

McKenzie County Public School District #1 Watford City Strategic Plan 2021-2026

"Empower every student to succeed today and into the future."



Presented by Dr. Jeffrey M. Schatz, Strategic Planning Consultant Schatz & Associates, LLC, in collaboration with the McKenzie County Public School Districts Strategic Planning Committee and Administrative Leadership Team.

Contents

Introduction	3
Acknowledgments	4
Why Plan for the Future?	6
Board Governance	6
Strategic Planning	6
Operational Planning	6
Our Strategic Plan 2020-2025	7
Our Mission	7
Our Vision	7
Our Values	7
Our Foundational Practices	8
Critical Attributes of a High School Graduate	9
Our Strategic Initiatives	10
I. STRATEGIC PRIORITY - ACADEMIC EXCELLENCE	11
GUARANTEED AND VIABLE CURRICULUM WITH K-12 ALIGNMENT	11
21 ST CENTURY LITERACY GRANT	13
PROFESSIONAL LEARNING COMMUNITIES	14
II. STRATEGIC PRIORITY - CULTURE AND CLIMATE	15
ENGAGEMENT IN EXTRA- AND CO-CURRICULAR ACTIVITIES	15
SOCIAL-EMOTIONAL LEARNING	16
PARENTAL INVOLVEMENT	18
COMMUNITY ENGAGEMENT	20
III. STRATEGIC PRIORITY - LONG-RANGE PLANNING	22
LONG-RANGE FACILITIES PLANNING	22
LONG-RANGE FINANCIAL PLANNING	23

LONG-RANGE TECHNOLOGY PLANNING	24
Continuous Improvement and Accountability	25
Strategic Plan Measures, Evaluation, and Annual Review	26
Considerations for Future Study	26

Introduction

The purpose of this initial draft of a formal Strategic Plan is to initiate a process in which the school district administration, school board, employees, and community stakeholders are engaged in an aligned planning process to address specific school district initiatives and the goals and vision established for each area. The school district has long prided itself in being transparent and working with staff and the community on school district initiatives. 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 to *"Empower every student to succeed today and into the future."*

The school district has seen many changes over the past several years and has attempted to address them responsibly and strategically with collaboration and consistent communication with the community. The community support shown through past bond referendums demonstrates strong support of the community for the school district and its planning processes. The school district seeks support from the community and all the stakeholders on all school district operations, such as academic achievement, school climate, and other essential school initiatives.

This initial draft of a strategic plan aims to establish a baseline to formalize this process and share this document with the various focus groups to revise, amend and begin a collaboration process in forming a plan. Since this specific effort is new to the school district, this draft is attempting to gather and summarize the initiatives that are already in place and to place the established goals and objectives in a format that can be more readily shared with stakeholders and referenced by leadership and demonstrated through the Board's governance model.

The next phase of this process is establishing a focus group of crucial school district employees and community members to review and discuss the plan to determine changes and ways to improve the collaborative process. This initial phase establishes a baseline and format to share current practices and vision regarding school initiatives and align with current school improvement goals and objectives. In addition, the school district will pursue further parent and business perspectives to ensure alignment of expectations and current school district goals and operational practices.

The formation of this document will also help to communicate with new and prospective employees and parents moving to the school district with a clear vision of what the school district is offering and is working towards in the upcoming years. The plan will be reviewed annually and approved at the Board level to ensure continued support and provide a level of accountability regarding school district initiatives and outcomes each school year.

The McKenzie County Public School District #1 has seen many changes in its over 100 years of existence; however, the future has never been as bright as it is today and the opportunities for high-quality student education and curriculum with the current facilities drives the need for a clear vision and roadmap to continued and improved educational experiences and success for students of our school district.

Dr. Steve Holen, Superintendent

Acknowledgments

Many individuals and volunteers contributed significantly to the McKenzie County Public School District #1 2021-2026 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.

School Board:

1. Pam Ramage, Board President
2. Heather Wisness, Board Vice-President
3. Jake Pennington, Member
4. Lisa Samuelson, Member
5. Virginia Ceynar, Member
6. Corey Meuchel, Member
7. Dawn Maki, Member

Administration Team:

1. Steven Holen, Superintendent Of Schools
2. Calina Krogen, Director Of Teaching And Learning
3. Jim Green, High School Principal
4. Bridget Ryberg, High School Assistant Principal
5. Noelle Green, Middle School Principal
6. Cole Zarak, Middle School Assistant Principal
7. Kerrie Stansfield, Badlands Elementary School Principal
8. Brad Foss, Fox Hills Elementary School Principal
9. Landon Nichols, Elementary Assistant Principal (Fox Hills And Badlands)
10. Brian Dokken, Activities Director

Strategic Planning Committee:

1. Steven Holen - Administration
2. Jim Green - Administration
3. Noelle Green - Administration
4. Brad Foss - Administration
5. Kerrie Stansfield - Administration
6. Calina Krogen - Administration

7. Pam Ramage - Board Member
8. Heather Wisness - Board Member
9. Lisa Samuelson - Board Member
10. Rachel Meuchel - High School Teacher Representative
11. Marshall Krebs - Middle School Teacher Representative
12. Rebecca Jordan - Elementary School Teacher Representative
13. Clarissa Hooper - Elementary School Teacher Representative
14. Nick Segneri - Support Staff Representative
15. Tammy Evanson - Support Staff Representative
16. Heather Sahli - Support Staff Representative
17. Laney Hartel - Student Representative
18. Lydia Mccauley - Student Representative
19. Skylar Bennett - Student Representative
20. Heidi Brenna - Community Leader
21. Gene Veeder - Community Leader
22. Daniel Stenberg - Community Partner
23. Pat Bertagnolli - Community Partner
24. Heidi Carns - Elementary Parent Representative
25. Laura Dokken - Middle School Parent Representative
26. Amy Lund - High School Parent Representative

Strategic Planning Writing Committee:

1. Steven Holen, Administration
2. Noelle Green, Administration
3. Jim Green, Administration
4. Brad Foss, Administration
5. Kerrie Stansfield, Administration
6. Calina Krogen, Administration

Why Plan for the Future?

Planning for the future is an essential strategic process for an organization. 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 plays in a strategically aligned school district.

Board Governance

The school district's governance is provided by the School Board, which is tasked with supervising the Superintendent, overseeing the school district's finances, setting the mission and vision, and monitoring the school district's results. 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. 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 work 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 District's work 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 its progress throughout the school year. A one-year operational and action plan becomes the strategic assignment 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 shape the school district's vision 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 2021-2026

The McKenzie County Public School District's #1 strategic plans and priorities were developed by the Strategic Planning Committee in conjunction with the district leadership team. The Strategic Planning Committee engaged in multiple discussions to establish a mission, vision, and values statement. Furthermore, the strategic priority areas were developed to guide the District's focus and effective use of resources to achieve student outcomes to prepare students for their future. The McKenzie County Public School District #1 will achieve its mission, vision, and values by fulfilling its Strategic Plan. The following strategic initiatives will guide our efforts as we *"Empower every student to succeed today and into the future."*

Our Mission

Empower every student to succeed today and into the future.

Our Vision

To provide a safe and caring environment that empowers students to exhibit the determination and resiliency to meet high-quality and relevant curriculum challenges.

We are committed to:

- Establishing a school culture of acceptance and respect in which all students can learn and grow.
- Providing a guaranteed and viable curriculum to prepare all students for success.
- Developing teachers with quality instructional practices to engage students in 21st-century skills.
- Providing high levels of accountability and continuous improvement through data utilization.
- Supporting student well-being through social-emotional learning opportunities.
- Providing a comprehensive program of extra-and co-curricular activities.

Our Values

Our students, who are the focus of all decisions, will display the following qualities:



Aspire to Excellence – We value putting forth the best effort in all pursuits.
Resilience – We value preparing students to successfully navigate life's challenges.
Progressive – We value our community and its commitment to provide for future generations.

Our Foundational Practices

Safe & Civil School

Safe & Civil Schools is the framework for our behavior expectations and procedures, designed to help school staff improve safety and civility across all school settings to lay a foundation to engage students and enhance learning.

The goal is to empower school staff with techniques to help all students behave responsibly and respectfully. Safe & Civil Schools uses processes that include using data, structuring for success, collaboration, and self-reflection to form a structure for procedures that help prevent students from "falling through the cracks" into school failure. These procedures can be categorized schoolwide, in the classroom, and for individual students.

Tech Integration

McKenzie County Public School District #1 believes that using technology in the classroom is vital to supporting learning, engagement, and preparing students for life outside the classroom. Therefore, the District has implemented a 1-to-1 technology initiative to provide a guaranteed and viable curriculum, providing all students with a device to be used. Teachers will also be equipped with interactive screens, laptops, and document cameras to offer instruction through the District's digital learning platform.

Multi-Tier System of Supports

North Dakota's Multi-Tier System of Supports (NDMTSS) is the framework our school district uses to provide all students with the best opportunities to succeed academically and behaviorally in school. McKenzie County Public School District #1 focuses on providing high-quality core instruction and interventions in English Language Arts and Math to match student needs and monitor progress frequently to make decisions about changes in teaching or goals. In addition, benchmarking and improvement monitoring data are used to allocate resources to improve student learning and support staff implementation of effective practices.

Project Based Learning

Project based learning has been presented to staff through various cohorts and professional development included in Cultivate 21 as it aligns with current curriculum and standards initiatives; as well as student engagement. While it can be considered a foundational practice; it is also recognized as an area of continual growth and development to reach a level of fidelity to be considered a foundational practice at all grade levels.

All buildings utilize a team of teachers and specialists to identify and support the needs of students behaviorally and academically. The team meets every week to review student progress and make adjustments/recommendations.



Critical Attributes of a High School Graduate

The strategic planning committee participated in an activity to identify a high school graduate's desired outcomes or critical skills and aptitudes. The committee answered the questions in the following three areas:

Academic Skills & Knowledge

What three top academic skills or knowledge do you believe our students need to succeed after high school?

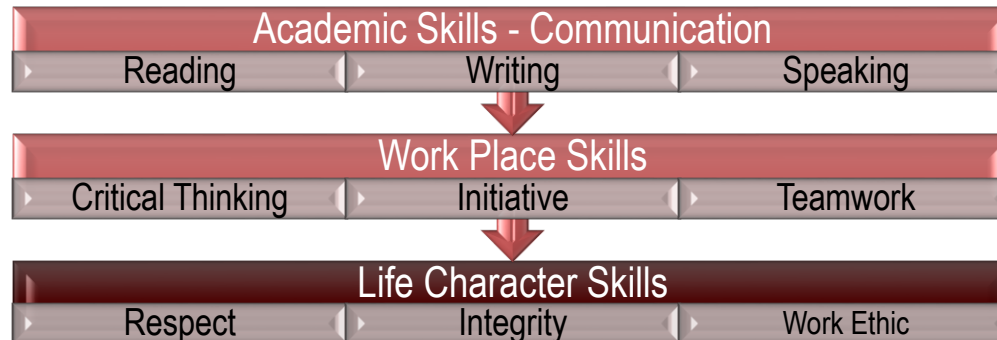
Workplace Skills and Knowledge

What three top work skills or knowledge do you believe our students need to succeed after high school?

Life/Character Skills & Knowledge

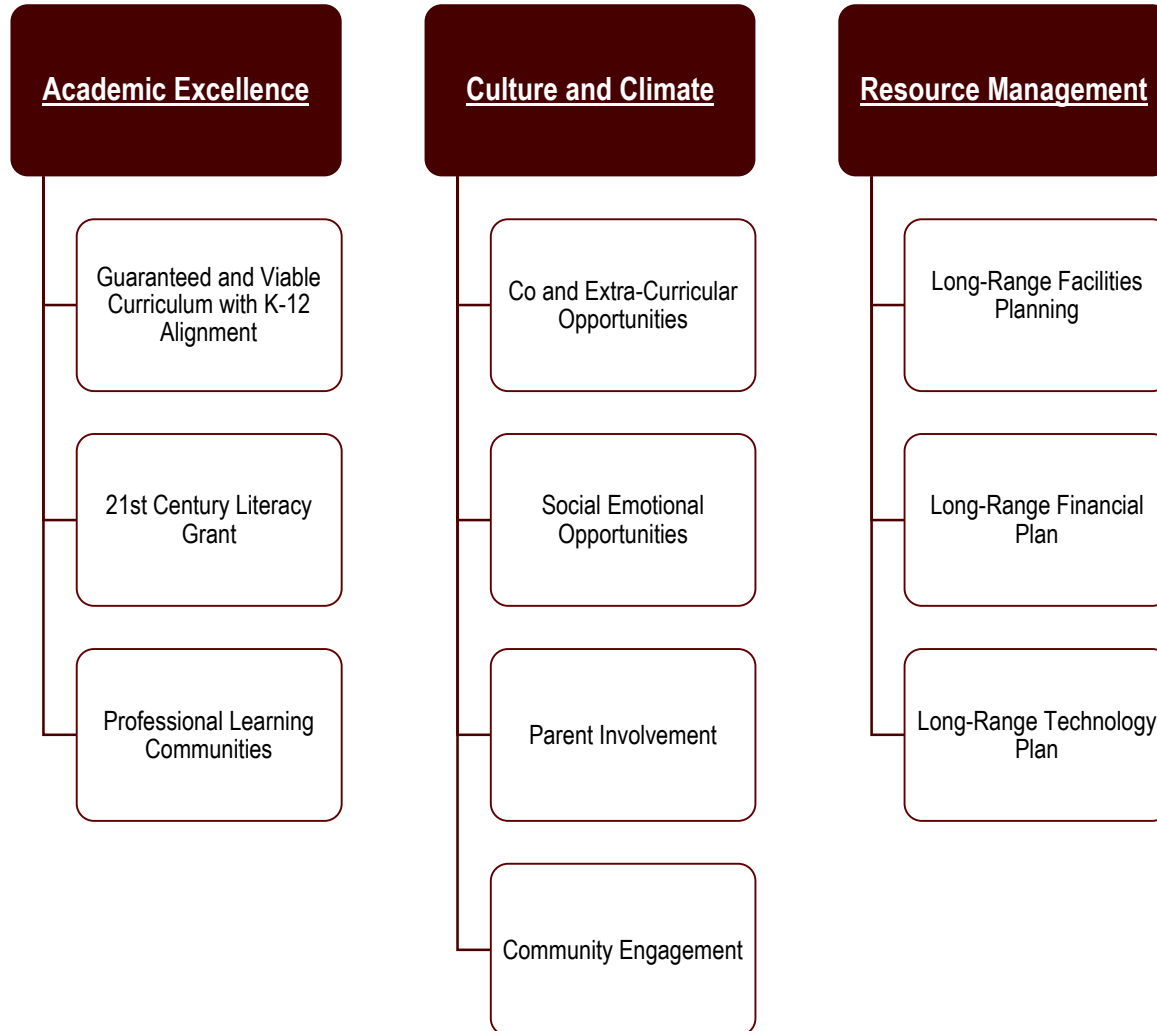
What three top life character skills or knowledge do you believe our students need to succeed after high school?

The collective critical skills by the strategic planning



and aptitudes identified committee were:

Our Strategic Initiatives



I. STRATEGIC PRIORITY - ACADEMIC EXCELLENCE

As a result of our efforts, all students will engage in a comprehensive curriculum designed to provide various academic experiences. In addition, our students will meet or exceed individual learning goals toward achieving 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

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 in specific courses and grade levels. The criterion of viability means that teachers have adequate time to implement the intended curriculum. The McKenzie #1 School District has identified the need to develop a guaranteed and viable curriculum throughout the K-12 system.

Rationale

The McKenzie #1 School District 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.

Goal 1:

The goal of McKenzie County Public School District is to provide a guaranteed and viable curriculum to all students in all content areas and courses.

Objectives/Strategies

- Each school will utilize late starts or teaming time to develop the desired results, balanced assessment, and lesson design.
- K-5 will create Standards-based curriculum development through the Understanding by the Design process and develop proficiency rubrics for priority standards.
- K-12 will utilize curriculum work sessions with administration and provide continued support for completing a guaranteed and viable curriculum.
- K-12 will utilize early out times to work with their teams to collaborate on the continued development of their guaranteed and viable curriculum.
- Staff will have continued professional development on the Understanding by Design framework to use it effectively.
- New staff will have professional development on the Understanding by Design framework by the Director of Teaching & Learning.

Indicators of Success or Results

	K-5	6-8	9-12
End of 2020	All courses have prioritized standards.	All courses have prioritized standards.	All courses have prioritized standards.
End of 2021	Redesigning math and science to align curriculum maps.	Stage 1 of the Understanding by Design framework is completed	Stage 1 of the Understanding by Design framework is completed.
End of 2022	Redesigning writing to align curriculum maps.	Stage 2 of the Understanding by Design framework is completed.	Completion of all units for one entire course.
End of 2023	Redesigning social studies to align curriculum maps.	Stage 3 and Stage 4 of the Understanding by Design framework are completed.	Completion of all units for one entire additional course.

21ST CENTURY LITERACY GRANT

The McKenzie County School District will use the Comprehensive Literacy State Department grant to create a comprehensive literacy program to advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, emphasizing disadvantaged children. In addition, comprehensive literacy programming provides administration and staff with a clear direction for English Language Arts and language instruction within all content areas.

Rationale

Schools must provide students with the instructional strategies and skills to successfully read and write at grade level. The comprehensive literacy strategies included in the grant application reflect the need to provide students with the opportunity to be proficient readers from birth through 12th grade. Our intent for gaining this grant is to improve our students' skills so that the majority of them will reach their reading potential.

Goal 1: Improve the literacy skills of all students in McKenzie County Public School District #1.

Objectives/Strategies:

- Implement Director of Teaching & Learning position.
- Implement Literacy Coaches for Pre-K through 12th Grade position.
- Implemented District Literacy Teams.
- Implemented Building Level Literacy Teams.
- Vetted out and purchased literacy resources.
- Identify and provide relevant professional development opportunities for sustainable literacy practices.

Indicators of Success or Results

- 2021-2022 - Implementation of CLSD Grant Plan Year 2
- 2022-2023 - Implementation of CLSD Grant Plan Year 3
- 2023-2024 - Implementation of CLSD Grant Plan Year 4
- 2024-2025 - Implementation of CLSD Grant Plan Year 5

PROFESSIONAL LEARNING COMMUNITIES

The McKenzie County Public School District defines professional learning communities (PLCs) as a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. These communities will use data and have discussions based on the following four questions:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Rationale

As we work on a guaranteed and viable curriculum, we must also engage in professional learning communities to examine how our students achieve what we intended for them to learn. Through PLCs, educators collectively develop clear, student-centered objectives for student learning and ensure that students are learning them.

Goal 1: Provide all staff with the time and structure to participate in regularly scheduled PLCs.

Objectives/Strategies

- Creating schedules and structures to provide regular PLCs.
- Utilize data and the four questions of PLCs when reflecting on the effectiveness of curricular units.
- Provide PLC training for all teachers.

Indicators of Success or Results

- District-wide PLC training will be planned and organized by the administrative team.
- Weekly PLCs will be fully implemented by the 2022-2023 school year.

II. STRATEGIC PRIORITY - CULTURE AND CLIMATE

The McKenzie #1 School District will provide a safe and civil environment for student success. To accomplish this goal, we must account for students' academic needs and behavioral and emotional needs. Therefore, the school district continually assesses and evolves its practices and supports to ensure met needs.

ENGAGEMENT IN EXTRA- AND CO-CURRICULAR ACTIVITIES

The McKenzie #1 School District will provide a school experience that includes participating and excelling in diverse and high-quality extra- and co-curricular activities. We believe that these opportunities will enhance student learning and help mold students to ensure they can positively impact their communities.

Rationale

The McKenzie #1 School District will provide meaningful opportunities through diverse activities for all students. These activities will include fine arts, STEM, leadership, and athletic activities, which will provide a united and community-based relationship between the school and stakeholders.

Goal 1: Increase student participation in diverse and high-quality activities that enhance student engagement and learning.

Objectives/Strategies

- Provide an online registration to make it easier for families to sign up, upload documents, and pay fees.
- Provide on-site physical examinations so students do not have to make appointments outside of school.
- Host an annual activities fair to inform students what activities are available to them and provide information on how to sign up.
- Engage local companies in-game day promotions to provide a better atmosphere at games and contests.

Indicators of Success or Results

- The number of students participating in school activities.
- The number of activities available.
- End of year survey.

SOCIAL-EMOTIONAL LEARNING

The McKenzie County Public School District recognizes the importance of providing social-emotional learning opportunities to students to support their development and overall well-being. Social-emotional learning is the process through which all students learn and apply the knowledge, skills, and attitudes to:

- Develop healthy identities.
- Manage emotions.
- Achieve personal and collective goals.
- Feel and show empathy for others.
- Establish and maintain supportive relationships.
- Make responsible and caring decisions.

Rationale

SEL advances educational excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Goal 1: To adopt an effective identification system and protocol for students' social-emotional needs.

Objectives/Strategies

These systems will provide structural support for an effective identification system and protocol to support students' social-emotional needs.

- Incorporate North Dakota Multi-Tiered Systems of Support in all grade levels K-12.
- Consistently provide a Child Help Assistance Team intervention system to meet regularly on student needs.
- Implement behavioral health teams, including social workers, counselors, nurses, and SROs.
- Implement GoGuardian Beacon to support identifying students' digital behaviors.

Indicators of Success or Results

Research and reports provided by building level teams will include:

- Behavioral Reports.
- Attendance.
- Outside service referrals.
- School Counselor Use of Time Analysis Reports

Goal 2: Provide more access to programs, counseling, assistance, and resources for staff and students.

Objectives/Strategies

These systems will support student access to programs and assistance:

- Provide food assistance K-12 to all students.
- Provide information, space, time, and paperwork assistance to students for outside and virtual counseling services.
- Provide students access to social workers, SROs, and nurses.
- Provide SEL curriculum at all levels:
 - K-5 is utilizing Second Step.
 - 6-8 is using a literacy-based curriculum that is integrated into the homeroom period.
 - 9-12 is incorporating SEL into their Health Curriculum.

Indicators of Success or Results:

Research and reports provided by building level teams, including:

- Behavioral reports
- Attendance monitoring
- Outside service referrals
- School Counselor Use of Time Analysis reports

PARENTAL INVOLVEMENT

Families are recognized as essential members of the learning team for each student - their participation is welcomed, valued, and encouraged.

Rationale

There is consistent evidence that effective communication and relationship building creates environments that are welcoming, respectful, and conducive to family engagement. The school emphasizes effective communication with every family and stakeholder within the learning community and seeks to build meaningful relationships with every family. In addition, the school places a strong focus on building and creating partnerships external to the school. The school recognizes the strengths and talents in the communities that influence student learning and development and seeks to use these to strengthen and support the school, students, and their families.

Goal 1: The school district will create a district family engagement plan for our schools.

Objectives/Strategies:

Create an annual plan to provide opportunities for families to be involved in their child's education (ren). Activities may include:

- Back to School BBQ.
- End of Year Ice Cream Social.
- Monthly Community Coffee with Administration.
- Grade level/Content Area offers a parent/student learning activity once per year.
- Curriculum Welcome for Families offerings.
- Community Reads - Author Studies.
- Supporting Students with Bullying and Technology.
- Family-friendly check-in signage in all buildings.

Indicators of Success or Results:

- Completion and Implementation of the Family Engagement Plan.
- The number of family engagement activities is offered yearly.

Goal 2: The school district will review and research different approaches to the Parent-Teacher conferences model to encourage higher participation levels.

Objectives/Strategies

These strategies will support our work on improving parent-teacher conferences.

- Engage building-level leadership teams in researching alternative models for parent-teacher conferences.
- Pilot at least one new parent-teacher conference model in the Spring of 2022.

Indicators of Success or Results:

- Participation rates.
- Results of surveys gauging parent perceptions.

Goal 3: Develop a community focus group to help promote the strategic plan and provide input to the school district.

Objectives/Strategies

- Each building will create its building level focus group that meets quarterly.

Indicators of Success or Results:

- Meeting agendas and minutes will be provided to district administration by the Superintendent.

COMMUNITY ENGAGEMENT

Participation from our community is welcomed, valued, and encouraged. The District recognizes the involvement of community stakeholders in a regular, two-way, meaningful engagement involving student academic learning and other school activities as a priority.

Rationale

The school emphasizes engagement with community stakeholders and seeks to build meaningful relationships within the community. The school places a strong focus on building and creating partnerships external to the school. The school recognizes the strengths and talents in the communities that influence student learning and development and seeks to use these to strengthen and support the school, students, and their families.

Goal 1: Invite community members in parent engagement activities.

Objectives/Strategies:

Create an annual plan to provide opportunities for the community to be involved in the education of our students. Activities may include:

- Back to School BBQ
- End of Year Ice Cream Social
- Monthly Community Coffee
- Curriculum Introductions
- Community Reads - Author Studies

Indicators of Success or Results:

- Community participation rates.

Goal 2: Develop community business partnerships to promote our choice-ready skills.

Objectives/Strategies:

These programs support developing our community-based partnerships:

- Cooperative Work Experience
- Ambassadors Programming
- Long X Art Council to provide students with Fine Arts experiences
- Career Speakers to support students learning beyond the classroom to the community
- Develop Health and Career Fairs for students
- Partnerships with the community - Good Shepherd Home

Indicators of Success or Results:

- Monitor the number of community and business partnerships.

Goal 3: Increase communication with internal and external stakeholders.

Objectives/Strategies

Create a district communication plan.

- Creation of a team to write the communication plan.
- Distribute the communication plan to all stakeholders for feedback.
- Finalize and publish the communication plan by August 2021.

Indicators of Success or Results:

- Completed communication plan.

III. STRATEGIC PRIORITY - LONG-RANGE PLANNING

The McKenzie #1 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 creating and maintaining current operational plans: A Long-Range Facilities Plan and a Long-Range Financial Plan.

LONG-RANGE FACILITIES PLANNING

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

Rationale

The McKenzie #1 School District recognizes the need for a long-range facility plan to build and maintain the facilities necessary to carry out the District's mission with appropriate space available for all aspects of education. 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. Additionally, long-term financial stability and sustainability plan is needed.

Goal 1: We will manage the facility and financial resources in a way that directly supports teaching and learning.

Objectives/Strategies

- 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.

Indicators of Success or Results

- Facility planning will occur throughout the duration of this plan. In addition, a Long-Range Facilities Plan and Annual Operational Maintenance Plan will be presented to the School Board for approval in the fall of 2021.

LONG-RANGE FINANCIAL PLANNING

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

Rationale

The McKenzie #1 School District recognizes the need for 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 1: We will manage financial resources in a way that directly supports teaching and learning.

Objectives/Strategies

- Prepare and implement a budget and long-range financial plan aligned with the School District's strategic priorities.

Indicators of Success or Results

- 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 the fall of 2021.

LONG-RANGE TECHNOLOGY PLANNING

Schools must manage technology resources that directly and indirectly support teaching and learning in the classroom. The long-range technology plan will incorporate curriculum and subscriptions, 21st-century readiness, infrastructure, acceptable use policy, current inventory, and future needs.

Rationale

The McKenzie #1 School District recognizes the need for a long-range technology plan to carry out the District's mission with appropriate technology resources available for all aspects of education. Additionally, long-term financial stability and sustainability for technology are needed. This effort will require ongoing district commitment to funding and local support for the educational experience expected by district stakeholders.

Goal 1: Create a district technology plan to increase the alignment of technology with district goals.

Objectives/Strategies

- Creation of a team to write the technology plan.
- Distribute the technology plan for feedback by June 2021.
- Finalize and publish the technology plan by August 2021.

Indicators of Success or Results:

- Completed technology plan.

Continuous Improvement and Accountability

The McKenzie #1 School District is 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 School Improvement and Accreditation Model. Cognia has defined three standards and corresponding indicators to assess overall school district performance. The three standards are:

- **Standard 1: Leadership Capacity Domain**

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the point 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 and quality programs and services, including an analysis of results, are 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 their stated purpose and direction and distributed equitably to address the system's needs adequately. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate funding levels, sustainability, and system effectiveness.

**The last school district review was conducted in March of 2017. The school district is due for a new accreditation review. Once conducted, the suggestion for improved practices by the Cognia visitation team should be considered for future adjustments to the strategic plan.*

Strategic Plan Measures, Evaluation, and Annual Review

The McKenzie #1 School District Strategic Plan will serve as a compass to maintain the school district's priorities, goals, and achievements. This plan responds to growth and opportunity, the sustainability of programs, and community needs. The strategic plan will be evaluated for continuous improvement during the school year. 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.

This strategy will allow all the McKenzie #1 School District Administrators and Teacher leadership teams the opportunity to make significant contributions to the overall Strategic Plan and how it is measured. The indicators of progress must take the form of either qualitative and quantitative metrics or both. Specific measures will be identified through the operationalizing of this plan and will include:

- Indicators of Success or Results monitoring are identified in each of the Strategic Priority categories.
- Cogna Accreditation - School accreditation indicators.
- Annual Plan Review – a summative determination of the plan's effectiveness and suggested yearly adjustments.

Considerations for Future Study

- The use of technology to consider alternative instructional models, such as virtual learning academies.
- The school district will continue developing a long-range plan for its facilities that work in conjunction with demographic studies performed and expectations of parents and community members. In addition, further planning for other schools/buildings may be necessary.
- Pursuits and research other high school intervention and differentiation models that provide resources for students in grades 9-12 based on their individual educational needs and provide the level of diversity to meet the needs of all students. This may include alternative schedules, such as block scheduling and flex-mod schedules.
- Research the impact of project-based learning on student engagement and achievement and implement PBLs into the curriculum.

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