



Stanley Community Schools Strategic Plan 2020-2025

"Empowering learners. Inspiring success."

April 2020

*Prepared by
Dr. Jeffrey M. Schatz
for*

Tim Holte, Superintendent of Schools and the Stanley Community School Board



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EXECUTIVE SUMMARY

A strategic plan's importance is widely recognized as a means of plotting an organization's pathway to success. The purpose of our strategic plan is to identify district-wide goals that facilitate an environment that supports the opportunities for students to prepare for life beyond high school. Our plan aims to build upon our school improvement plan's focus on moving forward in the alignment of curriculum, instruction, and assessment. Ultimately we are working to make certain that all students have the skills and knowledge to be successful lifelong learners in whatever career or vocation they end up pursuing.

A team developed our strategic plan made up of school board members, school administration, teachers, parents, and students. The committee was led through the strategic planning process by Dr. Jeff Schatz. The district's strategic planning committee has prepared this report to make school district priorities clear, to ensure transparency, and to hold the school accountable for measurable outcomes as they support the intended goals.

Tim Holte
Superintendent

ACKNOWLEDGMENTS

<u>School Board</u>	<u>District Leadership Team</u>	<u>School Improvement Committee</u>	<u>Strategic Planning Committee</u>
David Enander, President Justin Dazell, Vice President Shane Aadnes, Director Doug Kinnoin, Director Jamie Rice, Director	Tim Holte, Superintendent Alecia Pulver, High School Principal Erica Klabunde, Elementary School Principal Brooks Stafslie, Assistant Principal	Tim Holte, Superintendent Brooks Stafslie, Assistant Principal Sheila Morgan, District Technology Coordinator & Professional Development Coordinator Sarah Sorenson, High School Counselor Kendra Evensvold, Business Teacher Brittany Schwingler, 5-12 Band Teacher Candice Johnson, 4 th Grade Teacher McKenzie Jarmin, K-5 Physical Education	Tim Holte, Superintendent Alecia Pulver, High School Principal/Parent Erica Klabunde, Elementary School Principal Brooks Stafslie, Assistant Principal/Parent Sheila Morgan, District Technology Coordinator & Professional Development Coordinator Sarah Sorenson, Counselor/Parent Kendra Evensvold, Teacher Brittany Schwingler, Teacher Candice Johnson, Teacher McKenzie Jarmin, Teacher Barb Reese, Business Manager Shane Aadnes, Board Member/Parent Jamie Rice, Board Member/Parent Carol Hynek, Parent Kyle Detienne, Parent Calli Hennessy, Student Kodie Clark, Student

OUR STRATEGIC PLAN 2020-2025

The Stanley Public Schools' strategic plans and priorities were developed by a Strategic Planning Committee in conjunction with the District leadership team. The Strategic Planning Committee reviewed qualitative and quantitative data and engaged in multiple discussions to establish a motto, mission, vision, and belief statement. Furthermore, the strategic priority areas were developed to guide the School District focus and effective use of resources to achieve student outcomes that will prepare students for their future.

Our Motto

Empowering learners. Inspiring success.

Our Mission

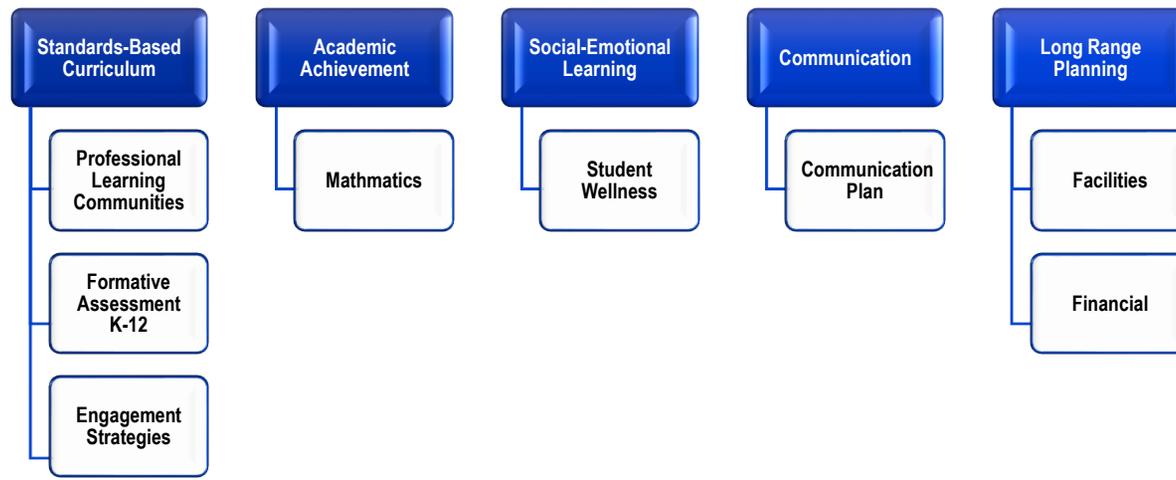
Preparing today's students to succeed in tomorrow's world.

Our Vision

Stanley Community schools believe in creating relationships and opportunities that will provide skills necessary for learners to become successful through a culture of growth and life long learning.

Our Strategic Priorities

The Stanley Public Schools will achieve its mission, vision, and beliefs through the fulfillment of its Strategic Plan. The following strategic initiatives will guide our efforts as we are *"Preparing today's students to succeed in tomorrow's world."*



PRIORITY AREA 1: STANDARDS BASED CURRICULUM

North Dakota Content Standards serve as expectations for what students should know and be able to do for each grade span. The standards serve as goals for teaching and learning. In North Dakota, the content standards serve as a model. Each school district may set more rigorous standards; however, no district shall use any state content standards less rigorous than those outlined in the North Dakota Century Code 15.1-21. Reference: <https://www.nd.gov/dpi/districtschools/k-12-education-content-standards>

Professional Learning Communities

A group of educators that meet regularly shares expertise and works collaboratively to improve teaching skills and the academic performance of students.

Rationale for Priority: Educators need scheduled time to collaborate. District test scores need improvement. Standards and instruction need to be aligned within the grade level and across content areas K-12.

Measurable Goal: We will schedule a time for Professional Learning Communities (PLC's) on Wednesdays @ 2:45-3:45 to align curriculum with state standards by establishing power standards.

Objectives/Strategies:

1. PLC teams will meet weekly.
2. Power standards will be identified, unpacked, and aligned.

Progress Monitoring/Key Performing Indicators:

1. Progress monitoring of identification and implementation of power standards for all PLC teams will take place at the beginning, middle, and end of the year.
2. PLC teams will use online logs to track work during meeting times.

Formative Assessments

Assessments that happen while the student is still learning the concept.

Rationale for Priority: We recognized a need for a shift from teaching content to student mastering content and using formative assessment results to determine the next step of learning.

Measurable Goals: All teachers will use formative assessment to plan and adjust instruction.

Objectives/Strategies:

1. Teachers will use a variety of formative assessments to monitor student understanding.
2. Teaching will be adjusting curriculum and delivery techniques based on evidence from the formative assessments.
3. The district will provide ongoing professional development on formative assessment.

Progress Monitoring/Key Performing Indicators:

1. The administration will observe and evaluate the utilization of formative assessments.
2. Teacher lesson plans indicate the use of formative assessments to drive instruction.
3. During the 2020-21 school year, we will provide two full days of professional development training on formative assessment.

Student Engagement Strategies

Student engagement refers to the degree of attention and motivation students show when they are learning or being taught. Learning improves when students are engaged in challenging academic activities supported with timely formative feedback. Relevant and enriching activities support student motivation and create an environment where the design of programs and learning opportunities provide students the foundation of their educational experiences.

Rationale for Priority: We observed the need to change passive learning to engaged learning with the goal of all students doing everything.

Measurable Goals: We will improve student learning and participation by providing challenging academic activities supported with timely formative feedback.

Objectives/Strategies:

1. Teachers will implement a variety of engagement strategies.
2. Teachers will follow the practice of all students doing everything and making thinking visible.
3. Teachers will complete Learning Walks, providing & receiving actionable feedback.

Progress Monitoring/Key Performing Indicators:

1. Teachers will use the Learning Walk Feedback forms to give and receive feedback on engagement.
2. The administration will conduct classroom observations using walk-through and formal documentation.

PRIORITY AREA 2: ACADEMIC ACHIEVEMENT

Academic achievement is defined as academic proficiency in necessary skills and content knowledge. It is the outcome derived from the delivery of a guaranteed and viable curriculum based on formative and summative assessments. The curriculum of Mathematics will be the focus to improve overall student achievement in the Stanley Public Schools.

The Stanley Public Schools will focus on improving the overall mathematical achievement of students K-12 through the following goals and objectives:

Mathematics – Student Achievement

The National Council of Teachers of Mathematics (NCTM) and the North Dakota Department of Public Instruction (NDDPI) have outlined standards for school mathematics, which describe the mathematical understanding, knowledge, and skills that students should acquire from prekindergarten through grade 12. Six overarching themes guide the standards:

- I. **Equity.** Excellence in mathematics education requires equity—high expectations and strong support for all students.
- II. **Curriculum.** A curriculum is more than a collection of activities: it must be coherent, focused on essential mathematics, and well-articulated across the grades.
- III. **Teaching.** Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
- IV. **Learning.** Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.
- V. **Assessment.** Assessment should support the learning of essential mathematics and furnish useful information to both teachers and students.
- VI. **Technology.** Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

Subsequently, the content standards each encompass specific expectations, organized by grade bands for number & operations, algebra, geometry, measurement, and data analysis & probability. Five process standards are described through examples that demonstrate what each standard looks like and what the teacher's role is in achieving it. They include problem solving, reasoning & proof, communication, connections, and representation.

Reference: <https://www.nctm.org/> & <https://www.nd.gov/dpi/districtschools/k-12-education-content-standards>.

The Stanley Public Schools will focus on improving the overall mathematical achievement of students K-12 through the following goals and objectives:

Rationale for Priority: Student scores in the area of math are low on standardized tests indicating our students have a weakness in math concepts.

Measurable Goals: We will focus on improving the overall mathematical achievement scores of all students K-12.

Objectives/Strategies:

1. The district will evaluate and select a new math curriculum.
2. The district will identify, align, and unpack math standards through PLC work.
3. The teachers will implement formative instruction to guide instruction.
4. The teachers will use engagement strategies.
5. Utilize small group instruction and remediation through Title Math and Math Intervention.

Progress Monitoring/Key Performing Indicators:

1. Purchase and implementation of a new math curriculum K-12 by fall of 2020.
2. STAR Benchmark Assessment
3. Classroom formative and summative assessments
4. ACT, Pre-ACT, and NDSA

PRIORITY AREA 3: SOCIAL EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process in 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.

Student Wellness - Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. It is an approach that focuses on the whole child.

Rationale for Priority: The increased number of students demonstrating signs of stress, anxiety, depression, unhealthy coping skills, and suicidal ideation have indicated a need for social and emotional learning.

Measurable Goals: To address the increasing number of students exhibiting signs of stress, anxiety, depression, unhealthy coping skills, and suicidal ideation, we will continue to implement the Dare to Define Curriculum.

Objectives/Strategies:

1. Staff will implement monthly character education assemblies (elementary level).
2. Staff will implement an indicator on the report card using student social/emotional standards.
3. Staff will develop a monthly check-in survey for students.

Progress Monitoring/Key Performing Indicators:

1. Fewer incidents of emergency mental health care.
2. Staff observations of positive student behavior and positive self-talk.
3. Fewer teacher observations of student disconnectedness (high school).
4. Increase in positive office referrals.

PRIORITY AREA 4: COMMUNITY ENGAGEMENT AND COMMUNICATIONS

Effective communication with internal and external stakeholders is critical in maintaining a quality school culture.

Rationale for Priority: Through survey results, the strategic planning committee identified the need to improve communications internally and externally with the stakeholders served by the school district. The development of a comprehensive communication plan will assist the school in communicating and celebrating the many positive outcomes associated with the school district.

Measurable Goals: We will develop a communication plan to ensure effective communications with both internal and external stakeholders.

Objectives/Strategies:

1. We will consider membership with the National School Public Relations Association to assist the school district in developing a district-wide school communication plan. <https://www.nspra.org/>
2. We will develop a school task force to research and develop a school-wide communication plan.

Progress Monitoring/Key Performing Indicators:

1. The development of a school-wide communication plan will be researched and developed during the 2020-2021 school year. Implementation for the plan will begin in the fall of 2021.

PRIORITY AREA 5: LONG RANGE PLANNING AND RESOURCE MANAGEMENT

Meeting the needs of all students by providing equitable opportunities across the school district will be a priority in all decisions made to educate our students. The school district will secure and allocate the resources needed to fund and carry out this strategic plan. We will accomplish this by ensuring that we create and maintain current operational plans to include: A long term finance and facilities plan.

Long-Range Facilities Planning

We will strive to build and maintain facilities necessary to carry out the mission of the district with appropriate space available for all aspects of education.

Rationale for Priority: The Stanley school district has short term plans for making decisions in the areas of facilities and finances, however, does not have an articulated comprehensive long-range plan for facilities maintenance and operations, and for financial planning using past, present, and future projection for resource management and to make budget building decisions.

Measurable Goals: We will develop a long-range facilities plan.

Objectives/Strategies

1. A task force will be developed during the Fall of 2020 to create a long-range facilities plan. The task force will develop the plan over a series of meetings completing a plan document by May of 2021.

Progress Monitoring/Key Performing Indicators:

1. A final plan will be completed by May 2021.

Long-Range Financial Planning

We will develop long-term financial stability and sustainability plan. This effort will require ongoing state commitment to education funding, local support for the educational experience expected by district stakeholders, and current federal support for federal educational mandates.

Rationale for Priority: The Stanley school district has short term plans for making decisions in the areas of facilities and finances, however, does not have an articulated comprehensive long-range plan for facilities maintenance and operations, and for financial planning using past, present, and future projection for resource management and to make budget building decisions.

Measurable Goals:

1. We will develop a long-range financial plan.

Objectives/Strategies:

1. We will research and develop a Long-Range Financial Plan by May 2021.
2. We will develop an annual budget with final approval by the Board of Education. The budget will be prepared using data metrics provided by the long-range financial plan, which includes historical, current, and future forecasted parameters.

Progress Monitoring/Key Performing Indicators:

1. Completion and implementation of a Long-Range Financial Plan by Fall 2021.

CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

The Stanley 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 and district level evaluation and accreditation. This will be accomplished by using the Cognia (AdvancED) School Improvement and Accreditation Model. Cognia (AdvancED) 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. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Standard 3: Resource Capacity Domain

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

COGNIA (ADVANCED) ENGAGEMENT AND REVIEW IMPROVEMENT GOALS

The Stanley Public Schools have identified and ensured that the recommendations made by the Cognia AdvancEd report team visitation on March 10 - 11, 2016, are embedded throughout the strategic plan. The suggestions included:

Priorities for Improvement

1. Allocate and protect time for PLCs for staff member collaboration, with a formal written document of times staff will meet throughout the school year; a multiple-year plan will be created along with a budget and persons responsible identified.
2. Create and embrace a vision that is compelling and matches the needs of your school. Involve and informs all staff members in the new vision process and share a new vision with all stakeholders.
3. Engage stakeholders effectively in support of the school's vision/mission and direction.

CONSIDERATION FOR FUTURE STUDY

The Stanley Public Schools will engage in the study of the following topics for future consideration as strategic initiatives:

Study 1 – 21st Century Skills - 4C's Development

21st Century skills of collaboration, communication, creativity, and critical thinking will be the focus to provide the structure for teaching and learning. 21st Century skills encourage the highest achievement of every student, by defining the knowledge and skills that students should acquire at each grade level and support the learning of the North Dakota State Standards.

Study 2 – North Dakota's Multi-Tier System of Supports (NDMTSS)

North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, 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.

THE STANLEY PUBLIC SCHOOL STRATEGIC PLAN ANNUAL REVIEW

The Stanley Public Schools Strategic Plan will serve as a compass to maintain the priorities, goals, and achievements of the school district. Engaging community stakeholders about what is the most comprehensive approach to providing educational experiences for students we serve is essential to understanding what is critical to the community. This plan responds to growth and opportunity, the sustainability of programs, and community needs. In March 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.

STRATEGIC PLANNING OVERVIEW

Why plan for the future?

Planning for the future is an essential strategic process for all organizations. Planning for the future sets the course for the future, embraces inevitable change, helps to keep the organization current and relevant, and creates a proactive vs. reactive organizational environment. The following authors recognize the purpose of strategic planning and state:

“All too often, we have behaved like bystanders, swayed by other's decisions, and constantly reacting to a situational crisis. By merely reacting to demands for change, anarchy frequently results; we try to be all things to all people, probably satisfying not one of those who were attempting to serve. We must relinquish our role as bystanders and become proactive planners to help create the kind of world we want for tomorrow's children” *Educational Planning: Strategic, Tactical, and Operational, 1999, by Kaufman, Herman, and Watters (page XIV)*

“Organizations that want to survive, prosper, and do good and important work must respond to the challenges the world presents. Their response may be to do the same thing they have always done, only better, but they may also need to shift their focus and strategies” *Strategic Planning for Public and Non-profit organizations, 2018, by John M Bryson (page 6).*

“Strategic planning helps organizations achieve two critical outcomes: clear decisions about purpose and strategy and commitment to those decisions. It is a process designed to support leaders in being intentional rather than reactive ” *Strategic Planning for Non-Profit organizations, 2015, Michael Allison & Jude Kaye (page 1)*

Strategic Planning

As you engage in a strategic planning process, several definitions will help provide clarity for you and your Board members. The three main tenants of the school district organization are board governance, strategic planning, and operational planning. The following definitions help clarify the roles each play in a strategically aligned school district.

Board Governance

The governance of a school district is provided by the School Board, which is tasked with supervising the superintendent, overseeing the finances of the school district, setting the mission and vision, and monitoring the results of the school district. School Boards across the nation differ in the methods used to govern a school district, with options including a traditional operational oversight to an overarching policy governance model.

Strategic Planning

A strategic plan is a living document used to communicate the organization's goals, the priorities needed to achieve those goals, and metrics used to measure progress on those goals. The plan outlines a mission, vision, values, and strategic initiatives (focus) for the three to five-year period. A focused strategic plan strengthens operations and ensures that employees, board members, and stakeholders are all working toward common goals. Once strategic goals are

established, the strategies for achieving the goals are developed. These strategies are generally three to five-year strategies, depending upon the arc of the strategic plan.

Operational Planning

An operational plan is a yearly plan that focuses on the work of the district during one school year. The operational plan is the mechanism used to implement a strategic plan. It is directly aligned to the strategic plan and includes metrics to measure the progress of the plan throughout the school year. A one-year operational and action plan becomes the strategic assignments for administration and staff to address. The operational plan emphasizes both the academic and operational aspects of the school district. This integration provides the proper balance between planning and acting to assure the forward movement of the strategic plan. The key is to make this challenging, yet manageable, as the school district still must meet its day-to-day responsibilities.

In short, an aligned district has a governing board that approves policy and budget while monitoring results and helps to shape the vision of the school district by adopting a strategic plan. Then, the administration executes an annual operational plan to carry out the initiatives listed in the strategic plan.

Elements of a Strategic Plan

A comprehensive Strategic Plan includes both the academic and operational aspects of a school district as identified in the district's accreditation process; the (Cognia) AdvancED school improvement model. This model consists of three domains:

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. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Standard 3 - Resource Capacity Domain

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

The Domains are statements that define the capacity of a school district to provide quality student experiences as measured by a set of standards and meet the rigorous demands of continuous school district improvement.

The elements of an excellent strategic plan include a mission statement, vision statement, belief or value statements, strategic initiatives, goals, and results and are aligned with the (Cognia) AdvancED performance standards for continuous school improvement and North Dakota Department of Instruction (NDDPI) requirements



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Dr. Jeffrey M. Schatz, Owner/Consultant
 Schatz & Associates, LLC
 Strategic Planning and Leadership Development
jm.schatz@outlook.com



STRATEGIC PLAN ROAD MAP

PRIORITY AREA 1: STANDARDS BASED CURRICULUM

ND Content Standards serve as expectations for what students should know and be able to do for each grade span. The standards serve as goals for teaching and learning.

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p>Professional Learning Communities</p> <p>A group of educators that meet regularly shares expertise and works collaboratively to improve teaching skills and the academic performance of students.</p>	<p>We will schedule a time for Professional Learning Communities (PLC's) on Wednesdays @ 2:45-3:45 to align curriculum with state standards by establishing power standards.</p>	<ol style="list-style-type: none"> 1. PLC teams will meet weekly. 2. Power standards will be identified, unpacked, and aligned. 	<ol style="list-style-type: none"> 1. Progress monitoring of identification and implementation of power standards for all PLC teams will take place at the beginning, middle, and end of the year. 2. PLC teams will use online logs to track work during meeting times. 			

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p>Formative Assessments</p> <p>Assessments that happen while the student is still learning the concept.</p>	<p>All teachers will use formative assessment to plan and adjust instruction.</p>	<ol style="list-style-type: none"> 1. Teachers will use a variety of formative assessments to monitor student understanding. 2. Teaching will be adjusting curriculum and delivery techniques based on evidence from the formative assessments. 3. The district will provide ongoing professional development on formative assessment. 	<ol style="list-style-type: none"> 1. The administration will observe and evaluate the utilization of formative assessments. 2. Teacher lesson plans indicate the use of formative assessments to drive instruction. 3. During the 2020-21 school year, we will provide two full days of professional development training on formative assessment. 			

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p>Student Engagement Strategies</p> <p>Student engagement refers to the degree of attention and motivation students show when they are learning or being taught.</p>	<p>We will improve student learning and participation by providing challenging academic activities supported with timely formative feedback.</p>	<ol style="list-style-type: none"> 1. Teachers will implement a variety of engagement strategies. 2. Teachers will follow the practice of all students doing everything and making thinking visible. 3. Teachers will complete Learning Walks, providing & receiving actionable feedback. 	<ol style="list-style-type: none"> 1. Teachers will use the Learning Walk Feedback forms to give and receive feedback on engagement. 2. The administration will conduct classroom observations using walk-through and formal documentation. 			

PRIORITY AREA 2: ACADEMIC ACHIEVEMENT

Academic achievement is defined as academic proficiency in necessary skills and content knowledge. It is the outcome derived from the delivery of a guaranteed and viable curriculum based on formative and summative assessments. The curriculum of Mathematics will be the focus to improve overall student achievement in the Stanley Public Schools.

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p>Mathematics – Student Achievement</p> <p>The National Council of Teachers of Mathematics (NCTM) and the North Dakota Department of Public Instruction (NDDPI) have outlined standards for school mathematics, which describe the mathematical understanding, knowledge, and skills that students should acquire from prekindergarten through grade 12.</p>	<p>We will focus on improving the overall mathematical achievement scores of all students K-12.</p>	<ol style="list-style-type: none"> 1. The district will evaluate and select a new math curriculum. 2. The district will identify, align, and unpack math standards through PLC work. 3. The teachers will implement formative instruction to guide instruction. 4. The teachers will use engagement strategies. 5. Utilize small group instruction and remediation through Title Math and Math Intervention. 	<ol style="list-style-type: none"> 1. Purchase and implementation of a new math curriculum K-12 by fall of 2020. 2. STAR Benchmark Assessment. 3. Classroom formative and summative assessments. 4. ACT, Pre-ACT, and NDSA 			

PRIORITY AREA 3: SOCIAL EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process in 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.

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p>Student Wellness</p> <p>Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. It is an approach that focuses on the whole child.</p>	<p>To address the increasing number of students exhibiting signs of stress, anxiety, depression, unhealthy coping skills, and suicidal ideation, we will continue to implement the Dare to Define Curriculum.</p>	<ol style="list-style-type: none"> 1. Staff will implement monthly character education assemblies (elementary level). 2. Staff will implement an indicator on the report card using student social/emotional standards. 3. Staff will develop a monthly check-in survey for students. 	<ol style="list-style-type: none"> 1. Fewer incidents of emergency mental health care. 2. Staff observations of positive student behavior and positive self-talk. 3. Fewer teacher observations of student disconnectedness (high school). 4. Increase in positive office referrals. 			

PRIORITY AREA 4: COMMUNITY ENGAGEMENT AND COMMUNICATIONS

Effective communication with internal and external stakeholders is critical in maintaining a quality school culture.

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p>Communication Planning</p> <p>Communication planning can improve communications internally and externally with the stakeholders served by the school district. The development of a comprehensive communication plan will assist the school in communicating and celebrating the many positive outcomes associated with the school district.</p>	<p>We will develop a communication plan to ensure effective communications with both internal and external stakeholders.</p>	<ol style="list-style-type: none"> 1. We will consider membership with the National School Public Relations Association to assist the school district in developing a district-wide school communication plan. https://www.nspra.org/ 2. We will develop a school task force to research and develop a school-wide communication plan. 	<ol style="list-style-type: none"> 1. The development of a school-wide communication plan will be researched and developed during the 2020-2021 school year. Implementation for the plan will begin in the fall of 2021. 			

PRIORITY AREA 5: LONG RANGE PLANNING AND RESOURCE MANAGEMENT

Meeting the needs of all students by providing equitable opportunities across the school district will be a priority in all decisions made to educate our students. The school district will secure and allocate the resources needed to fund and carry out this strategic plan. We will accomplish this by ensuring that we create and maintain current operational plans to include: A long term finance and facilities plan.

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p>Long-Range Facilities Planning</p> <p>We will strive to build and maintain facilities necessary to carry out the mission of the district with appropriate space available for all aspects of education.</p>	<p>We will develop a long-range facilities plan.</p>	<p>1. A task force will be developed during the Fall of 2020 to create a long-range facilities plan. The task force will develop the plan over a series of meetings completing a plan document by May of 2021.</p>	<p>1. A final plan will be completed by May 2021.</p>			

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p>Long-Range Financial Planning</p> <p>We will develop long-term financial stability and sustainability plan. This effort will require ongoing state commitment to education funding, local support for the educational experience expected by district stakeholders, and current federal support for federal educational mandates.</p>	<p>1. We will develop a long-range financial plan.</p>	<p>1. We will research and develop a Long-Range Financial Plan by May 2021.</p> <p>2. We will develop an annual budget with final approval by the Board of Education. The budget will be prepared using data metrics provided by the long-range financial plan, which includes historical, current, and future forecasted parameters.</p>	<p>1. Completion and implementation of a Long-Range Financial Plan by Fall 2021.</p>			