	60% - 66% of students meet or exceed their individual reading and math grade level targets	67% - 73% of students meet or exceed their individual reading and math grade level targets	74% - 80% of students meet or exceed their individual reading and math grade level targets	Greater than 80% of students meet or exceed their individual reading and math grade level targets	40 %		
	MDP 7	Collaborative teams following effective team processes with equity lens	EMH	Less than 60% of collaborative teams following effective team processes with equity lens	60% - 66% of collaborative teams following effective team processes with equity lens	67% - 73% of collaborative teams following effective team processes with equity lens	74% - 80% of collaborative teams following effective team processes with equity lens	Greater than 80% of collaborative teams following effective team processes with equity lens	30 %		
ENGAGE 20%	MDP 8	Attendance (Student/Staff)	EMH	Less than 80% of students and staff absent less than 2 days per grading period	80% - 84% of students and staff absent less than 2 days per grading period	85% - 89% of students and staff absent less than 2 days per grading period	90% - 95% of students and staff absent less than 2 days per grading period	Greater than 95% of students and staff absent less than 2 days per grading period	10 %	TBD	
	MDP 9	Safe learning environment (Student/Staff)	EMH	Less than 70% of our students and staff report feeling safe	70% - 76% of our students and staff report feeling safe	77% - 83% of our students and staff report feeling safe	84% - 90% of our students and staff report feeling safe	Greater than 90% of our students and staff report feeling safe	50 %		
	MDP 10	Families: Parents of newborns and new residents are personally contacted	P	Less than 35% are contacted within baby's first year of life or within 3 months of moving into district	35% - 49% are contacted within baby's first year of life or within 3 months of moving into district	50% - 64% are contacted within baby's first year of life or within 3 months of moving into district	65% - 80% are contacted within baby's first year of life or within 3 months of moving into district	Greater than 80% are contacted within baby's first year of life or within 3 months of moving into district	20 %		
	MDP 11	Families: Participation in events and groups is representative of district demographics	PEMH	Greater than 25% discrepancy between participant and district demographics	25% - 21% discrepancy between participant and district demographics	20% - 16% discrepancy between participant and district demographics	15% - 10% discrepancy between participant and district demographics	Less than a 10% discrepancy between participant and district demographics	20 %		

MDP Vision Card Score

The 3-Year Operational Plan Graphic



Inver Grove Heights Community Schools

3 Year Operational Plan – View 1

“How we improve outcomes and experiences”

October, 2015

Strategic Direction	2015 – 16 SY	2016 – 17 SY	2017 – 18 SY	Vision MDP #
A. A Culture of Racial Equity	1. A Culture of Racial Equity – Inventory Current Reality and Formalize Framework for Conversations and Action	• A Culture of Racial Equity – Design & Test Framework	• A Culture of Racial Equity – Delivery and Refinement of Framework	All
	2. Recruitment Plan	→	→	7,9
	3. Hiring Plan	→	→	7,9
	4. Family Engagement Plan for District and each school with invitations, bridge language, and inclusivity	→	→	1,8,9,10,11
B. Career and College Readiness with Core Life Skills	1. Implement the District Core Instruction (Tier 1) in all Classrooms	→	→	1-6,9
	2. Implement Response to Intervention (Tier 2) in all classrooms	→	→	1-6,9
	3. Core Life Skill Development	→	→	1-6,9
	4. Individualized Learning Plan	→	→	1-7
	5. Define, Test, and Implement a Middle School Model	→	→	(m) 3,5,7
	6. Simley High School – AVID	→	→	
C. Effective Teams and Partnerships	1. Effective Team Model including the collaborative teaching teams and continuous improvement process	→	→	All
		2. Time - study and pilot across operations, schools, and calendar	Time - transition and delivery	TBD
	3. District 10 Year Facility Plan	→	→	9
	4. Convert Finance, Payroll and Human Resource systems to Skyward	→		8
	5. District Technology Plan	→	→	All
	6. Business Office Procedures and Expectations	→		7