

# Richland #44 Strategic Plan 2020-2025

Prepared for Dr. Britney Gandhi and the Richland #44 School Board

By Dr. Jeffry M. Schatz

July 2020



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## **LETTER FROM THE SUPERINTENDENT**

The Richland #44 School District is a state-accredited K-12 school district that covers 222 square miles in northeast Richland County. In 2018 the District celebrated its 50th anniversary and its rich history in the area. Richland #44 is steeped in strong traditions and has a history of strong academics, achievement in athletics, and high participation in clubs and organizations. We are comprised of two facilities: our PK-6 students are in Abercrombie, while our 7-12 students are in Colfax. The District has a combined population of 1,500, including the communities of Abercrombie, Christine, Colfax, and Galchutt.

Both the elementary and high schools had extensive remodeling and new additions in 2000. In 2010, the Richland #44 Wellness Center was added to the high school. In 2011 a renovation of the elementary school allowed for the addition of a Pre-K program and additional classrooms. Also, in August 2014, we completed an addition and remodel at the high school that included a second gym (with stage), a new library, music room, media center, FCS room, and science room.

The school district has an enrollment of about 260 students in K-12 and also has a PreK program. District enrollment has seen a decline in the past decade; consequently, enrollment growth is a goal for Richland #44.

In 2018, Richland Elementary School was named a National Blue Ribbon School; selection for this award is based on evidence of students achieving high learning standards or making substantial improvements in learning. Both Richland Elementary and Richland Jr/Sr High School consistently score about the state average on state standardized test scores. Our athletics teams have excelled at the state level (including our boys' basketball team placing 3<sup>rd</sup> in the state in 2019), and our clubs and organizations excel at both the state and national levels (our FFA teams and individuals won national titles in 2018 and 2019). In 2020, the Richland #44 Foundation announced that every graduating senior is eligible for a \$10,000 scholarship thanks to the generous donation from the late Darrel Hendrickson.

The school district has implemented 1:1 technology for three years, and in 2020-2021 the Jr/Sr HS will transition to Apple iPads. Along with state-of-the-art digital devices, the school district continues to add curriculum and extracurricular offerings for students, including Advanced Placement, dual credit courses, and social-emotional learning curriculum.

The purpose of this strategic plan is to communicate our priorities and direction for the future fully; it sets the course for the next several years. The strategic plan will provide transparency for the public and hold the District accountable for maintaining focus on what benefits its students. The plan invites all stakeholders to help in the mission of "Educating students to be responsible citizens and leaders."

Dr. Britney Gandhi  
Superintendent  
July 6, 2020

## **ACKNOWLEDGMENTS**

Many individuals and volunteers contributed significantly to the Richland #44 2020-2025 Strategic Plan, including staff, parents, and students. I want to thank the individuals listed below for their time and commitment to the strategic planning process.

### **RICHLAND #44 SCHOOL BOARD MEMBERS**

Nathan Berseth – President  
Craig Olson – Vice President  
Scott Hendrickson  
Todd Johnson  
Amy Lehmann  
Jody Lingen  
Nicole Rostad-Holdman

### **RICHLAND #44 SCHOOL ADMINISTRATION**

Britney Gandhi – Superintendent and Jr/Sr HS Principal  
Elicia Hofmann – Elementary Principal  
Spencer Timm – Activities Director  
Kendra Dockter – Business Manager

### **RICHLAND #44 STRATEGIC PLANNING COMMITTEE**

Nathan Berseth  
Craig Olson  
Britney Gandhi  
Elicia Hofmann  
Laura Baker  
Tony Boehm  
Kendra Dockter  
Sheila Gunness  
Melissa Hudson

Amanda Jacobson  
Laurie Klein  
Anna Marohl  
Chris Potter  
Dawn Storbakken  
Spencer Timm  
Lois Vorachek  
Kaitlyn Wagner – student  
Zachary Wulfekuhle – student

Dr. Jeff Schatz served as the facilitator of the Strategic Planning Committee.

## **WHY PLAN FOR THE FUTURE?**

Planning for the future is an essential strategic process for an organization as it sets the course for the future, embraces inevitable change, helps to keep the organization current and relevant, and creates a proactive versus reactive organizational environment.

The three main tenants of the school district organization are school 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.

An aligned district has a governing board that approves policy and budgets 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.

## **OUR STRATEGIC PLAN 2020-2025**

The Richland #44 Public School 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 Mission Statement**

Educating students to be responsible citizens and leaders.

### **Our Vision Statement**

To empower and engage ALL to succeed in an inclusive, student-centered environment that promotes learning and growth. We will accomplish this by utilizing a standards-referenced curriculum that focuses on the overall development of academic skills, technology literacy, and life skills.

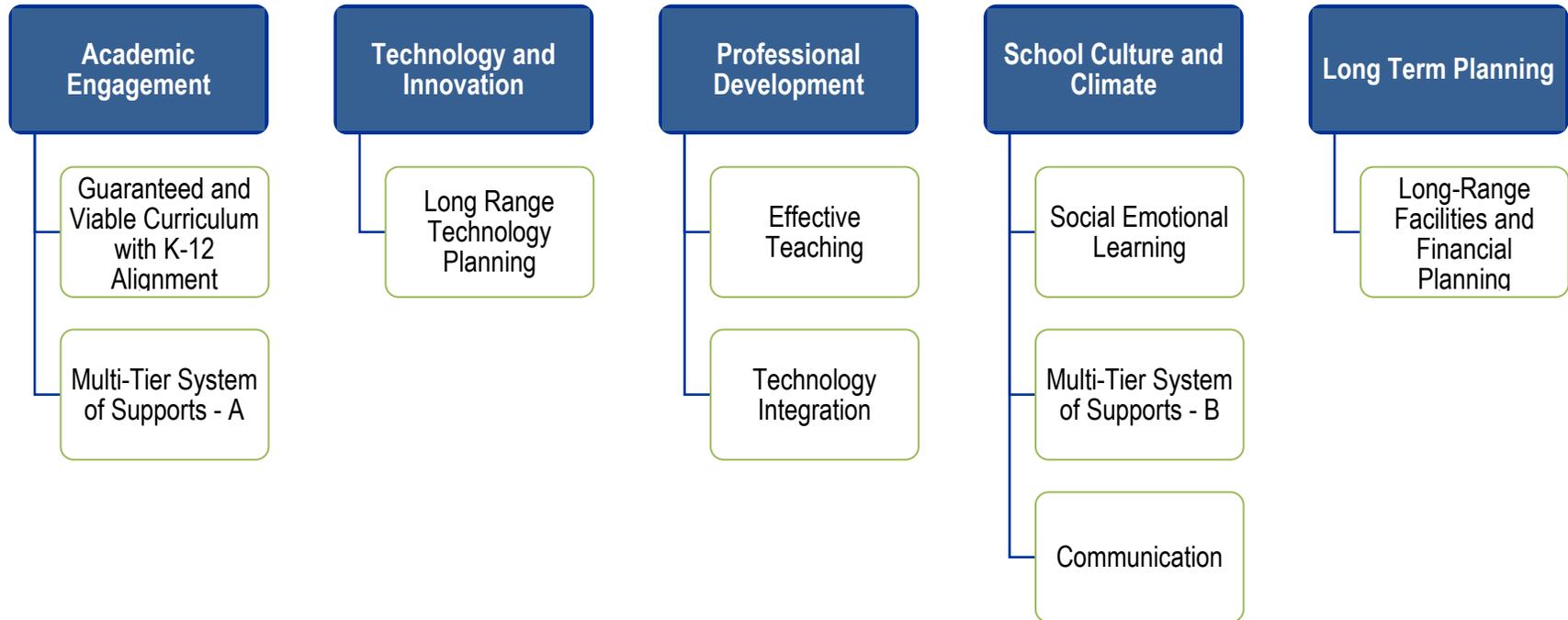
### **Our Belief Statement**

We believe in a safe and supportive environment that fosters relationships and high expectations for all students.

- **Safe and Supportive**  
We believe in a safe and supportive educational environment that will enhance our students' opportunities to succeed.
- **Relationships**  
We believe in building relationships among our school, community, staff, and students to enhance positive school culture.
- **Excellence**  
We believe in high expectations that lead to a standard of excellence for all students.



## OUR STRATEGIC PRIORITIES



## **STRATEGIC PRIORITY I - ACADEMIC ENGAGEMENT**

All students will engage in a comprehensive curriculum designed to provide a variety of educational experiences. Our students will meet or exceed individual learning goals toward the achievement of district standards and benchmarks for academic proficiency in all content areas. The foundation of a comprehensive educational experience is a core set of standards to identify what all students should know and be able to do. Therefore, we will work together to accomplish the following strategic initiatives and goals.

**Guaranteed and Viable Curriculum with K-12 Alignment** - North Dakota State Standards will be used to provide the structure for teaching and learning. Standards encourage the highest achievement of every student by defining the knowledge and skills that students should acquire at each grade level.

**Rationale** - Richland #44 Public School strategic planning committee identified a need for the school district to engage in a review process of the North Dakota Power Standards and adopt those standards as the outcomes desired for students in each curriculum discipline. Schools must develop a guaranteed and viable curriculum that references a set of standards and defines the outcomes we desire for student achievement. The term guaranteed means that the curriculum provides clear guidance regarding the content to be addressed in specific courses and at grade levels. The criterion of viability means that teachers have adequate time to implement the intended curriculum.

### **Goal**

- We will develop a guaranteed and viable curriculum that references the North Dakota State Standards. A foundational part of the curriculum will be the identification of priority/power standards in all content areas that are critical to enhancing student learning.

### **Objectives**

- Develop a guaranteed and viable curriculum that is standards-referenced and aligned K-12 vertically and horizontally.
- Monitor curriculum implementation by establishing and maintaining a curriculum review cycle.

### **Progress Monitoring**

- Determine Priority Standards for content areas by May 2021 at both elementary and high school.
- Develop proficiency scales for prioritized standards as a curriculum guide by May 2022.
- Staff will review vertical alignment and Power Standards whenever North Dakota State Standards change or new curricula are adopted - review annually.
- The curriculum committee will determine the effectiveness of the curriculum based on student outcomes - reviewed annually.
- Staff will document when Power Standards are being taught and assessed - reviewed annually.

**Multi-Tier System of Supports (Academic)**

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 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.

**Rationale** - Richland #44 Public School strategic planning committee identified the need to continue developing a system of supports for students to ensure academic achievement and success for each student. Effective teachers create environments where all students can learn and grow. MTSS creates this framework for both teachers and students by outlining evidence-based instruction and interventions while ensuring appropriate access to resources and supports.

**Goal**

- We will ensure that all students have the opportunity to learn the critical content of the curriculum by implementing an MTSS system for all students. The curriculum and instructional practices used will help students meet individual achievement goals.

**Objectives**

- Review and update Multi-Tiered Systems of Support (MTSS) programming system-wide (K-12) via academic pathways in English Language Arts.
- Review and update Multi-Tiered Systems of Support (MTSS) programming system-wide (K-12) via academic pathways in math.

**Progress Monitoring**

- Leadership teams will engage in MTSS training through SEEC and implement English Language Arts by May 2021.
- Leadership teams will develop and implement math pathways by May 2022.
- Meetings, including classroom teachers, intervention teachers, and administration, will occur after each benchmarking period to review data on the pathway for English Language Arts and math - Reviewed fall, winter, and spring each year.
- Staff will use data to make timely decisions regarding student placement on the pathways (review data every six weeks).
- MTSS team will meet annually, using data to determine the effectiveness of pathways.

## **STRATEGIC PRIORITY II - TECHNOLOGY AND INNOVATION**

A robust technology infrastructure supports teaching, learning, and operational needs. The infrastructure includes people, processes, learning resources, policies, and sustainable models for continuous improvement in addition to broadband connectivity, servers, software, management systems, and administration tools. As technology advances, the infrastructure to support it must advance as well.

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. Technology provides access to learning resources and connections to experts and audiences beyond the classroom. Internet access at home extends time boundaries to allow more flexibility for students to achieve the standards.

**Long-Range Technology Planning** - A long-range technology plan calls for continuous improvement in the technologies that will best engage and support personalized learning experiences of all ages. The plan should emphasize how technology can help engage learners, focus instruction, advance professional development, support electronic resources, and continuously improve as new technologies emerge. The plan should tie together both the academic standards and operational aspects of a school district's commitment to a guaranteed and viable curriculum for all students. It recognizes not only student learning but also the importance of teacher learning and operational support as well. This plan will serve as the vision for technology-enhanced learning for the school district.

**Rationale** - Richland #44 Public School recognizes the importance of keeping technology up to date, integrating technology throughout the curriculum, and ensuring technology is focused on helping students prepare for the workforce. The District also recognizes the need for long-range planning to ensure that funds are allocated for the upkeep/update of school facilities and technology.

**Goal** - We will work within both school buildings to ensure:

- Facility and infrastructure equipment are current to enhance the education of the students.
- All staff technology can perform tasks to enhance the education of the students.
- We continue to provide 1:1 student devices in grades 3-12.

### **Objectives**

- To ensure that the administration and School Board have a progressive plan that addresses facility and technological updates that will need to take place in the upcoming years.
- Provide professional development to teachers on the integration of technology
- Teach all students the skills needed to use technology at appropriate grade levels.
- Create opportunities for students to use technology to learn skills needed in the workforce.

**Progress Monitoring**

- Updates/improvements to facilities will be presented to the School Board at the end of each school year for approval.
- Every year a new technological instructional tool will be incorporated into classrooms, professional development will be offered.
- All devices, students, and staff will be placed on a rotation that is set up by the technology committee.

## **STRATEGIC PRIORITY III - PROFESSIONAL DEVELOPMENT**

Richland #44 believes that highly competent teachers are essential for our school's ability to enhance student learning. Professional development will be an integral part of the career of educational professionals in our District. Professional development programs should provide opportunities for educators to gain and improve the knowledge and skills they need. Therefore, we will work together to accomplish the following strategic initiatives and goals.

### **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 be able to reflect, collaborate with colleagues, and continue ongoing professional development.

**Rationale** - Richland #44 Public School recognizes what a teacher does in the classroom has a direct effect on student achievement. Therefore, we must help and support teachers to continuously improve their instructional skills. The more expertise a teacher has with instructional strategies, the better the teacher will be able to optimize student learning. These skills are developed and refined over years of practice and reflection.

### **Goal**

- We will communicate a comprehensive and specific vision to address professional development and continuing education.
- We will ensure support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

### **Objectives**

- Communicate a clear vision and common language using research-based models of instruction.
- Establish a professional growth program to support teacher reflection and development. Components of a professional growth program should include annually setting growth goals, receiving coaching and feedback, continuing education, engaging in focused practice, reflection, and the opportunity to observe and discuss teaching.

### **Progress Monitoring**

- Develop instructional models that are tied to the evaluation frameworks by August 2021.
- Teacher development is continually acknowledged and supported through a professional growth program by August 2021.

### **Technology Integration - Professional Development**

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

**Rationale** - Richland #44 Public School recognizes the importance of technology, technology integration, and technology application to provide high-quality professional development for staff to ensure high-quality experiences for all students. This recognition is clearly defined in the school technology plan.

### **Goals**

- We will integrate technology within the curriculum, which will optimize learning, and connect learners to experiences that empower and inspire.

### **Objectives**

- Professional development, coaching, and modeling of tools and resources are provided to teachers for the integration of technology within their classrooms.

### **Progress Monitoring**

- Develop a technology integration plan that is tied to the evaluation framework by August 2021.

## **STRATEGIC PRIORITY IV - SCHOOL CULTURE AND CLIMATE**

School Culture is a group's shared belief, customs, and behavior. School Climate are the things "we do today" to impact and maintain a positive school culture. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. (National Center for Safe and Supportive Learning Environments, 2019) <https://safesupportivelearning.ed.gov/>

### **Social-Emotional Growth – Programs**

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (<https://casel.org/what-is-sel/>).

**Rationale** - Social-emotional development is a child's ability to understand the feelings of others, control their feelings and behaviors, and successful interactions with peers. Social-emotional skills include cooperation, following directions, demonstrating self-control, and paying attention. Furthermore, feelings of trust, confidence, pride, friendship, affection, and humor are all part of a child's social-emotional development.

The school district recognizes that a child's social-emotional development is as important as their cognitive and physical development. It is the role of the parents, caregivers, and teachers of children to teach and foster these abilities. SEL provides children with a sense of who they are in the world, how they learn, and helps them establish quality relationships with others. It is what drives an individual to communicate, connect with others, and, more importantly, helps resolve conflicts, gain confidence, and reach goals. Building a robust social-emotional foundation as a child will help the child thrive and obtain happiness in life. They will be better equipped to handle stress and persevere through difficult times in their lives as an adult.

### **Goal**

- We will provide professional development opportunities for all staff in social-emotional learning and curriculum-wide integration of SEL strategies.
- We will integrate restorative practices philosophies and interventions into school discipline and behavioral interventions.

### **Objectives**

- Second Step will be used as an SEL curriculum for students PK-8.
- Review and update a school-wide matrix of school and student behavior expectations.
- Age leveled discipline matrices will be established, adhered to, and continually reviewed by staff.
- Adopt an evidence-based three-tiered framework to identify student's individual needs.

- Administration will work with a small group of students that represent the student body four times a year to collaborate ideas and to ensure students have input in their school community.

**Progress Monitoring**

- Student perception data will be used to monitor the successful implementation of these programs.
- Data on student disruptions and behavioral incidents, including interventions, will be reviewed annually.

**Multi-Tier System of Supports (Behavioral)**

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 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.

**Rationale** - Effective teachers create environments where all students can learn and grow. MTSS creates system supports for both teachers and students by outlining evidence-based instruction and interventions while ensuring appropriate access to resources and supports. Richland #44 Public Schools has identified the need to develop an MTSS system further.

**Goal**

- We will ensure that all students have the opportunity to learn the critical content of the curriculum by implementing an MTSS system. The curriculum and instructional practices used will help students meet individual achievement goals.

**Objectives**

- Expand Multi-Tiered Systems of Support (MTSS) programming system-wide (K-12) via behavioral pathways.
- Establish and monitor a Multi-Tiered Systems of Support continuum that results in early identification and intervention implementation using behavioral data.
- Develop a system of major and minor behavior tracking of data to identify students.

**Progress Monitoring**

- Data on student disruptions and behavioral incidents, including interventions, will be reviewed annually.

### **Communication**

Internal and external school-based communications are critical in providing timely and accurate information for all stakeholders.

**Rationale** - Effective communications are critical to the overall success of our school system. The school district has a current communications plan and will continue to monitor and update the plan to ensure effective communications for all community stakeholders.

### **Goal**

- We will develop a communications plan to ensure effective communications with both internal and external stakeholders.

### **Objectives**

- Development of a plan to ensure consistent and timely communication using a variety of platforms to allow access for all stakeholders.
- Communication platforms such as Facebook, the newspaper, the school website, PowerSchool, community meetings, and a newsletter will be used to dispense information to stakeholders and staff.
- Teachers will continue to communicate with parents through classroom level tools (SeeSaw, Remind, classroom newsletters, social media, and school email, etc.).
- Feedback surveys will be used each year to gather data on ways to continue to grow and improve.
- Improvement of internal communications between administration, teachers, and support staff in a way that promotes the sharing of ideas, objectives, and concerns.

### **Progress Monitoring**

- Administrators will hold community meetings to receive feedback from stakeholders.
- Teachers will hold Parent-Teacher Conferences twice per year to inform parents of student progress.
- Administration will conduct staff and community feedback surveys to gather data on ways to continue to improve internal and external stakeholder communication.

## **STRATEGIC PRIORITY V - LONG-RANGE FINANCIAL AND FACILITY PLANNING**

The Richland 44 School District will secure and allocate the resources needed to fund and carry out this strategic plan adequately. 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. We will accomplish this by ensuring that we create and maintain current operational plans to include a Long-Range Facilities and Finance Plan.

### **Long-Range Facilities and Finance 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** - The school district has short term plans for making decisions in the areas of facilities and finances; however, it does not have a comprehensive long-range plan for facilities maintenance and operations, and financial planning.

### **Goal**

- We will develop a long-range facility and finance plan.

### **Objectives/Strategies**

- The finance committee will create a long-range financial plan.
- The property committee will create a long-range facility plan.
- The school board will review plans during semi-annual retreats.

### **Progress Monitoring/Key Performing Indicators**

- A final plan will be completed by Fall 2021.

## **CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY**

Richland #44 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, which reflects the focus for this strategic plan. 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 critical 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.

## **STRATEGIC PLAN ANNUAL REVIEW**

The Richland 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 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.

## **RICHLAND #44 STRATEGIC PLAN ROAD MAP**

### **STRATEGIC PRIORITY I - ACADEMIC ENGAGEMENT**

All students will engage in a comprehensive curriculum designed to provide a variety of educational experiences. Our students will meet or exceed individual learning goals toward the achievement of district standards and benchmarks for academic proficiency in all content areas. The foundation of a comprehensive educational experience is a core set of standards to identify what all students should know and be able to do. Therefore, we will work together to accomplish the following strategic initiatives and goals.

ITEM	GOAL	OBJECTIVE	MONITORING	ASSIGNED TO	TIMELINE	COGNIA
<p><b><u>Guaranteed and Viable Curriculum with K-12 Alignment</u></b>                      North Dakota State Standards will be used to provide the structure for teaching and learning. Standards encourage the highest achievement of every student by defining the knowledge and skills that students should acquire at each grade level.</p>	<ul style="list-style-type: none"> <li>We will develop a guaranteed and viable curriculum that references the North Dakota State Standards. A foundational part of the curriculum will be the identification of priority/power standards in all content areas that are critical to enhancing student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a guaranteed and viable curriculum that is standards-referenced and aligned K-12 vertically and horizontally.</li> <li>Monitor curriculum implementation by establishing and maintaining a curriculum review cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Determine Priority Standards for content areas by May 2021.</li> <li>Develop proficiency scales for prioritized standards as a curriculum guide by May 2022.</li> <li>Staff will review vertical alignment and Power Standards whenever North Dakota State Standards change, or new curricula are adopted - review annually.</li> <li>The curriculum committee will determine the effectiveness of the curriculum based on student outcomes - reviewed annually.</li> <li>Staff will document when Power Standards are being taught and assessed - reviewed annually.</li> </ul>			

ITEM	GOAL	OBJECTIVE	MONITORING	ASSIGNED TO	TIMELINE	COGNIA
<p><b>Multi-Tier System of Supports (Academic)</b>                      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 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.</p>	<ul style="list-style-type: none"> <li>● We will ensure that all students have the opportunity to learn the critical content of the curriculum by implementing an MTSS system for all students. The curriculum and instructional practices used will help students meet individual achievement goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Review and update Multi-Tiered Systems of Support (MTSS) programming system-wide (K-12) via academic pathways in English Language Arts.</li> <li>● Review and update Multi-Tiered Systems of Support (MTSS) programming system-wide (K-12) via academic pathways in math.</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership teams will engage in MTSS training through SEEC and implement English Language Arts by May 2021.</li> <li>● Leadership teams will develop and implement math pathways by May 2022.</li> <li>● Meetings, including classroom teachers, intervention teachers, and administration, will occur after each benchmarking period to review data on the pathway for English Language Arts and math - Reviewed fall, winter, and spring each year.</li> <li>● Staff will use data to make timely decisions regarding student placement on the pathways (review data every six weeks).</li> <li>● MTSS team will meet annually, using data to determine the effectiveness of pathways.</li> </ul>			

**STRATEGIC PRIORITY II - TECHNOLOGY AND INNOVATION**

A robust technology infrastructure supports teaching, learning, and operational needs. The infrastructure includes people, processes, learning resources, policies, and sustainable models for continuous improvement in addition to broadband connectivity, servers, software, management systems, and administration tools. As technology advances, the infrastructure to support it must advance as well.

ITEM	GOAL	OBJECTIVE	MONITORING	ASSIGNED TO	TIMELINE	COGNIA
<p><b>Long-Range Technology Planning</b>                      A long-range technology plan calls for continuous improvement in the technologies that will best engage and support personalized learning experiences of all ages. The plan should emphasize how technology can help engage learners, focus instruction, advance professional development, support electronic resources, and continuously improve as new technologies emerge.</p>	<p>We will work within both school buildings to ensure:</p> <ul style="list-style-type: none"> <li>● Facility and infrastructure equipment are current to enhance the education of the students.</li> <li>● All staff technology can perform tasks to enhance the education of the students.</li> <li>● We continue to provide 1:1 student devices in grades 3-12.</li> </ul>	<ul style="list-style-type: none"> <li>● To ensure that the administration and School Board have a progressive plan that addresses facility and technological updates that will need to take place in the upcoming years.</li> <li>● Provide professional development to teachers on the integration of technology.</li> <li>● Teach all students the skills needed to use technology at appropriate grade levels.</li> <li>● Create opportunities for students to use technology to learn skills needed in the workforce.</li> </ul>	<ul style="list-style-type: none"> <li>● Updates /improvements to facilities will be presented to the School Board at the end of each school year for approval.</li> <li>● Every year a new technological instructional tool will be incorporated into classrooms, professional development will be offered.</li> <li>● All devices, students, and staff will be placed on a rotation that is set up by the technology committee.</li> </ul>			

**STRATEGIC PRIORITY III - PROFESSIONAL DEVELOPMENT**

Richland #44 believes that highly competent teachers are essential for our school's ability to enhance student learning. Professional development will be an integral part of the career of educational professionals in our District. Professional development programs should provide opportunities for educators to gain and improve the knowledge and skills they need. Therefore, we will work together to accomplish the following strategic initiatives and goals.

ITEM	GOAL	OBJECTIVE	MONITORING	ASSIGNED TO	TIMELINE	COGNIA
<p><b>Effective Teaching</b>                      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 be able to reflect, collaborate with colleagues, and continue ongoing professional development.</p>	<ul style="list-style-type: none"> <li>● We will communicate a comprehensive and specific vision to address professional development and continuing education.</li> <li>● We will ensure support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate a clear vision and common language using research-based models of instruction.</li> <li>● Establish a professional growth program to support teacher reflection and development. Components of a professional growth program should include annually setting growth goals, receiving coaching and feedback, continuing education, engaging in focused practice, reflection, and the opportunity to observe and discuss teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop instructional models that are tied to the evaluation frameworks by August 2021.</li> <li>● Teacher development is continually acknowledged and supported through a professional growth program by August 2021.</li> </ul>			

ITEM	GOAL	OBJECTIVE	MONITORING	ASSIGNED TO	TIMELINE	COGNIA
<p><b>Technology Integration - Professional Development</b>                      Integrated technology assists students in gathering, evaluating, and using the information to conduct research, solve problems, and create original works.</p>	<ul style="list-style-type: none"> <li>● We will integrate technology within the curriculum, which will optimize learning, and connect learners to experiences that empower and inspire.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development, coaching, and modeling of tools and resources are provided to teachers for the integration of technology within their classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a technology integration plan that is tied to the evaluation framework by August 2021.</li> </ul>			

**STRATEGIC PRIORITY IV - SCHOOL CULTURE AND CLIMATE**

School Culture is a group's shared belief, customs, and behavior. School Climate are the things "we do today" to impact and maintain a positive school culture. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.

ITEM	GOAL	OBJECTIVE	MONITORING	ASSIGNED TO	TIMELINE	COGNIA
<p><b><u>Social-Emotional Growth – Programs</u></b>                      Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p>	<ul style="list-style-type: none"> <li>● We will provide professional development opportunities for all staff in social-emotional learning and curriculum-wide integration of SEL strategies.</li> <li>● We will integrate restorative practices philosophies and interventions into school discipline and behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Second Step will be used as an SEL curriculum for students PK-8.</li> <li>● Review and update a school-wide matrix of school and student behavior expectations.</li> <li>● Age leveled discipline matrices will be established, adhered to, and continually reviewed by staff.</li> <li>● Adopt an evidence-based three-tiered framework to identify student's individual needs.</li> <li>● Administration will work with a group of student body representatives four times a year to collaborate ideas and to ensure students have input in their school community.</li> </ul>	<ul style="list-style-type: none"> <li>● Student perception data will be used to monitor the successful implementation of these programs.</li> <li>● Data on student disruptions and behavioral incidents, including interventions, will be reviewed annually.</li> </ul>			

ITEM	GOAL	OBJECTIVE	MONITORING	ASSIGNED TO	TIMELINE	COGNIA
<p><b>Multi-Tier System of Supports (Behavioral)</b>                      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 need, monitoring progress frequently to make decisions about changes in instruction or goals.</p>	<ul style="list-style-type: none"> <li>We will ensure that all students have the opportunity to learn the critical content of the curriculum by implementing an MTSS system. The curriculum and instructional practices used will help students meet individual achievement goals.</li> </ul>	<ul style="list-style-type: none"> <li>Expand Multi-Tiered Systems of Support (MTSS) programming system-wide (K-12) via behavioral pathways.</li> <li>Establish and monitor a Multi-Tiered Systems of Support continuum that results in early identification and intervention implementation using behavioral data.</li> <li>Develop a system of major and minor behavior tracking of data to identify students.</li> </ul>	<ul style="list-style-type: none"> <li>Data on student disruptions and behavioral incidents, including interventions, will be reviewed annually.</li> </ul>			

ITEM	GOAL	OBJECTIVE	MONITORING	ASSIGNED TO	TIMELINE	COGNIA
<p><b>Communication</b> Internal and external school-based communications are critical in providing timely and accurate information for all stakeholders.</p>	<ul style="list-style-type: none"> <li>We will develop a communications plan to ensure effective communications with both internal and external stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Development of a plan to ensure consistent and timely communication using a variety of platforms to allow access for all stakeholders.</li> <li>Communication platforms such as Facebook, the newspaper, the school website, PowerSchool, community meetings, and a newsletter will be used to dispense information to stakeholders and staff.</li> <li>Teachers will continue to communicate with parents through classroom level tools (SeeSaw, Remind, classroom newsletters, social media, and school email, etc.).</li> <li>Feedback surveys will be used each year to gather data on ways to continue to grow and improve.</li> <li>Improvement of internal communications between administration, teachers, and support staff in a way that promotes the sharing of ideas, objectives, and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Administrators will hold community meetings to receive feedback from stakeholders.</li> <li>Teachers will hold Parent-Teacher Conferences twice per year to inform parents of student progress.</li> <li>Administration will conduct staff and community feedback surveys to gather data on ways to continue to improve internal and external stakeholder communication.</li> </ul>			

**STRATEGIC PRIORITY V - LONG-RANGE FINANCIAL AND FACILITY PLANNING**

The Richland 44 School District will secure and allocate the resources needed to fund and carry out this strategic plan adequately. 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. We will accomplish this by ensuring that we create and maintain current operational plans to include a Long-Range Facilities and Finance Plan.

ITEM	GOAL	OBJECTIVE	MONITORING	ASSIGNED TO	TIMELINE	COGNIA
<p><b>Long-Range Facilities and Finance Planning</b> 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>	<ul style="list-style-type: none"> <li>We will develop a long-range facility and finance plan.</li> </ul>	<ul style="list-style-type: none"> <li>The finance committee will create a long-range financial plan.</li> <li>The property committee will create a long-range facility plan.</li> <li>The school board will review plans during semi-annual retreats.</li> </ul>	<ul style="list-style-type: none"> <li>A final plan will be completed by Fall 2021.</li> </ul>			

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