



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

**Prepared for the School Board and Superintendent, Dr. Brian Duchscherer**

By

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June 2020



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## LETTER FROM THE SUPERINTENDENT



The Carrington School District is a state-accredited K-12 school district that covers over 775 square miles. In 2018, the school district opened a new elementary school that was designed to meet the needs of all students' learning activities. The facility has breakout rooms for small group instruction, a beautiful library, an art room, a spacious commons area, and a large gymnasium. The new elementary school was attached to our existing high school, giving the District one K-12 academic campus.

The school district has been state-recognized in 2020 as one of the top ten Districts in the state for serving students with special needs as well as being named a 2012 National Blue Ribbon elementary school. Students consistently score above the state average in standardized tests, such as the ACT and the ND State Assessment, with over 85% of the graduates attending postsecondary education.

The school district has been experiencing an increase in enrollment in the past several years due to open enrolling families. The school district continues to be progressive by committing to a "second phase" of our digital one-to-one initiative by purchasing new iPads for all students in grades K-6 and new MacBook Airs for students in grades 7-12. The fall of 2020 will start the sixth year of the District's one to one program. Along with state-of-the-art digital devices, the school continues to add curricular and extracurricular program offerings for students, including AP Biology, dual credit physics, a resiliency curriculum program within grades 7-12, and a new archery program.

This new strategic plan makes the priorities clear. It will provide transparency for the public, and hold the District accountable for maintaining focus on what benefits its students. The strategic plan sets the course for the next several years while building on the success of the previous strategic plan. The plan invites all stakeholders to help in the mission of "Empowering our students for the future."

Dr. Brian Duchscherer

Superintendent

June 5, 2020

## **ACKNOWLEDGMENTS**

Many individuals and volunteers contributed significantly to the Carrington 2020-2025 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.

### **CARRINGTON SCHOOL BOARD MEMBERS**

Scott Fetch, President  
Joel Lemer, Vice President  
Kevin Wolsky, 2nd Vice President  
Angela Kutz, Member  
Tonia Erickson, Member  
Kim Edland, Business Manager

### **CARRINGTON SCHOOL ADMINISTRATION**

Dr. Brian Duchscherer, Superintendent  
David Nowatzki, High School Principal  
Jenna Helseth, Elementary Principal  
Kim Edland, Business Manager  
Joan Copenhaver, HS Counselor  
Ashly Wolsky, Special Education Director

### **CARRINGTON STRATEGIC PLANNING COMMITTEE**

Justin Kollman  
Dr. Ben Garr  
Lori Richter  
Lindsay Pavelko  
Nate Pavelko  
Ryan Larson  
Jen Whitman  
Michelle Rexin  
Jon Oatis  
Tara Rau  
Brianne Partlow  
Ashly Wolsky

Thomas Sauby  
Missy Hansen  
Kamae Anderson  
Jessica Skadberg  
Kim Cook  
Jennifer Hoornaert  
Mike Neis  
Randy Hahne  
Laurie Dietz  
Tom Erdmann  
Dr. Vern Anderson  
Kim Edland  
Angela Kutz  
Kevin Wolsky  
Joan Copenhaver  
Jenna Helseth  
David Nowatzki  
Dr. Brian Duchscherer

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 Carrington Public School strategic plans and priorities were developed by a Strategic Planning Committee in conjunction with the District leadership team. The Strategic Planning Committee reviewed qualitative and quantitative data and engaged in multiple discussions to establish a motto, mission, vision, and belief statement. Furthermore, the strategic priority areas were developed to guide the School District focus and effective use of resources to achieve student outcomes that will prepare students for their future.

## **OUR MISSION STATEMENT**

Empowering our students for the future.

## **OUR VISION STATEMENT**

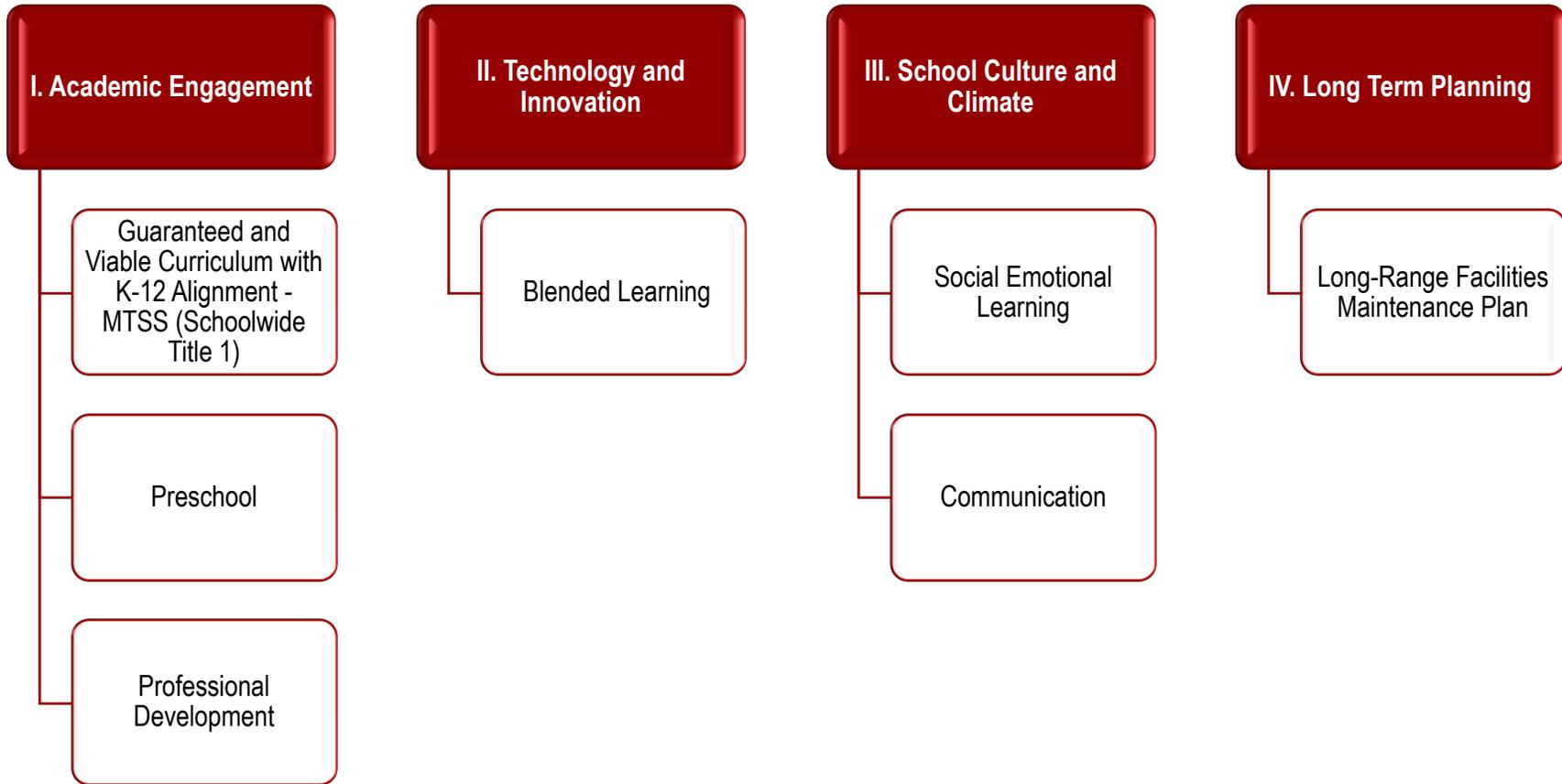
In a safe and caring environment, we will provide a student-centered education with high expectations for student achievement and growth through cooperative interaction with parents and the community. Students will engage in a variety of learning experiences. The school is committed to the total development of each student so they may become independent, socially responsible, and contributing members of an ever-changing society.

## **OUR BELIEF STATEMENT**

The Cardinal Way

- Be Responsible
- Be Respectful
- Be Safe
- Be Empowered

**OUR STRATEGIC PRIORITIES**



## **STRATEGIC INITIATIVE I - ACADEMIC ENGAGEMENT**

All students will engage in a comprehensive curriculum designed to provide a variety of educational 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. The foundation of a comprehensive educational experience is a core set of standards to identify what all students should know and be able to do. Therefore, we will work together to accomplish the following strategic initiatives and goals.

### **I. 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. Working with and through the MTSS process, all elementary students can receive Title 1 services through the Title 1 Schoolwide Model.

**Rationale** – Develop system-wide supports for all students encompassing both academics and behaviors.

**Goal** – Carrington School District will align and maintain a K-12 MTSS system of supports.

### **Objectives**

1. Strategic math intervention for elementary students with progress monitoring.
2. Continued/ongoing Professional development for MTSS teams at both at the MS/HS and Elementary, ex. New team/staff members.
3. Targeted to Schoolwide Title 1 to align with the MTSS system (meeting all students' needs, not just targeted by allowing Title 1 staff and resources to work with all students).

### **Progress Monitoring**

1. The Elementary Principal will oversee Grade-level planning meetings, MTSS team meetings, and Data team meetings.
2. The HS Principal will oversee MTSS team meetings and Data team meetings.
3. Grade-level teams (elementary), MTSS Teams, and Data Teams will analyze student data.
4. MTSS teams will conduct a fidelity check on their programs.

**II. Preschool** – Early Childhood I Education is a program that serves children, ages three to kindergarten entrance. The program is designed with guidance and standards by the North Dakota Department of Public Instruction.

**Rationale** – To meet our community and parent needs, provide necessary early intervention for our students' success, and offer inclusive special education supports.

**Goal** – Carrington Elementary School will offer an on-site, tuition-based, four-year-old preschool.

**Objectives**

1. Schedule a meeting with the current community preschool board by October of 2020.
2. Develop a plan to implement early childhood education for four-year-old students according to the standards set forth by the NDDPI.

**Progress Monitoring**

1. The superintendent and finance committee will report to the school board by January 2021.

**III. Professional Development** – A well-developed professional development plan supports and engages all staff members in the process of continuous professional growth. Effective professional development must be collaborative, job-embedded, ongoing, and supported by coaching and mentoring. Professional learning will help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

**Rationale** – To provide staff with learning opportunities to support student growth.

**Goal** – Teachers, administrators, and support staff will participate in group or individualized PD activities throughout the school year.

**Objectives**

1. Explore online individualized professional development opportunities. Provide employee options.
2. Survey staff and build PD opportunities.

**Progress Monitoring**

1. Survey teachers annually to gain ideas and their input for future PD.
2. Review teacher Danielson's self-assessment reports.
3. Create the school calendar to support professional development time.

## **STRATEGIC INITIATIVE II – TECHNOLOGY AND INNOVATION**

The Carrington School District, in its response to the Covid-19 pandemic, has preliminarily designed a distance learning plan to ensure the continued education of students. A hybrid or blended learning platform which combines online learning with traditional in school learning platforms will continue to be developed and planned for future use.

**Blended Learning Planning** – Teachers will develop and provide a curriculum to students during school hours using both traditional and online platforms.

**Rationale** – Help prepare students, parents, and staff for distance learning situations and opportunities.

**Goal** – All students will be familiar with their online platforms and programs to view lessons/activities, submit work, and receive feedback.

### **Objectives**

1. The technology committee will choose common platforms.
2. The technology committee will explore learning management systems.
3. The school board will approve a K-12 Cardinal Insurance Program in July of 2020.
4. The school will maintain its internet filter and digital citizenship programs for K-12 students.
5. Teachers will include distance learning practice opportunities within their weekly instruction.

### **Progress Monitoring**

1. Monitor technology committee meetings.
2. Monitor digital citizenship completion charts.

## **STRATEGIC INITIATIVE III - SCHOOL CULTURE AND CLIMATE**

School Culture is a group's shared belief, customs, and behavior. School Climate are the things "we do today" to impact and maintain a positive school culture. A positive and nurturing school culture and climate will be the outcome of our efforts. There are four elements essential to a positive school culture:

- Leadership from the building principal, but also other staff and the students themselves.
- A school-wide sense of community.
- Participatory student leadership. Student leadership empowers students to develop a feeling that "this is our school, and we are responsible for making it the best school it can be."
- A climate of mutual respect and cooperation that pervades all relationships, those among adults, as well as those between adults and students.

A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. (National Center for Safe and Supportive Learning Environments, 2019) <https://safesupportivelearning.ed.gov/>

**I. Social-Emotional Growth – Programs** Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (<https://casel.org/what-is-sel/>).

**Rationale** – The Carrington School District currently has a positive school culture but could enhance the school climate for students with additional social-emotional curriculums and programs.

**Goal** – Research and choose social-emotional curriculums to use with students to teach the SEL standards.

### **Objectives**

1. Implement a resiliency program in grades 7-12 during the 2020-2021 school year.
2. Implement an elementary social/emotional curriculum.
3. Maintain current school counseling programs and resources.
4. Maintain or increase clinical counselor supports.

### **Progress Monitoring**

1. The superintendent, HS principal, and HS counselor will review the Youth Risk Behavior survey results.
2. The elementary and HS principals will review PowerSchool Behavior Log Data.
3. The counselors and principals will review pre and post-assessments from the social-emotional curriculums.

**II. Communications Planning** - Internal and external school-based communications are critical in providing timely and accurate information for stakeholders.

**Rationale** - Effective communications are critical to the overall success of our school system. The school district has a current communications plan and will continue to monitor and update the plan to ensure effective communications for all community stakeholders.

**Goal** - Improve communications for all stakeholders.

**Objectives**

1. Use digital platforms to engage stakeholders in meetings and events.
2. Create online tutorials for PowerSchool, Instant Alert, eFunds, and navigating the school website.
3. Maintain community communications, such as the local radio, newspaper.

**Progress Monitoring**

1. The administration will report to the board on communication changes and progress in July of 2021.

## **STRATEGIC INITIATIVE IV - LONG-RANGE FACILITIES PLANNING**

The Carrington 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 Maintenance Plan.

### **I. Long-Range Facilities Maintenance Planning**

We will strive to build and maintain facilities necessary to carry out the mission of the District with appropriate space available for all aspects of education.

**Rationale for Priority** - The Carrington School District has short term plans for making decisions in the areas of facilities and finances; however, it does not have an articulated comprehensive long-range plan for facilities maintenance and operations.

**Goal** - We will develop a long-range facilities maintenance plan.

#### **Objectives/Strategies**

1. A school district demographic study will be completed to engage in long-range planning adequately.
2. A school district's facility study will be completed to engage in long-range planning adequately.
3. A task force will be developed during the Fall of 2021 to create a long-range facilities maintenance plan. The task force will develop the plan over a series of meetings completing a plan document by May of 2022.

#### **Progress Monitoring**

1. A final plan will be completed by May 2022.

## **CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY**

Carrington 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.

The last school district review was conducted in October of 2015. A new school review will take place in the 2020-21 school year.

## **STRATEGIC PLAN ANNUAL REVIEW**

The Carrington 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 INITIATIVE I - ACADEMIC ENGAGEMENT**

All students will engage in a comprehensive curriculum designed to provide a variety of educational 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. The foundation of a comprehensive educational experience is a core set of standards to identify what all students should know and be able to do. Therefore, we will work together to accomplish the following strategic initiatives and goals.

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia Alignment
<p><b>I. 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.</p>	<p>1. Carrington School District will align and maintain a K-12 MTSS system of supports.</p>	<p>1. Strategic math intervention for elementary students with progress monitoring.                      2. Continued/ongoing Professional development for MTSS teams at both at the MS/HS and Elementary, ex. New team/staff members.                      3. Targeted to Schoolwide Title 1 to align with the MTSS system (meeting all students' needs, not just targeted by allowing Title 1 staff and resources to work with all students).</p>	<p>1. The Elementary Principal will oversee Grade-level planning meetings, MTSS team meetings, and Data team meetings.                      2. The HS Principal will oversee MTSS team meetings and Data team meetings.                      3. Grade-level teams (elementary), MTSS Teams, and Data Teams will analyze student data.                      4. MTSS teams will conduct a fidelity check on their programs.</p>			

**CARRINGTON PUBLIC SCHOOL STRATEGIC PLAN AND ROAD MAP 2020-2025**

<b>Item</b>	<b>Goal</b>	<b>Objective</b>	<b>Monitoring</b>	<b>Assigned To</b>	<b>Timeline</b>	<b>Cognia Alignment</b>
<p><b>II. Preschool</b> – Early Childhood I Education is a program that serves children, ages three to kindergarten entrance. The program is designed with guidance and standards by the North Dakota Department of Public Instruction.</p>	<p>1. Carrington Elementary School will offer an on-site, tuition-based, four-year-old preschool.</p>	<p>1. Schedule a meeting with the current community preschool board by October of 2020.</p> <p>2. Develop a plan to implement early childhood education for four-year-old students according to the standards set forth by the NDDPI.</p>	<p>1. The superintendent and finance committee will report to the school board by January 2021.</p>			
<b>Item</b>	<b>Goal</b>	<b>Objective</b>	<b>Monitoring</b>	<b>Assigned To</b>	<b>Timeline</b>	<b>Cognia Alignment</b>
<p><b>III. Professional Development</b> – A well-developed professional development plan supports and engages all staff members in the process of continuous professional growth.</p>	<p>1. Teachers, administrators, and support staff will participate in group or individualized PD activities throughout the school year.</p>	<p>1. Explore online individualized professional development opportunities. Provide employee options.</p> <p>2. Survey staff and build PD opportunities.</p>	<p>1. Survey teachers annually to gain ideas and their input for future PD.</p> <p>2. Review teacher Danielson's self-assessment reports.</p> <p>3. Create the school calendar to support professional development time.</p>			

**STRATEGIC INITIATIVE II – TECHNOLOGY AND INNOVATION**

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Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia Alignment
<p><b>Blended Learning Planning</b> – Teachers will develop and provide a curriculum to students during school hours using both traditional and online platforms.</p>	<p>1. All students will be familiar with their online platforms and programs to view lessons/activities, submit work, and receive feedback.</p>	<p>1. The technology committee will choose common platforms.</p> <p>2. The technology committee will explore learning management systems.</p> <p>3. The school board will approve a K-12 Cardinal Insurance Program in July of 2020.</p> <p>4. The school will maintain its internet filter and digital citizenship programs for K-12 students.</p> <p>5. Teachers will include distance learning practice opportunities within their weekly instruction.</p>	<p>1. Monitor technology committee meetings.</p> <p>2. Monitor digital citizenship completion charts.</p>			

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School Culture is a group's shared belief, customs, and behavior. School Climate are the things "we do today" to impact and maintain a positive school culture. A positive and nurturing school culture and climate will be the outcome of our efforts.

Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia Alignment
<p><b>I. Social-Emotional Growth – Programs</b>                      Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions  <a href="https://casel.org/what-is-sel/">(https://casel.org/what-is-sel/)</a>.</p>	<p>1. Research and choose social-emotional curriculums to use with students to teach the SEL standards.</p>	<p>1. Implement a resiliency program in grades 7-12 during the 2020-2021 school year.</p> <p>2. Implement an elementary social/emotional curriculum.</p> <p>3. Maintain current school counseling programs and resources.</p> <p>4. Maintain or increase clinical counselor supports.</p>	<p>1. The superintendent, HS principal, and HS counselor will review the Youth Risk Behavior survey results.</p> <p>2. The elementary and HS principals will review PowerSchool Behavior Log Data.</p> <p>3. The counselors and principals will review pre and post-assessments from the social-emotional curriculums.</p>			
Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia Alignment
<p><b>II. Communications Planning</b> - Internal and external school-based communications are critical in providing timely and accurate information for stakeholders.</p>	<p>1. Improve communications for all stakeholders.</p>	<p>1. Use digital platforms to engage stakeholders in meetings and events.</p> <p>2. Create online tutorials for PowerSchool, Instant Alert, eFunds, and navigating the school website.</p> <p>3. Maintain community communications, such as the local radio, newspaper.</p>	<p>1. The administration will report to the board on communication changes and progress in July of 2021.</p>			

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Item	Goal	Objective	Monitoring	Assigned To	Timeline	Cognia Alignment
<p><b><u>I. Long-Range Facilities Maintenance Planning</u></b>                      We will strive to build and maintain facilities necessary to carry out the mission of the District with appropriate space available for all aspects of education.</p>	<p>1. We will develop a long-range facilities maintenance plan.</p>	<p>1. A school district demographic study will be completed to engage in long-range planning adequately.</p> <p>2. A school district's facility study will be completed to engage in long-range planning adequately.</p> <p>3. A task force will be developed during the Fall of 2021 to create a long-range facilities maintenance plan. The task force will develop the plan over a series of meetings completing a plan document by May of 2022.</p>	<p>1. A final plan will be completed by May 2022.</p>			

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