

# LIDGERWOOD PUBLIC SCHOOL STRATEGIC PLAN 2022-2027

Prepared for the School Board and Superintendent, Mr. Chris Bastian

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**Contents**

**Letter from the Superintendent..... 2**

**Acknowledgments..... 3**

**Our Strategic Plan 2022-2027 ..... 4**

**Our Mission..... 4**

**Our Vision ..... 4**

**Our Belief ..... 4**

**Our Strategic Anchors..... 4**

**Critical Attributes of a High School Graduate..... 5**

**Our Strategic Initiatives and Priorities ..... 6**

Strategic Anchor 1 - Academic Engagement ..... 6

    I. Multi-Tiered Systems of Support for Academics (MTSS) ..... 6

    II. Effective Teaching ..... 7

    III. Data Analysis and Academic Growth ..... 8

**Strategic Anchor 2 - Innovation ..... 9**

    I. Integrated Technology ..... 9

**Strategic Anchor 3 - Social-Emotional Learning and Student Engagement.....10**

    I. School Culture ..... 10

**Strategic Anchor 4 - Operational Excellence .....12**

    I. Communication Plan ..... 12

    II. Facilities Plan..... 12

    III. Financial Plan ..... 12

    IV. Technology Plan..... 12

    V. Operational Practices Handbook ..... 12

    VI. Transportation Plan ..... 12

**Continuous Improvement and Accountability.....13**

**Strategic Plan Annual Review .....18**

**Lidgerwood Public School Strategic Plan Road Map.....18**

## Letter from the Superintendent



This past year, the Lidgerwood Public School Board embarked on the development of a new strategic plan. This document will help provide a roadmap for the Lidgerwood Public School District as we work to continue providing a quality education for the students we serve.

In 2021, a committee of teachers, administration, parents, and community members conducted a full analysis review of our district and established strategic priorities. That analysis of the school district helped organize a planning committee that made recommendations to meet our current and future needs.

Lidgerwood Public School is a state-accredited K-12 school, covering more than 222 square miles in southeast North Dakota. It is a K-12 school, with an overall enrollment of approximately 178 students. The Lidgerwood Public School was constructed in 1965, with small remodels occurring after two fires in 1999 and 2010.

Lidgerwood Public School participates in various educational partnerships to expand the course offerings to our students. Students take classes through the North Dakota Center for Distance Education as well as North Dakota State College of Science. LPS is also a member of the Greater Southeast ITV consortium and the Southeast Region Career and Technology Center.

The following document is a three to a five-year strategic plan for our school district. This is meant to be a living document that will help give our board, staff, and community guidance as we work to educate our students about what lies ahead. This Strategic Plan makes our priorities clear, ensures transparency, and provides measurable outcomes to hold us accountable for maintaining focus on what will benefit our students.

We want to say thank you to the 12 committee members listed in this document who have taken the time to be a part of such an essential process of helping set the course for the future of our district. We invite the Lidgerwood Community to join us as we follow our mission to “help prepare every student to be successful in life.”

Chris Bastian, Superintendent  
Lidgerwood Public School

## Acknowledgments

Many individuals and volunteers contributed significantly to the Lidgerwood 2022-2027 Strategic Plan. Thank you to the individuals listed below for their time and commitment to the strategic planning process.

### LIDGERWOOD SCHOOL BOARD MEMBERS

Sadie Siemieniewski (President)

Olivia Stenvold (Vice President)

Emily Wieber (Director)

Dennis Mitchell (Director)

Brandon Spellerberg (Director)

### STRATEGIC PLANNING COMMITTEE

Chris Bastian (Superintendent and K-6 Principal)

Brandon Schlenner (7-12 Principal)

Kevin Bottchen (Head Custodian)

Stephanie Frankii (Head Cook)

Erin Bohnenstingl (Technology Coordinator)

Mary Roman (Librarian)

Brenda Oster (Grade 5)

Lori Kuzel (Kindergarten)

Cameron Lenzen (K-12 Social Studies)

Katie Kohoutek (7-12 Business)

Sadie Siemieniewski (School Board)

Brandon Spellerberg (School Board)

Dr. Jeffry M Schatz served as the facilitator of the Strategic Planning Committee.

## Our Strategic Plan 2022-2027

The Strategic Planning Committee developed the Lidgerwood Public Schools' strategic plans and priorities with the district leadership team. The Strategic Planning Committee engaged in multiple discussions to establish a mission, vision, and values/belief statement. Furthermore, the strategic priority areas were developed to guide the District's focus and effective use of resources to achieve student outcomes that prepare students for their future.

The Lidgerwood Public Schools strategic plan will drive our education system with a clear and focused strategy to accomplish the goals we agree to execute. Ultimately, we want graduates that are well prepared to be successful after high school. We believe that each graduate should demonstrate proficiency in the following critical skills and attributes:

### Our Mission

To prepare every student to be successful in life.

### Our Vision

To ensure that every student achieves their maximum potential in an engaging, inspiring, and challenging environment.

### Our Belief

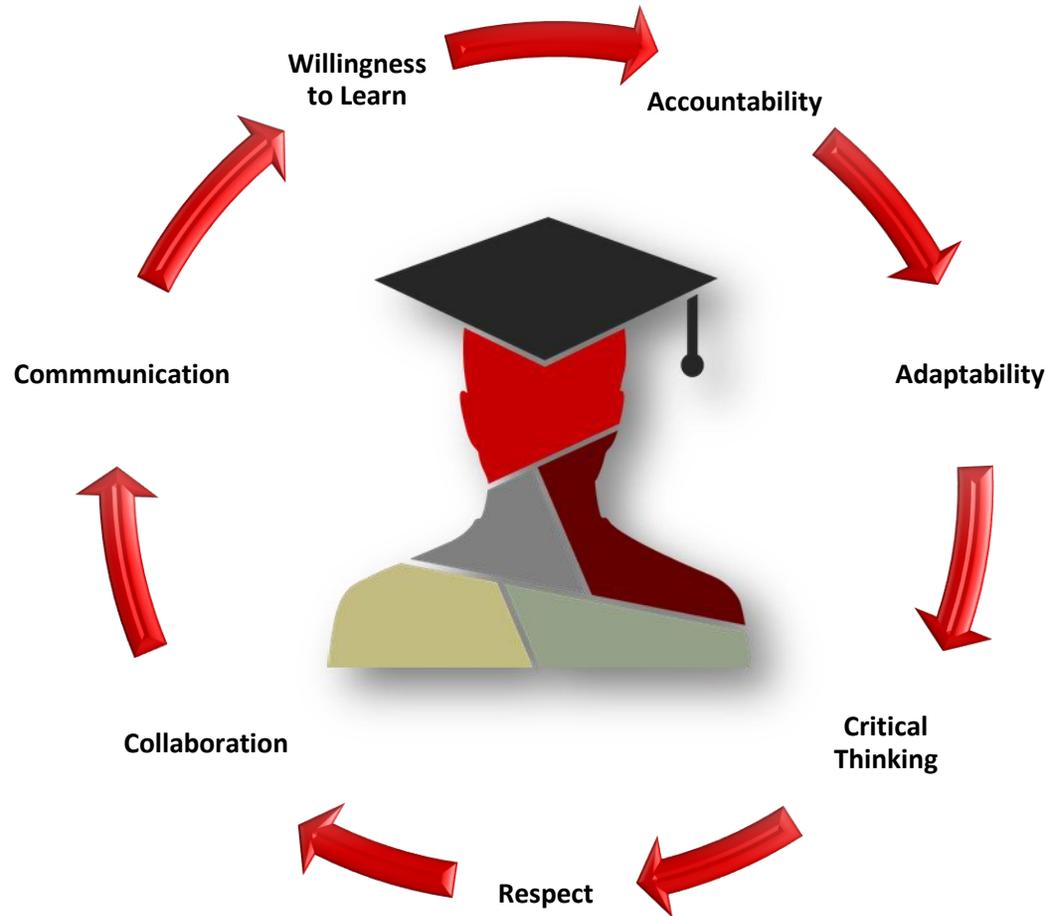
We believe that all students can learn when provided equitable opportunities. Our responsibility will be to prepare students for the future by providing a safe and secure learning environment.

### Our Strategic Anchors



## Critical Attributes of a High School Graduate

The strategic planning committee identified desired outcomes or critical skills and aptitudes of a high school graduate. The collective critical skills and aptitudes include:



## Our Strategic Initiatives and Priorities

### Strategic Anchor 1 - Academic Engagement

As a result of the Lidgerwood Public Schools' efforts, our students will meet or exceed individual learning goals toward achieving district standards and benchmarks for academic proficiency in all content areas. All students will engage in a comprehensive curriculum that provides a variety of academic experiences. As a result of the Lidgerwood Public Schools' efforts, this strategic initiative will be achieved through the following initiatives, goals, and objectives/strategies.

#### I. Multi-Tiered Systems of Support for Academics (MTSS)

North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.

#### Rationale

"To meet the needs of all learners, we must create inclusive and equitable systems that ensure that all students have equal opportunities to learn at high levels. We need to make sure students *and educators* are getting the support they need academically, behaviorally, and social-emotionally to succeed. To do this, we must challenge beliefs, skills, and our systems so our work is learner-driven and evidence-informed." (Katie Novak, <https://www.novakeducation.com/blog/what-is-mtss-and-why-do-we-need-it>)

**Goal** - We will ensure that all students have equal opportunities to learn the critical content of the curriculum at high levels.

**Objectives/Strategies** – The following objectives/strategies will be used to achieve our goal.

- Expand Multi-Tiered Systems of Support (MTSS) programming system-wide (K-8) via academic pathways.

#### Progress Monitoring

- Annually update the elementary and middle school academic pathways to meet students' needs.
- Develop a math academic pathway in the elementary (grades K-6).
- Develop a reading and math academic pathway at the high school (grades 9-12).
- Use assessment data to monitor student performance on academic pathways.

## II. Effective Teaching

Effective teaching focuses on student outcomes. To learn, students must effectively; receive feedback, receive content instruction that triggers specific types of thinking, and have a mental context in which their basic needs are met. An effective teacher must also reflect, collaborate with colleagues, and continue ongoing professional development.

### Rationale

What a teacher does in the classroom directly affects student achievement. Therefore, we must help teachers continuously improve their instructional skills. These skills are developed and refined over years of practice and reflection. The more expertise a teacher has with instructional strategies, the better the teacher will create lessons that optimize student learning.

**Goal 1** - We will develop a comprehensive and specific vision for the best practices associated with classroom instruction.

**Objectives/Strategies** – The following objectives/strategies will be used to achieve our goal.

- Communicate a clear vision and common language as an instructional model of practice based on research.

**Goal 2** - We will increase teacher effectiveness in classroom instruction and management by providing the training necessary for new teachers to succeed.

**Objectives/Strategies** – The following objectives/strategies will be used to achieve our goal.

- New teachers to the teaching profession will participate in the state mentorship program.
- New teachers with teaching experience and new to the teaching profession will participate in a school orientation process.

**Goal 3** – Written curriculum needs to expand the state standards and focus on essential elements.

**Objectives/Strategies** – The following objectives/strategies will be used to achieve our goal.

- Staff will participate in professional development on unwrapping the standards and identifying power standards (ELA and Math).
- Staff will develop grade-level curriculum maps (ELA and Math) containing scope and sequence.
- Staff will create activities that stretch beyond the classroom textbook and focus on higher-order skills (synthesizing, analyzing, reasoning, comprehension, application, and evaluation).

### Progress Monitoring

- Teachers will use assessment information (STAR, NDSA, and classroom assessments) to identify missing skill sets and create learning pathways for students.

- Teacher lesson plans will reflect differentiation.
- Teacher lesson plans will be skill focused.

### III. Data Analysis and Academic Growth

The data analysis includes qualitative and quantitative information examined to find patterns or emerging themes.

#### Rationale

The analysis of student data can assist teachers in discovering patterns of academic achievement. Once those patterns are found, adjustments to instructional methods can be made to assist students in achieving their goals.

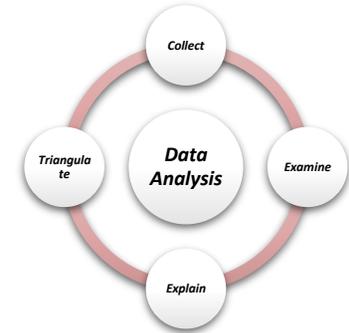
**Goal** - Demonstrate proficiency in data analysis, interpretation, and utilization to guide instruction.

**Objectives/Strategies** – The following objectives/strategies will be used to achieve our goal.

- Staff will receive professional development on utilizing and interpreting student data produced by STAR and NDSA assessments for use in their classrooms.
- Staff will receive professional development on the use of the ND SLDS data warehouse.
- Staff will participate in monthly data team meetings.

#### Progress Monitoring

- Teachers will analyze trend lines and adjust curriculum maps. Results will be used to measure overall student achievement and growth.
- Annual academic achievement goals will be set and monitored annually.



## Strategic Anchor 2 - Innovation

Today's learning environments should reflect what we know about how people learn and take advantage of technology to optimize learning. Technology provides access to more learning resources and connections to experts and audiences beyond the classroom. Our system must support administrators, teachers, and support staff in their efforts to leverage the power of technology to provide engaging, personalized learning experiences and ensure students have the skills to be lifelong learners. As a result of the Lidgerwood Public Schools' efforts, this strategic initiative will be achieved through the following goals:

### I. Integrated Technology

Integrated technology assists students in gathering, evaluating, and using the information to conduct research, solve problems, and create original works.

#### Rationale

Lidgerwood Public School recognizes the importance of technology, technology integration, and technology application to provide a high-quality education for all students. "Effective technology integration is achieved when students select technology tools to help them obtain information quickly and analyze and synthesize it. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools." -- National Educational Technology Standards for Students, International Society for Technology in Education (ISTE).

**Goal 1** - The Lidgerwood Public Schools will integrate technology within the curriculum to optimize each student's learning experiences.

**Objectives/Strategies** – The following objectives/strategies will be used to achieve our goal.

- Create a committee of educators to research best practices (ISTE Standards) in integrating technology applications and skills in the K-12 educational experience.

#### Progress Monitoring

- Develop a final report with recommendations by a committee of educators who researched best practices and develop a plan for future frameworks to enhance the integration of technology in the overall student educational experience.

### **Strategic Anchor 3 - Social-Emotional Learning and Student Engagement**

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. (The CASEL Guide to Schoolwide SEL, The Collaborative for Academic, Social, and Emotional Learning) <https://schoolguide.casel.org/>

#### **I. School Culture**

School culture refers to the shared values of the individuals who populate the school and those individuals' shared social behaviors and norms. Shared values form the basis for most decisions made in a school. Shared social practices and norms are rules of conduct that people tend to follow. Given the importance of school culture and its effects on people's behavior, schools must create a positive school culture. Therefore, we will work together to accomplish the following strategic initiatives and goals.

#### **Rationale**

Lidgerwood Public School understands that raising student achievement must involve more than academics. Instead, we must educate the whole child where support will be provided to students and their families.

**Goal 1** – The Lidgerwood public schools will increase social and emotional learning skills for all students and staff.

**Objectives/Strategies** – The following objectives/strategies will be used to achieve our goal.

- Create a committee of educators to research best practices in developing a school culture plan that incorporates best practices in social-emotional programming.

#### **Progress Monitoring**

- Develop a final report with recommendations by a committee of educators who researched best practices and develop a plan for future frameworks to enhance overall school culture and the social-emotional strategies used by the school district.

**Goal 2** – The Lidgerwood public schools will improve student engagement.

**Objectives/Strategies** – The following objectives/strategies will be used to achieve our goal.

- Create procedures that allow school staff to better recognize the warning signs for a student at-risk of dropping out.

- Create procedures for staff to respond to students identified as at-risk of dropping out.
- Provide training to staff and administration on procedures and strategies to keep students engaged in school.

**Progress Monitoring**

- Track student attendance and engagement.
- Review trend lines on an annual basis to identify correlations with the number of students dropping out.

## **Strategic Anchor 4 - Operational Excellence**

In addition to the Strategic Priority areas, having comprehensive plans for critical operational functions within the Lidgerwood Public School District is essential for optimal school district performance. Therefore, the school district will create, monitor, and use a variety of frameworks and plans for Communication, Facilities, Finance, Technology, and Transportation.

### **I. Communication Plan**

We believe proactive and comprehensive communication planning is a foundation for district success. A committee will be developed to look at current communication plans for both internal and stakeholders. The outcome of this process will be creating a comprehensive communication plan for the school district.

### **II. Facilities Plan**

We believe proactive and comprehensive facilities planning is a foundation for district success. We will develop a long-term facility plan and overall annual operational maintenance plan.

### **III. Financial Plan**

We believe proactive and comprehensive financial planning is a foundation for district success. Therefore, a plan will be created to illustrate past and current practices and future assumptions for the school district's finances.

### **IV. Technology Plan**

We believe proactive and comprehensive technology planning is a foundation for district success. In addition to technology integration, a plan will be developed in association with the goals outlined in this document under the strategic anchor of Innovation. A long-term plan to include infrastructure and equipment needs will be created.

### **V. Operational Practices Handbook**

We believe that a proactive and comprehensive operational practices orientation for all teachers is a foundation for district success. Therefore, an operational practices handbook will be created.

### **VI. Transportation Plan**

We believe an updated bus and school vehicle fleet is extremely important. We will develop a long-term vehicle rotation plan and overall annual operational maintenance budget.

## **Continuous Improvement and Accountability**

Lidgerwood Public Schools are committed to making data-driven decisions to ensure continuous improvement and accountability. The school district will engage in a comprehensive process of building a district-level evaluation and accreditation strategy map, reflecting this strategic plan's focus. This will be accomplished by using the Cognia School Improvement and Accreditation Model. Cognia has defined three standards and corresponding indicators to assess overall school district performance. The three standards are:

### **Standard 1: Leadership Capacity Domain**

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

### **Standard 2: Learning Capacity Domain**

The impact of teaching and learning is the primary expectation of every system and its institutions. Establishing a learning culture built on high expectations for learning and quality programs and services, which include an analysis of results, are all critical indicators of the system's impact on teaching and learning.

### **Standard 3: Resource Capacity Domain**

The system examines the allocation and use of resources to ensure appropriate funding, sustainability, and system effectiveness. The use and distribution of resources align and support the system's needs and institutions served. They ensure that resources are aligned with their stated purpose and direction and distributed equitably so that the system's needs are adequately addressed. The utilization of resources includes support for professional learning for all staff.

Lidgerwood Public School underwent a systemwide Cognia review on April 18-21, 2022. Results from the review were received and noted in this strategic plan.

## **Insights from the Review (April 18-21, 2022)**

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve

student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Lidgerwood School District serves approximately 176 students in southeast North Dakota. The district has experienced some changes in leadership in recent years, but has many strengths noted in this report that will allow the new leadership support in planning activities moving forward. The Engagement Review Team (team) conducted the remote review, investigated the evidence presented by district leaders, and identified themes aligned to the continuous improvement process that is ongoing within the system. A primary strength quickly arose that highlighted the positive school culture that permeates the district. The team also identified other areas for potential growth that could result in improved student learning. These include further development of a written curriculum and working to provide time for principals to monitor classroom instruction on a regular basis. Additionally, continued development of the strategic plan that will include parts of this report along with the development of a process to use formative and summative data more effectively will add to the potential for growth in student achievement.

**District leaders have created a positive school culture symbolized by a family atmosphere supported by a small student to teacher ratio.**

Effective school leaders work within a positive school culture that is focused on the well-being of students and all employees. Interviews with various stakeholder groups, including board members, district leaders, teachers, parents, and students, all revealed there is a positive school culture permeating the district. Teachers, parents, and students all described the district as a large family. When asked about strengths of the district, teachers unanimously responded by saying the students were the most positive thing in the district. Similarly, the students responded they were all known by all faculty, and they would be missed if they did not attend school. A large contributing factor to the family atmosphere is the small student to teacher ratio. Interviews and board minutes (which indicate enrollment each month) illustrated the small ratio of around 15:1.

In addition to the family atmosphere contributing to the positive school culture, district leaders made the successful transition to a 1:1 environment during the COVID-19 pandemic by providing technology to all students throughout the district. Additionally, interviews with district leaders and board members revealed the district is debt free after recently paying off the last bonds. This financial freedom allows district leaders flexibility in future planning considering enrollment trends are on a slight downward trajectory over the previous five years. The positive culture will serve district leaders well as they begin the process to finalize a new strategic plan. The team suggests that the system make every effort to include all stakeholders in the creation of the new strategic plan.

**Leadership roles have many duties to meet the needs of the district.** The role of the building principal is the instructional leader within the building. Effective principals can monitor classrooms and provide data and follow up feedback that will improve instruction. Additionally, it is through classroom monitoring that effective leaders choose the most appropriate professional development to impact student learning. Interviews with district leaders revealed they use a superintendent/principal model because it is the most feasible for such a small district. In this model, the elementary principal also serves as the school superintendent. Additionally, the high school principal serves as the athletic director

and the transportation director. While these roles are not atypical for small, rural districts, they do limit the primary responsibilities of building principals to be the instructional leader in the building. The team encourages district leaders to expand the role of principals as the instructional leaders in the building and to enhance classroom monitoring to improve instruction and, ultimately, improve student achievement.

Through a review of assessment data and interviews with students and parents, the team learned students are concerned about post-secondary opportunities. While district leaders illustrated and evidence supported dual credit opportunities, students, and parents both expressed concerns about being prepared, especially if they choose to go to college. These concerns and data show instruction may not be meeting expectations of district leaders. Interviews also revealed administrators have time for classroom visitations primarily for the purpose of evaluative, formal teacher observations. These evaluations do not allow for the critical feedback that a non-evaluative, walkthrough evaluation would. District leaders are encouraged to prioritize the role of building principals and implement a process of non-evaluative walkthroughs that will look for specific items in curriculum development but will also promote creativity, innovation, and collaborative problem-solving in all classrooms. The team suggests that through regular classroom walkthroughs, administrators will have part of the data that will help fulfill much of the recommendations that follow in this report.

**The written curriculum is currently in a state of development.** A well-developed, written curriculum consists not only of state and/or national standards but also prerequisites, assessment approaches, teacher instructional approaches, suggested student activities that are differentiated, and resources that may include, but are not limited to, textbooks. These documents will allow teachers to clearly understand content to teach in each period and will also allow administrators to examine not only the content being taught for alignment to the written curriculum but also allow administrators to look deeper at the instruction for such things as cognition levels. Effective instruction includes cognition levels in delivery and in work/projects to be completed by students primarily placed in the mid-levels of Bloom's Taxonomy.

Interviews with stakeholders, including students, parents, teachers, and administrators, revealed some concern and potential disconnect regarding rigor in the curriculum and instruction. Teachers and administrators stated they use the state standards to guide their instruction. State standards, in and of themselves, are not enough to guide daily instruction for effective student learning. Students and parents stated they feared they could possibly not be prepared for post-secondary education if they chose to go to college. Concentrating on developing an actual written curriculum that stems from a scope and sequence developed by teachers and then enhanced to include the previously stated minimum components of a quality curriculum has the strong potential to not only align the curriculum to state standards and best practices but also establish high expectations that will prepare learners for any post-secondary pathway they choose. Through enhancing the learning culture in the district that will be connected to the positive school climate discussed earlier, district leaders will help develop learners' attitudes, beliefs, and skills needed for post-secondary success. As part of the written curriculum development process, when educators acknowledge resources as part of the minimum components of a quality written curriculum, district leaders will be able to provide information resources and materials to support the curriculum along with other identified programs associated with the curriculum.

In addition to the further development of the academic curriculum noted, district leaders are encouraged to expand the role of school counselors to include the aspects of learners' future educational and career planning. Currently, interviews with parents and students revealed the role of school counselors have been diminished so that students appear to be lacking the support to plan for post-secondary pathways. While there are opportunities available such as vocational education and dual credit options, students and parents stated they are navigating many of these options and planning for life after high school on their own. Finding ways for school counselors to fully embrace their role as career planners could have a tremendous impact on students' abilities to understand what their career choices require and how they can begin to plan to meet those requirements.

Finally, an established curriculum review cycle that includes both the academic curriculum and the counselor curriculum will allow district leaders and educators to stay on top of current trends in instruction, assessments, and planning. Curriculum development is not a fast process. Due to the small school environment, the team suggests teachers approach one subject at a time to develop over a year and then establish a revision cycle afterwards once all courses have a written curriculum.

The strategic plan is currently under development. Effective school districts have strategic plans in place that look anywhere from three to five years in the future. These plans help establish long-term goals that will help bring the district vision and mission to fruition. District leaders consult these plans on a regular basis and use them as a guiding light in their decision-making processes. The team found a draft of the current strategic plan in evidence, and interviews revealed the draft will incorporate parts of the recommendations from this report.

Planning documents contain two types of goals; process goals (to be implemented so that achievement can be measured) and results goals (actual measurable results to gauge the effectiveness of the plan). Planning documents will often include process goals, but it is important to realize these types of goals will not impact the effectiveness of the plan. Quality planning documents contain more result-oriented goals that have clear, feasible, measurable goals. The team reviewed the draft and encouraged district leaders and board members to consider the number of process goals and result-oriented goals and adjust as needed so the plan will be able to be utilized on a frequent basis to gauge progress to its fruition.

In addition to interviewing board members and district leaders concerning the strategic plan, the team also asked questions about policy development and board members' roles and responsibilities. While the team noted clear understanding of roles and responsibilities by all board members, they found many policies that were out-of-date. The team encourages the development of a regular policy review cycle so that all sections are reviewed and updated on a regular basis so that no policies are more than five years old. The team encourages district leaders to continue the development of the new strategic plan that will incorporate recommendations from this report.

**There is limited data to support that formative and summative data are used in various decision-making processes.** Effective leaders use multiple data points and utilize data-informed decision-making to effectuate sustained growth. Data-informed decisions can be used for a range of topics from adjustments to instructional delivery and placing students, choosing professional development, and program evaluation, to

gauging the effectiveness of plans. Through interviews with stakeholders, the team learned there are several data points in the district including eProve™ Effective Learning Environments Observation Tool® (eleot®) observation data, North Dakota Student Assessment (NDSA) data, American College Test (ACT) data, and progress monitoring data. Quality continuous improvement journeys that show increases in student learning utilize the use of data-driven decision making. The team noted the new strategic plan will include a primary goal to implement a Multi-tiered System of Supports (MTSS). Quality MTSS processes that result in change of student achievement include multiple data points and allow students to move from one tier to another in a very fluid manner.

The MTSS process is just one aspect of using data that has potential to lead to improvements in student learning. Another aspect of using data, that is addressed in this report, is to utilize data such as walkthrough data by administrators to understand strengths and weaknesses of the overall instructional program within the district. Administrators then use these walkthrough data to plan relevant professional development that has a direct link to the needs of teachers and instruction. This new approach to planning professional development may result in better collaboration among teachers with each other and with administrators, all resulting in improved student learning and achievement.

Finally, relevant data are used in effective districts to evaluate various programs. These data should be a part of any strategic plan, as noted earlier, and be collected and reported on a regular basis. Having program evaluation processes in place could be beneficial for district leaders to make long-term planning decisions, especially concerning financial concerns. The team suggests that effective program evaluation models contain specific, measurable goals for each program; and they are assessed on an annual basis at a minimum to see if such programs should be continued, modified, or terminated.

In summary, the team interviewed internal and external stakeholders and learned there is a tremendous, positive school culture that permeates all aspects of Lidgerwood School District. Even so, the team noted some areas of improvement that could build on the positive school culture and have the potential to increase student achievement. These areas include further development of the written curriculum to help guide teachers in instructional delivery and working to free building principals, so they have ample opportunities to conduct non-evaluative teacher observations. These observations can allow principals to provide critical feedback to strengthen the rigor within the classrooms that test scores show may be an area of growth. Other areas for potential growth include using the report to continue developing the strategic plan that will go into effect this summer; and as a part of that plan, the district leaders plan to take a deeper look at the use of formative and summative data. By working through these recommendations and building upon the strengths of the district, the goal of improving student achievement has a greater chance of becoming a reality.

### Strategic Plan Annual Review

Engaging community stakeholders about the most comprehensive approach to providing educational experiences for students we serve is essential to understanding what is critical to the community. The Lidgerwood Public Schools Strategic Plan will serve as a compass to maintain the school district's priorities, goals, and achievements. This plan responds to growth and opportunity, the sustainability of programs, and community needs. In June of each year, the plan will be reviewed by the administrative leadership team and presented to the Board of Education to consider annual adjustments to the plan.

### Lidgerwood Public School Strategic Plan Road Map 2022-2027

Strategic Priority	Goal(s)	Strategies	Who	Timeline	Cognia Alignment	Progress Monitoring	Results