



# **ELLENDALE PUBLIC SCHOOLS STRATEGIC PLAN 2020-2025**

**Prepared for the School Board and Superintendent, Mr. Michael Kaiser**

By

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## **LETTER FROM THE SUPERINTENDENT**



Ellendale Public School District #40 serves 340 students in grades K-12 in three schools – Maple River Colony School, Ellendale Elementary, and Ellendale High School. The District has been progressive in keeping its facilities and programs current to prepare students for their future. Ellendale Public School has a long history of excellence and a strong tradition of academic success that has resulted in standardized test scores that exceed state averages.

Yet rising demands on the District have made it difficult for us to focus on the primary purpose of education – student growth and achievement. This honest reflection made it clear that the District needed to ask hard questions, prioritize its work, collaborate with stakeholders and analyze data so we can approach this challenge with clarity of purpose and a clear direction. Therefore, to better prepare students and create the kind of education we want for our children, Ellendale School decided to develop a strategic plan during the 2019-2020 school year.

Grounded in the belief that "all can succeed," the strategic planning committee was launched. This committee was composed of school board members, administration, faculty and staff, students, and community members. The outcomes of the committee work are documented here to make school district priorities clear, to ensure transparency, and to hold the school accountable for measurable results as they support the intended goals. The Ellendale Public Schools Strategic Plan sets the course for the future of our District. We invite the entire Ellendale Public School community to join us as we strive "to educate and empower ALL to thrive as productive citizens."

Michael J. Kaiser, Superintendent  
Ellendale Public School District #40

## **ACKNOWLEDGMENTS**

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

### **ELLENDALE SCHOOL BOARD MEMBERS**

Scott Wertz, President  
Michele Thorpe, Vice President  
Kristi Gilbert, Director  
Kent Schimke, Director  
Val Wagner, Director

### **STRATEGIC PLANNING COMMITTEE**

Scott Wertz, School Board President  
Michele Thorpe, School Board Vice President  
Michael Kaiser, Superintendent  
Dan Girard, Elementary Principal  
Matt Herman, HS Principal  
Cindy Rall, Technology Coordinator  
Lana Norton, Business Manager  
Amy Goehring, Elementary Teacher  
Candice Klipfel, High School Teacher  
Jeff Lagodinski, Special Education Teacher  
Sherri Riggan, Maple River Colony Teacher  
Caleb Hauck, Student  
Kasi Holm, Student  
Aaron Tschosik, Community Member  
Amber Miller, Community Member  
Amy Freier, Community Member  
Corrine Glynn, Community Member  
Janell Hauck, Community Member

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 Ellendale Public Schools' strategic plans and priorities were developed by the Strategic Planning Committee in conjunction with the District leadership team. The Strategic Planning Committee reviewed extensive qualitative and quantitative data and engaged in multiple discussions to establish a mission, vision, and values/belief statement. Furthermore, the strategic priority areas were developed to guide the District focus and effective use of resources to achieve student outcomes that will prepare students for their future. The Ellendale Public Schools will achieve its mission, vision, values, and beliefs through the fulfillment of its Strategic Plan. The following strategic initiatives will guide our efforts as we educate and empower ALL to thrive as productive citizens.

### **Our Mission**

To educate and empower ALL to thrive as productive citizens.

### **Our Vision**

Empower ALL to succeed in a student-centered environment that fosters learning and growth. We will accomplish this by utilizing a standards-referenced curriculum that cultivates 21<sup>st</sup> Century learning, technology literacy, and life skills.

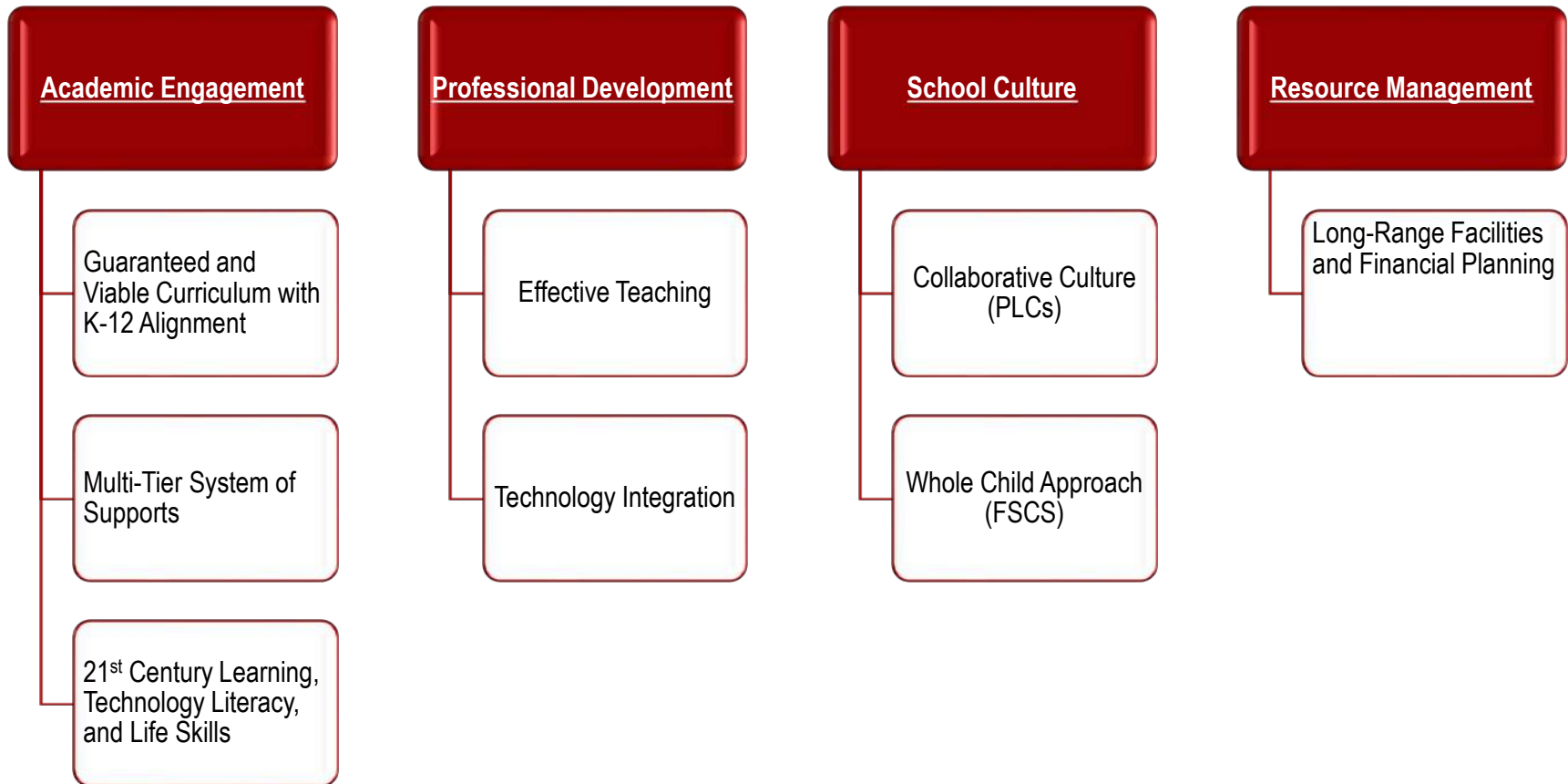
### **Our Values**

- Collaborative and safe learning environment
- Academic opportunities
- Respectful relationships
- Dedicated and caring staff
- Student learning and growth

### **Our Belief**

ALL can succeed.

## OUR STRATEGIC PRIORITIES



## **PRIORITY AREA 1: ACADEMIC ENGAGEMENT**

As a result of the Ellendale Public Schools' efforts, all students will engage in a comprehensive curriculum designed to provide a variety of academic 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. Therefore, we will work together to accomplish the following strategic initiatives and goals.

### **Guaranteed and Viable Curriculum with K-12 Alignment**

The Ellendale Public Schools will use the North Dakota State Standards 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**

What is it we want students to learn? 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 particular 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 development of a comprehensive vocabulary program as vocabulary development is critical to enhancing student learning.

#### **Objectives**

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

#### **Progress Monitoring**

- Develop proficiency scales for prioritized standards as a curriculum guide by the end of the 2021/2022 school year.
- Identify essential academic vocabulary and cognitive verbs as part of a comprehensive vocabulary program by the end of the 2021/2022 school year.
- Establish a curriculum review cycle by December 2020.



## **PRIORITY AREA 1: ACADEMIC ENGAGEMENT**

As a result of the Ellendale Public Schools' efforts, all students will engage in a comprehensive curriculum designed to provide a variety of academic 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. Therefore, we will work together to accomplish the following strategic initiatives and goals.

### **Multi-Tier System of Supports**

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. The Ellendale School District 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 for all students. 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 academic pathways.
- Implement Positive Behavior Interventions and Supports (PBIS) and develop behavioral pathways K-12.

#### **Progress Monitoring**

- Annually update the elementary academic pathway to meet student's needs.
- Develop an academic pathway at the high school (grades 7-12) by May 2021.
- Use NWEA assessment data and other assessment data to monitor student performance on academic pathways.
- Develop and implement PBIS and behavior pathways K-12 by August 2020.

## **PRIORITY AREA 1: ACADEMIC ENGAGEMENT**

As a result of the Ellendale Public Schools' efforts, all students will engage in a comprehensive curriculum designed to provide a variety of academic 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. Therefore, we will work together to accomplish the following strategic initiatives and goals.

### **21<sup>st</sup> Century Learning, Technology Literacy, and Life Skills**

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. The 21st Century learning skills, technology literacy skills, and life skills are an essential part of the curriculum for a student to succeed in today's world.

#### **Rationale**

Ellendale Public School needs to integrate specific practices to ensure that students develop the skills necessary to be ready for their future. These skill-sets include:

- Learning Skills (The Four C's) teach students about the mental processes required to adapt and improve upon a modern work environment. Technology Literacy Skills focus on how students can discern facts, publishing outlets, and the technology behind them. These skills are sometimes called IMT skills or information literacy, media literacy, and technology literacy. Life Skills take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

#### **Goals**

- We will embed 21st Century learning skills, technology literacy skills, and life skills into the curriculum. The 21<sup>st</sup> skills curriculum will use a common language for consistency in implementation.
- We will leverage community and business partnerships to enhance these skill sets in our students.

#### **Objectives**

- Develop a common language and action plan to increase the shared knowledge of 21<sup>st</sup> Century Skills for consistency in curriculum implementation.
- Connect learning experiences to community resources and partner with area businesses to support student success in academics.

#### **Progress Monitoring**

- Develop a 21<sup>st</sup> Century Skills action plan that utilizes a common language by the end of the 2021/22 school year.
- Each teacher will establish, at minimum, one community or business partner by the end of the 2021/22 school year.

## **PRIORITY AREA 2: PROFESSIONAL DEVELOPMENT**

Ellendale Public School believes that professional development should be an integral part of the career of educational professionals. Professional development programs should provide opportunities for educators to gain and improve the knowledge and skills they need. Highly competent teachers are essential to a school's ability to enhance student learning. 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**

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

### **Goals**

- We will communicate a comprehensive and specific vision as to how teachers should address instruction.
- 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 as an instructional model of practice based on research.
- Establish a professional growth program to support teacher reflection and development. Components of a professional growth program should include setting growth goals, receiving coaching and feedback, engaging in focused practice, video reflection, and the opportunity to observe and discuss teaching.

### **Progress Monitoring**

- Develop an instructional model that is tied to the evaluation framework by August 2020.
- Teacher development is continually acknowledged and supported through a professional growth program that is in place by August 2020.

## **PRIORITY AREA 2: PROFESSIONAL DEVELOPMENT**

Ellendale Public School believes that professional development should be an integral part of the career of educational professionals. Professional development programs should provide opportunities for educators to gain and improve the knowledge and skills they need. Highly competent teachers are essential to a school's ability to enhance student learning. Therefore, we will work together to accomplish the following strategic initiatives and goals.

### **Technology Integration**

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

#### **Rationale**

Ellendale Public School recognizes the importance of technology, technology integration, and technology application to provide a high-quality education for all students. This recognition is clearly defined in the school technology plan.

#### **Goals**

- We will integrate technology within the curriculum to optimize learning and to connect learners to experiences that empower and inspire.
- We will select and develop a technology platform to ensure online opportunities for students.
- We will maintain 1:1 access and a robust infrastructure that can support the increasing demands of technology as a learning tool.

#### **Objectives**

- Professional development, coaching, and modeling are provided to teachers on the integration of technology within their classrooms.
- Further develop online platforms or a Learner Management Systems (LMS) for implementation.
- Professional development is provided to teachers on the technology tools and resources available to them to enhance learning.

#### **Progress Monitoring**

- Teachers will include in their design of curriculum the integration of technology so that students can gather, evaluate, and use the information to conduct research, solve problems, and create original works. This will be measured by professional development opportunities and curriculum development processes.
- A LMS will be further developed and implemented during the 2020/21 school year.
- Teachers will proficiently use technology tools and resources available to ensure overall student engagement in the use of technology. This will be measured by student engagement surveys and teacher evaluation processes.

### **PRIORITY AREA 3: SCHOOL CULTURE**

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

#### **Collaborative Culture**

A collaborative culture fostered by Professional Learning Communities (PLC) has a significant influence on the functioning of a school and student learning. PLCs are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

#### **Rationale**

Ellendale Public School is committed to the PLC process and must consider the critical questions of a PLC. They are:

- What is it we want our students to learn?
- How will we know if students are learning?
- How will we respond when students don't learn?
- How will we extend learning for a proficient student?
- How will we increase our instructional competence?
- How will we coordinate our efforts as a district?

#### **Goal**

- We will ensure PLCs and other collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

#### **Objectives**

- Structures are created for PLCs to collaborate and accomplish the necessary work to improve student learning effectively.
- Communicate and clarify the work teams will engage in via an action plan.

#### **Progress Monitoring**

- Collaborative teams meet regularly to discuss curriculum, instruction, and assessment.
- The school outlines and monitors an action plan to guide PLCs in their work.

### **PRIORITY AREA 3: SCHOOL CULTURE**

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#### **Whole Child Approach**

Student achievement depends on the support and education of the whole student. The whole student approach to education prepares students for future challenges and opportunities by addressing their comprehensive needs through the shared responsibility of students, families, schools, and communities. Ultimately, the whole child approach has the potential to bring about the success of a child emotionally, physically, socially, civically, and academically.

#### **Rationale**

Ellendale 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**

- We will educate the whole child through systemic social-emotional learning, family engagement, and community partnerships. A model we will use to accomplish this is the Full-Service Community Schools Model (FSCS).

#### **Objectives**

- Research and implement grade-level appropriate social-emotional curriculums at the elementary and high school levels.
- Research and implement effective family engagement strategies to impact student learning outcomes positively.
- Explore possible academic, social, and health services through partnerships with community-based organizations and other entities.

#### **Progress Monitoring**

- Full-Service Community Schools planning will occur throughout 2020. A plan to utilize the whole child approach will be implemented in the fall of 2021.

## **PRIORITY AREA 4: RESOURCE MANAGEMENT**

The Ellendale 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 Plan, and a Long-Range Financial Plan.

### **Long-Range Facilities and Financial Planning**

Schools must manage multiple resources that directly and indirectly support teaching and learning in the classroom.

#### **Rationale**

Ellendale Public School recognizes the need for a long-range facilities plan so the school can build and maintain the facilities necessary to carry out the mission of the District with appropriate space available for all aspects of education. Additionally, long-term financial stability and sustainability plan is needed. 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.

#### **Goal**

- We will manage the facility and financial resources in a way that directly supports teaching and learning.

#### **Objectives**

- Develop and implement facility plans to assist the Board of Education and administration in the decision-making process as they systematically maintain existing facilities and plan for facility needs.
- Prepare and implement a budget and long-range financial plan that is aligned with the strategic priorities of the School District.

#### **Progress Monitoring**

- Facility planning will occur throughout 2020. A Long-Range Facilities Plan and Annual Operational Maintenance Plan will be presented to the School Board for approval by May 2021.
- Budget planning will be ongoing. The School Board will approve an initial Budget annually in July. A Long-Range Financial Plan will be presented to the School Board for approval by May 2021.

## **CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY**

Ellendale 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.



## **CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY**

Ellendale Public Schools has identified and ensured that the recommendations made by the Cognia (AdvancEd) report team in January 2020 are embedded throughout the strategic plan. The suggestions included:

### **Differentiation in the classroom growth standards references reporting.**

Ellendale Public School could improve upon their programs and processes that promote student autonomy and voice in the learning environment. For example, students have little role in monitoring their progress or growth. This has created a situation in which learners are unsure of how teachers assessed their work. This emphasis on student autonomy could be carried over into the opportunity to create differentiated learning opportunities for students within the classroom setting.

### **Alignment through K-12**

Ellendale Public School must initiate and maintain collaboration and collegiality to develop the desired culture of "One School." This may be addressed by starting a formalized decision-making process (i.e., No formal curriculum review cycle or policy for standards alignment). Initiating these formalized processes would allow the School to implement a process to continuously assess its programs and organizational conditions to improve student learning. It is recommended that the schools align their curriculum, standards, best practices, and more.

## **CONSIDERATION FOR FUTURE STUDY**

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

### **Study 1**

Ellendale Public School administration and staff will explore how the High-Reliability Schools (HRS) framework can be implemented to focus on specific, research-based conditions for continuous school improvement.


## **STRATEGIC PLAN ANNUAL REVIEW**

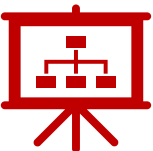
The Ellendale Public Schools Strategic Plan will serve as a compass to maintain the priorities, goals, and achievements of the school district. Engaging community stakeholders about what is the most comprehensive approach to providing educational experiences for students we serve is essential to understanding 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.


## STRATEGIC PLAN ROAD MAP

### PRIORITY AREA 1: ACADEMIC ENGAGEMENT

As a result of the Ellendale Public Schools' efforts, all students will engage in a comprehensive curriculum designed to provide a variety of academic 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. 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></p> <p>The Ellendale Public Schools will use the North Dakota State Standards 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> 	<p>We will develop a guaranteed and viable curriculum that references the North Dakota State Standards. A foundational part of the curriculum will be the development of a comprehensive vocabulary program as vocabulary development is critical to enhancing student learning.</p>	<ol style="list-style-type: none"> <li>1. Develop a guaranteed and viable curriculum that is standards-referenced and aligned K-12 vertically and horizontally.</li> <li>2. Develop a process to establish a comprehensive vocabulary program.</li> <li>3. Monitor curriculum implementation by establishing and maintaining a curriculum review cycle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop proficiency scales for prioritized standards as a curriculum guide by the end of the 2021 / 2022 school year.</li> <li>2. Identify essential academic vocabulary and cognitive verbs as part of a comprehensive vocabulary program by the end of the 2021 / 2022 school year.</li> <li>3. Establish a curriculum review cycle by December 2020.</li> </ol>			


Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p><b>Multi-Tier System of Supports</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> 	<p>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.</p>	<ol style="list-style-type: none"> <li>1. Expand Multi-Tiered Systems of Support (MTSS) programming system-wide (K-12) via academic pathways.</li> <li>2. Implement Positive Behavior Interventions and Supports (PBIS) and develop behavioral pathways K-12.</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually update the elementary academic pathway to meet student's needs.</li> <li>2. Develop an academic pathway at the high school (grades 7-12) by May 2021.</li> <li>3. Use NWEA assessment data and other assessment data to monitor student performance on academic pathways.</li> <li>4. Develop and implement PBIS and behavior pathways K-12 by August 2020.</li> </ol>			

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p><b><u>21<sup>st</sup> Century Learning, Technology Literacy, and Life Skills</u></b>                      21<sup>st</sup> 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. The 21<sup>st</sup> Century learning skills, technology literacy skills, and life skills are an essential part of the curriculum for a student to succeed in today's world.</p> 	<ol style="list-style-type: none"> <li>1. We will embed 21<sup>st</sup> Century learning skills, technology literacy skills, and life skills into the curriculum. The 21<sup>st</sup> skills curriculum will use a common language for consistency in implementation.</li> <li>2. We will leverage community and business partnerships to enhance these skill sets in our students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a common language and action plan to increase the shared knowledge of 21<sup>st</sup> Century Skills for consistency in curriculum implementation.</li> <li>2. Connect learning experiences to community resources and partner with area businesses to support student success in academics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a 21<sup>st</sup> Century Skills action plan that utilizes a common language by the end of the 2021/22 school year.</li> <li>2. Each teacher will establish, at minimum, one community or business partner by the end of the 2021/22 school year.</li> </ol>			

**Priority Area 2: Professional Development**


Ellendale Public School believes that professional development should be an integral part of the career of educational professionals. Professional development programs should provide opportunities for educators to gain and improve the knowledge and skills they need. Highly competent teachers are essential to a school's ability to enhance student learning. 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> 	<ol style="list-style-type: none"> <li>1. We will communicate a comprehensive and specific vision as to how teachers should address instruction.</li> <li>2. We will ensure support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate a clear vision and common language as an instructional model of practice based on research.</li> <li>2. Establish a professional growth program to support teacher reflection and development. Components of a professional growth program should include setting growth goals, receiving coaching and feedback, engaging in focused practice, video reflection, and the opportunity to observe and discuss teaching.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop an instructional model that is tied to the evaluation framework by August 2020.</li> <li>2. Teacher development is continually acknowledged and supported through a professional growth program that is in place by August 2020.</li> </ol>			

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p><b>Technology Integration</b> Integrated technology assists students in gathering, evaluating, and using the information to conduct research, solve problems, and create original works.</p> 	<ol style="list-style-type: none"> <li>1. We will integrate technology within the curriculum to optimize learning and to connect learners to experiences that empower and inspire.</li> <li>2. We will select and develop a technology platform to ensure online opportunities for students.</li> <li>3. We will maintain 1:1 access and a robust infrastructure that can support the increasing demands of technology as a learning tool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional development, coaching, and modeling are provided to teachers on the integration of technology within their classrooms.</li> <li>2. Further develop online platforms or a Learner Management Systems (LMS) for implementation.</li> <li>3. Professional development is provided to teachers on the technology tools and resources available to them to enhance learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will include in their design of curriculum the integration of technology so that students can gather, evaluate, and use the information to conduct research, solve problems, and create original works. This will be measured by professional development opportunities and curriculum development processes.</li> <li>2. A LMS will be further developed and implemented during the 2020/21 school year.</li> <li>3. Teachers will proficiently use technology tools and resources available to ensure overall student engagement in the use of technology. This will be measured by student engagement surveys and teacher evaluation processes.</li> </ol>			

**Priority Area 3: School Culture**

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


Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p><b><u>Collaborative Culture</u></b> A collaborative culture fostered by Professional Learning Communities (PLC) has a significant influence on the functioning of a school and student learning. PLCs are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p> 	<p>We will ensure PLCs and other collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.</p>	<ol style="list-style-type: none"> <li>1. Structures are created for PLCs to collaborate and accomplish the necessary work to improve student learning effectively.</li> <li>2. Communicate and clarify the work teams will engage in via an action plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaborative teams meet regularly to discuss curriculum, instruction, and assessment.</li> <li>2. The school outlines and monitors an action plan to guide PLCs in their work.</li> </ol>			

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p><b>Whole Child Approach</b>  Student achievement depends on the support and education of the whole student. The whole student approach to education prepares students for future challenges and opportunities by addressing their comprehensive needs through the shared responsibility of students, families, schools, and communities.</p> 	<p>We will educate the whole child through systemic social-emotional learning, family engagement, and community partnerships. A model we will use to accomplish this is the Full-Service Community Schools Model (FSCS).</p>	<ol style="list-style-type: none"> <li>1. Research and implement grade-level appropriate social-emotional curriculums at the elementary and high school levels.</li> <li>2. Research and implement effective family engagement strategies to impact student learning outcomes positively.</li> <li>3. Explore possible academic, social, and health services through partnerships with community-based organizations and other entities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Full-Service Community Schools planning will occur throughout 2020. A plan to utilize the whole child approach will be implemented in the fall of 2021.</li> </ol>			



**Priority Area 4: Resource Management**

The Ellendale 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 Plan, and a Long-Range Financial Plan.

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia
<p><b><u>Long-Range Facilities and Financial Planning</u></b> Schools must manage multiple resources that directly and indirectly support teaching and learning in the classroom.</p> 	We will manage the facility and financial resources in a way that directly supports teaching and learning.	<ol style="list-style-type: none"> <li>1. Develop and implement facility plans to assist the Board of Education and administration in the decision-making process as they systematically maintain existing facilities and plan for facility needs.</li> <li>2. Prepare and implement a budget and long-range financial plan that is aligned with the strategic priorities of the School District.</li> </ol>	<ol style="list-style-type: none"> <li>1. Facility planning will occur throughout 2020. A Long-Range Facilities Plan and Annual Operational Maintenance Plan will be presented to the School Board for approval by May 2021.</li> <li>2. Budget planning will be ongoing. The School Board will approve an initial Budget annually in July. A Long-Range Financial Plan will be presented to the School Board for approval by May 2021.</li> </ol>			