

Proctor Public Schools Strategic Plan 2019-2024

Belief Statements



We believe in:

Equity:

Students will have **equitable access** to a safe, all-encompassing and engaging learning environment.

Safety:

Creating **safe environments** where all students feel valued is the core of our mission.

Community:

Collaboration, communication, and support among the home, the school, and the **community** have a positive impact on our students.

Inclusion:

All students will receive an education developed to meet their individual needs.

Excellence:

Delivering academic standards through the art of teaching is the foundation of **educational excellence**.

Investment:

Investing in our students, staff, and community will pay dividends in our future.

Mission and Vision Statements

Vision Statement

- We Educate, Engage and Inspire

Mission Statement

- Empowering all learners to achieve in a respectful, innovative and inclusive environment.

Focus Area #1: Student Achievement

Goal	We will achieve the goals of the World's Best Workforce (WBWF) for all students in the school district.		
Objectives	<p>1.1. We will annually evaluate the success of meeting the five goals of the WBWF:</p> <ul style="list-style-type: none"> ■ All students are kindergarten ready; ■ All students reading at grade level by third grade; ■ Closing the achievement gap for identified student groups; ■ All students graduating career and college ready; and ■ All students graduating on time. 	Action Plan	<p>Annually,</p> <ul style="list-style-type: none"> ● Coordinators use Early Childhood Family Education Community Assessment data to increase access to screening from twice a year to monthly for all families, with a focus on children between the ages of 3 and 4. ● District staff provide Screening Outreach information in the community in a variety of formats. ● Consistent instructional resources and instructional expectations in reading at the elementary level. ● Follow the district wide MTSS process to identify students that need extra support and acceleration opportunities to guide intentional instruction. ● Review data of students on IEP's and reflect on the following questions to guide learning. <ul style="list-style-type: none"> ○ Are students receiving Core plus more? ○ What does learning look like for students on an IEP in the core classroom? ○ What supports are still needed to support both the students and the teachers? ● All seniors will meet with the high school counselors to review, update and complete their personal learning plans by the spring of 2020. ● Implementation of pathways with the goal of developing a 9-12 long-range plan in 2020. ● Implementation of pathways <ul style="list-style-type: none"> ○ Provide relevant courses and career opportunities for students at the high school.
Goal	We will increase academic achievement by providing quality tier one instruction for all students.		
Objectives	<p>2.1. Continue to develop our PreK-12 MTSS process.</p> <p>2.2. Continue to implement RAILtime as an opportunity to provide intentional instruction to reach all individual learner needs.</p> <p>2.3. By April 2020, establish data-informed protocol within the Professional Learning teams to guide instruction and assessment as a core practice across the district.</p> <p>2.4. By September 2021, all students should have a positive connection with an adult within the school setting.</p>	Action Plan	<p>2.1</p> <ul style="list-style-type: none"> ● By April 2020, continue to work with Renae Bussey to develop a district plan to guide district understanding of the MTSS process. ● By January 2020, have an established learning team meeting schedule at the high school. ● By April of 2021, provide training and support around functional meeting protocols with a focus on the MTSS process. ● By June of 2022, a balanced assessment system will be in place to guide data-driven meeting discussions. <p>2.2</p> <ul style="list-style-type: none"> ● By September 2021, data will drive all RAILtime academic support. <p>2.3</p> <ul style="list-style-type: none"> ● By September 2022 all grade levels will have data walls to inform instruction. ● By April 2023, PLT's will use the data walls to inform instruction. <p>2.4</p>

	<p>2.5. By October 2022, all students in Proctor Public Schools will show growth on state accountability and college ready assessments.</p> <p>2.6. By June 2022, all students understand the value of their education and interests</p>		<ul style="list-style-type: none"> • By April, 2021, create RAILstrong essential outcomes and develop PreK-12 curriculum resources to support all students. • By September, 2021, Implement the RAILstrong curriculum at all grade levels. • By April 2022, measure the impact of positive connections within the school setting using the RAILstrong essential outcome data. <p>2.5</p> <ul style="list-style-type: none"> • By April 2022, all k-12 students will have access to grade level essential outcomes. • By September 2020, teachers will be provided guidance on how to use the testing resources from MDE within their classrooms. <p>2.6</p> <ul style="list-style-type: none"> • By April, 2021, create RAILstrong essential outcomes and develop PreK-12 curriculum resources to support all students. • By September, 2021, Implement the RAILstrong curriculum at all grade levels. • By April 2022, measure the impact of positive connections within the school setting using the RAILstrong essential outcome data.
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Focus Area #2: Student Support

Goal	3. We will meet the needs of all students.		
Objectives	<p>3.1. By April 2021, have mainstream teachers collaborate with case managers to learn how to meet the needs of individual learners.</p> <p>3.2. By November 2022, support the physical, social and emotional health of all learners.</p> <p>3.3. By June 2023, implement a system designed to identify the individual needs of students and match identified students with appropriate evidence-based interventions at the secondary level and maintain the system at the elementary level.</p>	Action Plan	<p>3.1</p> <ul style="list-style-type: none"> • By September of 2020, time will be allocated for teachers and case managers to collaborate around student needs. • By April 2022, the role of the current special education case manager will shift to a professional interventionist that supports the general education teachers with enhancing <i>Universal Design for Learning</i> to support individual student learning needs. <p>3.2</p> <ul style="list-style-type: none"> • By April, 2021, create RAILstrong essential outcomes and develop PreK-12 curriculum resources to support all students. • By September, 2021, Implement the RAILstrong curriculum at all grade levels. • By April 2022, measure the impact of positive connections within the school setting using the RAILstrong essential outcome data. <p>3.3</p> <ul style="list-style-type: none"> • By June of 2021, identify and implement a universal and diagnostic screener at the high school level to guide intentional instruction of student needs. • By April of 2021, provide training and support around functional meeting protocols with a focus on the MTSS process to guide discussions around appropriate evidence-based interventions.

	3.4. By October 2021, provide high quality professional development around inclusion to increase teacher and staff capacity to meet the needs of all exceptional learners.		3.4 <ul style="list-style-type: none"> By April of 2020, coordinate with the Northeast Service Coop to identify professional development opportunities.
Goal	4. Create procedures and practices that support the district's Equal Education Opportunities policy		
Objectives	4.1. Annually review procedures and practices for implementing the district's EEO policy 4.2. By September 2020, communicate the purpose of the policy to all internal and external stakeholders. 4.3. By September 2021, provide training on EEO policy for staff, students, and parents.	Action Plan	4.1 <ul style="list-style-type: none"> By September 2020, incorporate the district's EEO policy in the onboarding practices for all staff and add policy to site handbooks. 4.2 <ul style="list-style-type: none"> By April 2020, identify the needs within Proctor around the EEO policy. By September 2020, communicate the purpose of the policy to all internal and external stakeholders. 4.3 <ul style="list-style-type: none"> By September 2021, provide training on EEO policy for staff, students, and parents. By April of 2020, administration will have completed Culturally Responsive School Leadership Training. By January 2020, providing cultural training from the Family Freedom Center on -isms. By April of 2020, the administrative team will meet with Janine from the University of Minnesota, Duluth, to guide the development of a full staff training and support to train around the EEO policy.

Focus Area #3: Workforce			
Goal	5. We will recruit, hire and retain the highest quality professionals for every position in the school district.		
Objectives	5.1. By September 2022, identify and implement a system to annually assess how the district is sustaining a supportive, positive and trusting environment. 5.2. By September 2020, develop clear and viable job descriptions, expectations, and team responsibilities through district collaboration.	Action Plan	5.1 <ul style="list-style-type: none"> By September 2020, develop an all staff survey to measure the sustainability of a supportive, positive and trusting environment. 5.2 <ul style="list-style-type: none"> By September 2020, develop clear and viable job descriptions, expectations, and team responsibilities through district collaboration.

Goal	6. Every learner is prepared for post high school education and training.		
Objectives	<p>6.1. By June 2021, create a plan for exposing learners to multiple career paths.</p> <p>6.2. By June 2021, each eighth-grade student will create a Personal Learning Plan.</p> <p>6.3. By December 2022, develop a career and college readiness plan for pre-K through 12th grade.</p>	Action Plan	<p>6.1</p> <ul style="list-style-type: none"> By September 2020, the Student Success Coordinator, Director of Curriculum and Learning and school principals will work together to develop a plan for exposing all learners to multiple career paths. <p>6.2</p> <ul style="list-style-type: none"> By September 2020, the Student Success Coordinator will work with the middle school counselor to develop an implementation plan for the creation of the Personal Learning Plan. <p>6.3</p> <ul style="list-style-type: none"> By September of 2020, the Student Success Coordinator will work with the Director of Curriculum and learning and site principals and counselors to develop age appropriate exposure to careers and post-secondary options at each site.

Focus Area #4: Facilities

Goal	7. Ensure facilities will meet the needs of early learners and early childhood education equitably throughout the district.		
Objectives	<p>7.1. By March 2020, evaluate projected ECFE enrollment, program offerings, and physical space needs.</p> <p>7.2. By April 2021, develop draft design plans to meet the needs of projected early learning enrollments.</p> <p>7.3. By June 2021, create a plan to fund necessary facility improvements and/or additions.</p>	Action Plan	<p>7.1</p> <ul style="list-style-type: none"> By March of 2020 compile potential enrollment of pre-K and kindergarten students and report space needs. Include an evaluation of special education needs in B-K and kindergarten. By March of 2020 compile a five year historical enrollment report on pre-K and Kindergarten and B-K enrollment. <p>7.2</p> <ul style="list-style-type: none"> By January 2021 engage an architect to develop conceptually, schematic plans for an early childhood building addition based on enrollment studies and needs. <p>7.3</p> <ul style="list-style-type: none"> By February of 2020, begin initial discussion with the Finance Committee regarding funding the potential expansion for an early childhood facilities. By June 2021, employ strategies to broaden community awareness of the need to expand early childhood facilities and the funding sources available to bring about needed change. If necessary, plan for a voter approved bond referendum to meet the needs for expanded early childhood facilities in 2021. By May 2022, begin construction.

Goal	8. Modernize classrooms to create learning environments which are safe, all encompassing, and engaging.		
Objectives	<p>8.1. By- April 2022 create modernized, safe and engaging classrooms to meet the needs of instructional programming.</p> <p>8.2. By September 2023, create student centered, welcoming, and safe learning environments.</p> <p>8.3. By March 2024, evaluate and analyze media centers to better serve the needs of our students and faculty.</p>	Action Plan	<p>8.1</p> <ul style="list-style-type: none"> By April 2020, assess technology and furnishing needs and options By September of 2021, develop a timeline of purchase, renovation and installation. <p>8.2</p> <ul style="list-style-type: none"> By April of 2021, explore various learning environment options available. By September 2021, develop an implementation timeline to modify learning environments to be more student centered, welcoming and safe. <p>8.3</p> <ul style="list-style-type: none"> By April of 2021, develop a comprehensive list of options for the current media centers.

Focus Area #5: Communication

Goal	9. Create a coordinated and effective communication process throughout the school district and the community		
Objectives	<p>9.1. By June 2021, audit current communication practices with all stakeholders and identify options for improving effective communication strategies.</p> <p>9.2. By June 2021, develop and implement a plan to use multiple communication formats to reach all internal and external audiences within the school district.</p> <p>9.3. By September 2023, provide effective and consistent communications within the transportation department, while providing excellent customer service.</p>	Action Plan	<p>9.1</p> <ul style="list-style-type: none"> 9.1.1. Work with technology department and human resources to streamline user access and staff list groups (teachers, paraprofessionals, staff, etc.). 9.1.2. Each building will establish a weekly newsletter for parents/guardians. 9.1.3. Each building will decide and use the same communication tool or app for classroom use. 9.1.4. Continue to use social media to highlight district news. 9.1.5. Provide, at a minimum, an annual newsletter to the community. 9.1.6. Revamp website to update, reorganize and build a more robust search engine. <p>9.2</p> <ul style="list-style-type: none"> By December of 2019 contact Blackboard to review the functionality of our current our Mass Notification software (originally called ParentLink) By December of 2019 compare other companies providing similar service (Apptegy) By April of 2020, redesign the web pages to be more engaging. By June of 2020 fully deploy a philosophy of “Create Once Publish Everywhere” using BlackBoard software and our mobile technologies. By June of 2020 use a consistent newsletter format using SMORE.

			<p>9.3</p> <ul style="list-style-type: none">• 9.3.1. By March of 2020 Research and consider a change in software for transportation routing.• 9.3.2. By February of 2020, research bus-tracking software/apps for families to track buses.• 9.3.3. Provide training on new software from March - April 2020 on Transverse Routing and Drive 360• 9.3.4 Implement trial routing for complete implementation in the Summer of 2020.
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