

A NEW VISION



**Cedar Rapids
Community School District**

Every Learner: Future Ready

We should be proud of our rich history

▶ Academic Measures

▶ Activities and Clubs

We have served many students well.



Yet, challenges in data sets suggest we have significant work to do.

30-65%

3rd Grade ELA proficiency

26-67%

8th Grade Math proficiency

55-93%

Graduation Rate

In all data sets, those traditionally “underserved” in the nation are underserved in our district.

- ▶ F/R lunch
- ▶ Racially/ethnically diverse
- ▶ IEP/Special Education
- ▶ ELL



**Cedar Rapids
Community School District**

Every Learner: Future Ready

A NEW VISION

**Every Learner :
Future Ready**

A NEW MISSION

**TO ENSURE ALL STUDENTS EXPERIENCE RIGOROUS AND PERSONALIZED
LEARNING SO THEY HAVE A PLAN, A PATHWAY, AND A PASSION FOR
THEIR FUTURE.**

Vision:



**Cedar Rapids
Community School District**

Every Learner: Future Ready



Mission:

To ensure all learners experience rigorous and personalized learning so they have a plan, a pathway, and a passion for their future.

Beliefs:

Leadership: We believe leadership is collaborative action that empowers stakeholders to promote improvement.

Equity: We believe equity of voices, resources, opportunities, and expectations is critical for the current and future success of every student.

Innovation: We believe Innovative educational experiences foster creativity, promote personalized learning, and connect students passions to their future world.

Student Learning: We believe all students deserve high quality instruction which provides academic, social, and emotional learning to prepare for a successful future.

Culture/Climate: We believe all school community members are valued and thrive in a safe, diverse, engaging, and growth oriented culture/climate while exhibiting respect for the wellbeing of self, others, and the learning environment.

Student Ownership: We believe students are empowered to take ownership when they engage as partners in their learning.

Areas of Focus:

1. **Story** - reclaim and advance our story
2. **Workforce** - build a highly engaged workforce
3. **Learning** - build future ready learning outcomes
4. **Intercultural Mindset** - grow intercultural capacity
5. **Facilities** - re-imagine, re-envision, and re-invest

Operational Framework: High Reliability Schools

Level 5 - Competency-Based Personalized Learning

Level 4 - Standards - Based Reporting

Level 3 - Guaranteed and Viable Curriculum

Level 2 - Effective Teaching in Every Classroom

Level 1 - Safe and Collaborative Culture

Operational Framework: High Reliability Schools

Every Learner: Future Ready

Level 5 – Competency-Based Personalized Learning

Level	Proficiency	Description
4	Advanced	Know it & apply it
3	Proficient	Know it
2	Developing	Almost know it
1	Basic	Starting to know it

Level 4 – Standards – Based Reporting

Level 3 – Guaranteed and Viable Curriculum

Level 2 – Effective Teaching in Every Classroom

Level 1 – Safe and Collaborative Culture

E
Q
U
I
T
Y



Level 1 - Safe and Collaborative Culture

- 1.1 The faculty and staff perceive the school environment as safe and orderly.
- 1.2 Students, parents, and the community perceive the school environment as safe and orderly.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.



Level 2- Effective Teaching in Every Classroom

- 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.
- 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- 2.3 Predominant instructional practices throughout the school are known and monitored.
- 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
- 2.6 Teachers have opportunities to observe and discuss effective teaching.



Level 3 - Guaranteed and Viable Curriculum

- 3.1 The school curriculum and accompanying assessments adhere to state and district standards.
- 3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
- 3.3 All students have the opportunity to learn the critical content of the curriculum
- 3.4 Clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level
- 3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- 3.6 Appropriate school and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

4	Advanced	Know it & apply it
3	Proficient	Know it
2	Developing	Almost know it
1	Basic	Starting to know it

Level 4 - Standards-Based Reporting

- 4.1 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students within the school.
- 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.



Level 5 - Competency-Based Personalized Learning

- 5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.
- 5.2 The school schedule is designed to accommodate students moving at a pace appropriate to their situation and needs
- 5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.

HRS Timeline

Date	Activity
2/2	Staff launch
2/8	Staff, student and parent surveys begin.
3/5	Staff, parent, and student survey windows closes. However, we highly recommend that staff and student surveys are completed before February 23, 2018 (last day of conferences).
3/20	Principals receive HRS Level 1 Survey results.
3/26	Schools return 3-5 questions to CCT team.
4/2	HRS School Improvement Planning begins.

QUESTIONS?