



CULTIVATING SUCCESS

A Strategic Plan for Des Moines Public Schools



THE BEST YOU
v

COME HERE. **BECOME** HERE.

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Dr. Ian Roberts
Superintendent

WELCOME FROM DR. ROBERTS

Greetings Members of the Des Moines Public Schools Community:

It is with great enthusiasm that I introduce you to “**Cultivating Success: A Strategic Plan for Des Moines Public Schools.**” This comprehensive plan outlines our vision and priorities for the future, reflecting our unwavering commitment to the success and well-being of every student, educator, and family in our school district.

The development of this strategic plan was deeply informed by input and feedback from our students, teachers, staff, and community members. It reflects the collective aspirations and priorities of those who are directly invested in the success of our schools and students. Their insights were invaluable in shaping a plan that addresses the needs and opportunities unique to Des Moines Public Schools, with components that will inspire success in 100% of our students.

“Cultivating Success” is centered around five key priorities:

1. **Cultivating Equity & Excellence Through High Quality Teaching & Learning:** Ensuring every student receives an exceptional education that prepares them for lifelong success.
2. **Cultivating Well-Being:** Promoting the physical, emotional, and social well-being of our students and staff.
3. **Cultivating Transformative Talent:** Attracting, developing, and retaining talented educators and staff who are dedicated to our mission.
4. **Cultivating Organizational Effectiveness:** Delivering exceptional services throughout the operations of Iowa’s largest school district.
5. **Cultivating Community & Collaboration:** Building strong partnerships with families, community members, and stakeholders to support our shared goals.

Since the strategic plan covers our goals for the next five years, it is important that we focus on the long-term nature of each goal’s attainment and the urgency of now. As superintendent, I plan to provide you with annual updates sharing where we are making progress, where there are areas of growth, and what changes and adjustments will be made during the time of implementation. This strategic plan represents not only a five-year roadmap but a call to action for all of us to work together, inspiring our students and the adults who serve them to achieve these ambitious goals. I invite you to join us on this journey as we cultivate success for every student in Des Moines Public Schools.

With warm regards,

Dr. Ian Roberts
Superintendent
Des Moines Public Schools



Jackie Norris
School Board Chair

WELCOME FROM JACKIE NORRIS

Dear Members of the Des Moines Public Schools Community:

On behalf of the Des Moines School Board, I am pleased to share “Cultivating Success: A Strategic Plan for Des Moines Public Schools.” This plan reflects our shared vision to prepare and inspire every student to achieve and accomplish beyond all imagined possibilities, leaving a lasting impact on our community and the world.

As a school board, we believe in cultivating the potential and possibility within each student. “Cultivating Success” outlines the school district’s collective commitment to providing pathways for students to explore their unique talents and aspirations, supported by the enthusiastic partnership of families, educators, and community stakeholders. This plan is a testament to what is possible when we come together to invest in the future of our children.

The five priorities outlined in the plan — Equity and Excellence, Well-Being, Transformative Talent, Organizational Effectiveness, and Community and Collaboration — serve as the foundation for achieving our ambitious goals. These priorities embody our dedication to creating a nurturing and equitable environment where every student can thrive and succeed on their own terms.

As we embark on this journey together, we recognize that the success of Des Moines Public Schools is deeply connected to the strength of our community. Your continued involvement and support are vital to our mission. Together, we can ensure that every student not only reaches their potential but also contributes meaningfully to a brighter future for all.

Thank you for joining us in cultivating success.

All the best,

Jackie Norris
Chair
Des Moines School Board

THE BEST YOU
COME HERE. BECOME HERE.

OUR VISION

We will prepare and inspire every DMPS student to achieve beyond all imagined possibilities, lead with the resiliency to navigate an ever-changing society, and leave a lasting impact on our community and world.

OUR MISSION

At DMPS, our pursuit of excellence for each student recognizes the multiple pathways available for students to cultivate their own success with the support and partnership from our community.

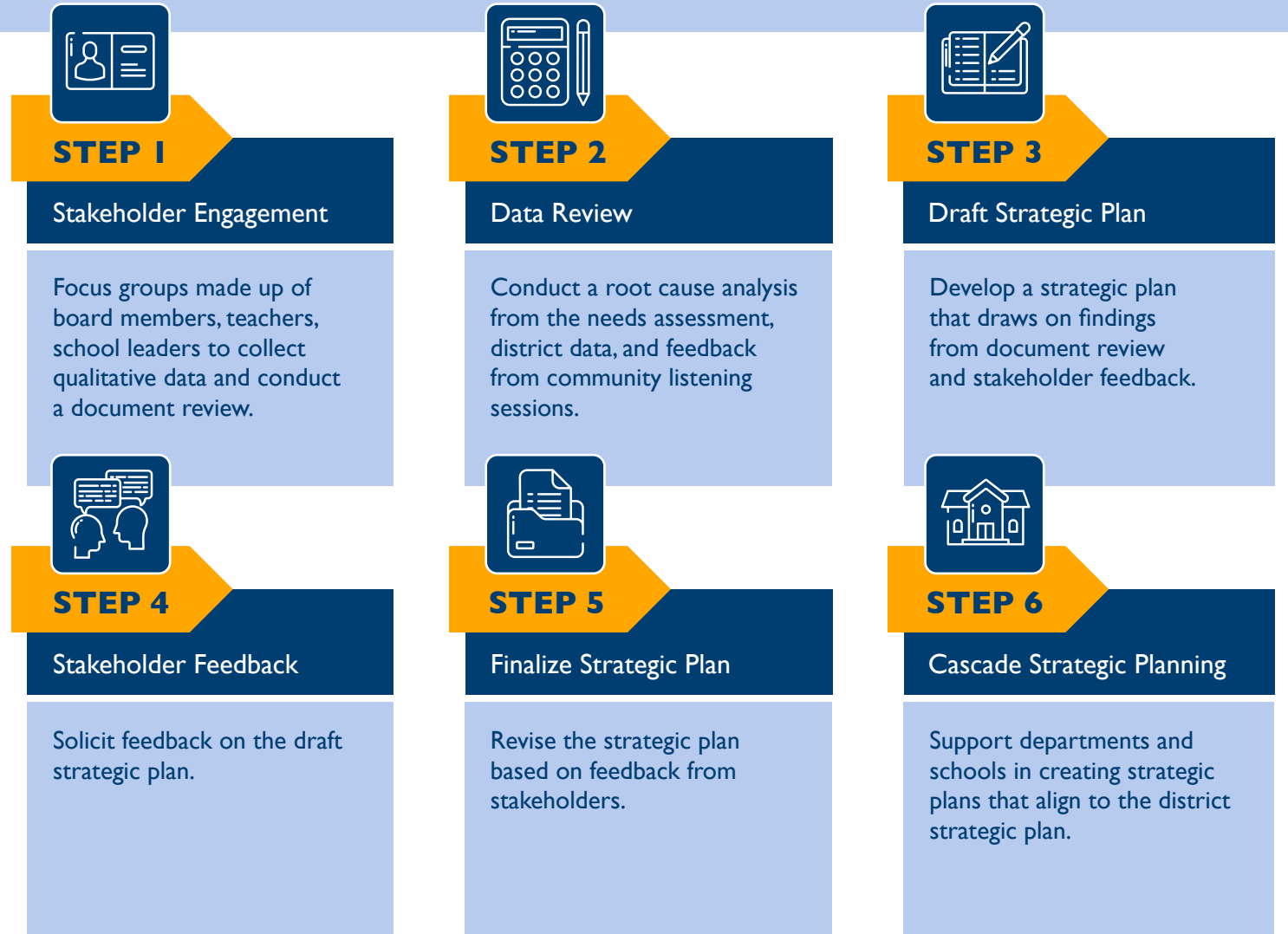


PORTRAIT OF A GRADUATE

The DMPS Portrait of a Graduate describes the desired outcomes of our preK-12 system. Specifically, it defines the competencies and personal qualities students should possess when they graduate in order to be successful in the world beyond high school.

Resilient	Intellectually Curious
Self-Sufficient	Socially Conscious
Empowered	Civically Engaged

OVERVIEW OF THE STRATEGIC PLAN DESIGN PROCESS



The strategic planning process started with a close examination of the entire DMPS system. By using the DMPS Portrait of a Graduate and Board Goals and Guardrails to define the desired outcomes of the preK-12 system, the strategic planning committee was able to define strategic priorities and actions to achieve ambitious strategic objectives for our students, families, staff, and community.

BOARD GOALS & INTERIM GOALS

DMPS expects every student to succeed academically, socially, and emotionally. An important part in realizing that expectation is the setting of goals and guardrails by the School Board.

The process of setting goals and guardrails includes gathering input from the community at public sessions and online surveys; gathering a host of district and school data; collaboratively reviewing and analyzing all of this information by the School Board, the Superintendent, and school district staff.

GOAL 1

The percentage of 4th grade students scoring proficient or advanced on the ISASP ELA assessment will increase from 50.1% in Spring 2023 to 65.0% in Spring 2027.

Interim Goal 1a.

The percentage of 2nd-3rd grade students meeting benchmark on FastBridge CBM-Reading will increase from 53.0% in Spring 2023 to 65.0% in Spring 2027.

Interim Goal 1b.

The percentage of Black and Latinx 2nd-3rd grade students meeting benchmark on FastBridge CBM Reading will increase from 44.2% in Spring 2023 to 65.0% in Spring 2027.

Interim Goal 1c.

The percentage of 1st grade students meeting benchmark on FastBridge early Reading will increase from 45.5% in Spring 2023 to 65.0% in Spring 2027.

Alignment to our Goals and Guardrails

Priority #1 Cultivating Equity & Excellence Through High Quality Teaching & Learning	➔	Goal 1, Goal 2, Goal 3 Guardrail 1
Priority #2 Cultivating Well-Being	➔	Guardrail 1, Guardrail 4
Priority #3 Cultivating Transformative Talent	➔	Goal 2, Goal 3 Guardrail 1, Guardrail 3
Priority #4 Cultivating Organizational Effectiveness	➔	Goal 1, Goal 2, Goal 3
Priority #5 Cultivating Community & Collaboration	➔	Goal 3 Guardrail 5

We believe that all Strategic Priorities working together will ensure that we meet our Goals and Guardrails. Within this framework, there are several places of direct alignment that are important to acknowledge and elevate.



GOAL 2

The percentage of Black and Latinx 8th grade students scoring proficient or advanced on the ISASP ELA assessment will increase from 38.5% in Spring 2023 to 55.0% in Spring 2027.

Interim Goal 2a.

The percentage of Black and Latinx 6th grade students meeting benchmark on FastBridge aReading will increase from 22.4% in Spring 2023 to 40.0% in Spring 2027.

Interim Goal 2b.

The percentage of Black and Latinx 7th grade students meeting benchmark on FastBridge aReading will increase from 21.1% in Spring 2023 to 40.0% in Spring 2027.

Interim Goal 2c.

The percentage of Black and Latinx 5th grade students meeting benchmark on FastBridge aReading will increase from 26.2% in Spring 2023 to 40.0% in Spring 2027.

The School Board set goals in three priority areas: Early Literacy; Literacy for Black and Latinx middle school students; and Career Readiness. The communities' values were also reaffirmed and updated into the five guardrails.

GOAL 3

The percentage of DMPS Seniors by the end of their fourth year of high school who have achieved four or more of the DMPS Future Ready indicators as measured by the DMPS framework of Enroll/Employ/Enlist will increase from xx% in xxxx to yy% in yyyy.

The focus on Goal 3 is secondary and postsecondary success for all students. In 2024-2025, this goal will be in a "Year 0" of planning, where district staff focus on building the systems and structures necessary to measure Goal 3 beginning in the 2025-2026 school year.



BOARD GUARDRAILS & INTERIM GUARDRAILS

GUARDRAIL 1

The Superintendent shall not allow inequitable access for ELL students, or the continuation of systems that allow for it.

Interim Guardrail 1a.

The percentage of 4th-8th grade students who are or have been in ELL programming meeting benchmark on FastBridge aReading will increase from 19.9% in Spring 2023 to 29.0% in Spring 2027.

Interim Guardrail 1b.

The percentage of 9th-12th grade students who are or have been in ELL programming who have participated in Central Campus, Central Academy, or Advanced Learning programming will increase from 29.2% in Spring 2023 to 38.5% in Spring 2027.

GUARDRAIL 2

The Superintendent shall not allow the social emotional learning needs of staff and all students to be unaddressed.

Interim Guardrail 2a.

The percentage of favorable responses from 6th-12th grade students on the Self-Efficacy measure on the Panorama Student Survey will increase from 36% in Spring 2023 to 42% in Spring 2027.

Interim Guardrail 2b.

The percentage of favorable responses from teachers on the Professional Learning about SEL measure on the Panorama Teacher Survey will increase from 50% in Spring 2023 to 56% in Spring 2027.

GUARDRAIL 3

The Superintendent shall not allow the composition of the teaching and learning staff to diverge from the diverse demographics of the student population while utilizing equitable and inclusive hiring practices conducted in accordance with cultural responsibility.

Interim Guardrail 3a.

The percentage of teachers and building administrators of color will increase from 7.3% in Spring 2023 to 8.9% in Spring 2027.

Interim Guardrail 3b.

The percentage of teachers and building administrators of color separation rate will decrease from 9.7% in Spring 2024 to 8.2% in Spring 2027.



GUARDRAIL 4

The Superintendent shall not allow an environment in the classroom for both students and staff that is psychologically and physically unsafe and unwelcome.

Interim Guardrail 4a.

The percentage of favorable responses from 6th-12th grade students on the School Safety measure of the Panorama Student survey will increase from 45% in Spring 2023 to 51% in Spring 2027.

Interim Guardrail 4b.

The Gallup Staff Safety and Welcoming Index will increase from xx% in Fall 2024 to xx% in Fall 2027.

**Targets will be set after the Fall 2024 administration of the Gallup Survey*

GUARDRAIL 5

The Superintendent shall not allow an environment that allows families and viable community partners to be excluded, uninvited, and unwelcome into the district's activities and endeavors.

Interim Guardrail 5a.

The percentage of favorable responses from parents and guardians on the Barriers to Engagement measure of the Panorama Family Survey will increase from 82% in Fall 2023 to 87% in Spring 2027.

Interim Guardrail 5b.

The percentage of favorable responses from authorized volunteers and official community partner staff on the Come Here Community Survey will increase from xx% in xxxx to yy% in yyyy.

DMPS SCHOOL BOARD

Front Row:

Dr. Ian Roberts, Superintendent
Jackie Norris, Chair
Dr. Skylar Mayberry-Mayes,
Vice Chair
Kim Martorano

Back Row:

Anna Campos
Jenna Knox
Maria Alonzo-Diaz
Patrick Dix





“A world-class city like Des Moines requires a world-class public education system that equips all of its children for success both within its classrooms and beyond. This strategic plan reflects the steadfast commitment of DMPS and its more than 5,000 team members to deliver high-quality academic and extra-curricular opportunities for all of our students and families in which excellence, innovation, and equity will be the expectations and the norms.”

– Dr. Robert Lundin, Chief Academic Officer

PRIORITY #1

Cultivating Equity & Excellence Through
High Quality Teaching & Learning

PRIORITY #1

Cultivating Equity & Excellence Through High Quality Teaching & Learning

Priority #1 is our commitment to transforming education in Des Moines Public Schools by fostering an environment where every student thrives.

We envision a future where every graduate is equipped with the skills to excel in college, careers, or the military; where literacy, including digital literacy, is a cornerstone of success; and where equity is not just a goal but a reality. By focusing on high-quality teaching and learning, we aim to close achievement gaps and ensure that excellence is accessible to all students, regardless of their background.



Strategic Objective #1

100% of students graduate with skills and competencies to pursue college, career, or military.

Strategic Actions

Diploma+ Framework is designed and implemented with fidelity to focus on innovative and alternative pathways.

- Diploma+ options are developed and align to current and future DMPS facilities.
- Course offerings expanded to create equity of access across all DMPS schools.
- Pathways developed for innovative programming at future Signature Schools.
- Communication plan developed.

Key Results

- 100% of adults who support students are fully aware of and understand their student's individualized plan and status.
- 100% of students have completed their individualized graduation plan aligned to their interests and rigorous coursework.

9th Grade On Track

The 9th Grade on Track initiative is designed to increase the number of first-time freshmen students who, by the end of their first year of high school, are on track to graduate from high school within four years.

Strategic Actions

The 9th Grade on Track model has been implemented with fidelity to ensure safeguards are in place, helping students complete the required coursework to stay on track for timely graduation.

Key Results

95% of ninth grade students are on track as defined by earning at least 5 credits by the end of freshman year and failing no more than one semester of one core course.

Strategic Actions

Teachers use evidence-based, culturally responsive instructional strategies to deliver grade level content so that students have access to instruction that is aligned to grade level, engaging, affirming, and meaningful (GLEAM™).

Key Results

- 100% of teachers plan for and implement the GLEAM™ instructional framework with fidelity as measured by GLEAM™ inventories.
- 90% of all students are on grade level in Math, ELA and Science as measured by ISASP.

Strategic Actions

Design and implement a two-year training that ensures all new hires are equipped with the knowledge, skills and mindsets to ensure their classroom instruction is aligned to grade level, engaging, affirming, and meaningful (GLEAM™) and the DMPS expectations for all children.

Key Results

- 100% of new instructional staff have been trained by the end of their first two years in the district.
- 100% of teachers feel equipped to deliver instruction that is aligned to grade level, engaging, affirming and meaningful (GLEAM™) by the end of their second year.
- 100% of school leaders and instructional coaches feel equipped to support teachers with delivering instruction that is aligned to grade level, engaging, affirming and meaningful (GLEAM™) by the end of their second year.
- 90% of all students are on grade level in Math, ELA and Science as measured by ISASP.



GLEAM™

GRADE
LEVEL
ENGAGING
AFFIRMING
MEANINGFUL

The GLEAM™ inventory is a model for understanding the teaching and learning that is occurring in classrooms. It is based in research, theories of learning science, and culturally relevant teaching; the framework measures whether the teaching and learning in the classroom is Grade-Level, Engaging, Affirming, and Meaningful. The GLEAM™ inventory is used by district and building level leaders to observe classroom instruction and provide feedback to teachers and administrators.

PRIORITY #1

Cultivating Equity & Excellence Through High Quality Teaching & Learning



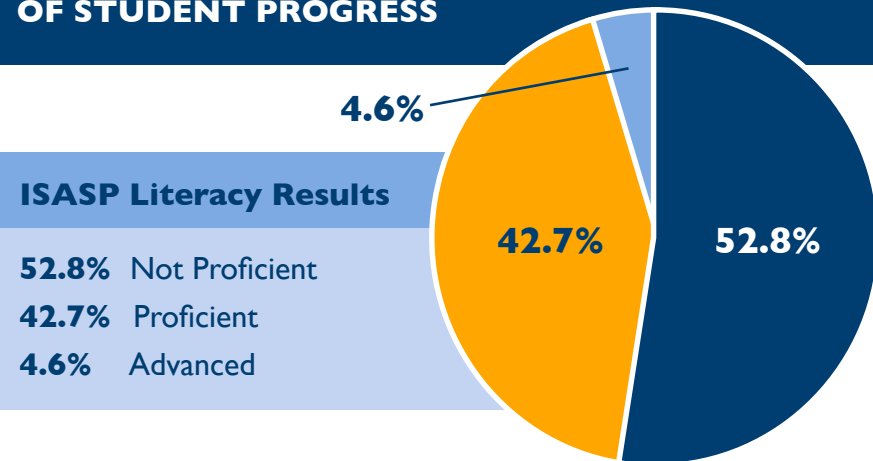
Strategic Actions

Design and implement a comprehensive digital literacy strategy that includes technology standards integration into curriculum, educator training, staffing, equitable technology access, literacy assessments, digital citizenship, and leveraging personalized learning technologies.

Key Results

- A digital literacy curriculum has been developed, codified, and ready for implementation.
- 100% of instructional staff have been trained and are implementing the digital literacy curriculum with fidelity as measured by classroom observations and leadership walks.
- 100% of DMPS students will participate in newly launched comprehensive digital literacy program.
- 100% of DMPS students will meet grade level standards in digital literacy as measured by the tools and methods selected in the development of the digital literacy curriculum.

2024 IOWA STATEWIDE ASSESSMENT OF STUDENT PROGRESS



ISASP Literacy Results

- 52.8% Not Proficient
- 42.7% Proficient
- 4.6% Advanced

ISASP

The Iowa Statewide Assessment of Student Progress (ISASP) is the summative accountability assessment for all Iowa students that meets the requirements of the federal Every Student Succeeds Act (ESSA). The assessments are aligned with the Iowa Core Standards and provide a clear and accurate assessment of student learning outcomes. Student growth, proficiency, and readiness indicators are reported in English/language arts, reading, math, and science. Science is only taken by students in grades 5, 8, and 10.



Strategic Objective #2

90% of students will meet grade level proficiency on literacy outcomes.

Strategic Actions

Design and implement a comprehensive professional learning approach that incorporates Science of Reading concepts and practices across various content areas.

Key Results

- 100% of classrooms incorporate Science of Reading concepts and practices as measured by classroom observations and leadership walks.
- 100% of instructional staff have been trained in Science of Reading tenets and language rich acquisition practices.
- 100% of school leaders give actional feedback to teachers on literacy instruction.

Strategic Actions

Instruction across all DMPS classrooms, across various content areas, incorporate the Science of Reading concepts and practices and language acquisition strategies to support student literacy.

Key Results

- 90% of students are proficient or advanced as measured by ISASP.
- 90% of students will measure as low risk or college pathway on FastBridge screening assessments.

FastBridge Screening Assessments

FastBridge refers to the suite of universal screeners used by the district in kindergarten through 8th grade. Universal screening is conducted to (1) identify students who may be at risk of falling behind their grade level peers and (2) assess the health of core instruction. Universal screening assessments (or universal screeners) are typically brief, reliable, and valid assessments conducted with all students from a grade level. Universal screening is a practice supported by evidence, according to the Institute for Education Sciences.

PRIORITY #1

Cultivating Equity & Excellence Through High Quality Teaching & Learning



Strategic Actions

Design and implement a Multi-Tiered System of Support (MTSS) that incorporates the district's cycle for assessment and data review, offering targeted support and early intervention for students in Tier 2 and Tier 3.

Key Results

- 100% of schools will have established an MTSS Playbook aligned to the District MTSS framework and use it with fidelity and consistency.
- 100% of staff are trained on effective implementation of the District MTSS system.
- 80% of students meet benchmark on screener assessments.

Strategic Actions

Establish a tiered framework with the DMPS decision tree designed to enable effective data-driven responses.

Key Results

100% of students that need interventions will be supported through the DMPS decision tree.

OVERVIEW OF STRATEGIC PLAN DESIGN PROCESS



Strategic Objective #3

Opportunity and/or achievement gaps between student groups show no more than a +/- 5% variance across disciplines and programs.

Strategic Actions

Conduct a comprehensive district-wide and departmental needs assessment that analyzes policies and practices that negatively impact students and take action to address the findings.

Key Results

- The enrollment representation in DMPS programs mirrors our district's demographic data.
- The rate of student behavior referrals by demographic category mirrors our district's demographic data.
- Decrease the rate of disproportionality in achievement results for student groups by 5% each year.
- Increase student sense of belonging on the Panorama survey by 2 points per year (2 points per year is statistically significant improvement).

Strategic Actions

- Expand Universal Full-Day Preschool and use research-based curricula to provide rigorous, age-appropriate learning opportunities to our students, focused on communities most in need of academic support and decrease barriers to access.
- Increase access to Universal Full-Day Preschool and implement research-based curricula to offer rigorous, age-appropriate learning opportunities, prioritizing communities with the greatest need for academic support.

Key Results

- 100% of DMPS and partner schools will implement the DMPS high quality Preschool framework.
- Increase the number of students in DMPS or partner preschools by 5%, annually.
- DMPS PreK students are identified as "low risk" on fall screening assessments for kindergarten.
- DMPS PreK students remain "low risk" on screening assessments throughout elementary school.



MTSS

MULTI-TIERED SYSTEM OF SUPPORT

Multi-Tiered System of Support in Iowa is an every-education, decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students.



PRIORITY #2

Cultivating Well-Being

“Students and staff of DMPS truly flourish when well-being is prioritized. Only in environments where individuals feel safe, supported, and valued can they unlock their fullest potential.”

— Anne Cross, DMEA President

PRIORITY #2

Cultivating Well-Being



This priority represents our commitment to creating environments where each member of our district feels included, valued, and supported.

We must ensure our schools serve the social and emotional needs of our staff and students through culturally responsive transformative practices. By creating environments centered on the student experience and well-being, our district will be an exemplary environment for our students and staff to thrive.



Strategic Objective #1

100% of students and staff feel safe.

Strategic Actions

Provide culturally responsive and trauma informed differentiated professional learning for all staff on student behaviors and restorative practices and healing-centered engagement.

Key Results

100% of staff are trained on the same culturally responsive, trauma-informed, restorative practices.

Strategic Actions

Provide professional learning to all staff to identify implicit bias.

Key Results

100% of staff can identify their own implicit biases and are actively working to remove bias.

Strategic Actions

Continuation of training and practice of I Love U Guys (Standard Response Protocol).

Key Results

100% of students and staff have a collective understanding of the Standard Response Protocol.

Transformative Social Emotional Learning (TSEL)

Transformative Social Emotional Learning is a form of social emotional learning where students and adults build strong, respectful, and lasting relationships to engage in co-learning.

Strategic Actions

Educate students around behavior monitoring through co-creation with students.

Key Results

- 100% of students understand behavior expectations and behaviors that warrant a referral.
- 100% of students have agency in behavior outcomes through restorative practices.



Strategic Objective #2

100% of students feel a sense of belonging in our schools.

Strategic Actions

- Increase student access to innovative programming, activities, and athletics beginning at a younger age.
- Provide community partnerships for students to extend volunteering in the community.
- Begin mentorship programs for older and younger students.
- Ensure culturally responsive texts and inclusive curriculum remain present in instruction.
- Implement a Tiered system of support for Transformative Social Emotional Learning through curriculum, instruction, resources, and supports.

Key Results

- Attendance growth as measured by ISPP for all student groups will increase year over year.
- Climate and culture (Panorama) data will show an increase in sense of belonging.
- 100% of buildings have a tiered system of support for Transformative Social Emotional Learning.

ISPP

The Iowa School Performance Profile is created by the State of Iowa to identify school performance on a variety of criteria including academic performance in reading, math, and science; attendance metrics; post-secondary readiness indicators; and progress toward English Language Proficiency.



Standard Response Protocol

In partnership with the I Love U Guys Foundation, DMPS has implemented the Standard Response Protocol (SRP), a framework for decision making and action in the event of a safety event in a school building.

The five categories are:

- Hold** - in your classroom or area.
- Secure** - Get inside. Lock outside doors.
- Lockdown** - Locks. Lights. Out of sight.
- Evacuate** - to a stated location.
- Shelter** - State the hazard and the safety strategy.

PRIORITY #2

Cultivating Well-Being



Strategic Objective #3

100% of students demonstrate growth in the Transformative Social Emotional Learning (TSEL) competencies and growth in the Profile of a Graduate (POG) competencies.

Strategic Actions

- Portrait of a Graduate competencies are developed and implemented with fidelity.
- Professional learning for staff about POG competencies.
- Develop TSEL professional learning communities (PLCs) to foster peer-to-peer learning among teachers and leaders.

Key Results

- 100% of students and staff understand and implement the graduate profile and TSEL competencies.
- 100% of schools have created peer to peer learning environments and track the data of the implementation.

Strategic Actions

Creation of a student-led task force for the district to share their reflections on the TSEL and POG and how students can embody it.

Key Results

Students will be able to speak to the resources needed to implement TSEL and POG.



Strategic Objective #4

95% Average Daily Attendance.

Strategic Actions

- Highlight the importance of attendance and barriers to overcome.
- Identify the systemic root causes of absences.
- Consult with transportation experts to identify different supports for families with difficult routes to school.

- Continue current attendance protocols for students with low attendance.
- Tier 1 Teams in buildings work towards improving sense of belonging and school climate and culture.

Key Results

- Decrease the percent of chronically absent students from 38.66% to 15% as measured by the ISPP.
- Attendance growth as measured by ISPP for all student groups will increase year over year.



Strategic Objective #5

Employee engagement mean on Gallup increases to above 4.5.

Strategic Actions

Increase teacher efficacy.

Key Results

Increased Teacher Self-Reflection and Educating All Students constructs from the 50th percentile to the 80th percentile as reported on Panorama.

Strategic Actions

“Seen, Heard, and Supported” committee is implemented.

Key Results

100% of the building teams (SLT’s) are using the protocol.

Strategic Actions

- Meaningful celebrations of staff instructional and job successes.
- Open/trusting/collaborative building teams including all staff.
- Implementation adult transformative TSEL.

Key Results

- Maintain staff retention at 92% or higher.
- Increased staff attendance to a rate of 97%.
- Increase Gallup survey data on “my organization cares about my well-being” from the 54th percentile to the 80th percentile.

DMPS PERFORMANCE INDICATORS



2024 Average Daily Attendance
87.3%



4-Year Graduation Rate – Class of 2023
72.2%



First Year Enrollment in Postsecondary – Class of 2022
46.2%



School Leadership Team (SLT)

Led by the school principal, the School Leadership Team is responsible for continuous school improvement at each school site. Members include representatives from the school staff with diverse roles in the teaching and learning process. Title I schools SLT’s also include a parent representative.



“I know firsthand the power of feeling valued, seen and supported in a workplace that reflects and respects diverse experiences. By investing in culturally responsive practices, prioritizing well-being, and creating pathways for growth, I look forward to DMPS being a district where every staff member feels empowered to thrive and contribute not regardless of who they are but because of who they are.”

– Carrie Romo, Ed.S., Principal, Goodrell Middle School



2024 IOWA TEACHER OF THE YEAR
ANN MINCKS

PRIORITY #3

Cultivating Transformative Talent

PRIORITY #3

Cultivating
Transformative
Talent



Transforming our systems related to staffing will enable our district to more effectively cultivate conditions to recruit, select and retain a workforce aligned to our values.

Through an investment in meaningful culturally responsive and inclusive professional learning, restructuring policies and practices, a more defined focus on well-being, and ensuring staff have opportunities to grow, our district will make significant strides in being a destination that is sought after for a lifetime of career possibilities.



Strategic Objective #1

By spring of 2030, 40% of teachers and leaders will be people of color.

Strategic Actions

Design and implement an equitable staff recruitment and selection process.

- Create blind resume review that has weighting.
- Create a blind performance task.
- Create a scoring system.
- Create parameters for selection team.
- Create a quarterly data review system to compare selection team data for recent hires and effectiveness of revised processes.
- Develop a profile of a DMPS employee – mindsets and beliefs.
- Review, revise, and require interview questions that address inequities (i.e. give questions ahead of time).
- Create an interview checklist to align practices across the system and have hiring participants complete a survey to verify at the end of the process.
- Train personnel managers and hiring managers on the new system.
- Add selection results and post interview checklist into data management system for accessibility.
- Partnering and recruiting at HBCUs and conferences such as NASBE.
- LinkedIn targeted recruiting.

Key Results

- 100% of selection teams meet selection team parameters.
- 85% of hires match the DMPS employee profile.
- Quarterly data analysis demonstrates a reduction in bias in the process for at least 80% of interviews.

- 100% of personnel and hiring managers are trained.
- 100% of personnel and hiring managers are implementing the hiring process with fidelity.

Strategic Actions

Design and Implement a Staff Retention Strategy.

- Review and revise how we place our teachers and leaders of color.
- Maintain and grow affinity spaces.
- Create a feedback plan to lift up voices of our People of Color to identify key areas of strength and improvement.
- Create a focus group to analyze the data from feedback to make recommendations on systemic changes needed to create a safer environment for People of Color.
- Audit progressive discipline policy for disproportionality and misalignment to values (especially restorative practices).
- Based on the outcomes of the audit, revise progressive discipline policies and actions – definitions, enactment, data review on proportionality (with DMEA).

Key Results

- 95% of Staff of Color report that they are leaving for reasons other than racial bias on their exit interview.
- 100% of staff of color who represent have access to an affinity space.
- 80% of Staff of Color participate in feedback experiences.
- 100% of staff and leaders trained on revised discipline procedures/processes.
- 100% of pay groups will have a comprehensive pay analysis completed.
- Variance between racial groups experiencing discipline will fall within +/- 5% of all staff.

Historically Black Colleges and Universities (HBCU)

In Title III of the Higher Education Act of 1965, Congress officially defined an HBCU as a school of higher learning that was accredited and established before 1964, and whose principal mission was the education of African Americans.



NASBE

The National Alliance of Black School Educators (NABSE) is the nation's premier non-profit organization devoted to furthering the academic success for the nation's children – particularly children of African descent.

NABSE boasts an outreach to a distinguished group of preeminent educators including teachers, administrators, superintendents as well as corporate and institutional members.

PRIORITY #3

Cultivating
Transformative
Talent



Strategic Objective #2

Employee engagement mean on Gallup increases to above 4.5.

Strategic Actions

- Define “well-being” in collaboration with union leadership.
- Create a tool to examine institutional practices and systems that impact staff “well-being” based on collective definition.

Key Results

100% of executive leadership, tactical leadership, and building leadership are trained in using the well-being tool.

Strategic Actions

Examine/audit each system through the criteria of well-being.

Key Results

100% of executive leadership, tactical leadership, and building leadership are trained to utilize the well-being tool.

Strategic Actions

Create an inventory of supports we can provide staff when needs arise professional and personally (utilize stay interview answers on responses that would have helped as a resource).

Key Results

Increase Gallup survey data on “my organization cares about my well-being” from the 54th percentile to the 80th percentile.

DMEA

The Des Moines Education Association is both a union and a professional association. United by their goal to promote quality teaching and learning environments in every classroom across Des Moines. DMEA represents over 3,500 hard working teachers, educational support professionals, nurses, and certified support staff in the Des Moines Public Schools. DMEA is also the local affiliate of the Iowa State Education Association and the National Education Association.



Strategic Objective #3

100% of classified and certified professional learning will be rooted in ongoing culturally responsive practices.

Strategic Actions

Design and implement a tool to monitor and measure building and district professional learning effectiveness inclusive of culturally responsive pedagogy/learning.

Key Results

90% of the staff will respond favorably on the tool that speaks to culturally responsive pedagogy/learning.

Strategic Actions

Design and implement an onboarding process for new employees that prioritizes culturally responsive knowledge, skills and mindsets.

Key Results

100% of new employees receive year one culturally responsive learning priorities within the first 60 days of employment.

Culturally responsive practices are teaching methods that connect students’ and adults’ cultural, language, and life experiences in the teaching process to help them develop deep connections to their learning.

DMPS believes that both students and staff benefit when their learning is rooted in who they are as people.

PRIORITY #3

Cultivating
Transformative
Talent



Strategic Actions

Executive, tactical, and building leaders identify priorities for culturally responsive learning in CPSP/OKRs.

Key Results

- 100% of buildings and departments will demonstrate in their CPSP/OKRs how and where culturally responsive professional learning is happening.
- 100% of leaders trained on impact created when putting staff of color in a position to be unofficial brokers to communities of color.

Strategic Actions

Collaborate with union leadership regarding coaching/accountability conversations around the need for growth in the area of cultural responsiveness.

Key Results

All staff will have a cultural responsiveness rubric component in their evaluation.

Strategic Actions

Create team or role with responsibility for knowing/monitoring local, state, and federal legislation, DOE/BOEE conversations affecting culturally responsive professional learning to reduce fear and prevent distraction from the work.

Key Results

Increase Gallup survey data on “feel safe in my work environment” from the 30th percentile to the 80th percentile.

OKR

Based on the John Doerr work, “Measure what Matters,” OKRs (Objectives and Key Results) provide a model for tracking progress towards intended outcomes. This language is embedded in both the strategic plan and the CPSP.



Strategic Objective #4

90% of staff report a meaningful performance review experience.

Strategic Actions

Establish a task force of staff and evaluators to design a training for leading a meaningful growth-oriented performance review experience through the evaluation elements, including rubrics, student outcomes and 360 reviews.

Key Results

100% of employees impacted are trained on the new evaluation system.

Strategic Actions

- Implement the new performance review system with appropriate training and cascade across employee groups.
- Design and implement the tool to measure the impact outcome on the employee’s experience.

Key Results

100% of evaluators implement the new system with fidelity.



CPSP

The DMPS Collaborative Problem-Solving Process is a data-driven, four-step, continuous improvement process that encompasses all areas of school improvement. This action planning model has been used by DMPS leaders since 2018 to organize, prioritize, and monitor their school improvement work.



PRIORITY #4

Cultivating Organizational Effectiveness

“Organizational effectiveness at DMPS ensures a highly aligned and efficient educational system, fostering equitable access to innovative programming for all students. By prioritizing resource allocation and modernizing infrastructure, DMPS creates the conditions for high-quality and equitable teaching and learning for students, staff, and families, positioning itself as the destination district for Central Iowa.”

– Matt Smith, Associate Superintendent

PRIORITY #4

Cultivating
Organizational
Effectiveness

Organizational effectiveness enables DMPS to function as a highly aligned and efficient educational system.

Bold and visionary actions to modernize physical and technological infrastructure support equitable access to innovative programming for all students. Prioritizing the allocation of resources in service of achieving key results will ensure DMPS is the destination district for Central Iowa.



Strategic Objective #1

By 2030, open enrollment out of DMPS will not exceed open enrollment into DMPS.

Strategic Actions

Establish DMPS Profile of a Graduate (POG).

Key Results

Approved Portrait of a Graduate.

Strategic Actions

- Align POG to Individual Career & Academic Plan (ICAP) scope and sequence (grades 7-12).
- Establish ICAP scope and sequence for grades PK-6.
- Align POG to ICAP scope and sequence for grades PK-6.

Key Results

100% of students in grades PK-12 have an identified plan and pathway to postsecondary success.

Strategic Actions

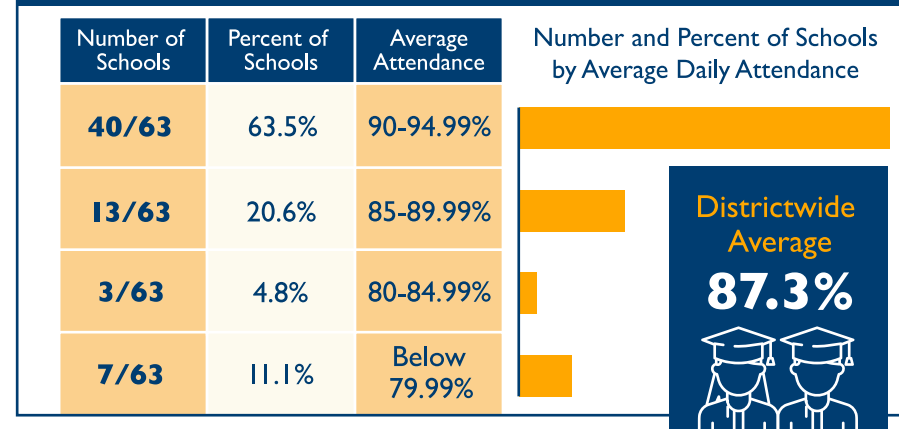
Reimagine facilities for innovative programming that are unique in instructional methodology, curriculum, and design of learning spaces.

Key Results

Increase in the number of facilities offering innovative programming while reducing operational costs to align with current and projected enrollment.



ATTENDANCE DATA 2023-2024



Strategic Actions

- Modernize academic, athletic, and activities facilities to exemplify 21st Century aesthetics, amenities, and functionality.
- Equip all facilities with available safety and security infrastructure without “fortifying” schools.
- Equip all facilities with technology infrastructure including networks, software systems, telephones, classroom hardware, staff hardware, printers, and processes to improve teaching and learning for the 21st Century.

Key Results

100% of facilities are equipped with upgraded safety and technology infrastructure.

Strategic Actions

Enhance athletic and activities programming and participation in PK-12 Regions.

Key Results

- 100% of PK-8 schools will be aligned to their feeder high school (branding, programming).
- 100% of regions have a goal to increase participation and decrease disproportionality in athletics and activities.
- 100% of regions will have a method for tracking participation and disproportionality.

ICAP

INDIVIDUAL
CAREER &
ACADEMIC
PLAN



REIMAGINING EDUCATION

At Des Moines Public Schools, Reimagining Education means working to provide the best education choices in order to prepare all students for successful futures. DMPS is finding sustainable solutions that will improve outcomes for students, keep our great staff, and develop high-quality places for learning. With careful study and planning along with community input and support, this is an opportunity that can benefit all of Des Moines.



Learn more at
reimagine.dmschools.org

PRIORITY #4

Cultivating
Organizational
Effectiveness



Strategic Objective #2

100% of resources are equitably allocated and monitored based on DMPS strategic priorities and strategic objectives.

Strategic Actions

- Design and implement system for prioritizing resources based on strategic priorities and strategic objectives.
- Design and implement an accountability system for monitoring the resource allocation system tied to strategic priorities and strategic objectives.

Key Results

100% of resources (people, time, money) are aligned to strategic priorities and strategic objectives.



Strategic Objective #3

By 2030, 100% of key stakeholders, staff, and school leaders indicate effectiveness with the operational supports for schools so leaders can prioritize teaching and learning.

Strategic Actions

- Define effective operational supports for schools from an end-user perspective based on school needs.
- Crosswalk the end user perspectives and needs for effective operational supports with the requirements of departmental policies, systems, and procedures.

Key Results

100% of departments will create and maintain a standard operating procedures manual for their workforce.

Strategic Actions

- Departments design and/or revise then implement an operational processes to align with department needs and end user expectations.
- Define and enact communication and feedback to review new and/or revise operational processes with end users.

Key Results

100% of departments will create and maintain a process manual for end users that includes a process calendar/timeline.

Strategic Actions

Design and implement an evaluation tool to monitor effectiveness of new/revised operational processes.

Key Results

100% of operational processes are monitored for implementation and effectiveness.



Des Moines Public Schools is proud to be a recipient of the Association of School Business Officials Certificate of Excellence in Financial Reporting award and the Government Finance Officers Association's Certificate of Achievement.

FISCAL YEAR 2022 GENERAL FUND EXPENDITURES



58%	Instruction
8%	Plant Operation & Maintenance
8%	Student Services
6%	Building Administration
6%	Instructional Support Services
4%	Business & Central Administration
3%	AEA Support
2%	General Administration
2%	Miscellaneous
2%	Student Transportation
1%	Non-Instructional





PRIORITY #5

Cultivating Community & Collaboration

“Des Moines Public Schools is at the heart of a vibrant community. By forging deeper partnerships with the neighborhoods around our schools, we can create a lasting impact, not only driving the success of our students but also strengthening and uplifting the entire community.”

– Dr. Rose Dino, Vocal Music Teacher, Roosevelt High School

PRIORITY #5

Cultivating Community & Collaboration

Families and communities are essential partners in preparing our students for the world beyond our PK-12 system.

We believe in the wealth of experiences our families and communities bring and commit to deepening our connections with them. These connections will create opportunities for our students that prepare them for employment, enrollment, or enlistment. As models of collaboration, communication, and respect, we must create transparent, consistent, and timely systems of internal and external communication to build trust within and outside of DMPS.



Strategic Objective #1

100% of students have a meaningful connection to the community through life, college, and career opportunities.

Strategic Actions

Build relationships with community organizations, nonprofits, and local businesses to create mentorships, internships, and job shadowing programs that connect families and students to real-world opportunities.

Key Results

Establish baseline and connect community partners to the post-secondary planning software.

Strategic Actions

Partner with community organizations to bring services like job fairs, parenting workshops, and financial literacy training.

Key Results

- Participation from at least 20 different professions each year.
- 85% of participating students and parents expressing a greater understanding of career options in a follow-up survey.

Strategic Actions

Create mentorship programs for middle school to pair community mentors with students to guide them through projects/career explorations.

Key Results

80% of middle school students reporting improved confidence and career awareness in surveys.

Strategic Actions

Establish an ongoing monitoring system to track engagement and value.

Key Results

All 9th grade students will experience a minimum of one community-based experience.



Strategic Objective #2

Family and community members are collaborative partners in student learning.

Strategic Actions

Develop a centralized community partner digital platform or app for real-time updates, announcements, and engagement opportunities, ensuring accessibility for all families.

Key Results

Public facing website that links staff and families immediately to the community partner resources on the public facing site.

Strategic Actions

Establish clarity around who are the responsible individual(s), what their roles are, and identify method for accountability/oversight/region alignment.

Key Results

Steering committee establishes guidelines, protocols, monitoring, and role clarity will be defined and communicated with staff and responsible individual(s).

Strategic Actions

Establish an ongoing monitoring system for the effectiveness of the community partners' work with students/families and alignment with needs being met.

Key Results

100% of families/caregivers have been aligned to resources to support them based on the support from community partnerships.

Community partnerships play a pivotal role in the success of our schools, providing support and resources to meet student and family needs that go beyond what is typically available.

DMPS currently works with 120 valued community partners.



PRIORITY #5

Cultivating Community & Collaboration



Strategic Actions

Establish guidelines and protocols for schools bringing in community partners.

Key Results

- 100% of community partners have been trained on guidelines and protocols to support families/caregivers.
- 100% of families/caregivers have been aligned to resources to support them based on the support from community partners.

Strategic Actions

- Ensure communications are culturally responsive and available in multiple languages to meet the diverse needs of DMPS families.
- Conduct annual communication audits to assess the clarity, accessibility, and impact of outreach efforts.

Key Results

Increase in family favorability on “Barriers to Engagement” by 1 point per year on the Panorama Family Survey.

Strategic Actions

Establish a Family University in each region to equip families with the skills, information, and networking to support students’ academic and TSEL success.

Key Results

Monthly Family University based on district/region needs.

Strategic Actions

Collaborate with families and community organizations to align practices of TSEL and Profile of a Graduate initiatives.

Key Results

Climate and culture data from the Panorama Family Survey will show an increase in sense of belonging.



Strategic Objective #3

Internal and external communication fosters trust, improves perception, and inspires us to tell our story.

Strategic Actions

- Create a unified communication plan to be used across all departments, schools, and platforms.
- Establish a portal to collect/house significant accomplishments, events, and recognitions by site.
- Use the portal to bring awareness of positive work happening in order to help families make good decisions about DMPS.

Key Results

100% of building level communication to families/communities/staff utilizes the style guide and expectations.

Strategic Actions

Establish and organize training sessions for staff on communication protocols, responsibilities, and expectations.

Key Results

100% of staff are trained on communication protocol, responsibilities, and expectations.



BOYS & GIRLS CLUBS
OF CENTRAL IOWA

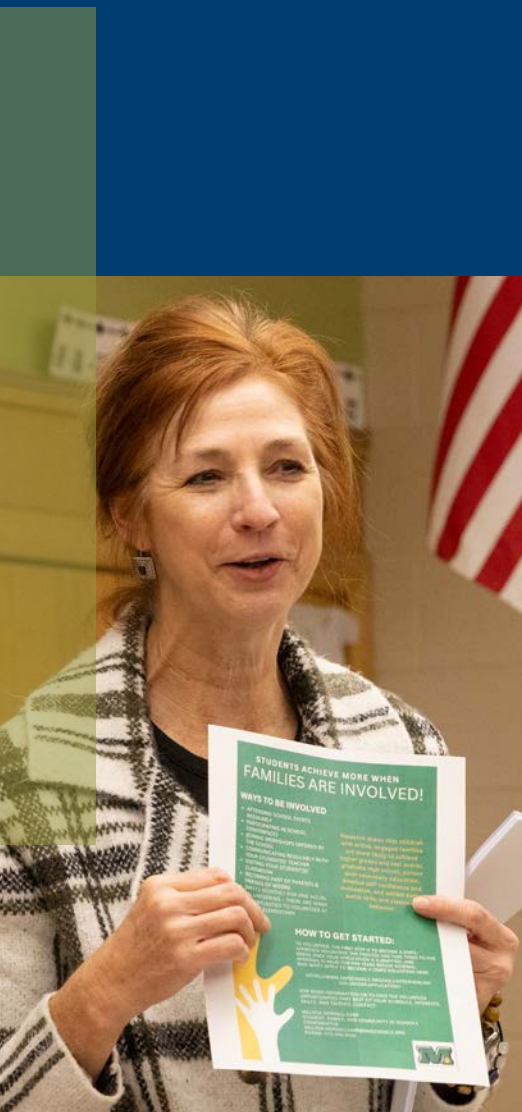
Boys & Girls Clubs of Central Iowa is a proud partner with Des Moines Public Schools.

Our organization has seven of our eight Clubs located in school buildings across the district. This allows for us to work closely with the school and ensure that students have opportunities beyond the school day for safe places to continue their learning. We value the district’s commitment to families and youth served and look forward to our continued partnership as we continue to ensure youth in the community have opportunities for a Great Future. Thanks, DMPS for allowing us to be a valued partner.

– Tony Timm, CEO
Boys & Girls Club of Central Iowa

PRIORITY #5

Cultivating Community & Collaboration



Strategic Actions

Regularly share student and district success stories to highlight progress and build a sense of pride and connection.

Key Results

Weekly updates are shared via district approved platforms.

Strategic Actions

Invest in an analytic platform to collect targeted feedback on effectiveness and engagement.

Key Results

100% of the feedback will be reviewed from the analytic platform to ensure that there is continuous improvement.

Strategic Actions

Enhance intranet site for staff with resources/announcements/information.

Key Results

- 100% of staff use the intranet on a continuous basis.
- 100% of staff express a clear understanding of intranet communication on a consistent basis.



An online version of Cultivating Success is available online to read and share. Please visit:

strategicplan.dmschools.org



APPENDIX

GLOSSARY OF TERMS



9th Grade on Track

The 9th Grade on Track initiative is designed to increase the number of first-time freshmen students who, by the end of their first year of high school, are on track to graduate from high school within four years.

American Federation of State, County, and Municipal Employees (AFCME)

The American Federation of State, County, and Municipal Employees is the union and professional organization representing non-supervisory DMPS employees in the following departments: transportation; operations; and food service.

Collaborative Problem-Solving Process (CPSP)

The Collaborative Problem-Solving Process is the continuous improvement process used by DMPS school and district leaders.

Community Partners (CP)

Community Partners are year-round organizations or businesses that provide free services or resources to students and families.

Culturally Responsive Pedagogy

Culturally Responsive Pedagogy is a teaching approach that considers people's cultural experiences, languages, and identities to make learning more relevant and meaningful.

Digital Literacy

Digital Literacy is the ability to effectively and responsibly use digital tools and technologies, including navigating the internet, evaluating online information and artificial intelligence tools, and understanding digital privacy and security. It empowers individuals to participate fully in the 21st century digital world, enhancing their personal, educational, and professional lives.

Des Moines Education Association (DMEA)

The Des Moines Education Association is the union and professional association representing teachers, educational support professionals, nurses, and certified support staff in the Des Moines Public Schools.

English Language Learner (ELL)

The English Language Learner program provides instruction designed to build proficiency in English language reading, writing, speaking, and listening to students who are not native English speakers.

Executive Cabinet

Led by the superintendent, the DMPS Executive Cabinet is composed of senior leaders responsible for leading and overseeing key operational and instructional functions of the district.

FastBridge

FastBridge assessments are given to students in grades K-8 in the areas of literacy and math. These screening assessments help identify students in need of additional academic support and are used to monitor the progress of students receiving additional support.

Gallup Q12 Employee Engagement Survey

The Gallup Q12 measures various dimensions of employee engagement, including job satisfaction, commitment, and overall morale. By gathering feedback on these areas, organizations can pinpoint strengths and weaknesses in their workplace culture, ultimately driving improvements and enhancing employee retention.

GLEAM™

GLEAM™ instruction encompasses the tenets of grade-level, engaging affirming, and meaningful experiences for students. The principles of GLEAM™ draw from learning science and evidence-based, student-centered teaching methods.

High Quality Preschool Framework

The High-Quality Preschool Framework supports the implementation of the Iowa Quality Preschool Program Standards (IQPPS). These standards support early learning experiences that promote the use of research-based practices. The IQPPS criteria combine content from the core areas of early childhood development and learning, cross-cutting curriculum, instruction, and assessment that occurs in early childhood classrooms and settings.

Historically Black Colleges and Universities (HBCU)

In Title III of the Higher Education Act of 1965, Congress officially defined an HBCU as a school of higher learning that was accredited and established before 1964, and whose principal mission was the education of African Americans.

Individual Career and Academic Plan (ICAP)

A student's Individual Career and Academic Plan refers to a set of experiences, along with proactive plans, that are designed to prepare students for post-secondary success.

Individualized Education Program (IEP)

An Individualized Education Program is a legal document that outlines a child's special education needs and how they will be met.



Iowa School Performance Profile (ISPP)

The Iowa School Performance Profile is created by the State of Iowa to identify school performance on a variety of criteria including academic performance in reading, math, and science; attendance metrics; post-secondary readiness indicators; and progress toward English Language Proficiency.

Iowa Statewide Assessment of Student Progress (ISASP)

The Iowa Statewide Assessment of Student Progress is the annual assessment taken by students in grades 3-11 in the areas of reading, math, and science.

Key Result

Key results are the outcomes we will achieve as a result of strategic actions. Key results inform ongoing strategic actions and provide the basis for accountability.

Multilingual Learner (MLL)

A Multilingual Learner is a student who is developing proficiency in multiple languages.

Multi-Tiered System of Support (MTSS)

A Multi-Tiered System of Support is a framework for supporting the needs of all learners. MTSS processes include using data to make instructional decisions to support student learning in academic and social-emotional-behavioral areas.

National Alliance of Black School Educators (NABSE)

The National Alliance of Black School Educators is devoted to furthering success for the nation's children – particularly children of African descent.

Objectives and Key Results (OKRs)

Objectives and Key Results are used to define and track progress toward key strategic plan outcomes.

Panorama Student Success

The platform that is utilized by all Iowa school districts to track and monitor student data for students in grades K-12.

Portrait of a Graduate (POG)

The Portrait of a Graduate defines the essential characteristics of a DMPS graduate who is fully prepared for post-secondary success.

Resources

Resources are the time, people, and money that are needed to implement the strategic plan.

School Leadership Team (SLT)

Led by the school principal, the School Leadership Team is responsible for continuous school improvement at each school site. Members include representatives from the school staff with diverse roles in the teaching and learning process.

School Links

School Links is an electronic platform that is used to build and track student progress toward completion of the activities within the Individual Career and Academic Plan.

Standard Response Protocol

Standard Response Protocol is a uniform, planned, and practiced response to any incident in a school. It is action-based and organizes tactics for response to weather events, fires, accidents, intruders, and other threats to personal safety. The Des Moines Public Schools uses the I Love U Guys 2025 Standard Response Protocol to identify five specific actions that can be performed during an incident.

Strategic Action

Strategic actions are the activities that are completed in order to achieve strategic objectives.

Strategic Objective

Strategic objectives are the results we intend to achieve within each of the strategic priorities areas. Strategic objectives can be short term (observable soon after participation); mid-term (can take months or years to observe); or long-term (years after implementation).

Strategic Priority

A strategic priority is a broad area of focus that is reflective of the district's priority areas as identified in the comprehensive needs assessment. Strategic priorities describe work that requires cross-functional collaboration throughout the district.

Tactical Cabinet

Led by the Executive Cabinet and collectively facilitated by all members, the DMPS Tactical Cabinet is composed of all director-level leaders responsible for the operationalizing day-to-day district functions in service of the DMPS strategic plan.

Transformative Social Emotional Learning (TSEL)

Transformative Social Emotional Learning is a form of social emotional learning where students and adults build strong, respectful, and lasting relationships to engage in co-learning.

Wayfinder

Wayfinder is a CASEL SElect Program. As a SElect Program, Wayfinder has been recognized as a highly effective and evidence-based program that supports student outcomes like:

- Improved positive social behavior
- Reduced emotional distress
- Improved student-reported agency
- Improved school climate & connectedness



EXECUTIVE CABINET

Led by the Superintendent, the Des Moines Public Schools Executive Cabinet is composed of senior leaders responsible for leading and overseeing key operational and instructional functions of the district. Together, the cabinet collaborates to implement district policies, manage resources, and ensure schools meet the academic and operational needs of a diverse student population.

- Dr. Ian Roberts**, Superintendent
- Matt Smith**, Associate Superintendent
- Dr. Robert Lundin**, Chief Academic Officer
- Shashank Aurora**, Chief Financial Officer
- Neil Schroeder**, Chief Information Officer
- Susan Tallman**, Chief Talent and Personnel Officer
- Kayli Becker**, Chief of Staff for Philanthropic Engagement
- Dave Berger**, Executive Director of Operations and Facilities
- Josie Sturgis**, Director of Assessment, Data and Evaluation
- Phil Roeder**, Director of Communications and Public Affairs
- Dr. Crista Carlile**, Regional Director for Heartland Area Education Agency

Executive Cabinet Mission

The DMPS Executive Cabinet exists to set the conditions for continuous improvement through clear and aligned decision-making that will nurture and inspire our students, staff, and community.

Executive Cabinet Core Values

- Empathy
- Authentic Collaboration
- Equity and Justice

COMMITTEE MEMBERS

- Shashank Aurora**, Chief Financial Officer
- Kayli Becker**, Chief of Staff for Philanthropic Engagement
- Shelly Bosovich**, Executive Director - Student Services
- Tascha Brown**, Director - Central Campus
- Dr. Crista Carlile**, Regional Director for Heartland Area Education Agency
- Anne Cross**, President, Des Moines Education Association
- Dr. Rose Dino**, High School Vocal Music Teacher
- Michelle Hurlburt**, Downtown School Principal
- Peter Le Blanc**, Director of Talent & Personnel
- Dr. Robert Lundin**, Chief Academic Officer
- Olivia Orichiella**, Elementary ELL Curriculum Coordinator
- Jodi Osthus**, Middle School Mathematics Teacher
- Dr. Ian Roberts**, Superintendent
- Carrie Romo**, Goodrell Middle School Principal
- Steve Schappaugh**, Roosevelt High School Principal
- Kelly Schofield**, Director of Teaching & Learning - Middle School
- Neil Schroeder**, Chief Information Officer
- Matt Smith**, Associate Superintendent
- Josie Sturgis**, Director of Assessment, Data & Evaluation

The DMPS Strategic Planning Committee members represent diverse perspectives in the organization. These individuals were chosen to provide their unique perspectives considering their roles, responsibilities, and lived experiences in order to ensure the DMPS strategic plan will meet the needs of our district for years to come.

New Leaders has trained over 8,000 education leaders, impacting over 2 million students.

- 87% of students impacted are students of color
- 78% of students impacted are from low-income communities
- 130 large districts (73,000+ students) partner with New Leaders
- 1 of 3 districts have schools led by New Leaders principals
- 41 states have schools served by New Leaders alum

Our partner in strategic planning - New Leaders

A team of DMPS staff members reviewed proposals from 14 companies in March, 2024, and determined New Leaders was the most prepared and qualified to lead the development of the DMPS Strategic Plan. New Leaders works across the country to develop transformational, equity-minded school leaders and advance policies and practices that ensure high academic achievement for all children - especially students of color and students from communities with lower incomes.

Our dedicated New Leaders partners, Michelle Pierre-Farid and Ashley Martin, led the work of the Strategic Planning Committee in the development of the DMPS strategic plan.

New Leaders Vision

Educational excellence and equity in every school for every student.



THE BEST YOU
✓
COME HERE. BECOME HERE.

strategicplan.dmschools.org