Warroad Public Schools Strategic Plan 2021-2025

OUR MISSION:

Together we create "a future of excellence" by providing a learning community that is personalized, innovative and secure for all learners.

A Personalized Learning Community

*Personalized Learning in ISD 690 refers to the instructional practice that establishes **clearly defined common learning goals** in a **guaranteed and viable curriculum plan**. The curriculum plan also includes intentional opportunities for students to have **voice and choice in the mode, pace, and/or pathway** of learning experiences and/or assessments through which they **learn, and prove mastery of, learning goals**. Student voice and choice is **partnered with instructor's guidance**, based on responsive learning assessment data, and forms a **collaborative strengths-based learning experience between students and teachers**.*

An Innovative Learning Community

*The innovative learning community of ISD 690 embodies **responsive instructional methods and strategies**. The innovative learning community embraces instructional **collective responsibility** – the shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every student [1] that promotes adapting learning experiences to find "just right" engagement which guides **ALL students to reach their highest learning potential.***

[1] *Starting a Movement, by Williams and Hierck, p. 4*

A Secure Learning Community

*The ISD 690 secure learning community embraces **physical,** digital, and mental/emotional security for all learners. Throughout their day, learners feel safe to embrace the attitude to F.A.I.L. (First Attempt In Learning) forward and are supported by an environment where learning happens **free from the distractions** of physical, digital, or mental/emotional dangers.*

OUR VISION:

To be the benchmark school district

We aim to be the district other districts look to for inspiration of high quality, innovative, and effective learning practices.

To maintain beautiful facilities

We have beautiful facilities and strive to consistently maintain the physical learning environment and resources available to our learners by responding to facility needs as they arise.

To provide a wide range of opportunities and activities that prepare students for success

Our district is rich with visions of success, which allows our learning community to be creative with learning experiences inside the walls of our building as well as stretch beyond our school buildings to generate and foster relationships with community partners at all levels of learning.

To be leaders in innovation

We are committed to being responsive to individual student learning needs, focusing on effective instructional approaches (both digital and non-digital), and embracing the continuous improvement model of education.

To strive to be financially sound

We are dedicated to continuing to maintain financial budgeting, monitoring, and responsive decision making. ISD 690 will continue to utilize forecasting resources to analyze and adjust available revenues and expenditures, through local and governmental funding sources, in order to offer reliable educational opportunities to the learning community.

GOALS – THEORY OF ACTION SUMMARY

Be bold through innovative learning and teaching

Belief: All learners in ISD 690 have the ability to learn at high levels.

Theory: Ensuring all students reach high levels of learning is made possible through personalized and innovative learning and teaching practices.

Actions:

•Adopt a F.A.I.L (first attempt in learning) forward culture district wide

•Develop a collaborative culture that harnesses and grows internal expertise

•Focus on methods and strategies fitting for all learners as individuals

Consistency in policies, trust development, communication and transparency

Belief: Clear communication of district news and policies is the foundation of developing trust and transparency across the ISD 690 community.

Theory: Ensuring communication is available through a predictive and prescribed set of avenues allows for the ISD 690 learning community to know when and how to stay informed on district news and policies.

Actions:

•Create, follow, and engage in clear policies, standard operating procedures, and building level plans; including communication and behavior response plans

Financial Stability and Growth

Belief: Maintaining financial stability and growth allows ISD 690 to provide reliable educational opportunities for all learners.

Theory: Regularly budgeting, monitoring, forecasting, and communicating financial practices ensures ISD 690 the ability to maintain financial stability and growth.

Actions:

•Regularly monitor and communicate financial budgeting

•Maintain and follow an auditing and requisition process across all budgets

•Explore a variety of funding resources when available

Creating opportunities through partnering with the entire community

Belief: Connecting instruction to real-world experiences and opportunities allows students to make meaning of their education in a way that will inspire lifelong learning.

Theory: Engaging in community partnerships to generate innovative instructional plans, which align learning targets with real-world experiences, will foster student connection between content and life-long learning.

Actions:

•Work collaboratively with all stakeholder groups to connect content with real-world concepts and opportunities across all grade levels

•Partner to explore apprenticeship type opportunities which fulfill standards-based learning requirements in career field opportunities

Have Every Student Graduate

Belief: Every student has the ability to complete the learning requirements needed to earn a Warroad High School Diploma.

Theory: Consistently engaging students in learning experiences, which include clear learner focused curriculum plans, equitable access to learning opportunities, regular monitoring of learner achievement, and timely response to learner needs, will ensure students earn their Warroad High School Diploma.

Actions:

•Follow guaranteed and viable curriculum plans consistently in a continuous improvement model

•Monitor and adjust learning experiences for individual learner needs

Work towards an effective grades 6-8 transition model

•Maintain positive attendance behaviors

Warroad Public Schools Strategic Plan

SUMMARY OF STRATEGIC PLANNING PROCESS

NOVEMBER 2021-JULY 2022

November through March –The District Development Advisory Committee (DDAC) Strategic Planning Subcommittee reviewed strategic plan examples and ideas from nine other districts, discussed ISD 690's Mission, Vision and Goals, drafted "Big Ideas" to add into the survey, to help drive strategic planning focus and idea generating, and drafted strategic planning research and development plan, primary stakeholder survey, and listening session host agendas. These were distributed to the full strategic planning subcommittee, in a combination of in-person and email meetings, along with the instructional admin team and superintendent, for review and feedback. The primary survey was also sent to two external mentors for review and feedback.

The primary stakeholder survey was released **March 21st** via the school website, Schoology updates, school email distribution lists for staff and parents, social media outlets, and radio announcements. Responses to the survey included 343 replies with a variety of respondents including students, staff, parents, and community members.

A survey reminder, with a live primary survey results link, and listening session information was announced **April 4th** via the school website, Schoology updates, school email distribution lists for staff and parents, social media outlets, and radio announcements.

Three listening sessions were hosted for all stakeholders on **April 7th** (in conjunction with ELC registration and ES book fair), **April 12th** (in conjunction with HS conferences), and **April 18th** (following the April school board meeting). Participation in the three meetings totaled 18 participants including students, staff, parents, and community members. Each meeting was hosted by two representatives from DDAC and were documented by two notetakers.

The Strategic Planning Subcommittee met **April 25th** to start reviewing and organizing feedback and again on **May 9th** to analyze feedback and draft action steps using the strategic planning prioritization matrix. The structure of the strategic planning format was modeled largely on resources from Education Elements and the Theory of Action template.

A full Public Comment Draft of the Strategic Plan was presented at the June board meeting and the strategic planning Public Comment Dashboard was opened for all stake holders to view and comment from the June board meeting (**June 21st**) until the night of the July DDAC meeting (**July 11th**). Communication of the opportunity to view and comment were sent out **June 22nd**, **June 30th**, and **July 11th** via the school website, Schoology updates, school email distribution lists for staff and parents, social media outlets.

The public comment dashboard responses were reviewed by the DDAC strategic planning subcommittee on **July 11th** and the final draft was presented to the School Board at the July board meeting (**July18th**).

GOAL: BE BOLD THROUGH INNOVATIVE LEARNING AND TEACHING

Theory		Ensuring all students reach high levels of learning is made possible through personalized and innovative learning and teaching practices.	
We have done this effectively if...			
Stakeholders		*Takes action to...*	*We are successful when...*
Belief	All learners in ISD 690 have the ability to learn at high levels.	**Leadership** - Embrace the F.A.I.L. forward culture through communication and observations - Focus the use of Professional Learning Communities towards collaboration that harnesses expertise from within the organization to address achievement of all students. - Offer and encourage staff in internal and external training on innovative methods and strategies.	- Feedback surveys indicate knowledge that leadership encourages a F.A.I.L. forward culture with both staff and students - Planning and feedback provided by leadership on Professional Learning Communities work centers and refocuses PLC members to focus on achievement of all students - Staff are provided frequent opportunities to observe peers, engage in in-house professional development, and are encouraged to seek training on improving their teaching practice.
		Instructors - Embrace the F.A.I.L. forward culture for both self and learners - Remain focused on accessing collaborative expertise to increase achievement of all students - Engage in intentional and collaborative efforts with peers, leaders, students, and families that encourage collective success. - Seek meaningful opportunities for continuous improvement in innovative teaching practices.	- Feedback surveys indicate students feel "safe to fail" in their learning experiences - Artifacts from collaborative conversations demonstrate a system-wide value of critically monitoring and addressing achievement of all students using a wide variety of methods and strategies - Participant feedback in collaborative conversations relays avoidance of internal competition and elevates value of peer expertise - Seek out regular opportunities to observe peers, engage in in-house professional development, and frequently seek training on improving their teaching practice.
		District Staff - Embrace the F.A.I.L. forward culture in all areas of the learning environment - Support innovative learning experiences in all areas of the learning environment. - Seek meaningful opportunities for continuous improvement in innovative practices.	- Feedback surveys indicate the school district widely embraces a F.A.I.L. forward culture - Staff help guide students to appropriate responsive and supportive of expanded and flexible learning environments for their area - Staff regularly engage in innovative practices appropriate for their area in the district
		Learners/ Families - Embrace and encourage a F.A.I.L. forward culture - Advocate for learning success. Take action to communicate suggestions with instructors and leaders on innovations that may further enhance learner experiences. - Focus on learning. Prioritize high levels of learning and engagement in student learning experiences.	- Feedback surveys indicate experiences of a F.A.I.L. forward culture - Families encourage innovative learning practices. - Learners engage in learning experiences with a focus on becoming active participants in their educational development.
		Community - Adopt the F.A.I.L. forward language throughout the community - Seek out opportunities to support classroom experiences and enhance high levels of learning. - Share stories of students being highly engaged and connected with their learning experiences.	- Community conversations encourage a F.A.I.L. forward culture - Community members can share stories of the engaging learning methods or strategies being used in the school

GOAL: CONSISTENCY IN POLICIES, TRUST DEVELOPMENT, COMMUNICATION AND TRANSPARENCY

Theory	Ensuring communication is available through a predictive and prescribed set of avenues allows for the ISD 690 learning community to know when and how to stay informed on district news and policies.

We have done this effectively if...

Stakeholders	Takes action to...	We are successful when...
Leadership	- Ensure district and building level communication plans include predictable avenues. - Provide at least one opportunity for a paper-based communication option for staying informed of major district/school news. - Support families and community members to get connected into district/school communication platforms. - Maintain and communicate district and school policies and procedures, including those regarding communication and behavior response plans	- District and building level communication plans are established and evidence of follow-through is consistently available - An option for paper communication of major district/school news is regularly distributed - At least one in-house opportunity for support to get registered and logged into district/school access programs is made available - Standard operating procedures and district/school policies are communicated district wide, including clear communication and behavior response plans.
Instructors	- Utilize district approved communication channels. - Connect with families using regular, predictable, and timely communication. - Engage in communication with leaders, peers, students, and families. - Participate in feedback and committee opportunities. - Consistently familiarize and adhere to established policies and procedures	- Consistent use of district approved communication channels are evident by observation and documentation - Regular and timely communication is reported by learners and families in annual culture/climate surveys - Majority numbers of participants are regularly documented in feedback opportunities; including audits and surveys - Instructors follow and positively advocate for communication, behavior, and other district/building level policies and standard operating procedures
District Staff	- Utilize district approved communication channels. - Engage in communication with leaders, peers, students, and families when appropriate. - Participate in feedback and committee opportunities. - Consistently familiarize and adhere to established policies and procedures	- District staff utilize appropriate communication channels - Majority numbers of participants are regularly documented in feedback opportunities; including surveys - District staff positively advocate district/building level policies and standard operating procedures
Learners/Families	- Utilize district approved communication channels for school specific questions or concerns. - Regularly check for updated information within school communication channels. - Participate in feedback and committee opportunities.	- Families are connected into communication channels as shown by user account audits - Learners and families report positive and consistent communication experiences - Learners and families report predictable and appropriate communication methods they can use and will be used by the district/school
Community	- Regularly check for updated information within school communication channels. - Participate in feedback and committee opportunities.	- Community member feedback indicates knowledge of where, when, and how to get news about the school - Community members regularly participate in district/building level surveys

Belief

Clear communication of district news and policies is the foundation of developing trust and transparency across the ISD 690 community.

GOAL: FINANCIAL STABILITY AND GROWTH

Theory	Regularly budgeting, monitoring, forecasting, and communicating financial practices ensures ISD 690 the ability to maintain financial stability and growth.

Belief

Maintaining financial stability and growth allows ISD 690 to provide reliable educational opportunities for all learners.

We have done this effectively if...

Stakeholders	Takes action to...	We are successful when...
Leadership	- Monitor and communicate the budget and spending of the district on a monthly basis. - Update the budget throughout the year as new information becomes available. - Intentionally review all spending and approve appropriate expenditures. - Decrease spending as needed to ensure that ISD 690 maintains financial stability.	- Financial monitoring, budgets, and forecasting updates are shared in regular communication - Budget planning is reflective of forecasting projections - Budgets are monitored regularly to avoid overspending of fiscal resources - Resource use is evaluated on an annual basis to ensure responsible use of financial resources
Instructors	-Research all purchase requests to determine if purchases may be secured locally at comparable prices -Follow the DDAC resource request process - Seek out and partner with leadership to secure additional funding opportunities when available	- Knowledge of financial monitoring, budgets, and forecasting updates are reported in annual surveys - Budgets are monitored regularly to avoid overspending of fiscal resources - Resource use is evaluated on an annual basis to ensure responsible use of financial resources
District Staff	- Seek out and follow communication regarding district finance	- Annual surveys indicate access and awareness of district finance
Learners/ Families	- Seek out and follow communication regarding district finance	- Annual surveys indicate access and awareness of district finance
Community	- Seek out and follow communication regarding district finance	- Annual surveys indicate access and awareness of district finance

GOAL: CREATING OPPORTUNITIES THROUGH PARTNERING WITH THE ENTIRE COMMUNITY

Belief		**Theory**	Engaging in community partnerships to generate innovative instructional plans, which align learning targets with real-world experiences, will foster student connection between content and life-long learning.	
Belief	Connecting instruction to real-world experiences and opportunities allows students to make meaning of their education in a way that will inspire life-long learning.	**We have done this effectively if...**		
		Stakeholders	*Takes action to...*	*We are successful when...*
		Leadership	- Solicit specific program ideas and feedback from all district stakeholder groups. - Research and develop a plan to create opportunities for students to fulfill standards-based learning while engaged in real-world experiences; including the exploration of apprenticeship style programing.	- An action plan is in place to increase opportunities to fulfill standard learning targets while engaged in real-world experiences
		Instructors	- Regularly seek opportunities to engage community connections to in-class learning experiences. - Partner in the research and development of a plan to create opportunities for students to fulfill standards-based learning while engaged in real-world experiences.	- Instructors actively participate in the process of creating and implementing an action plan to increase opportunities to fulfill standard learning targets while engaged in real-world experiences
		District Staff	- Actively explore and suggest ways to offer alternative learning experience opportunities across the school and community.	- District staff communicate ideas throughout the creation and implementation of a plan to increase opportunities to fulfill standard learning targets while engaged in real-world experiences
		Learners/ Families	- Share ideas with school staff which offer opportunities to engage learners with real-world experiences both in and out of the school	- Learners and families actively offer ideas, solutions, and opportunities for establishing learning options connected to the real-world experiences learners are most interested in
		Community	- Share ideas with school staff which offer opportunities to engage learners with real-world experiences both in and out of the school	- Businesses and community organizations are involved in offering and designing opportunities for learners to engage with their systems

GOAL: HAVE EVERY STUDENT GRADUATE

		Theory	Consistently engaging students in learning experiences, which include clear learner focused curriculum plans, equitable access to learning opportunities, regular monitoring of learner achievement, and timely response to learner needs, will ensure students earn their Warroad High School Diploma.

We have done this effectively if…		
Stakeholders	*Takes action to…*	*We are successful when…*
Leadership	- Make and maintain intentional plans to support continuous improvement of curriculum plans (including learning experiences and assessment plans) through PLCs, timely reviews of state standards, and learning resource monitoring. - Maintain learner monitoring workflows which collect, analyze, and act on individual student progress and growth data. - Research and develop a transition plan for grades 6-8.	- Continuous improvement is guided with time, training, and common formatting to ensure guaranteed and viable curriculum plans are present district wide - Artifacts from the PLC process show responsive planning centered on responding to student achievement data. - Resources that address individual learner needs, supply data on learner achievement, and offer support to innovative practices are made available to the learning environment - A 6-8 transition model is in place with lowered behavior and academic concerns presented in these grade levels
Instructors	- Consistently maintain engaging, learner focused, guaranteed and viable curriculum plans. - Engage students in regular formative assessment and utilize data to create responsive learning opportunities, or access appropriate supports, to support each learner's success. - Research and contribute to the formation of a grades 6-8 transition plan.	- All instructors of a certain grade or course have, maintain, and follow a guaranteed and viable curriculum plan for all areas of learning - PLC artifacts show the data is used to inform engaging learning opportunities, respond to unique learner needs, and update learning activities and/or assessments - There is a grade 6-8 team of instructors who collaborate in engaged planning and implementation of their programing
District Staff	- Provide feedback, where appropriate, to help monitor student achievement - Suggest learning experience solutions which elevate success of all learners	- Idea generating opportunities regularly include perspectives from district staff - Non-instructional staff report feeling they are equipped with the knowledge and resources needed to support learner success
Learners/ Families	- Work with school personnel to actively monitor all students are making adequate progress toward graduation. - Responsibly access resources, services, and intervention opportunities in a way that supports ultimate student success. - Prioritize positive school attendance behaviors for all learners.	- Idea generating opportunities regularly include perspectives from learners and family members - Families work with school personnel to understand options to support their learner's success - Attendance rates show a decrease in student absences and tardies
Community	- Encourage and value the achievement of earning a high school diploma. - Advocate for the prioritization of positive school attendance behaviors for all learners.	- Reports relayed to the schools indicate a local prioritization of education first - Businesses and community organizations adopt a message for their high school aged employees, which encourages staying on track for graduation and successfully earning a high school diploma

Belief: Every student has the ability to complete the learning requirements needed to earn a Warroad High School Diploma.

GLOSSARY

Academic Language:

Learning Goals (may also be referred to as learning targets) – Goals that are produced from a review of the MN state standards, which students are expected to have mastered through a particular grade level/subject/course of study.

Guaranteed Curriculum Plan – All learners who go through a particular grade level/subject/course of study will be working towards the same set of learning goals

Viable Curriculum Plan – All instructors teaching a particular grade level/subject/course of study will have a plan to follow that is reasonable to follow and supported by necessary materials for the plan

Mode of learning – How the information is presented; examples include face to face, reading of text, videos of instructors, etc.

Pace of learning – The speed a learner progresses through the grade level/subject/course of learning

Pathway of learning – The set of learning activities and assessments a learner goes through in order to show they have achieved the learning goals set for that grade level/subject/course of learning

Methods and strategies – The approaches to instruction used to guide students toward showing they have learned the content needed for a grade level/subject/course of study

Theory of Action Terms:

Belief – Our foundational truth, which guides our work to achieve/maintain the goal

Theory – Based on the belief, the theory shows what approach/concept our district will consider for guiding the action step planning

Stakeholders – The various groups who contribute to the operations of the school district