

STRATEGIC OPERATING PLAN 2026-2031



MONTICELLO
COMMUNITY SCHOOL DISTRICT

SMALL TOWN. **BIG SUCCESS.**



MONTICELLO

COMMUNITY SCHOOL DISTRICT

Strategic Operating Plan

2026-2031



TEACHING & LEARNING

Student-centered focus on high quality curriculum, effective instruction, meaningful assessments, and comprehensive learning supports to drive continuous improvement across the district

MISSION

Prepare students through challenging experiences, to be caring, productive, creative citizens who will be lifelong learners

SCHOOL DISTRICT FACILITIES

Continue to Improve the School Facilities and Grounds in the Monticello Community School District



CULTURE & RELATIONSHIPS

To continue to improve our school culture and relationships for students, staff, and community

COMMUNICATION

Implement Effective Communication Strategies with ALL Stakeholders in the Monticello Community School District



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Strategic Operating Plan

2026-2031

July 1, 2026

Monticello Community School District Community,

Over the past several months, the Monticello Community School District has engaged in an important process to develop our five-year Strategic Operating Plan (SOP). This work builds upon the success of our previous plan and establishes a clear direction for the future of our district.

Throughout the process, we carefully reviewed the accomplishments of our prior Strategic Operating Plan and identified opportunities for continued growth and improvement. The result is our new Strategic Operating Plan, which will guide the district through 2031. This plan was developed through extensive collaboration and reflects the voices of students, parents, staff, community members, district leaders, and the Board of Education. As you review this document, you will see that the Strategic Operating Plan is firmly aligned with the District's Vision, Mission, Core Values, and Broad District Goals.

The Strategic Operating Plan is organized around four key focus areas: **Teaching and Learning, School Facilities, School Culture & Relationships, and Communication**. Within each area, specific strategies have been identified to strengthen our district and help us achieve our long-term goals. Our objective is not simply to create a plan, but to implement meaningful actions that improve outcomes for students, staff, and the community. The Strategic Operating Plan will serve as our roadmap as we prioritize initiatives, allocate resources, and measure progress over the coming years.

A strategic plan is only valuable when it is put into action. District administration and the Board of Education are fully committed to implementing this plan and ensuring that it remains a living document that guides our decision-making. While there is important work ahead, there is also tremendous opportunity. We are excited about the future and confident that the successful implementation of this Strategic Operating Plan will have a lasting positive impact on the educational experiences of our students.

Thank you for your continued support of the Monticello Community School District. Together, we will continue building a strong future for our students, staff, and community.

Sincerely,

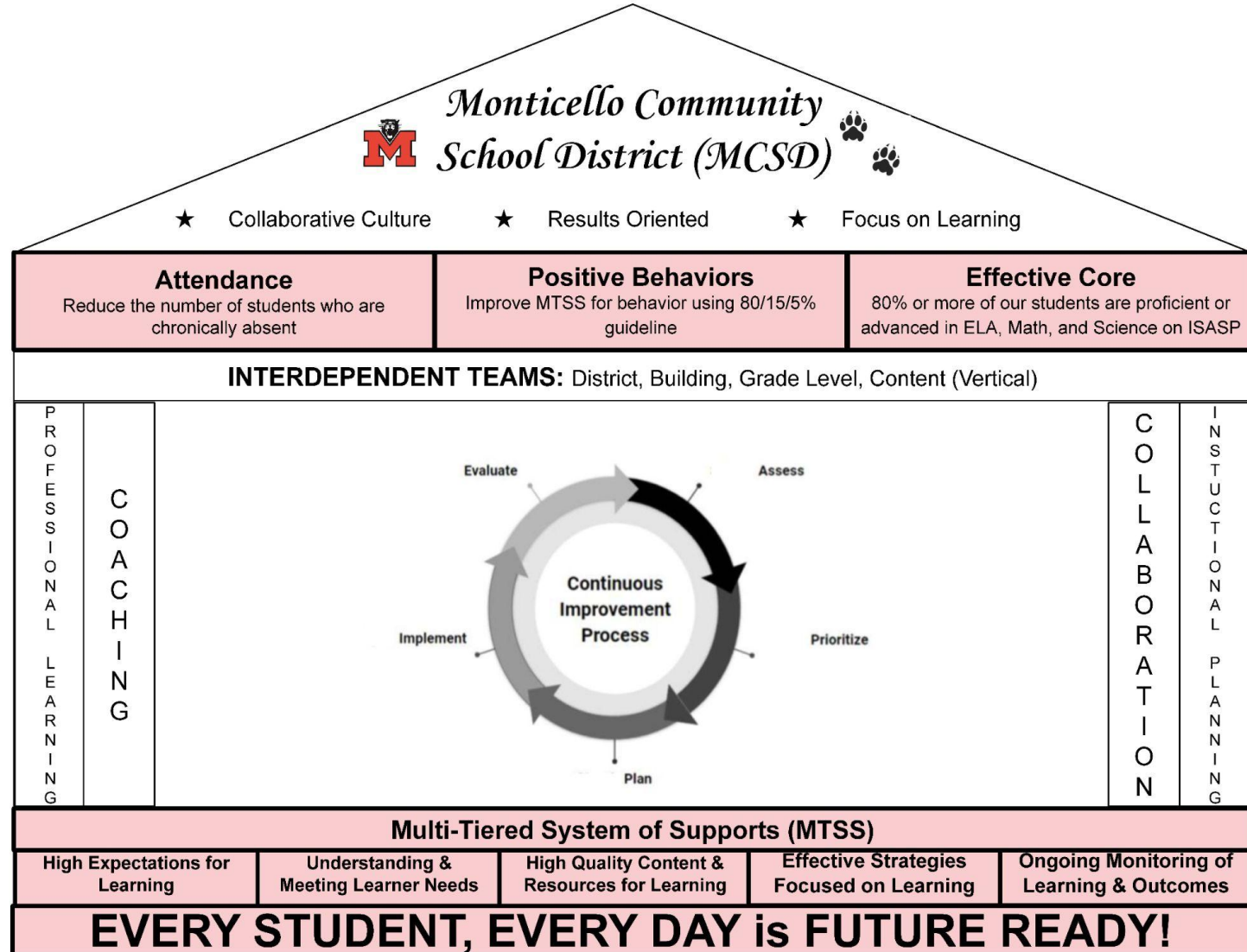
Dr. Brian Jaeger
Superintendent



MONTICELLO

COMMUNITY SCHOOL DISTRICT

District Instructional Framework



STRATEGY 1: TEACHING AND LEARNING



Strategy 1: Teaching and Learning

-  High Expectations for Learning
-  Understanding and Meeting Learner Needs
-  High Quality Content and Resources for Learning
-  Effective Strategies Focused on Learning
-  Ongoing Monitoring of Learning and Outcomes



TEACHING AND LEARNING

High Expectations for Learning	2026-27	2027-28	2028-29	2029-30	2030-31	Monitoring/ Progress	Responsible Person/Group
Mission, Vision, and Goals: Explore options to rebrand the District Mission, Vision, and Goals to anchor all future work.	X					Mission, Vision and Goals created	Admin Team, DCIT
Standards Alignment: Conduct annual reviews to ensure all content areas and priority standards align with state requirements.	X	X	X	X	X	Standards Spreadsheet Updated	Curriculum Director, Principals
Proficiency Scales: Review, revise, and clearly define proficiency scales for every priority standard to ensure depth, rigor, and consistency in teaching and grading.	X	X	X	X	X	Proficiency Scales updated	Curriculum Director, Principals
Proficiency Scale Communication: Explore ways to build a systematic process for sharing these progressions with students, families, and staff.		X				Communication System established	Curriculum Director, Admin Team, DCIT, BLTs
Understanding and Meeting Learner Needs	2026-27	2027-28	2028-29	2029-30	2030-31	Monitoring/ Progress	Responsible Person/Group
Inclusive Environment: Review and revise routines and expectations that foster a safe and supportive climate.	X	X	X	X	X	Expectations and Routines Reviewed & Revised	DESEL, BESEL, Principals
Systematic Learner Profiles: Explore ways to create a systematic learner profile for every student.				X	X	Learner Profiles established	DCIT, BLTs, Principals
Personalized Instruction (Instructional Strategies): Continue to explore the highest quality of relevant instructional strategies to ensure all students interact meaningfully with rigorous content.	X	X	X	X	X	Instructional Strategies Observable in the classrooms	DCIT, BLTs, Principals

TEACHING AND LEARNING

Student Supports: Raise Expectations and implement high-quality supports, accommodations and modifications for students with identified needs (IEP, 504, EL, Tier I/II/III, etc.).	X	X				Outlined Plan and System	Curriculum (Special Education) Director, Special Education Coach, Principals & Teachers
Student Supports: Provide training for all relevant staff to provide appropriate supports, interventions, and tools for students with identified needs.	X	X	X	X	X	PD for All Staff	Special Education Director, Special Education Coach, Principals, & Teachers
Employability Pathways: Explore ways to create a K-12, “Future Ready” plan at each grade level and to create vertical K-12 alignment.				X	X	Future Ready Plan Created	DCIT, BLTs, DCAP Team
High Quality Content and Resources for Learning	2026-27	2027-28	2028-29	2029-30	2030-31	Monitoring/ Progress	Responsible Person/Group
Professional Learning: Continuously provide meaningful Professional Learning Opportunities for the staff to learn, review, and grow as professionals.	X	X	X	X	X	Professional Learning Created	Curriculum Director, Principals, Instructional Coaches, Technology Coaches
Relevant & Authentic Curriculum: Create a process to ensure staff teach the approved curriculum with “fidelity”.	X	X	X			Process Created	DCIT, BLTs, Curriculum Director, Principals, Instructional Coaches
Relevant & Authentic Curriculum: Investigate how each classroom is connecting the instruction to “Real Life” situations.			X	X	X	Connections Created	DCIT, BLTs, Curriculum Director, Principals, Instructional Coaches
Relevant & Authentic Curriculum: Develop a system to ensure that all instructional materials, not included in the adopted curriculum, are pre-approved evidence-based, high-quality instructional materials (HQIM) before being used with students.	X	X	X			System for HQIM Materials Created	DCIT, BLTs, Curriculum Dir, Principals, Instructional Coaches

TEACHING AND LEARNING

Digital Fluency: Establish a clear K-12 digital learning scope and sequence.			X	X	X	Scope and Sequence Created	Technology Director, Technology Coaches
Screen Time: Explore the current research and the new Iowa law on “Screen Time” for students. Then analyze exactly what we are currently doing and determine if our school district should set up some guardrails around screen time during the school day.	X	X				Screen Time Research Shared and our use of Screen Time Evaluated	Nick Schauf, Admin Team, Curriculum (Technology) Director, Technology Coaches
Artificial Intelligence: Explore ways that AI can be used in schools to benefit both staff and students, and provide professional development for our staff.			X	X		Professional Development Completed	Curriculum (Technology) Director, Admin Team, Coaches
Course Guides: Develop course guides for each course that breaks down essential standards into a realistic, manageable timeline to ensure all content is covered.	X	X	X			Course Guides Developed for All Courses	Curriculum Director, Principals, Instructional Coaches
Curriculum Adoption: Continue to follow the multi-year cycle to research and adopt high-quality materials.	K-4 Math	MS/HS Science	7-12 ELA	K-6 ELA	Business, SS, Music	Curriculum Adoptions completed	Curriculum Director
Effective Strategies Focused on Learning	2026-27	2027-28	2028-29	2029-30	2030-31	Monitoring/ Progress	Responsible Person/Group
Active Learning: Explore ways to systematically implement a variety of student-centered instructional activities to be used in every classroom. (Ex. high-quality purposeful questioning, project-based learning (PBL), and critical thinking)			X	X	X	System Implemented	DCIT, BLTs
Student Ownership: Investigate opportunities to empower students to own their learning and use mistakes as learning opportunities.	X	X	X	X	X	Student Practices Developed	DCIT, BLTs
School Connectedness: Explore ways to leverage single-campus opportunities to strategically maximize relationships between students. (Ex. relationship-building practices, restorative discipline, mentoring, reading buddies, high school students working with preschool students, etc.)		X	X	X	X	Single-Campus Opportunities Established	Superintendent, DCIT, BLTs

TEACHING AND LEARNING

School Calendar: Explore the best ways to maximize the extra time opportunities we will have in the school calendar, beginning as of the 2027-2028 school year.	X	X				School Calendar Updated	Superintendent and Calendar Committee
Ongoing Monitoring of Learning and Outcomes	2026-27	2027-28	2028-29	2029-30	2030-31	Monitoring/Progress	Responsible Person/Group
Feedback Loops: Establish expectations for frequent and specific feedback that allows students to monitor their own learning progress.				X	X	Expectations Established	DCIT, BLTs
Rigorous Assessments: Review classroom assessments to ensure alignment to the state standards and provide multiple ways for students to demonstrate evidence of learning.	X	X	X	X	X	Assessments Reviewed and Updated	DCIT, BLTs, CLTs
Formative Data: Explore systematic options to ensure that Formative Data, such as multiple checks for understanding and opportunities for students to respond, are guiding instruction, and are being implemented with fidelity in the classroom.		X	X	X	X	PD and Observing Best Practices in the Classroom	DCIT, BLTs, CLTs, Principals
Tiered Interventions: Explore ways to systematically use assessment data to provide timely, specific intervention for students who do not master the standards, and enrichment for those who have.	X	X	X	X	X	System set up and Implemented	DCIT, BLTs, CLTs, Principals
Staff Progress: Explore ways to continuously promote a growth mindset with staff.	X	X	X	X	X	IPDPs, Evaluations, PD, Expectations Established	Administrators and Directors
District Plans: Systematically conduct, "Program Reviews" to ensure continuous improvement in all areas of education.	Media/ Library, At-Risk	Pre-school, Mentor Program	Special Ed, ELP, Career Ed	EL, PBIS	Technology, PLCs	Program Reviews complete	Curriculum Director

*DCIT = District Continuous Improvement Team

*DESEL = District Equity Social Emotional Learning Team

*BLT = Building Leadership Team

*CLT = Collaborative Learning Teams

*DCAP = District Career and Academic Planning

*PD = Professional Development

STRATEGY 2: SCHOOL DISTRICT FACILITIES



Strategy 2: School District Facilities

Continue to Improve the School Facilities and
Grounds in the Monticello Community School
District



SCHOOL DISTRICT FACILITIES

	2026-27	2027-28	2028-29	2029-30	2030-31	Monitoring/ Progress	Responsible Person/Group
Finish construction of the new elementary school and take possession of the new building.	X	X				Building is Complete	Superintendent
Finish high school furniture updates to the rooms at the high school.	X	X				High School is Refurnished	Superintendent, High School Principal
Establish a timeline with the school board on making a final decision on what will happen to Shannon Elementary and Carpenter Elementary.	X					Timeline is in Place	Superintendent and School Board
If the plan is to demo Shannon Elementary and Carpenter Elementary, then remove asbestos and demo buildings.		X				Buildings Demolished	Superintendent and School Board
Explore options to make a “land swap” with the City of Monticello to exchange a portion of the land we own, for the land we lease from the city at the Transportation Center/Football Stadium.	X	X	X			Land Swap Completed	Superintendent and School Board
Continue to work with the city of Monticello to take advantage of DOT grants to make changes to Highway 38 to help with traffic flow at the school site (this project must be completed by the city).	X	X	X			Changes Made to HWY 38	Superintendent and School Board
Explore options of updating our Transportation Center, which could include a remodel of where it is currently, or building a new Transportation Center.				X	X	Transportation Center Updated	Superintendent and School Board
Make updates to the tennis courts at the high school site.		X	X			Tennis Courts Updated	Superintendent and Director of Buildings and Grounds
Consider options for an update to our current wrestling room area and an updated weight room facility.			X	X		Updates Completed	Superintendent and School Board
On board the new Director of Buildings and Grounds.	X					First Year is Completed	Superintendent
Consider adding a Marquee in the area between HWY 38 and the high school.				X	X	Marquee is Installed	Superintendent and School Board
Continue to meet weekly with the Director of Buildings and Grounds to discuss updates and improvements to school facilities.	X	X	X	X	X	Meetings Happen Weekly	Superintendent

STRATEGY 3: SCHOOL CULTURE & RELATIONSHIPS



Strategy 3: School Culture & Relationships

*To continue to improve our
school culture and relationships
for students, staff, and
community.*



SCHOOL CULTURE & RELATIONSHIPS

	2026-27	2027-28	2028-29	2029-30	2030-31	Monitoring/Progress	Responsible Person/Group
Continue to explore ways to continuously improve school safety.	X	X	X	X	X	Safety Improvements Made	SRO, Superintendent, Principals
Explore ways to continue to grow positive teacher/student relationships.	X	X	X	X	X	Relationships Growing Positively	DCIT, BLT, Principals
Continue to explore ways to build student/student relationships and reduce poor behavior between students.	X	X	X	X	X	Poor Behaviors Reduced	DCIT, BLT, Principals
Continue to explore strategies to grow our positive staff/school culture.	X	X	X	X	X	Strategies Implemented	DCIT, BLT, Principals
Continue to work on strategies to attract and retain staff.	X	X	X	X	X	Low Turnover	Superintendent, Admin Team
Continue to increase pride in our schools at all levels and promote school spirit.	X	X	X	X	X	School Spirit is High	DCIT, BLT, Principals
Continue to offer fun activities (PBIS, rewards, testing incentives, etc.) to motivate our students.	X	X	X	X	X	Fun Activities Offered	Principals, BLT
Continue to find ways to develop leadership in our staff at all levels.	X	X	X	X	X	Leadership Opportunities Available	Superintendent, Admin Team
Explore opportunities to train bus drivers to manage student behaviors more efficiently.	X	X				Training Provided to Drivers	Director of PD, Behavioral Coach, DCIT, Principals
Explore options to focus on mental health for students and staff (Ex. Suicide prevention activities....mental health awareness...etc.).	X	X	X	X	X	Focus on Mental Health Opportunities	Principals, DESEL, Counselors, BLT

SCHOOL CULTURE & RELATIONSHIPS

Investigate ways to continue to promote students feeling more connected to a staff member(s) and more connected to the school they attend.	X	X	X	X	X	Create a more connected environment for students and staff	DCIT, BLT, Principals, Counselors, DESEL
Continue to find ways for students to grow and develop positive relationships with others and develop self respect.	X	X	X	X	X	Evidence of positive relationships and self respect	DCIT, BLT, Principals, Counselors, DESEL
Investigate the options for Academic/Behavioral (Good Conduct) Eligibility for students at the middle school level.	X					Middle School Good Conduct Eligibility is put into place	Principal, Athletic Director, BLT
Conduct a comprehensive program review for all extracurricular programs 7-12 with the goal of creating clarity and consistency of expectations, procedures, programming, and communication. (ex. Bound to communicate, lettering requirements, etc...).	X	X				Program Review is completed	Athletic Director, Superintendent, Principals, Coaches
Explore systematic behavior consequences at each level and review discipline, rewards, respect, and rules for behavior intervention consistency.				X	X	Review completed	Principals, BLT

STRATEGY 4: COMMUNICATION



Strategy 4: Communication

- ✓ Implement Effective Communication Strategies with ALL Stakeholders in the Monticello Community School District



COMMUNICATION

	2026-27	2027-28	2028-29	2029-30	2030-31	Monitoring/Progress	Responsible Person/Group
Explore opportunities to expand more personalized communication with parents of students at every grade level.		X	X	X		Opportunities Have Been Explored	Admin Team, Principals, BLT
Continue to find opportunities to communicate positive school accomplishments.	X	X	X	X	X	Positive School Accomplishments Shared	Admin Team, Principals, BLT
Continue to communicate the importance of school attendance and work with students struggling with attendance to have better attendance habits.	X	X	X	X	X	Observable Attendance Improvements	Counselors, Principals
Continue to monitor and collect information related to the school district through spring surveys for students, parents, and staff.	X	X	X	X	X	Surveys Go Out in the Spring	Superintendent, Board Secretary
Continue weekly videos from the superintendent to staff and parents. Investigate opportunities for some changes: ways to include a written summary and add closed captions.	X	X	X	X	X	Weekly Videos Continue with Changes if Possible	Superintendent, Board Secretary
Communicate information about standards referenced reporting to parents to eliminate misconceptions of SRR.	X	X	X	X	X	Information is Distributed Through Multiple Formats	Curriculum Director, High School Principal
Explore options to better understand the many kinds of communication we are using to communicate with parents and students. Then try and find a more streamlined method of communication for parents and students.			X	X	X	More Uniformed Method of Communication is Developed	Admin Team, Technology Department
Explore the possibility of creating a "Parent University" for parents to learn more about the schools and programming that affects each student. This can be a broad reaching educational opportunity for our parents in our community.			X	X	X	"Parent University" is Developed and Trainings/Informational Sessions are in Place	Curriculum Director, Admin Team, BLTs, DCIT
Explore ways that we currently engage or partner with the community and if there are additional opportunities.			X	X	X	Other Opportunities are Considered	Admin Team, DCIT, BLTs



MONTICELLO

COMMUNITY SCHOOL DISTRICT

Strategic Operating Plan

2026-2031



**TEACHING &
LEARNING**



**SCHOOL DISTRICT
FACILITIES**



**SCHOOL CULTURE
& RELATIONSHIPS**



COMMUNICATION



Together, we create opportunities, inspire growth, and prepare students for a successful future.