

2 0 2 3 - 2 0 2 8

CCA DISTRICT STRATEGIC PLAN

CLEAR CREEK AMANA COMMUNITY SCHOOL DISTRICT



1486 Hwy 6 NW.
Oxford IA 52322
www.ccaschools.org

TABLE OF CONTENTS

Mission	3
School Board Members	3
Superintendent Note	3
Vision and Core Values	4
CCA Points of Pride	5
Strategic Plan Overview	6
District Overview	7
Strategic Goals	8
Clear Creek Amana High	9
Clear Creek Amana Middle	10
Amana Elementary	11
Clear Creek Elementary	12
North Bend Elementary	13
Oak Hill Elementary	14
Tiffin Elementary	15
English Language Learners	16
Special Education	17
Health Services	18
Diversity	19
School Nutrition	20
Technology	21
Communication	22
Transportation	23
Buildings and Grounds	24
Human Resources	25
Finance	26





Left to right: Shaun Kukuzke, Jennifer Downes, President Kara Prickett, Vice-President Abdouramane Bila, Allison Momany, Gabe Schaapveld, Jen Bollers, Superintendent Dr. Corey Seymour.

SCHOOL BOARD OF CLEAR CREEK AMANA

THE MISSION of the Clear Creek Amana Community School District is to prepare students to be productive, responsible, community members by providing an environment that brings learning to life.

A NOTE FROM THE SUPERINTENDENT

“The District Strategic Plan demonstrates the assurance of Clear Creek Amana Community School District to unremittingly elevate our practices to support student experiences and success. It is imperative that our plan calls attention to what we value and measure as we evolve, so that we constantly improve. This document describes who we are, where we plan to be and how we will collaborate to get there.”

Corey D. Seymour, Ph.D





WHO WE ARE



Vision

As CCA moves into the future, we will foster a family atmosphere, while immersing students in a diverse academic experience, for their tomorrow.

Core Values

1. Student Opportunities

We believe all students have the ability to achieve academic success. Core to our mission, we hold the unequivocal belief that all children, regardless of race, socioeconomic status, or incoming academic placement can achieve at high levels when provided with the appropriate structures and supports. It is the fundamental right of all children in this country to receive a high-quality, free, public education.

2. Collaborative Learning Culture

We believe collaborative quality teachers, with a focus on data and reflection, drive exceptional results. We must invest in exceptional teachers to achieve exceptional results. Core to our mission, curriculum and school culture are the foundation from which our students will excel, we must recruit, support, and retain the nation's highest quality teachers and staff. We firmly believe that this investment is critical to the success of our students.

3. Managing Growth

As the district continues to grow, we will advocate for reasonable class sizes. We will welcome the community to our district to share their expertise and knowledge. We will also contribute our skills and efforts to improve our local community through knowledge exchange. We will have high expectations of ourselves and believe that we are capable of achieving all goals set forth by the district.

CCA POINTS OF PRIDE



- ★ The district has partnered with the community to pass several bonds to meet the needs of students.
- ★ We have an active Community Food Pantry
- ★ We have hired licensed mental health counselors and School/Family Liaisons, to provide on-site counseling services to students.
- ★ We started the TAP program at the High School, which partners with Iowa Vocational Rehabilitation Services, to offer work experience opportunities and career education to students on IEPs.
- ★ We have a robust program that provides Holiday Assistance to families.
- ★ We have a dedicated middle school STEM center with an outdoor garden/classroom.
- ★ In the last 3 years of scoring, the high school has earned either a high performing or commendable designation.
- ★ This past year we had one of the top 10 performing schools compared to schools of similar enrollment or larger per the Iowa State School Performance Profile.
- ★ Our English Language Arts proficiency level is consistently above 80% as measured by the ISASP. This was as high as 86% in 2021.
- ★ We continue to prioritize and improve our Tier I MTSS structure to support students in the classroom setting.
- ★ Teachers have consistent and regular corroboration time built into the school day.
- ★ Our FFA program participates in several competitions statewide, consistently earning high marks and designations.
- ★ We have dedicated time built into the school day where students can access any of their teachers for extra help and support.
- ★ In 2022 the physics team earned 1st place in the Iowa Physics Competition
- ★ Hot Spots are provided to assist students with internet connectivity from home to support learning
- ★ We have elementary collaboration across the district by grade levels to understand the Iowa Core Standards and develop Units of Study to provide guaranteed and viable curriculum for all students
- ★ We have provided trainings and follow ups for elementary teachers in LETRS courses I and/or II (Language Essentials for Teachers of Reading and Spelling) for the last 4 years to increase teacher knowledge of how the brain learns to read
- ★ All of our successful construction projects are finishing under budget with our 2017 bond
- ★ We were given Diamond of the year award for our baseball field
- ★ Our School Nutrition Program was the recipient of the Iowa Secretary of Agriculture's 2022 Iowa AG Leader Award presented by Secretary Mike Naig
- ★ Our Athletic programs have won 19 WaMaC Conference championships.
- ★ We have provided activity buses before and after school that allows access for students to participate in extracurricular activities.
- ★ Transportation is provided on Zero Day for middle school and high school students. Zero Day allows students to run through their schedules and meet their teachers.
- ★ The district has seven trained Certified School Culture Advocates identified for each campus.

STRATEGIC PLAN OVERVIEW

Under the leadership of the School Board and the superintendent, Clear Creek Amana will develop and deliver a bold strategic plan that cements the path of **innovation** and **excellence**.

Clear Creek Amana will lay the foundation to deliver excellence in public education to support the whole child, setting high expectations for all stakeholders to ensure our students meet their full potential. The District will embark on a pathway that will align our District Improvement Plan and our School Improvement Plans for cohesive outcomes that will be reflective to our needs. The strategic plan will continue to keep its focus on several comprehensive goals such as:

- Student Academic Achievement
- Fiscal Responsibility
- Purposeful Engagement with students and staff
- Equitable practices that are inclusive of all students

Clear Creek Amana Roadmap to Success for Every Student Strategic Priorities for 2023-2028

Expanding Educational Opportunities

Providing students with quality education requires offering an innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to Clear Creek Amana.

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety, and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support, and nutritious food must continue to be a priority of our district.

Transforming Academic Outreach

As we transform the academic performance of our students, it is critical to do what is necessary to support their academic efforts. From special education to literacy, we must provide the essential support needed for success.

Increasing Organizational Efficiency

The departments that support Clear Creek Amana play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts, and operating in a transparent manner will be key to overall success.

Cultivating Team Clear Creek Amana's Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

THE STRATEGIC DIRECTIONS

encompassing four Strategic Goals, guide the long term work of Clear Creek Amana Community Schools. These high leverage areas directly align with the district's Vision, Mission and Core Values and set the direction for the continuous improvement of both schools and district departments.

STRUCTURE

The Clear Creek Amana District Strategic Plan (CCASP) is structured to delineate long-term direction and annual Action Goals. The Strategic Directions and Strategic Goals are grounded in the Vision, Mission and Core Values of the district. These high-leverage areas set forth the long-term path for continuous improvement. The Action Goals and S.M.A.R.T Goals, aligned to each Strategic Goal, demonstrate the prioritized goals of the district for the 2023-28 school year. Each Action Goal has a district administrator who works collaboratively with teams to develop implementation plans and monitor progress throughout the year. In support of the CCASP, each school engages in a continuous improvement process through School Improvement Plans (SIPs). As schools build their SIPs, site-based teams review current progress, develop strategies, set goals and create action plans to support growth. Alignment between the CCASP and SIPs is vital to ensure the entire district is working together to meet our Strategic Goals.

MONITORING

The district monitors each Action Goal by utilizing the Plan, Do, Study, Act (PDSA) process. Goal managers develop targeted and cross-functional action plans for each Action Goal to support effective and efficient planning, implementation, monitoring, revision and oversight. A fully-developed plan places the management of priorities and strategies in the context of support and accountability at every level.

Action Goal managers ensure priorities are supported through: clearly defined strategies that support implementation and are aligned to goals; • oversight throughout the planning, implementation and monitoring process; and • ongoing reflection and adjustment to meet student, family, school and department needs

INPUT

Each year, the district reviews the CCASP in order to engage in a cycle of improvement that puts student success at the center of the work. The annual update to the CCASP is informed by feedback received throughout the year from students, parents, community members, partners and staff members. As the driving force for improvement across the district, the CCASP is developed each year alongside the budget to ensure resources are prioritized and aligned with the programs and initiatives that support the district goals.

NAVIGATING

The following pages of the CCASP begin with an overview of the previous year's key performance indicators (KPIs). The pages following the year-end KPIs contain the 2022-23 Strategic Goals and Action Goals. The Action Goals are organized by themes. The pages between each Strategic Goal highlight a sample of high leverage initiatives that support each Strategic Goal.

DISTRICT OVERVIEW

The Clear Creek Amana Community School District, with more than 3,124 students and encompassing 175 square miles within Tiffin, North Liberty, Amana, Oxford and Coralville Iowa, is the 33rd largest public-school system in the state of Iowa. There are 7 campuses in the district, which include five elementaries, one middle school and one high school. Executive leadership staff provide leadership to principals, align resources and support for teachers, and ensure that the district provides equitable and quality educational opportunities to students. CCA CSD's organization is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplicate services, and provide greater oversight of data and compliance with state laws and regulations.



SCHOOL BOARD 5 YEAR STRATEGIC GOALS

GOAL 1

The percentage of students achieving proficient or advanced on the state assessments will increase by 18% across all tested content areas by June 2028.

GOAL 2

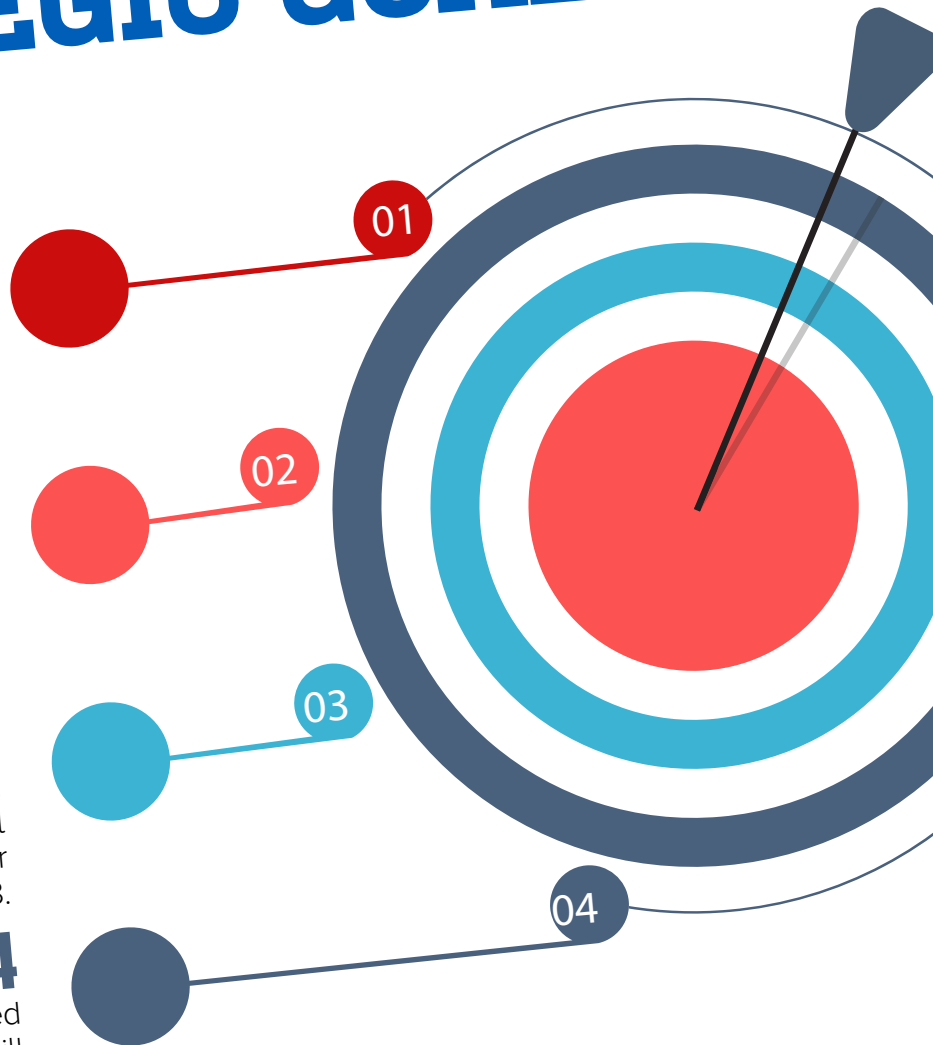
The percentage of high school graduates considered College, Career or Military ready will increase by 96% by June 2028.

GOAL 3

The percentage of staff and/or students that feel they "Belong" (as defined by Adult-Student Relationships, Boundaries and Expectations, Emotional Safety & Physical Safety) in the district will increase by 20% for staff and students by June 2028.

GOAL 4

The percentage of Unspent Authorized Budget (UAB) and Solvency Ratio will increase to 18% by June 2028.



CLEAR CREEK AMANA HIGH SCHOOL

Objective Statement:

Staff will review most recent ISASP data focusing on the identified low performing domains. Explicit teaching, CFAs, and bell ringers will then be incorporated into everyday instruction to improve proficiency levels.

Goal 1:

The average percentage of high school students achieving “proficient” in Mathematics on the Iowa Statewide Assessment of Student Progress (ISASP) will increase from 58% to 64% proficient by June 2024.

Goal 2:

The average percentage of high school students achieving “proficient” in ELA on the Iowa Statewide Assessment of Student Progress (ISASP) will increase from 74% to 85% proficient by June 2024.

Goal 3:

Increase the proficiency level of our FRL and Latino subgroups by 5% as measured by the ISASP in both ELA and Math. Below is the average proficiency factoring all 3 grade levels. This number does not include advanced proficiency.

Spring 2023 FRL math 54%
FRL ELA 53%

Spring 2023 Latino math 36%
Latino ELA 33%

Problem Statements:

The subgroups of our Latino/English Learner (EL) and Free & Reduced students on average are scoring well below the average proficiency rate of 59% in comparison

to other subgroups of students most likely attributed to language barriers for our ELL students. Attendance and transient populations are affecting the academic abilities of many of our Free & Reduced Lunch (FRL) students. In 2023 our Latino subgroup, excluding advanced proficient, performed at 29% proficient in ELA and 36% in math. Our FRL subgroup, excluding advanced proficient, performed at 53% proficient in ELA and 54% in math

Strategies:

1. If we target instruction on the lower performing identified English domains on ISASP, which are key ideas and details, craft and structure and conventions of standard English, then students’ scores in these domain areas will increase. The identified math domains are functions, algebra, and Number and quantity.
2. If we study the data and identify the lower performing ISASP math domains, then math teachers can explicitly incorporate/integrate strategies into instruction, bell ringers, and CFAs to address skill deficiencies in those domains to improve scores.
3. If we assess frequently through the use of Common Formative Assessments (CFA’s) with focus on continued improvement for the identified subgroups of Latino and free & reduced students, then we will be able to identify areas of deficiency to guide our reteaching efforts.



CLEAR CREEK AMANA MIDDLE SCHOOL

Objective Statement:

The 7th and 8th grade Hispanic or Latino students will increase their Iowa Statewide Assessment of Student Progress (ISASP) math scores on the Spring 2024 ISASP mathematics testing.

Goal 1:

The 7th and 8th grade Hispanic or Latino students will score 50% on proficient/advanced combined for the 2024 ISASP ELA scores.

Goal 2:

The 7th and 8th grade Hispanic or Latino students will score 60% on proficient/advanced combined on the 2024 ISASP Mathematics scores.

Problem Statements:

The district is experiencing a fast paced increase in student enrollment. Many of the students that are new to Clear Creek Amana are not proficient on ISASP testing and are lagging behind grade level peers. Our Hispanic or Latino sub population has many families that are transient and are in the sub category of low SES.

Through reviewing our Iowa Student Assessment of Student Progress (ISASP) and Fraction Screening

Assessment data it's apparent that a higher percentage of our Hispanic/Latino Students are not achieving at the same level as our other groups of students. For example, our 6th grade students had 19% of the students scoring at the non proficient level while 57% of our white students were proficient.

Strategies:

1. If teachers target academic instruction and support for all students in the areas of Numbers & Operations and Fractions then our ISASP math results will improve.
2. If we invest in professional learning for teachers, leaders, and school staff through data team meetings, professional development, and standards restructuring our classroom instruction will improve and our ISASP math results will improve.
3. If the administrator has scheduled PLC walk-through visits focused on specific building-wide teaching and learning expectations, and then the administrator provides walk-through feedback and action steps based on the teacher and learning expectations, the math results will improve.
4. If we engage our families in a community school approach to student support and tutoring and collaborate with our tutors to ensure our instruction is targeted our ISASP math results will improve.



AMANA ELEMENTARY SCHOOL

Objective Statement:

Staff at Amana elementary will lead students at all grade levels in goal setting for English Language Arts and Math to grow toward closing the achievement gap, meet proficiency, or to exceed proficiency.

Goal 1:

The average percentage of students achieving “proficient” in ELA on the Iowa Statewide Assessment of Student Progress (ISASP) in the Spring of 2023 was 71% at proficient, and 6% at advanced. This was an increase from 64% the previous year. In 2023.2024, students at Amana will continue to score in the range of 80%-85%. With advanced continuing to grow above 6%.

Goal 2:

The average percentage of students achieving “proficient” in Math on the Iowa Statewide Assessment of Student Progress (ISASP) in the Spring of 2023 was 65% at proficient, and 12% at advanced. This was an increase from 68% total proficient or above the previous year. In 2023.2024, students at Amana will continue to score in the range of 80% or above. With advanced continuing to grow above 12%.

Problem Statements:

21% of students in Amana were not proficient (literacy) by the end of 2023 (FAST). This number will be down to 10% by the end of 2024.
Of the students who are not proficient by the end of

2024, they will make catch-up growth in excess of 1 year (aim for 1.5 years’ growth) so as to be grade-level proficient in no more than 3 years.

Hattie’s effect size for appropriately setting challenging goals is .59

If students are setting appropriate goals for assessments, teachers then can guide students in advocating for themselves in meeting grade level standards and essential learnings.

As a staff, we have not implemented goal setting for all students which we know provides high leverages of learning to increase engagement, when concrete evidence is given to change learning practices.

To gain more implementation ideas on goal setting, we will meet as a BLT to discuss implementation for all students so that progress can be student centered and effective.

Strategies:

1. If the building principal leads the implementation of student goal setting and monitoring, then teachers instructional practices can help support the individual needs of the students.
2. If the teacher can collaborate with each student on goal setting, then students will have a higher level of engagement on ownership of their learning.
3. If students take ownership of their learning by setting goals, they will know how improve their own learning by being actively involved in attaining higher levels of student achievement.



CLEAR CREEK ELEMENTARY

Objective Statement:

Students and Staff at Clear Creek Elementary will increase their success at school by implementing rigorous, relevant and reliable curriculums and instructional methods.

Goal 1:

The average percentage of CCE students at or above state benchmarks in the area of math on the FASTBridge Learning's aMath will increase from 64% to 70% by June 2024.

Goal 2:

The average percent of CCE students feeling emotionally safe will increase from 29% to 35% as measured by the Conditions for Learning survey by 2024.

Problem Statements:

1. Our state assessment FASTBridge Learning data shows that students are not achieving at the same levels as other students their age in the state; this shows that there is a shortfall in our instructional practices.

a. Focusing on increasing fidelity of implementation for Illustrative Math to promote consistency of guaranteed and viable curriculum.

b. Continued professional development on effective mathematical practices and instruction, explored appropriate and engaging strategies for intervention, and pinpointing our areas of need to close the gap quicker.

2. Our state assessment (Conditions for Learning) data shows that student perceptions of Belonging (as defined by Adult-Student Relationships, Boundaries and Expectations, Emotional Safety, Physical Safety, & Student-Student Relationships) shows discrepancies compared to others. Hattie effect size of Teacher-Student Relationships is .48, which means it is considered significant and over one year's growth in one year's time.

a. Implement additional layers of support, such as Tier 2 interventions, mental-health therapy, and strengthen our current PBIS practices.

b. Initiate building-wide focus of Peer-to-Peer to increase student-to-student relationships.

Strategies:

1. If the building principal provides specific feedback on implementation of curriculums, instructional practices and strategies, then teachers' instruction will continue to strengthen.

2. If professional development was targeted towards areas of need and purposeful to current practices, teachers would feel more empowered in their daily instruction.

3. If students and staff are provided the resources needed to strengthen relationships and targeted SEL instruction, then CCE's sense of belonging will increase through adult-student relationships and student-student relationships.



NORTH BEND ELEMENTARY SCHOOL

Objective Statement:

Students will access the curriculum to increase their learning and success rate. Staff will implement curriculum with rigor to help students achieve their goals.

Goal 1:

By the end of the 2024 school year, 80% of third grade students will be proficient in the English Language Arts portion of the Iowa Statewide Assessments of Student Progress. From fall FAST screening, third grade students are currently performing at 63%/68% proficiency on aReading/CBM respectively.

Goal 2:

By the end of the 2024 school year, 80% students will be proficient in the Math portion of the Iowa Statewide Assessments of Student Progress. From fall FAST screening, third grade students are currently performing at 71% proficiency in the aMath screener.

Problem Statements:

Building a community of learners by increasing rigor and consistency in delivery of core instruction.

- State assessment data shows some subgroup populations of students are not achieving at same levels as other students in our building (though are performing in almost all categories higher than the

state average) indicating a need for more rigor in our explicit instructional strategies. The data point used for this measure is ISASPS.

- We need to ensure our ELA curriculum, Super Kids and Read Side by Side, and our Math curriculum, Illustrative Math, is being followed and standards are being met.
- Our intervention materials need to be vetted and used in conjunction with core materials to ensure consistency in core content being taught.
- Use of effective feedback to students through various means is necessary for students.

Strategies:

1. If pointed walk throughs of classrooms during core teaching time by the building principal includes specific feedback regarding core delivery then teachers will have another means to ensure consistency of core instruction.
2. If intervention teachers and special education teachers have time to collaborate with each other regarding teaching practices then we will have more consistent core standards being taught across areas.
3. If teachers give pointed, meaningful feedback to students and families they will in turn take more ownership of their learning.



OAK HILL ELEMENTARY SCHOOL

Objective Statement:

Students and Staff at Oak Hill Elementary should be able to utilize effective feedback to increase learning and close the achievement gap.

Goal 1:

Goal 1: By the end of the 23-24 school year, students will achieve 82% on the English Language Arts portion of the Iowa Statewide Assessments of Student Progress.

- 22-23 Results: 79%

Goal 2:

By the end of the 23-24 school year, students will achieve 80% on the Math portion of the Iowa Statewide Assessments of Student Progress.

- 22-23 Results: 75%

Problem Statements:

Building a community of learners by increasing feedback for all students and teachers.

- Our state assessment (ISASP) data indicates that our subgroups population of students are not achieving at the same levels as the average student in our building, this shows that there is a deficit in instructional practices and understanding.
- Hattie's effect size for feedback is .70, which means over a year's worth of growth when appropriate feedback is given.

• If the feedback to the students isn't specific, providing concrete steps to improve, then the practices and habits will not change. Key questions that must be addressed are:

- What isn't understood?
- What is understood?
- What needs to happen next?

- As a staff, providing specific feedback to students has not always been an area of focus, but we know feedback provides high leverages of learning to increase engagement, when concrete evidence is given to change learning practices.
- To gain more implementation ideas, we are planning to participate in a variety of professional development activities focused on how to give appropriate, meaningful feedback to all.

Strategies:

1. If the building principal gives constructive feedback to teachers with concrete steps to improve instructional practices, then teachers instructional practices will continue to evolve.
2. If the teacher gives constructive feedback to students with concrete steps for learning, then students will have high engagement and ownership of their learning.
3. If students take ownership of the feedback, then they will know how to improve their learning.



TIFFIN ELEMENTARY SCHOOL

Objective Statement:

Students at Tiffin Elementary will experience a positive learning environment that is rich and rigorous in which to grow academically and emotionally. Staff will support all learners through the use of universal supports, data-driven conversations, and peer-mediated strategies.

Goal 1:

The average number of students who feel emotionally safe at Tiffin Elementary will go from 16% to 24% by June of 2024 as reported by the Conditions For Learning Student Survey.

Goal 2:

The average percentage of students who qualify for Free and Reduced Lunch who are proficient in Reading as measured by the ISASP will increase from 60% to 75% proficiency by June 2024.

Goal 3:

The average percentage of students who qualify for Free and Reduced Lunch who are proficient in Math as measured by the ISASP will increase from 37% to 50% proficiency by June 2024.

Problem Statements:

1. Our state assessment (ISASP) sub group data

indicates that the students who are of low socioeconomic status (i.e. qualify for free or reduced lunch), are not achieving at the same levels as other students.

2. Our school climate survey (Conditions for Learning) indicates that students' perception of emotional safety (the extent to which students feel safe from verbal abuse, teasing and exclusion) is below the state average.

Strategies:

1. If we intervene earlier with targeted instruction for students with academic, behavior, and attendance deficits, our students will have a greater chance at academic success.
2. If we use data to drive instructional decisions and appropriate interventions, then our students will receive academic and behavior support that is necessary to help them succeed.
3. If we implement "peer to peer" in every classroom, continue to strengthen our PBIS practices and focus on quality teacher interactions in the classroom, our students will build empathy for each other and hence they will feel more emotionally safe at school.



ENGLISH LANGUAGE LEARNERS

Objective Statement:

All ELL students will increase their ELPA21 scores in speaking, reading, writing and listening by the end of the 2022-2023 school year.

Goal 1:

Listening, Reading, Speaking = 80% of all students will show one level of growth and/or maintain a Level 5 by the end of the 2022-2023 school year.

Goal 2:

Writing = 70% of all students show one level of growth and/or maintain a Level 5 by the end of the 2022-2023 school year.

Goal 3:

90% of all students will make one level gain in at least one domain by the end of the 2022-2023 school year.

Problem Statements:

1. The district is experiencing a fast paced increase in student enrollment. This fast paced growth impacts

teacher's ability to develop instructional groups that remain consistent. Assessing, identifying and determining instructional needs requires a great amount of teacher time that takes away from instructional time of those students already identified who require ELL services.

2. The large number of spoken languages makes it difficult to provide equitable language experiences. Finding tools that allow students access to core instruction while providing teachers the ability to differentiate materials is critical.

Strategies:

1. If teachers instruct using a literacy based foundation to support students in understanding "print" language acquisition, then students will develop language competencies at a faster rate.
2. If we provide ELLs summer programming to provide ongoing instruction in targeted areas, then an increased number of ELLs will be exited from programming and perform within range of peers.
3. If we provide students with differentiated instruction to build their language skills while developing instructional competencies then student achievement will increase.



SPECIAL EDUCATION

Objective Statement:

By May 2028, less than 10% of student enrollment, in each building across the district, will be identified to receive special education services.

By May 2024, less than 13% of student enrollment, in each elementary building across the district, will be identified to receive special education services.

Goal 1:

By May 2024, 80% of classroom teachers are implementing differentiated small group instruction.

Goal 2:

By May 2024, 90% of graduating seniors who completed the TAP program, will be gainfully employed or set to attend post-secondary education.

Goal 3:

By May 2024, a set of criteria will be developed for IEP teams to apply when determining continuation of special education services through the reevaluation process.

Problem Statements:

1. Students that are not proficient on standardized assessments may not have the scaffolded instructional supports to help them access core content. Causing a learning gap to develop between themselves and their grade level peers.
2. The criteria for exiting special education services is dependent upon the individual school based teams. The use of data to inform reevaluation eligibility decisions are not utilized in a consistent manner across the district.

Strategies:

1. Collaborate with building level instructional coaches to provide teachers with professional learning on best practices for differentiating core instruction.
2. Identify and review the current practices for exiting students from IEPs. Create a flow chart for teachers, administrators and AEA to implement for future practices. Professional learning will be provided during the 2024-2025 school year.



HEALTH SERVICES

Objective Statement:

Students will attend school and have access to health staff that are dedicated to helping them achieve and maintain optimal health and well-being and who help keep them safe and uninjured in their school environment.

Goal 1:

Because we believe that healthy students are better learners, health staff will promote physical health and well-being for all students by providing information on health-related topics and conditions to the district Director of Communications on a monthly basis for publication in various school communication venues.

Goal 2:

In an effort to ensure that each and every student feels physically safe in school, health staff will promote and help facilitate a safe school environment by monitoring and reporting unsafe conditions or safety concerns to administration and/or leadership as they are recognized and work with departments to ensure safety concerns are addressed and remediated within 1 week of notification.

Problem Statements:

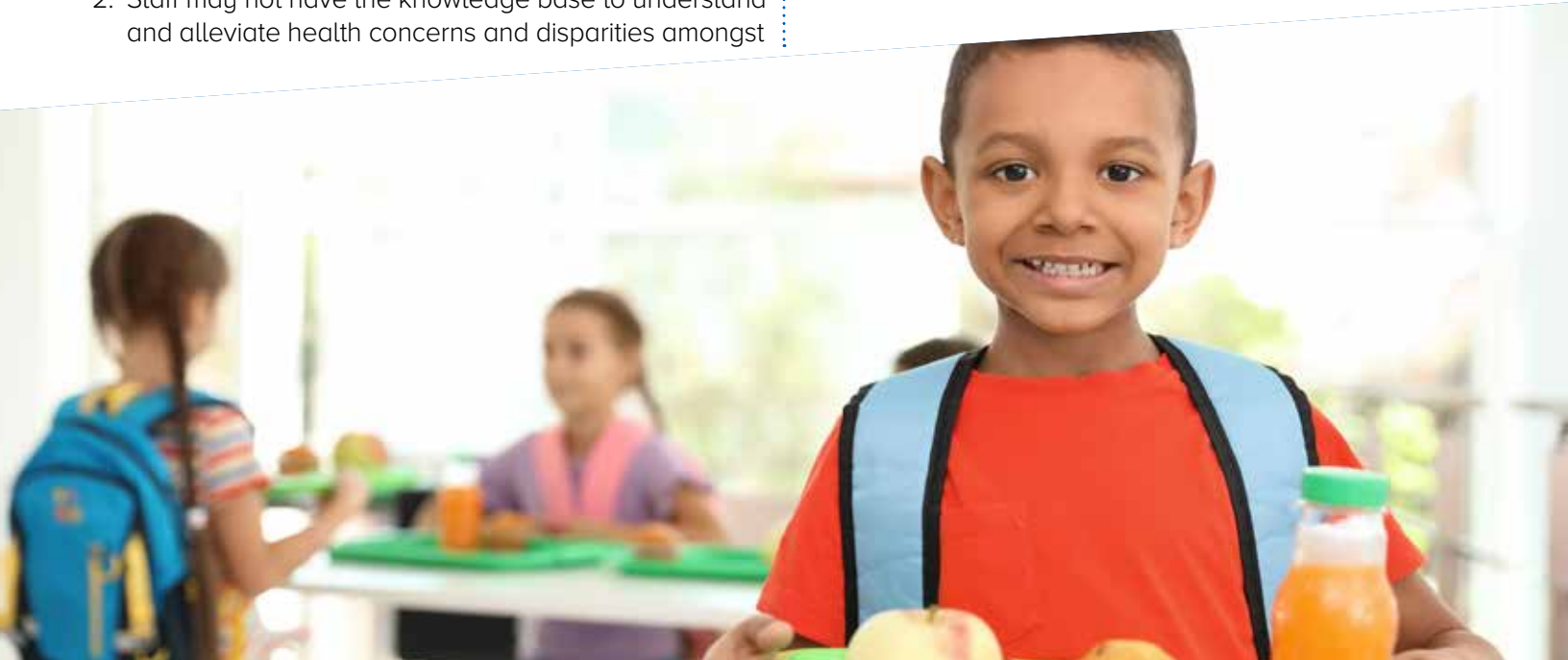
1. Staff may not understand or currently subscribe to the variety of communication options available for student, staff, and parent review and should receive training and assistance with accessing those venues at least annually.
2. Staff may not have the knowledge base to understand and alleviate health concerns and disparities amongst

the district's diversified student population and should receive training, resources, and support to recognize and accommodate those disparities at least annually.

3. Staff may be hesitant to voice or relay safety concerns to employees as they feel it is not their "place" to do so or that they are "over-stepping". In order to ensure safety concerns are appropriately remedied, staff should be encouraged to freely report unsafe conditions to their Director as they are recognized and the Director then relay those concerns to the appropriate administrator/director in a timely manner.

Strategies:

1. If we provide more health information and communication to students and parents it supports their recognition and personal obligations for maintaining optimal health which should then decrease student illness and injury and increase student attendance.
2. If we provide resources to health staff to help them better understand cultural differences (i.e. dietary restrictions, use of alternative vs. natural vs. modern medicine, use of medication, etc.), it will allow staff to individualize school day-to-day health cares for all students vs relying solely on "traditional" methods of care.
3. If we give health staff a clear avenue or a path to follow when they need to voice a concern or complaint, it provides a greater chance of unsafe practices or conditions being reported and ultimately results in a safer school environment. It also acknowledges the practice of following a well-described organizational chart meant to remedy situations quickly and efficiently.



DIVERSITY, EQUITY, INCLUSION AND CULTURE

Objective Statement:

By May 2028, 86% of all elementary students will hold the belief that adults and peers in the school care about their learning and them as well.

By May 2028, 70% of all secondary students will hold the belief that adults and peers in the school care about their learning and them as well.

Goal 1:

By May 2024, the percentage of elementary students that feel they “Belong” (as defined by Adult-Student Relationships, Boundaries and Expectations, Emotional Safety, Physical Safety, & Student-Student Relationships) in the district will increase by 3.2%. We are currently at -1.2% increase.

Goal 2:

By May 2024, the percentage of secondary students that feel they “Belong” (as defined by Adult-Student Relationships, Boundaries and Expectations, Emotional Safety, Physical Safety, & Student-Student Relationships) in the district for middle school will increase by 6% and high school 6.6%. The middle school is currently at -1.8% increase. The high school is currently at -0.4% increase.

Problem Statements:

Building a community to increase positive perception for all students and staff.

- Our Conditions for Learning Survey (CFL) indicates our subgroup population of students does not have the same perception as the average student in the district, this shows that there is a deficit in relationships.
- Hattie’s effect size for teacher-student relationships is 0.48, which means over a year’s worth of growth when teacher-student relationships are developed.
- As a staff, developing relationships with all students may only sometimes be an area that needs attention, but we know that developing relationships provides high leverage of learning to increase student engagement at school and decrease behavior.
- To succeed in implementation, we plan to participate in a variety of professional learning focused on how to connect and support all students and colleagues.

Strategies:

1. If we have intentional relationships with students, then it would result in students feeling their teachers care about them, and have an adult to go to for help.
2. If we have intentional relationships with parent(s) or guardian(s) through positive communication, then students will have a positive perception of their school communicating with their parent or guardian.
3. If we identify how the behavior response matrix supports equitable disciplinary practices, then we will address negative perceptions of discipline and communication with families.



SCHOOL NUTRITION DEPARTMENT

Goal 1:

Improvements to High School Meal Program

1. Specific – increase working space for staff to be able to prepare and serve quantity of meals
2. Measurable – discuss this in regular meetings with supervisor
3. Attainable – find other solutions and utilize outside resources to help come up with a plan
4. Relevant – reaching this goal will enable us to have a high school program that is what our students want; what other schools are doing; and what we have the ability to provide
5. Time-based – have a plan made by July 1st, 2023. Have this plan written and able to be presented to our decision-makers.

Obstacles:

1. Cost of project
2. Inability to use space that already exists
3. Running into brick walls, literally, and having to tear them down to expand.

Strategies:

1. Survey High School students
2. Meet with High School kitchen staff to gain ideas and thoughts
3. Visit other area schools to gain ideas on how they are able to serve their HS students

Goal 2:

Increased Meal Participation at Elementary Buildings

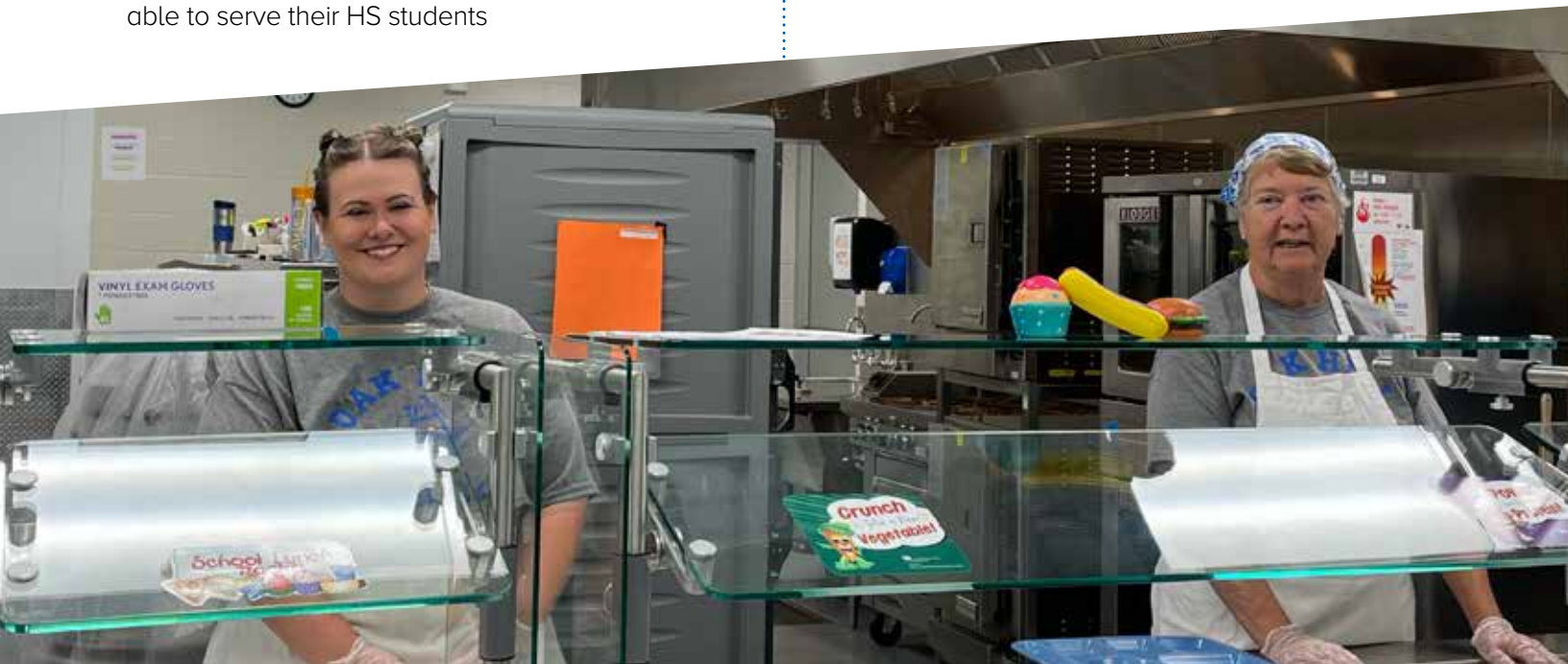
1. Specific – Offering additional entree choices will increase elementary student participation. Families will be able to view these options on Mealviewer.
2. Measurable – Use data from first six weeks of school to determine entree choices to meet the needs of all students.
3. Attainable – The planning is complete. Training of food service and building staff will ensure the success of this project.
4. Relevant – Students have been asking for more options at the elementary level. Having additional entree choices will ensure we meet more of our student preferences.
5. Time-based – Meet this need no later than January 3rd, 2024

Obstacles:

1. Students taking too long in the single serving lines in buildings
2. Freezer space at some locations may make food storage difficult.
3. Not getting buy-in from building staff for additional duties needed at lunch count time.

Strategies:

1. Provide training to everyone involved and roll out in phases, starting with Oak Hill Elementary.
2. Seek feedback from students on meal ideas they would like.
3. Change out menu items that fail to increase meal participation.



TECHNOLOGY

Objective Statement:

In order to increase security, improve resiliency and modernize our defensive posture in an increasingly threatening cyber environment, the Technology Department will work towards achieving an advanced level of maturity in the deployment and implementation of a Zero-Trust architecture model.

Goal 1:

Achieve a maturity level of “Advanced” across at least three of the five pillars of the Zero-Trust Maturity Model as defined by United States Cybersecurity and Infrastructure Security Agency.

Goal 2:

Achieve a maturity level not lower than “Initial” across all five pillars of the Zero-Trust Maturity Model as defined by United States Cybersecurity and Infrastructure Security Agency.

Problem Statements:

Adoption of zero-trust beyond IT
Zero trust adoption will require engagement and cooperation from senior leadership, IT staff, data and system owners, and end-users across the District to effectively achieve design objectives and improve our cybersecurity posture. Modernization of the District’s cybersecurity will require the transition disparate department services, tools and data storage to coordinated and collaborative components of a zero trust strategy, with district-wide buy-in for a common architecture and governance policies.

Modernization of Legacy “Implicit-Trust” Systems
Many of our existing systems rely on implicit trust in which access and authorization are infrequently assessed based on fixed attributes; this conflicts with the core principle of adaptive evaluation of trust within a zero-trust architecture. Existing systems built on implicit trust will

require investment to change architectures to better align with foundational zero trust principles.

Department Knowledge

Zero-Trust architectures, services, platforms and products are fundamentally different from legacy systems. Developing the necessary in-house expertise to successfully deploy and fully realize the benefits of a Zero-Trust framework will require substantial investment in continuing education and training of staff members.

Resources

The modernization and replacement of insecure infrastructure components and legacy services where needed may be costly. Because zero-trust is a foundational departure from traditional authorization and authentication models many systems will not be updated by vendors to support it. This may require costly replacement of some legacy systems in their entirety.

Strategies:

Clear, Consistent Communication

In order to promote the adoption of zero-trust engagement beyond IT we must take great care in communicating the benefits of a zero-trust framework in protecting students, staff and district operations by:

- Reducing attack surface
- Providing granular access control
- Mitigating successful attacks
- Supporting future federal and state compliance initiatives

Providing Training to Department Staff

Where employees show interest and aptitude they should be supported by providing learning and development opportunities through outside training and certification in foundational zero-trust systems and technologies.

Utilization of Outside Resources

We can bolster internal knowledge and capacity by contracting with outside security vendors to aid in the development and deployment of zero-trust components. Vendors can assist both directly in the modernization of existing systems and indirectly in the training of department personnel.



COMMUNICATION DEPARTMENT

Goal 1:

Continue to refine and deliver district messaging that aligns with improving culture is informative and supports the district mission and vision and delivered by the weekly e-newsletter, increasing views by 10%. Content includes a combination of timely, important information with “good news” feature stories aligned with district mission, vision and goals..

Goal 2:

Gather communication input by the end of 2023 school year from families and staff through an electronic survey and use information to as the first step in creating a comprehensive District Communication Plan.

Problem Statements:

1. Communication needs to be consistent, relevant and addressing school projects, finances, programs, etc with CCA stakeholders such as parents, community members, staff, and students
2. The number of communication tools used at the classroom, building and district level are confusing.
3. The importance of understanding how sharing information aligns with our district vision, mission and goals is not understood by our staff yet.

Strategies:

1. If we communicate consistently and effectively about district work, the community and staff will stay informed and we will build school culture and trust.
2. If we share good news and success stories, staff, students and families will have more pride in our district.
3. If we strategically plan communication from a timely, collaborative approach, we will gain trust from staff and community, create better relationships, increase parent engagement and then student achievement.



TRANSPORTATION

Goal 1:

The primary objective for the Transportation Department this year is to eliminate all late loading afternoon routes. On any given day there can be as many as eight routes that do not load immediately after the dismissal bell. This causes staffing coverage and student behavior issues.

Goal 2:

Our secondary objective will be to recruit, hire, train, and maintain staffing levels that parallel our enrollment growth.

Problem Statements:

1. New apartments/condos and single family homes are being built in locations where we do not have safe walkways to our schools. State codes require districts to provide busing in these areas.
2. More students means more routes and activity trip buses at or close to afternoon dismissal times. Team sizes are often larger than the capacity of one bus which requires another piece of equipment and a driver.
3. Hiring and maintaining adequate staff to cover the routes and trips necessary to keep up with our growing enrollment will be a challenge. The hiring pool since COVID has not produced as many interested or qualified applicants.

Strategies:

1. A two-tier bell system in 2023-24 will enable routes to transport elementary and secondary students to and from school on time. Our current bell times are too close and do not allow ample time to logistically get in and out of neighborhoods we serve. A number of drivers who currently drive K-12 grade routes will be free'd up to cover some of our current late or doubled routes easing staffing issues.
2. Routing buses to just over 100% capacity ensures we are maximizing fleet resources, running efficient routes, and driving down our cost per pupil for state reporting purposes.
3. If we are creative and proactive with our hiring practices we will be able to minimize staffing shortages and the number of if not eliminate late routes. With help from other departments (such as Food Service and Special Education) we can share employees and will be able to offer more hours and benefits to those applicants in need.



BUILDING AND GROUNDS

Goal 1:

Achieve 100 percent positive feedback from buildings regarding cleanliness

Goal 2:

Self perform district grounds projects

Problem Statements:

1. Negative feedback from 2 buildings regarding cleanliness. Is this performance based or opinion based?
2. Staff shortages. Open positions need to be filled.
3. Lack of knowledge, need training.

Strategies:

1. By providing open dialogue, we can find specifics that may need improved and offer solutions on how we will get there
2. Continuing through the posting and hiring process will allow us to be fully staffed which in turn will help with problem statement #1
3. Providing the proper training and equipment will allow our grounds team to self perform more concrete and seeding projects.



HUMAN RESOURCES

Goal 1:

Focused on Retention: The percentage of effective employee retention will increase from 87% to 94% by June 2028.

Goal 2:

Focused on Employee Satisfaction: The percentage of staff that feel they “Belong” (as defined by Adult-Student Relationships, Boundaries and Expectations, Emotional Safety & Physical Safety) in the district will increase from 46.5% to 80% by June 2028.

Problem Statements:

1. Inconsistent evaluation practices across the district when trying to find ‘effective’ employees. We follow legal/standard guidelines, but need to add more objective based information and numbers.
2. Each school building has a unique culture keeping them isolated and preventing them from buying into the district-wide culture and expectations.
3. Communication from all different levels and departments have led to confusion and misunderstanding of what we offer as a district which affects both retention and the district culture.

Strategies:

1. Create clear guidelines for evaluators to include reviewing job descriptions, clarifying expectations and using that to add more objective based information and numbers. This way we can better evaluate the effectiveness of staff and focus retention efforts.
2. Find a way that the district can unite the individual school cultures and bring everyone under the same district-wide umbrella to feel the sense of belonging regardless of where they are located in the district.
3. Starting each year with a beginning of the year meeting and in the spring for all staff to remind them all of important information and the significance of reading the staff newsletters. By adding back more in-person meetings within the schools, I can hopefully cut out the ‘telephone’ effect of passing information along and clearly address questions with all staff in each building so they hear the same information. The spring meeting can then clarify benefit offerings and answer any follow-up to negotiations questions or confusion.



FINANCE

Goal 1:

Focused on improving the Unspent Authorized Budget (UAB) for financial stability from 1.2% to 11.7% by 2028.

Goal 2:

Focused on improving the Solvency Ratio in the General fund from -1.33% to 18% by 2028.

Problem Statements:

Legislative decisions that impact funding streams
Economic factors that impact financial performance such as interruption of supply chain and rising costs
3. Limited knowledge or understanding of budgets by those with budgetary responsibilities

Strategies:

As legislative and economic factors change, work to understand the impact on school funding.

Make adjustments to budgets to reflect the impact on revenue and/or expenditures, as needed, and communicate those changes with those impacted.

Create learning opportunities to collaborate with budgetary responsibilities to develop understanding, accountability and expectations of budgets.





LEARN MORE ABOUT CLEAR CREEK AMANA COMMUNITY SCHOOL DISTRICT
www.ccaschools.org