



TREYNOR COMMUNITY SCHOOLS

Superintendent / Board Goals for 2016-17:

1. Student enrollment has continued to increase over the last twenty years. Consistent and advanced facility planning has allowed the District to keep facility needs aligned with enrollment growth. The District's strategic plan was updated last year and identified the following priorities:

- High School addition: more classrooms, counseling center, storage, AEA office, etc.
- Auditorium, band room, vocal room renovation/expansion/new construction
- Gym, wrestling room, locker rooms, weight room, storage cages renovation/expansion/new construction
- Transportation facility; create bus pick up lane behind elementary school

A facility planning process will be put in place to begin establishing the groundwork for consideration of future construction projects. The process will consist of the following steps:

- Establish a contract with board selected contractor to assist with pre-referendum planning
- Organize a steering committee; conduct committee meetings with stakeholders
- Analysis of existing buildings along with current and projected programming needs
- Conceptual design phase; Public input meetings; Design wrap-up
- Bond issue study; potential resources, anticipated costs, timelines

Once the pre-referendum work has been completed the board will establish timelines for community presentations and a school bond election.

2. A continued focus on investing in the training and support of teachers and staff will remain a priority. Over the last few years, we have invested time and resources in the following initiatives that we want to continue to support, utilize and develop:

- Teacher Leadership & Compensation [TLC] – The TLC framework was created and approved by the DE last year. This year will be the first year of implementing our TLC program. The TLC staff members are working to provide instructional support and professional development for their colleagues. The district will provide training opportunities and resources for the coordinator, instructional coaches, mentors and model teachers to be effective in their new positions.
- Olweus Bullying Prevention Program [OBPP] – Provide OBPP training for new staff; collect and analyze OBPP data; allocate resources to additional needs and trainings that are identified (i.e. – TOPS committee trainings).
- Capturing Kids Hearts [CKH] – Coordinate the 3-day CKH training opportunity for new staff; staff members of each building will work with their principal and CKH leadership team members to identify building level CKH skills and processes they will target within their respective building. The faculty for each building will all implement and monitor the targeted skills by quarters or semesters.

3. In an effort to improve student learning, the superintendent and board will work with IASB to begin the process of engaging in work relating to the Iowa Lighthouse research project. This research frames five main leadership roles focused on improving student learning, along with key actions of leadership within those roles. According to IASB, there are a variety of potential entry points for board/superintendent teams wanting to strengthen their focus on student learning; therefore, we will rely upon IASB to facilitate an effective starting place.

4. Conduct a targeted review of the District's Crisis Management Plan. The plan was developed in 2006 and updated in 2013. However, since that time, a paradigm shift has occurred at the state and federal level pertaining to lock down procedures. We will specifically evaluate the philosophy of lock down and shelter in place in comparison to evade and evacuate. A team will be identified to participate in ALICE training and report back as to whether this is a philosophy the district should consider. If the new paradigm is selected, coordination of staff training and updating of selected sections of the crisis plan will be completed.

5. Continue to increase our focus on building unity, board leadership skills, understanding of roles and responsibilities of board members and professional development opportunities for all members of the board/superintendent team.
 - IASB board development opportunities / workshops (all board members try to attend 2 events per year)
 - Board self-assessment work sessions: Schedule IASB custom work sessions to focus on team vision, mission and goal-setting along with understanding board roles and responsibilities [the fall board governance workshops may be a good starting point].
 - Participate in "What's On Your Mind" monthly meetings with board members and superintendent. (2 members once / month ~ each board member will rotate and attend one meeting per semester)
 - Attend the IASB and/or NSBA conference with superintendent & board secretary

6. Communicate with the board of education, administration, staff, students, parents and community in order to keep all parties knowledgeable on the activities and undertakings of the school district. The following methods will be utilized to provide open lines of communication:
 - * School board meetings
 - * Administrative meetings
 - * Staff meetings / in-service
 - * School improvement meetings
 - * Committee meetings as needed (*i.e.- crisis planning, facility planning, TLC etc.*)
 - * District newsletter
 - * District website
 - * Emergency notification system
 - * Board briefs to staff
 - * Board agendas and meeting minutes in newspaper
 - * Accessible at school events
 - * Accessible at community events
 - * Paperless school board meetings (*when feasible*)
 - * Electronic posting of school board agendas & minutes
 - * Social media... District Facebook & Twitter accounts
 - * Expanded use of Social media accounts by teachers, classrooms, teams...
 - * Increase stakeholder input through survey's with students, staff, and parents
 - * "Sharing with the Supt" ~ regularly scheduled small group meetings with staff during lunch, PLC or designated times to gather staff member's insights pertaining to the district.