Dallas Center-Grimes (DCG) Community School District

2025-2026 District and Building School Improvement Plans

Overview

The School Improvement Process is a systematic, data-driven approach that schools use to identify areas of need, set measurable goals, implement strategies for change, and monitor progress over time. Central to this process is the development of well-defined S.M.A.R.T. goals, which serve as a roadmap for instructional improvement and increased student achievement. Research by Marzano (2003) highlights that schools with clearly articulated goals, grounded in data and collaboratively developed by stakeholders, experience greater gains in student performance. Additionally, Fullan (2011) emphasizes the importance of purposeful planning and collective efficacy in sustaining school improvement, noting that schools that align their goals with instructional practices and professional development tend to build stronger learning communities. Goal-setting within the School Improvement Process ensures focus, coherence, and accountability, ultimately creating a culture of continuous improvement.

Results-Oriented Cycle of Inquiry

Source: Partners in School Innovation[97]

Set goals: Understand gap between the school's vision and their current reality and collaboratively define goals which will focus everyone's attention on the most important levers and indicators of progress

Plan: Create actionable plans that break down year-long goals into achievable quarterly, weekly, and even daily objectives, allocating time, resources, and actions to achieve those goals.

Act: Provide coaching, modeling, thought-partnership and collaboration in order to build the capacity of teachers and leaders to implement their plans effectively.

Assess, Reflect, Adjust: Support school leaders and teachers to establish a regular habit of using data to understand results, learn from what's working and adjusting practice to ensure that goals will be met.

Close or Renew: Create a space for reflection on the progress made; unpacking successes in order to create momentum for the year ahead.

Hanover Research (2014). *Best practices for school improvement planning.* www.hanoverresearch.com

Dallas Center-Grimes Community School District Mission:
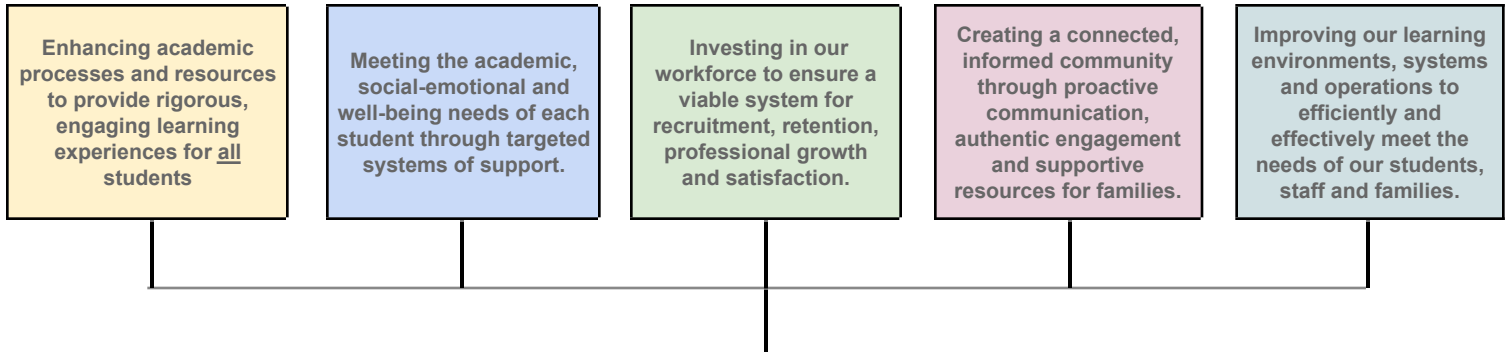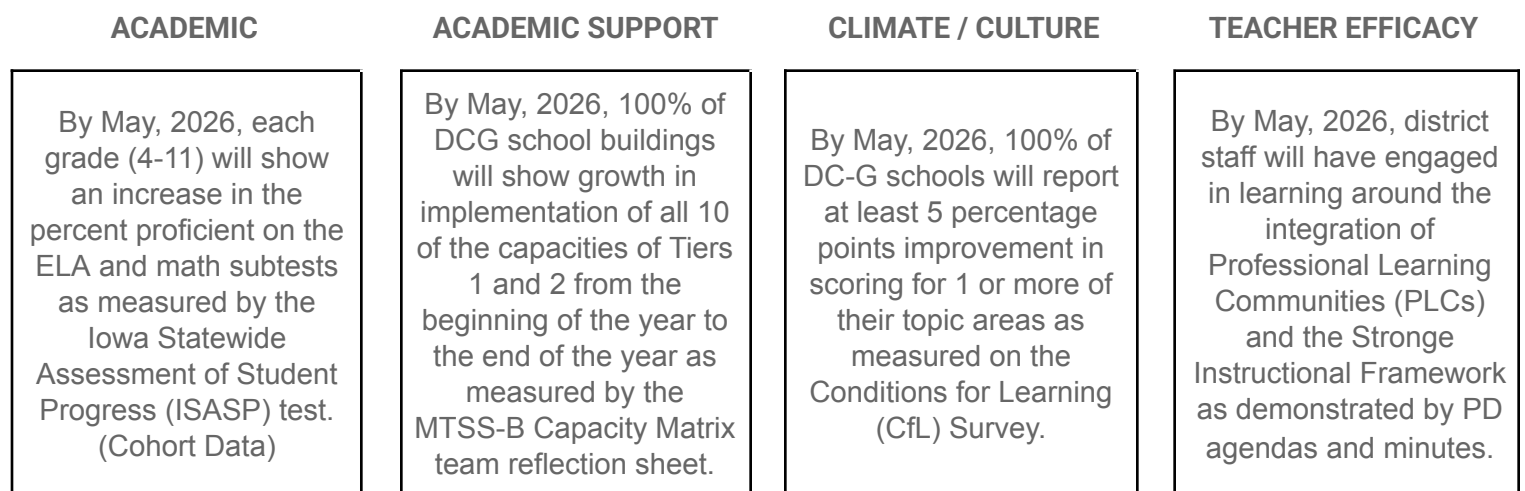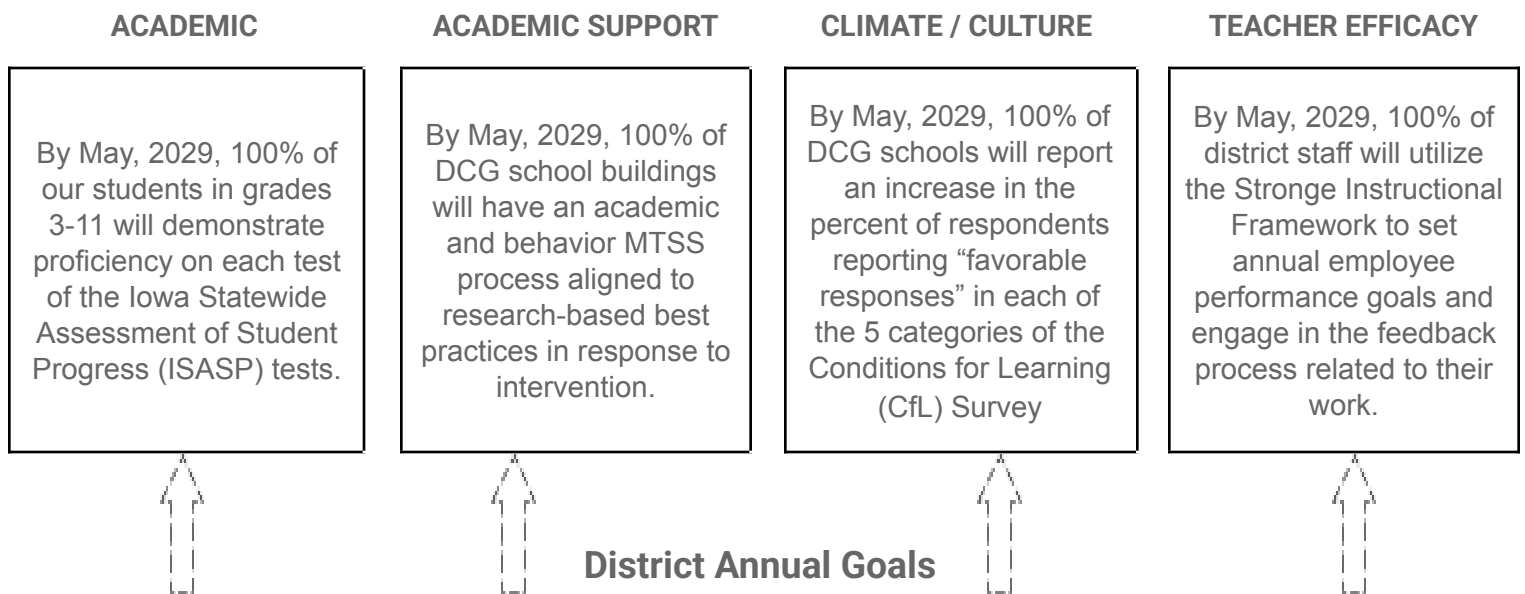*"Empowering All Students to Take Charge of their Future!"*

District Strategic Directions

Enhancing academic processes and resources to provide rigorous, engaging learning experiences for all students	Meeting the academic, social-emotional and well-being needs of each student through targeted systems of support.	Investing in our workforce to ensure a viable system for recruitment, retention, professional growth and satisfaction.	Creating a connected, informed community through proactive communication, authentic engagement and supportive resources for families.	Improving our learning environments, systems and operations to efficiently and effectively meet the needs of our students, staff and families.

District Long-Range Goals

ACADEMIC	ACADEMIC SUPPORT	CLIMATE / CULTURE	TEACHER EFFICACY
By May, 2029, 100% of our students in grades 3-11 will demonstrate proficiency on each test of the Iowa Statewide Assessment of Student Progress (ISASP) tests.	By May, 2029, 100% of DCG school buildings will have an academic and behavior MTSS process aligned to research-based best practices in response to intervention.	By May, 2029, 100% of DCG schools will report an increase in the percent of respondents reporting "favorable responses" in each of the 5 categories of the Conditions for Learning (CfL) Survey	By May, 2029, 100% of district staff will utilize the Stronge Instructional Framework to set annual employee performance goals and engage in the feedback process related to their work.

District Annual Goals

ACADEMIC	ACADEMIC SUPPORT	CLIMATE / CULTURE	TEACHER EFFICACY
By May, 2026, each grade (4-11) will show an increase in the percent proficient on the ELA and math subtests as measured by the Iowa Statewide Assessment of Student Progress (ISASP) test. (Cohort Data)	By May, 2026, 100% of DCG school buildings will show growth in implementation of all 10 of the capacities of Tiers 1 and 2 from the beginning of the year to the end of the year as measured by the MTSS-B Capacity Matrix team reflection sheet.	By May, 2026, 100% of DC-G schools will report at least 5 percentage points improvement in scoring for 1 or more of their topic areas as measured on the Conditions for Learning (CfL) Survey.	By May, 2026, district staff will have engaged in learning around the integration of Professional Learning Communities (PLCs) and the Stronge Instructional Framework as demonstrated by PD agendas and minutes.
SAME GOAL - No Change.	*NEW GOAL - Next Steps*	*SAME GOAL - No Change*	*NEW GOAL - Next Steps*