



STUDENT LEARNING  
& WELL-BEING

## STUDENT LEARNING

**Determine areas to enhance learning opportunities for all students**

- A. Explore and formulate options to increase individualized and customized student learning.
- i. Innovation Academy offered to staff to examine new learning approaches (A2 FFE Plan)
  - ii. Program design study conducted in secondary buildings (B5 FFE Plan)
  - iii. Classroom instructional practices will be identified and incorporated into appraisal, training, and hiring practices (B4, D5 and D6 FFE plan)
  - iv. Examine roles, structures, and opportunities around the TLC initiative, as well as flexible and connected professional learning opportunities for all staff
- B. Study and design plans to address the achievement gaps that exist among demographic groups.
- i. Formation of a systemic approach and district data team for identifying annual achievement goals (B2 FFE Plan)
  - ii. Building school improvement plans (SIP) will include achievement goals from the district data team (B2 FFE Plan)
- C. Examine how the usage of time and appropriate staffing can influence student success.
- i. Program design studies include the investigation of collaborative time (B5 FFE Plan); this should include the scheduling of students during the school day and consistency across school buildings.
  - ii. Stakeholder feedback on the school calendar and start times will be collected and analyzed (C3 and D7 FFE Plan)



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## STUDENT WELL-BEING

**Establish a culture of well-being for all students**

- A. Evaluate existing support structures and consider opportunities to better align those structures to promote individual student success.
- i. Support structures for students and school buildings will be examined (B3 FFE plan)
  - ii. Program and design practices will be studied for at-risk, mental health and special education services (A4 FFE plan)
  - iii. Provide professional learning around mental health for counselors, nurses and at-risk staff in collaboration with Drake University and Heartland AEA
- B. Develop strategies to enhance new and existing relationships to better connect students to resources available in our schools.
- i. Program design studies include the investigation of developing positive relationships (B5 FFE Plan)



**PERSONAL CONNECTIONS  
& COLLABORATION**

**PERSONAL CONNECTIONS AND COLLABORATION**

***Advocate for learning and the need for appropriate resources to meet the needs of all learners***

- A. Explore strategies to connect with like-minded districts.
  - i. Superintendent will engage with other districts, through the metro superintendents and Heartland AEA groups, in discussions and problem solving centered around a collaborative approach for school advocacy
  - ii. Investigate and participate in engagement opportunities through the EDGE group sponsored through the Greater Des Moines Partnership
- B. Develop plans designed to create awareness among Johnston community stakeholders.
  - i. Superintendent and representative school board members will attend advocacy training workshops through the Iowa Association of School Boards and Iowa ASCD organizations
  - ii. Superintendent and representative school board members will conduct meetings with local state senators and representatives
  - iii. Superintendent and representative school board members will form a local stakeholder group focused on the messaging and sharing with local community around school funding needs
- C. Formulate local action plan to address the issue of inadequate funding in future years.
  - i. Budget reallocation process will be initiated and completed with stakeholder input in preparation for continued inadequate school funding and completion of the FFE plan
  - ii. Investigate and develop partnerships with local businesses and organizations to help support the FFE plan through volunteerism and resources



**ON-GOING PRIORITIES**

- A. Guidance and implementation on the Foundation for Excellence (FFE) plan.
  - i. Progress towards and completion of the year 1 (2015-2016) action steps
- B. Manage construction projects.
  - i. Continued weekly updates with school board, school board meeting highlights, and input-seeking through the district owners group
- C. Continuous improvement in stakeholder communications.
  - i. Continued progress on the board-approved communication plan