South Koochiching Rainy River School District

2023-2028

STRATEGIC PLAN

Mission Statement: To prepare communities of tomorrow by promoting lifelong learning, positive values, school pride, mutual respect and individuality.

Goal #1 High Quality Instruction (Page 5): Supporting a districtwide culture where all instructional staff analyze student data, reflect on their practice, collaborate professionally with their peers, and incorporate evidence-based instructional practices to ensure High-Levels of Learning for ALL students.

Goal #2 Aligned and Coherent Systems (Page 6): Ensuring articulated programs and systems to support a comprehensive, consistent, and responsive learning environment for ALL students.

Goal #3 Social and Emotional Needs (Page 6): Implementing mental health and behavioral interventions to best meet the social and emotional needs of ALL students.

Goal #4 Safe and Engaging Environment (Page 7): Ensuring all students are engaged and connected to their school, peers, and community in a safe and secure educational setting.

Belief Statements: The South Koochiching-Rainy River School District believes that:

Learning occurs best in a safe, nurturing, and respectful environment

Schools should develop a culture which promotes integrity, respect, honesty, and trust

Every human being is unique, has worth, and deserves respect

Public Education is central to our democracy

Students, staff, administrators, school board members, parents, and community all have a responsibility in the development of successful citizens

Positive relationships are the foundation of successful schools

Positive leadership at all levels is integral to the success of the schools

Students will be actively involved in their learning process by setting goals for lifelong learning through the development of personal learning plans

We believe WIN Time is a valuable opportunity for ALL students throughout the academic day.

WIN Time (What I Need) The SKRR School District believes a goal driven program that meets the needs of ALL students is vital to our Academic Success. Our WIN program is structured so our professional educators, along with our support staff, use evidence-based practices of common/formative assessments, targeted interventions and enrichment-based activities in the core areas of math and reading. Our professional educators meet multiple times per week in collaborative teams called Professional Learning Communities (PLC'S) and they focus on answering the four critical questions of a high performing PLC.

1) **What do we want our students to learn and be able to do? (Standards/Essential Skills)**

2) **How do we know if they have learned it? (Assessments)**

3) **What do we do for our students that have not mastered the skill? (Interventions)**

4) **What do we do to challenge the students that have mastered or already know the skill? (Enrichment)**

Our WIN time is data-driven and designed to help ALL students whether they Meet or Exceed benchmarks or need additional support learning the skill.

Goal #1: High Quality Instruction

Outcome Statement: Supporting a districtwide culture where all instructional staff analyze student data, reflect on their practice, collaborate professionally with their peers, and incorporate evidence-based instructional practices to ensure high levels of learning for all students.

Achieved Through	Strategies	Success indicators
Shared Organizational Leadership	● Development and support for school based instruction leadership teams ● Continued utilization and support for school board and district committee structures	● Implementation of PLC Teams ● Implementation of District Leadership Teams ● Increased Proficiency on Statewide MCA Tests ● Student Success Team Meetings (Semi-Monthly)
Evidence- Based Practice Instructional Strategies (EBP's)	● Identification, training, implementation of EBP's throughout the school district	● Learning Targets Visible ● Classroom Walk Through ● Performance Appraisal ● Increased Proficiency on Statewide MCA Tests

Climate of Collaboration and Focus on Student Learning	● Fostering a productive climate of collaboration (PLC's) where staff focus on answering the four critical questions
	  1. What do we want our students to learn?
	  2. How do we know if they learned it?
	  3. What do we do if they haven't learned it?
	  4. What do we do if they already know it?
		● Create PLC Teams
		● Schedule meeting times
		● Develop SMART Goals
		● PLC Meeting notes
		● Increased student performance on MCA, STAR and NWEA tests

Goal #2: Aligned and Coherent Systems

Outcome Statement: Ensuring articulated programs and systems to support a comprehensive, consistent, and responsive learning environment for ALL students.

Achieved Through	Strategies	Success indicators
Guaranteed and viable curriculum	● Comprehensive Curriculum Adoption and Professional Development Program	● Increased graduation rates ● Increased proficiency on State Accountability tests (MCA)
Program Systems Alignment	● Title I, ADSIS, SST, SPED Programs aligned with classroom learning targets, standards, evidence-based practice and IEP goals	● Increased SPED proficiency on NWEA, STAR and MCA tests
Post-Secondary Culture	● Expanding partnerships with community, local businesses, and outside resources to engage, expose, and support students with Career and Post-Secondary Options	● Increased Graduation Rates ● ACT increased performance ● Increase in students enrolled in Post-Secondary Programs

Goal #3: Social and Emotional Needs

Outcome Statement: Implementing mental health and behavioral interventions to best meet the social and emotional needs of ALL students.

Achieved Through	Strategies	Success indicators
Trauma Informed Practice	● Development and implementation of site-specific trauma sensitive student behavioral models ● Implementation of district-wide student Behavioral Support Programs ● Ongoing Professional Development related to Trauma informed practices ● Providing a highly skilled Student	● Increased student attendance ● Increased Graduation Rate ● Decreased Behavior Referrals ● Increased proficiency on MCA, NWEA, and STAR Assessments ● Decreased SPED

	Success Team that meets semi-monthly ● Develop partnerships with outside mental health agencies	Referrals ● Provide in-person or telehealth mental health support.

Goal #4: Safe and Engaging Environment

Outcome Statement: Ensuring all students are engaged and connected to their school, peers, and community in a safe and secure educational setting.

Achieved Through	Strategies	Success indicators
Implement and utilize Pre K-12 Positive Behavior Interventions and Supports (PBIS)	● District wide PBIS Framework ● PBIS collaborative team to plan and implement building wide themes and practices ● Implementation of Evidence Based SEL curriculum (such as 2nd Step or STAR) for E-12 students ● Monthly school wide celebrations	● Increased positive school climate ● Increased Student Attendance ● Increased Graduation Rate ● Increased family involvement ● Decrease in behavior/ office referrals
Extracurricular Activities	● A variety of academic, athletic and social activities will be offered. Such as sports, study groups, German Club, Science Club, National Honor Society, Student Council ● Late rides will be provided to students involved in extracurricular activities to ensure all students can participate	● Increased student achievement/ grades ● Increased positive school climate ● Increased parent and family involvement ● Increased Graduation Rate ● Increased positive school climate
Implement Trauma Informed Practices	● Development and implementation of site-specific trauma sensitive student behavioral models ● Implementation of district-wide student Behavioral Support Programs ● Ongoing Professional Development related to Trauma informed practices	● Increased student attendance ● Increased Graduation Rate ● Decreased Behavior Referrals ● Increased proficiency on MCA, NWEA, and STAR Assessments
Implement evidence based environmental supports and classroom	● Ongoing professional development to support staff in evidence-based practices (EBP's) to support classroom management	● Increased student engagement ● Increased student attendance

management programs	• Collaboration time for teachers to work in their Professional Learning Communities in order to appropriately implement EBP's. • CPI training for special education staff	• Increased proficiency on MCA, NWEA, and STAR Assessments • Decreased Behavior Referrals • Increased Graduation Rate
Student and Family Resources	• The School Food Pantry is available to all students and families on an as needed basis • Backpack Program: any students in need of school supplies will be provided with a backpack and any needed school supplies • Support Resources: the school nurse and behavioral health support staff will provide students and families with outside resources to help them if there is an area of need (medical assistance, county assistance, clothing, etc).	• Increased student attendance • Increased family involvement • Increased proficiency on MCA, NWEA, and STAR Assessments •