

Our Mission

CREATING HEALTHY, EDUCATED,
ETHICAL AND PRODUCTIVE CITIZENS

1

WE VALUE OUR SIX PILLARS/CHARACTER COUNTS TRAITS:

Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship

- We believe in creating well-rounded, educated individuals with strong character and integrity.
- We believe in high ethical standards.

2

WE VALUE GROWTH AND ACHIEVEMENT

- We believe all students and staff should be actively engaged in meaningful learning.
- We believe all students can attain high levels of growth and achievement.
- We believe in creating life-long learners.

3

WE VALUE A CULTURE OF OPEN COMMUNICATION AND COLLABORATION

- We believe that success depends on the collective energy and input of all stakeholders. (community, staff, school board, students, parents).
- We believe in collaborative leadership.

4

WE VALUE A SAFE AND HEALTHY LEARNING ENVIRONMENT

- We believe that relationships are the key to a safe and healthy school.
- We believe in providing a safe environment where everyone is respected and valued.
- We believe that promoting a healthy lifestyle supports learning.

Northwood-Kensett COMMUNITY SCHOOL DISTRICT Strategic Plan

AN ENTIRE
community
COMMITTED
TO ALL
students



Northwood-Kensett LONG RANGE GOALS

1 STUDENT ACHIEVEMENT

2 STUDENT/TEACHER DEVELOPMENT

3 CULTURE/CLIMATE AND COMMUNICATION

4 FINANCE, FACILITIES, AND TECHNOLOGY

OUR GOAL IS TO...	1 STUDENT ACHIEVEMENT	2 STUDENT/TEACHER DEVELOPMENT	3 CULTURE/CLIMATE AND COMMUNICATION	4 FINANCE, FACILITIES, AND TECHNOLOGY
TO DO THIS, WE WILL...	<p>INCREASE THE PERCENTAGE of students at N-K who are performing at the proficient level each year in reading, mathematics, and science. We will use data, information, and best practices to guide this work and demonstrate that students are showing increased learning in all subject areas.</p> <ul style="list-style-type: none"> Restructure the secondary school day to add WIN (What I Need) Time, as part of a multi-tiered system of supports. At this time, all teachers are available to support struggling students. Those whose academic performance is suffering will receive small group, intensive support (persons responsible: principals, teachers) Develop a rotation to strategically train our staff in Professional Learning Communities (person(s) responsible: principals and superintendent) Develop a district and building PLC planning committee that is charged with moving our district forward in effective PLC practices (person(s) responsible: principals) Focus our energy and planning around: <ol style="list-style-type: none"> A guaranteed curriculum that is aligned to the Iowa Core Ongoing formative assessments that are tied directly to set standards Student/program data from these assessments (person(s) responsible: principal, lead teachers, and PLC members) Through our building PLC committee, develop a building intervention schedule that supports students that are not “getting” it, pushes students that are getting it, and enriches the content for students that exceed developed proficiency levels. (person(s) responsible: building level PLC members) Engage students in goal setting and involve them in their learning through ongoing feedback (person(s) responsible: teachers and principal) Pilot our new FAST Assessment for K-3 students. By mid-year testing, all K-3 teachers will be certified to administer these assessments. (person(s) responsible: principal and K-3 teachers) Communicate with parents the results of classroom assessments and building/district level assessments (person(s) responsible: principal and staff) Implement supplemental supports in reading instruction, including Reading Recovery and Second Chance Reading courses Align the rigor of mathematics expectations at the junior high level more closely with both the Iowa Core and with incoming 7th graders’ ability levels 	<p>CREATE AND SUSTAIN a working atmosphere where innovative thinking and risk taking is encouraged, and innovation is an expectation of employees.</p> <ul style="list-style-type: none"> Encourage and pay for teachers to attend professional development during the school year Continue to develop teacher leadership roles with the PLC framework Continue to open up leadership roles for decision-making Promote interaction through presentations between the board of education and teachers and their students 	<p>PROMOTE A CULTURE that focuses on student achievement, district initiatives and accomplishments — which are communicated among the staff, administration, board and stakeholders.</p> <ul style="list-style-type: none"> Implement the Character Counts framework at all grade levels, PreK -12 Continue the monthly newsletter that goes out to all parents and is published on the website Increase the attendance and participation at the District Advisory Committee and Career and Technical Education meetings Hold public meetings when issues demand input Continue to use electronic communication when appropriate Keep our website up-to-date Development of school-based social media (Facebook and Twitter) Promote the Viking Way program district wide Promote mentoring activities between secondary and elementary students 	<p>SUSTAIN A HEALTHY FINANCIAL STATUS while providing a quality education, top quality facilities, and access to technology.</p> <ul style="list-style-type: none"> Develop a master plan for facilities and grounds Utilize the facilities planning committee to recommend projects to the board of education Solicit input from students and community members Discuss budget health at monthly regular board meetings Make it a practice to set the tax rate as a board through thoughtful study of financial information Set goals for student teacher ratio and percentage range of budget that is spent on employee salaries and benefits
SUCCESS WILL BE MEASURED BY...	<ul style="list-style-type: none"> The percentage of students on the weekly D/F list and the percentage of students earning Ds or Fs at the end of the semesters Formative and summative assessment results The percentage of students demonstrating more than one year’s growth in reading based on Iowa Assessments The percentage of students demonstrating more than one year’s growth in mathematics based on Iowa Assessments FAST Assessment data results through the testing yearly Declining district-wide special education identification MAP Data in reading and math show all students meeting RIT projected growth 	<ul style="list-style-type: none"> Administrative classroom observations Level of understanding by the board of education of new and innovative strategies being implemented in the classroom The number of teachers that perform leadership roles through the PLC framework Results of Needs Assessment Survey 	<ul style="list-style-type: none"> Improved results on our Character Counts assessment tool Results of Needs Assessment Survey Results from Iowa Youth Survey 	<ul style="list-style-type: none"> District’s solvency ratio Unspent authorized authority Certified enrollment, enrollment in, and enrollment out Condition of the district’s facilities Student access to technology