



PARK RIVER AREA SCHOOL

STRATEGIC PLAN 2023-2028

SCHATZ & ASSOCIATES, LLC
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Letter from the Superintendent

To the Stakeholders of the Park River Area School Community

Over the last year, our Park River Area School has gone through a strategic planning process to assist our school district in planning for our future. This included bringing in a professional consultant to lead us through this process. Our District Strategic Planning Committee was a well-represented group of Park River Area School staff, parents, students, and community members who met on four occasions to identify a mission, vision, and values that helped set the core beliefs and direction for our school district. In addition, we considered the key attributes we want to see from a Park River Area School graduate. These elements led us to a set of strategic anchors and goals that can be implemented and measured.

Throughout this document, you can see the identified core values of high character, personal growth, and community woven into our desired outcomes for our students and school district. This document will also serve as a road map for our School Board and district leaders as we consider future initiatives and allocation of resources for our school district.

This plan will also serve as a tool for transparency with our stakeholders. It will provide stakeholders with a clear identification of school priorities, our goals within those priorities, and how we intend to measure our progress. This allows for accountability at the district and building levels. Just as importantly, it helps identify areas where our community and stakeholders can join us in meeting the educational goals of our students.

Our school can only be as strong as its partnership with our parents and community. This partnership has been instrumental in allowing Park River Area School to maintain a proud history and tradition of academic excellence, student growth, and community support. Our strategic plan attempts to maintain strong lines of communication with our stakeholders, allowing for the collaboration needed to continue to make our school better together.

I want to thank the members of our District Strategic Planning Committee for the time and input they provided for this plan. In addition, I want to thank our Writing Committee for the extra hours and meetings it took to put this document together. Finally, I would like to thank Dr. Jeff Schatz for his guidance and expertise in leading us through the strategic planning process.

One thing that remains constant with schools today is the never-ending challenge of preparing for the future. Strategic planning can be a powerful tool to navigate through that process. As with any effective plan, it will be ever-evolving to help meet our school district's and students' needs. However, I hope the core beliefs identified by our committee of stakeholders will guide our school district long into the future.

Aaron Schramm
Superintendent PRAS

Park River Area School District Acknowledgments

Many individuals and volunteers contributed significantly to this Strategic Plan, including staff, community members, and students. Thank you to the individuals listed below for their time and commitment to the strategic planning process.

Strategic Planning Committee

Aaron Schramm - Superintendent
Roberta Hinkel - Business Manager
Frank Justin - Secondary Principal
Mary Martin - Elementary Principal
Jana Gudmundson - Instructional Coach/School Improvement Chair
Sara Freeman - Junior High Teacher
Karlee Linstad - Elementary Teacher
Kim Moberg - Study Hall Supervisor
Elise Carter - Student
Gavin Jones - Student
Brad Brummond - Board President
Erika Miller - Board Member
Sydney Bata - Board Member
David Samson - Parent
Mollie Shirek - Parent
Nick Beneda - Parent
Kristi Gullickson - Parent
Michael Helt - Parent
Marcus Lewis - Community Member

Writing Team:

Aaron Schramm - Superintendent - Values Statements/Graphic Logo
Frank Justin - Secondary Principal - Critical Attributes of a Graduate
Mary Martin - Elementary Principal - Desired Outcomes/Mission/Vision/Foundational Practices
Jana Gudmundson - Instructional Coach/School Improvement Chair - Values Statements/Graphic Logo
Sara Freeman - Junior High Teacher - Critical Attributes of a Graduate
Karlee Linstad - Elementary Teacher - Desired Outcomes/Mission/Vision/Foundational Practices
All members worked on the Strategic Anchors, Subcategories, Goals, Etc.

Current School Board Members and Positions

Brad Brummond – President
Kelly Houser – Vice President
Louis Kadlec
Donny Porter
Jared Carlson
Erika Miller
Sydney Bata

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

Our Strategic Plan

A comprehensive strategic planning process provides both short-term and long-term operational structure to assist in making day-to-day decisions that follow a larger vision while creating a direction for our school district's best practices and maximizing our opportunities for influencing our academic learning environment. Therefore, Park River School District has developed a comprehensive strategic plan to provide clear direction for initiatives that meet our students, families, and community outlook for the future.

The strategic plan was completed during the 2022 -2023 school year. A Strategic Planning Committee engaged in multiple discussions to establish a mission, vision, and belief/values statement. In addition, the committee engaged in a process to identify the *"21st Century Skills"* of high school graduates. Furthermore, the strategic anchor's priority areas are developed to guide the School District's direction and effective use of resources to achieve the student outcomes that will prepare students for their future.

This plan aims to create a clear strategic focus for supporting student learning built upon foundational practices driven by strategic direction, consistency, and achievement outcomes. Operational practices will be aligned with strategic priorities to ensure the resources necessary to achieve the goals and improve student engagement and achievement.

Our Mission

Inspire and Empower the Future Together.

Our Vision

To ensure every student achieves their maximum potential in an engaging, inspiring, and challenging environment. We will be community-driven to be better today than we were yesterday.

Our Values

We believe in providing an environment where the focus is on fostering the following qualities:

High Character: We value seeking to do the right thing in our academics, activities, and our interactions with others.

"Fame is a vapor, popularity an accident, riches take wings. Only one thing endures, and that is character." - Horace Greeley

Personal Growth: We value the pursuit of continuous progress in an individual's academic achievement, social/emotional development, and personal giftedness.

"Don't be afraid of growing slowly, be afraid only of standing still." - Chinese Proverb

Community: We value an environment that promotes a sense of belonging, support, and pride in self, school, and community.

"The greatness of a community is most accurately measured by the compassionate actions of its members." - Coretta Scott King

Our Foundational Practices

Foundational practices are what we currently do with fidelity to inspire and provide a high-level educational experience for each student. The following are considered foundational to the work we do to achieve our desired outcomes.

Our Actions will:

- Ensure a strong school culture with a positive community.
 - Students and staff will develop an environment that shows respect, responsibility, and safety across all school settings.
- Ensure a strong curriculum and stay current with technology.
 - Guaranteed and viable curriculums will be implemented, and technology will be incorporated to support Learning and engagement.
- Use data to make decisions and provide differentiated support.
 - Formative and summative assessments (both standardized and classroom) will be utilized to assess student achievement levels. Instructional support will be developed collaboratively to meet the various needs of students.
- Involve families and the community.
 - Student learning will be supported through effective communication and family and community involvement opportunities.

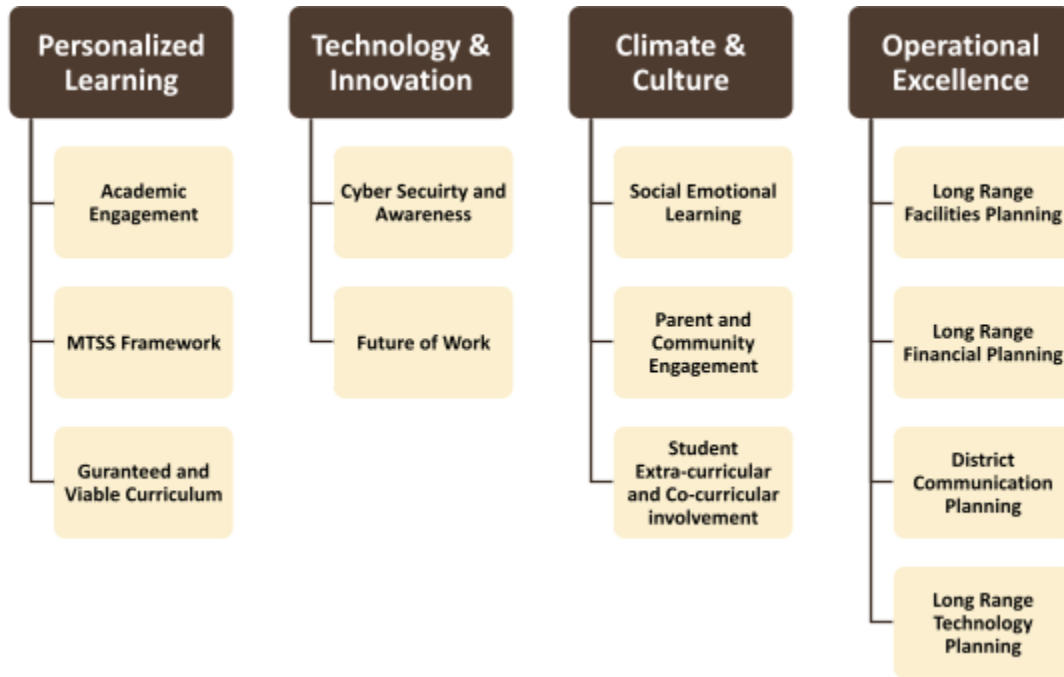
Critical Attributes of a Graduate Defined

The strategic planning committee identified a high school graduate's critical skills and aptitudes. The collective critical skills and aptitudes that the committee members identified include:



- **Critical Thinking** - Working through problems and identifying possible solutions through creativity and a growth mindset.
- **Communication** - Using verbal, nonverbal, and written interactions with others to foster a collective understanding.
- **Financially Literate** - Understand and effectively use financial skills such as personal money management and budgeting.
- **Social Skills** - Collaborate with others while showing respect, empathy, and emotional awareness.
- **Responsibility** - Show and earn respect for self and others through compassion and accountability.
- **Leadership** - Nurturing strengths and talents to achieve a common goal

Strategic Anchors and Priorities



Strategic Anchor 1: Personalized Learning

Definition of Personalized Learning:

Structuring curriculum and instruction to meet the needs of individual students.

Goal 1.1 – Academic Engagement

The Park River Area School District will use effective strategies to help students engage in their learning and improve overall proficiency levels for academic achievement and positive behavior.

Objectives:

- Literacy-based instructional decisions will be founded on the Science of Reading Research and Best Practices.
- Reinforce positive behavior by implementing MTSS and interventions with fidelity.
- Reinforce academic achievement by implementing MTSS and interventions with fidelity.

Progress Monitoring:

- Pony Prides
- Benchmark of Quality Review
- Citizenship Score
- RollPride Awards
- Student Achievement Data Analysis

Goal 1.2 – MTSS Framework

MTSS Framework is a system that includes screening, progress monitoring, multi-level prevention systems, and data-based decisions to provide all students with the best opportunities to succeed in school. The Park River Area School District will implement systems to identify instructional needs and proactively plan a tiered support system for student success. (Assessment Data, Stakeholders Survey Data, Graduation Rate, Referrals, Observations).

Objectives:

- Create and implement academic MTSS Pathways.
- Monitor the adequate progress of Tier 2-3 intervention instruction.

Progress Monitoring:

- K-9 AimswebPlus reading and Math Academic Pathways – created by April 2024

Goal 1.3 – Guaranteed and Viable Curriculum

Create a curriculum adoption cycle for all content areas. Every student will have exposure to the same essential content and skills necessary for all students to learn in a specific course or grade level in the available time. The Park River Area 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. The selection and adoption of standards-based curricular resources are implemented with fidelity.

Objectives:

- Establish a curriculum committee that oversees the curriculum adoption process.
- Training on the curriculum adoption process.
- Adoption of the curriculum will include training to ensure implementation is done with fidelity.

Progress Monitoring:

- Curriculum adoption cycle will be created by July 2024.

Strategic Anchor 2: Technology and Innovation

Definition of Technology and Innovation:

Technology and Innovation focus on developing skills necessary to adapt to an ever-changing future.

Goal 2.1 – Cybersecurity Awareness

Cybersecurity Awareness is knowing potential online threats and acting responsibly to avoid potential risks while interacting in cyberspace. As our world becomes increasingly digitized, the knowledge and ability to navigate cyberspace securely are becoming a higher priority skill. Students will be provided with regular opportunities to learn essential skills of cybersecurity related to their grade level.

Objectives:

- Teach Computer Science/Cybersecurity Standards through regular classroom instruction.
- Selecting priority standards for Computer Science/Cybersecurity.

Progress Monitoring:

- Successful completion of Common-Sense Models annually.
- Prioritized standards will be determined by July 2024.

Goal 2.2 – Future of Work

The future of work is preparing our students to develop an evolving skill set for tomorrow's workforce and years ahead. As our world becomes more and more technologically advanced, our students need to have the ability to adjust and adapt quickly to those changes.

Objectives:

- Critical attributes of a graduate are measured and communicated to students and parents.
- New and cutting-edge technology tools will be used across grade levels to problem solve.
- A growth mindset is taught and reinforced at all grade levels.

Progress Monitoring/Key Performing Indicators:

- Training will be provided to staff on methods for using technology tools to assist students with problem-solving by July 2025.

Strategic Anchor 3: Climate and Culture

Definition of Climate and Culture:

School climate refers to the overall atmosphere, environment, and quality of life within a school, including aspects such as safety, relationships, and academic expectations. It encompasses the physical, emotional, and social aspects of the school experience, as well as the perceptions and attitudes of students, staff, and parents. School culture is the collection of values, beliefs, norms, and traditions that shape the way a school operates and influences the behavior of its members. This includes the shared expectations and attitudes of teachers, administrators, students, and parents, as well as the rituals and practices that define the school's identity.

Goal 3.1 – Social Emotional Learning

A well-implemented Social Emotional Learning (SEL) Program positively affects students' success at school by teaching them critical life skills, including understanding oneself, developing a positive self-image, taking responsibility for actions, and understanding relationships with people around them. Social-emotional Learning is essential to student success.

Objectives:

- We will provide a high-quality, research-based SEL curriculum for PreK-12.
- We will continue to implement the second step in PreK-6 with a pacing guide.

Progress Monitoring:

- Student Engagement Survey
- HS Citizenship Rubric
- Elementary Pony Pride Proud Moments
- Elementary Behavior Scales

Goal 3.2 – Parent and Community Engagement

Parent and Community Engagement is the interaction between schools, families, and communities and the degree to which they are involved in the educational lives of our students. Park River Area School will provide meaningful parent involvement opportunities to increase the overall level of agreement on the Cognia indicator that parents are "involved in decisions and actions that impact student achievement and the overall functioning of our school."

Objectives:

- Identify ways to increase family involvement through scheduled events throughout the school year.
- A family engagement calendar of involvement opportunities will be posted each school year.
- Develop a Communication Plan
- Selecting parent representation for school committees.

Progress Monitoring:

- Survey parents after events.
- Increased participation from parents on school committees.

Goal 3.3 - Student Extra-curricular and Co-curricular Involvement

Student extra-curricular and co-curricular involvement is the active participation by students in school-sponsored or school-approved activities that benefit the overall well-being of our students. Students who are involved in school activities are more invested in their school, therefore, increasing overall student achievement. Increase student engagement in school-related activities.

Objectives:

- Identify additional opportunities for students to be involved in, during, and after school.

Progress Monitoring:

- Identify the number of opportunities students to be involved in.
- Identify the number of students involved in school-related activities.

Strategic Anchor 4: Operational Excellence

Definition of Operational Excellence:

Comprehensive plans for critical operational functions within the District are essential for optimal school district performance. Meeting the needs of all students by providing equitable opportunities across the school district will be a priority in all decisions made to educate our students. The school district will secure and allocate the resources to fund and carry out this strategic plan. We will accomplish this by creating and maintaining current operational procedures to include: A Long-Range Facilities Plan, a Long-Range Financial Plan, Communications Plan, and Range Technology Plan.

Goal 4.1 – Long-Range Facility Planning

Long-Range Facility Planning is considering our current quality level of facilities and identifying the ways and timeline to update or maintain those facilities to meet the needs of the school district. The school district will establish a long-range facility plan by July 2024.

Objectives:

- A committee will be formed to set priorities and begin estimating costs associated with updates to our facilities.
- Identify key performance indicators that will be used to measure and monitor progress in achieving this strategic priority

Progress Monitoring:

- The indicators could be timelines or data metrics.

Goal 4.2 – Long-Range Financial Planning

Long-Range Financial Planning considers the factors that impact both revenue and expenditure currently and in the future. A long-range plan to forecast the school district's financial needs is necessary for all aspects of our school district. The school district will establish a long-range financial plan by July 2024.

Objectives:

- A committee will be formed to identify trends in our school district and set financial priorities based on those trends.
- A process will be identified for future financial decision-making.
- Identify key performance indicators that will be used to measure and monitor progress in achieving this strategic priority.

Progress Monitoring:

- The indicators could be timelines or data metrics.

Goal 4.3 – District Communication Plan

District Communication Plan is a detailed organizational plan that identifies roles and responsibilities for district employees regarding the communication of school information to our stakeholders. The school district will establish a district communication plan by July 2024.

Objectives:

- A committee will be formed to identify types and levels of communication for our school district.
- Appropriate tools will be identified to meet the communication needs of the school district.
- Identify key performance indicators that will be used to measure and monitor progress in achieving this strategic priority.

Progress Monitoring:

- The indicators could be timelines or data metrics.

Goal 4.4 – Long-Range Technology Plan

Technology is a significant part of every classroom and office in our school district. It is essential to have a plan that is communicated to district personnel for planning and decision-making. A Long-Range Technology Plan considers the school district's current and future technology needs and develops a plan to allocate the necessary resources for those needs. Our District will establish a long-range technology plan by July 2024.

Objectives:

- A committee will be formed to identify technological trends in our school district and the educational world.
- Technology needs will be prioritized to guide a timeline for future technology acquisitions.
- Identify key performance indicators that will be used to measure and monitor progress in achieving this strategic priority.

Progress Monitoring:

- The indicators could be timelines or data metrics.

Continuous Improvement and Accountability

The Park River Public School District is committed to making data-driven decisions to ensure continuous improvement and accountability. The school district will conduct a comprehensive building and district-level evaluation and accreditation process. This will be accomplished by using the Cognia School Improvement and Accreditation Model.

The next Cognia Review year is 2024-25.

Strategic Plan Measures, Evaluation, and Annual Review

The Park River 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 each 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 the School District Administrators and Teacher Leadership Team to significantly contribute to the overall Strategic Plan and how it is measured. The progress indicators must be 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 strategic priority category.
- Cognia Accreditation - School accreditation indicators
- Annual Plan Review – a summative determination of the plan's effectiveness and suggested yearly adjustments.
- The ongoing Professional Development Plan is aligned with the strategic priorities outlined in this document.

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ADDENDUM 1 – Suggested Annual Reports to the School Board Schedule

Strategic Priority	Annual Board Report	*Department
Strategic Anchor 1: Personalized Learning	April	
Strategic Anchor 2: Technology and Innovation	March	
Strategic Anchor 3: Climate and Culture	February	
Strategic Anchor 4: Operational Excellence	January	
Annual Strategic Plan Review- Renewal (Approval)	May	Superintendent
Operational Plan (Approval)	July	Superintendent

** Department Assignments for Board Reports need to be included*

ADDENDUM 2 – Operational Plan Road Map Example

**Needs to be further developed by the Leadership Team for each priority.

Strategy, Activities, Tasks	Plan for Implementation of Strategies	Person(s) Responsible	Timeline, Dates & Deadlines	Key Indicator s	Resources	Progress