



Ray Public School Strategic Plan 2019-2024

“Inspiring and challenging students to engage in an ever-changing world.”

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To Our Community

The Ray Public School District has a long tradition of excellence in northwest North Dakota. This tradition can be attributed to small-town values, a strong work ethic, and quality people creating a positive environment. Current enrollment is 340 students. Student enrollment has steadily increased over the past five years resulting in facility capacity issues. The current administration and school board have been studying facility needs to address the enrollment increase.

With changing demographics in the school district among staff, families, and students, this is an excellent time to reassess what the school community values. This strategic plan will provide a foundation to focus our work and guide decisions in the future.

Benjamin Schaffer, Superintendent

Ray Board of Education

Paul Weyrauch, President

Angie Kupper, Vice President

Ryan Olson

Benjie Foss

Rick Sigvaldsen

Ray School Administration

Ben Schafer, Superintendent

Matthew Heier, High School Principal

Bernadette Perdue, Elementary Principal

Strategic Planning Committee

Ben Schafer, Superintendent

Matt Heier, High School Principal

Bernadette Perdue, Elementary Principal

Kathryn Leal, Teacher Representative

Amanda Boren, Elementary Representative

Justine Haase, High School Representative

Mary Ellen Roloff, Middle School Representative

Jen Bingeman, Future Parent Representative

Abby Daly, Current Parent Representative

Ray School Staff

Name	Position/Subject Area
Aaron Haggin	3 rd Grade
Alycia Landriault	2 nd Grade
Amanda Boren	3 nd Grade
Amanda Knox	Resource Room Aide
Angie Cancade	Preschool Special Education
Barb Thoreson	Head Culinary Professional
Ben Schafer	Superintendent/AD
Bernadette Perdue	Elementary Principal
Brenda Schafer	Speech Pathologist
Caitlin Gunderson	Elementary Music
Carrie Parizek	Foodservice Assistant
Colleen Bergstrom	1 st Grade
Deanna Donnelly	4 th Grade
Eric Viall	Science
Kathy Hess	K-6 Special Education Strategist
Heather Donnelly	Classroom Aide
Janessa Viall	7-12 Special Education Strategist
Jeff Radi	8-12 Social Studies
Jennifer Skor	Business Manager
Jessica Buckley	1 st Grade
Jessica Grove	HS Aide/Acellus Coordinator/ELL Administrator
Jessica Meckle	5-6 Grade/Title I
Judy Knox	Classroom/Title Aide
Justine Haase	8-12 English
Haley Youngs	Kindergarten Teacher
Kathryn Leal	MS Social Studies
Katy Cvancara	FACS/AG
Kelli Heier	Secretary
Lupita Espana	Counselor
Mandy Haggin	K-3 Physical education/Aide
Marcy Ketelsen	Business
Mari Schell	Kindergarten
Mary Ellen Roloff	MS ELA
Matt Heier	HS Principal/Asst. Athletic Director
Matt Ray	Physical Education 4-12
Matthew Page	5-12 Band 7-12 Music
Melissa Stratton	2 nd Grade
Michael Bergstrom	Technology Coordinator/Computer Teacher
Michelle Dolan	9-12 Math
Michelle Manire	Speech Paraprofessional
Nathan Schell	Middle School Math
Rachel Bergstrom	Classroom Aide
Samantha Vejtasa	Intermediate Science Teacher
Shannon Hauge	Library/Media Specialist

STRATEGIC PLANNING PROCESS OVERVIEW AND DEFINITIONS

School District Systems Alignment

There is a difference between the three main tenants of school district organization. Those tenants include Board Governance Policies, District Strategic Planning, and District Operational Planning. The following definitions help clarify the roles each plays in a strategically aligned school district. See figure below:



Elements of a Strategic Plan

A comprehensive strategic plan includes both the academic and operational aspects of a school district as identified in the district's accreditation process; the AdvancED school improvement model. This model consists of three domains:

- ❖ Leadership Capacity
- ❖ Learning Capacity
- ❖ Resource Capacity

The Domains are statements that define the capacity of a school district to provide quality student experiences as measured by a set of standards and meet the rigorous demands of continuous school district improvement. A Strategic Plan will align the work of the District in both academic and operational strategic initiatives, goals and result metrics.

The elements of a good strategic plan include: Mission Statement, Vision Statement, Belief or Value Statements, Strategic Initiatives, Goals, and Results and are aligned with the AdvancED performance standards for continuous school improvement.

What is Strategic Planning?

Strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, and ensure that employees, board members, and stakeholders are all working toward common goals. It is an effort that will guide fundamental decisions and actions to shape the future of your school district.

What is a Strategic Plan?

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. It includes both the academic and operational aspects of the school district.

The strategic plan is aligned with the Boards governing policies. Through these policies, the Board sets the directive; however, the Superintendent ensures a process is put in place to develop and implement a strategic plan.

Strategic Planning vs. Operational 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. It outlines your mission, vision, values, and strategic initiatives (focus) for the next three to five years. A focused strategic plan will strengthen operations, and ensure that employees, board members, and stakeholders are all working toward common goals.

An **operational plan** is a yearly plan which will focus the work of the district during the current school year. It is the mechanism used to implement a strategic plan. The operational plan is directly aligned to the strategic plan and includes metrics to measure the progress of the plan throughout the school year

Strategic Planning Model



Ray Public School

Strategic Plan 2019-2024

Our Mission

“Inspiring and challenging students to engage in an ever-changing world.”

Our Vision

Our vision is to focus on our students by providing a high-quality education that includes the skills of communication, critical thinking, collaboration, and creativity. Students will develop academically, emotionally, and socially to face the challenges of an ever-changing world.

Our Core Values

The mission of the Ray Public School rests on a foundation of **core values** that drives our actions for students and their families. We are committed to:



Our Strategic Focus

The Ray Public School will achieve its mission, vision, and values through the fulfillment of its Strategic Plan. The following strategic initiatives will guide our efforts as we *“Inspire and challenge students to engage in an ever-changing world.”*

- I. Academic Engagement
- II. School Culture
- III. Resource Management and Planning
- IV. Continuous Improvement and Accountability
- V. Considerations for Future Development

STRATEGIC INITIATIVE 1

ACADEMIC ENGAGEMENT

As a result of the Ray Public School efforts, our students will meet or exceed individual learning goals toward the achievement of district standards and benchmarks for academic proficiency in all content areas. We believe in making learning relevant to our students. We will accomplish this using Standards-based curriculum and the development of 21st Century Skills.

GOAL 1: Standards-Based Education

Ray Public School teachers will use a standards-based education model to deliver the curriculum adapted to meet North Dakota State Standards. Standards-based instruction provides educators an ongoing collaborative process to proactively plan instruction, interventions, and extensions that will result in improvements to student learning.

Objectives

1. Develop a dynamic and articulated K-12 curriculum with a focus on vertical alignment.
2. Unpack district priority standards with instructional staff to define grade level power standards and classroom instruction expectations.
3. Monitor curriculum implementation to ensure consistency across and between grade levels.
4. Use collaborative learning communities to develop common assessments across schools to measure progress toward grade level expectations.
5. Establish a curriculum review cycle which will tie to the budget priorities.

Progress Monitoring

1. K-12 standards will be aligned with the curriculum by the end of the school year 2021.
2. Implementation phasing (on-going realignment).
3. Review standards after 18-19 school year and adjust.
4. Collaborative meetings between grade levels to evaluate standard alignment (ongoing).
5. Develop and display “I can” statements to direct learning objectives.
6. 7-12 Common assessments will be developed for core area classes by the beginning of 2021-22 school year.
7. Survey staff to determine the highest curriculum needs.
8. Create tentative review/replacement cycle by December of 2019.

GOAL 2: 21st Century Skills

The Ray Public School will use the 21st Century skills of collaboration, communication, creativity, and critical thinking to provide the structure for teaching and learning. 21st Century skills encourage the highest achievement of every student, by defining the knowledge and skills that students should acquire at each grade level and support the learning of the North Dakota State Standards.

Objectives

1. Align power standards to the 4C skills of collaboration, communication, creativity, and critical thinking to provide the structure for teaching and learning.

2. Provide professional development for faculty and staff focused on content and utilization of the 4C skills of thinking in instructional practices that incorporate the essential skills.
3. Develop project-based learning (PBL) experiences throughout the curriculum.

Progress Monitoring

1. Development of a common language through the K-12 system using the 4C skills (completed by the year 2019).
2. Power Standards K-12 aligned with the 4C skills by the end of the year 2019.
3. 21st Century Skills Professional Development training before the 2019-2020 school year.
4. Seek and promote individual PBL PD and present to staff.
5. Require one PBL activity/project of teachers for the 2019-2020 school year.
6. Beginning with the 2020-2021 school year, require one PBL activity per semester.

GOAL 3: Data-Driven Decision-Making /Academic Improvement Plan

Using data to make decisions about student achievement and growth will be the focus of the academic improvement plan. Both elementary and secondary levels will set goals to monitor student achievement and growth.

Objectives

1. The high school will use the ACT Aspire, the NDSA and common assessment in core classes to identify struggling students. On the NDSA and ACT Aspire the goal will be to aim for a 5% increase in student proficiency per year with a long-term goal of 80% proficiency by 2024.
2. The achievement goal on the initial common assessment will be to have 40% of students' reach proficiency. The expectation is that there will be a 5% increase in proficiency each year thereafter.
3. The Ray Elementary will work towards 75% proficiency in English, Language Arts (ELA) and 68% proficiency in Math by 2024 on the NDSA.

Progress Monitoring

1. Create an individual student intervention plan based on high school data and assessment results.
2. The elementary ELA proficiency on the 2017-2018 NDSA was 50.9; Math was 41.5. A 5% increase in proficient students per year will allow us to achieve this goal which would be moving approximately five students into a higher level of achievement.

STRATEGIC INITIATIVE 2

SCHOOL CULTURE

At the Ray Public School, we will work to consistently focus our efforts to be inclusive, communicative, and supportive to the needs of all stakeholders. We believe that instilling a Growth Mindset and supporting student mental health and behavior issues will help us to reach our desired outcomes. We will accomplish this by:

GOAL 1: Growth Mindset

A Growth Mindset is a frame of mind or a belief system which individuals use to process incoming information. People with a growth mindset look at challenges and change as a motivator to increase effort and leaning. Ray Public School will use the Growth Mindset framework to develop and implement a school-wide plan for teachers and students. Reference:

<https://www.mindsetworks.com/Science/Teacher-Practices>

Objectives

1. Provide professional development to promote Growth Mindset among staff.
2. Provide a plan for implementation among students and staff.
3. Communicate plan with parents and the community.

Progress Monitoring

1. A Growth Mindset professional development process will be developed during the 2019-2020 school year. Implementation of a growth mindset plan will begin in the fall of 2020

GOAL 2: Mental Health and Student Behavior Planning

The Ray Public School will develop and implement a process, to identify and assist students who experience mental health and alcohol/drug issues, need additional support for academic and social/emotional development or are at risk of dropping out of school.

Objectives

1. A task force will be developed for the 2019-20 school year to explore best practices used to address the issue of mental health, drug/alcohol issues, or potential drop out programming. The recommendations of the task force will be used to develop a plan of action during the 2020-21 school year. Implementation of a comprehensive plan will occur in the 2021-22 school year.
2. Trauma training mandated by NDCC 15.1-07-34 will be made available as per the school district professional development planning for the 2019-20 school year.
3. Development of annual “Kid Day” (Perpetual Program)
4. Counseling services offered at school (Partnership with WilMac Sped Unit)
5. New elementary student behavior plan
Reference: North Dakota Century Code (NDCC) 15.1-07-34 requires school districts to provide eight hours of youth behavioral health professional development to all teachers and administrators each biennial cycle. The following information and guidance are provided to assist districts with professional development requirements and implementation.

[Youth Behavioral Health and Suicide Prevention Professional Development Fact Sheet \(PDF\)](#)

[Youth Mental Health - UND Online Course](#) - The University of North Dakota's Professional Development for Educators program offers a 15-hour, online youth mental health training course, available to all North Dakota educators, as well as educators across the United States.

[Trauma Sensitive Schools Training](#) - A New Perspective on Student Behavior and Learning - Professional Development Opportunity for ND Educators through the Regional Education Associations

[Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning](#)

UND Online Course: an interactive computer-based instruction course designed to help you identify and effectively teach students affected by stress, trauma, and violence. [Course at a Glance](#)

[I am Resilient: A course on Mental Toughness](#) (PDF)

[School Responder Model](#) - National Center for Mental Health & Juvenile Justice Guidance From Existing Diversion Initiatives for Youth With Behavioral Health Needs

Progress Monitoring

All students assigned to a staff member who will offer individual student supports

1. Working with WilMac to get students behavioral health services needed despite the ability to pay, social status, etc.
2. Teachers and principals will work together to create and implement a new student behavior plan by 2019.
3. The best practices task force recommendation will be made by the spring of 2020.
4. Mental health and student wellness plan development will occur during the 2020-21 school year.
5. Implementation of a mental health and wellness plan will occur in the fall of 2021.

STRATEGIC INITIATIVE 3

RESOURCE MANAGEMENT AND PLANNING

As a result of Ray Public School efforts, the district will secure and allocate 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 Plan, Long-Range Technology Plan, and a Long-Range Financial Plan.*

GOAL 1: Long-Range Facilities Planning

Ray Public School 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. As a result of our efforts, this will be accomplished through the following objectives:

Objectives

1. Ray Schools will develop a Long-Range Facilities Plan.
2. Ray Schools will implement the Long-Range Facilities Plan using appropriate resources necessary to both maintain existing facilities, and design and remodel or build new facilities promptly.
3. Annual Operational Maintenance – Ray Schools will systematically plan maintenance projects annually for completion. The plan will include a detailed list of annual needs and scheduling to ensure that designated projects are completed.

Progress Monitoring

1. The Ray Public Schools will develop a Long-Range Facilities Plan to assist the school board and administration in the decision-making process as they plan for facility needs.
2. The Ray Public School will implement the Long-Range Facilities Plan using appropriate resources necessary to both maintain existing facilities, and design and remodel or build new facilities if needed promptly.
3. Annual Operational Maintenance – Ray Public School will systematically plan maintenance projects annually for completion. The plan will include a detailed list of annual needs and scheduling to ensure that designated projects are completed.

GOAL 2: Long-Range Technology Plan

The Ray Public School will integrate technology within the curriculum to optimize the individual learning of each student. Integrated technology assists students to gather, evaluate, and/or use information, conduct research, solve problems, and/or create original works. As a result of our efforts, this will be accomplished through the following objectives:

Objectives

1. Ray Public School will create a long-range plan for technology to ensure our students are college/career ready by using up to date technology
2. Ray Public School will increase the integration of technology as a learning tool for students and staff.
3. Ray Public School will plan to use technology as an efficient and effective mode of communication with school stakeholders.

Progress Monitoring

1. Development of a comprehensive Long-Range Technology Plan will be completed by the end of the 2020-21 school year.
2. Development of professional development opportunities will include training for faculty and the use of technology in the delivery of classroom curriculum.

GOAL 3: Long-Range Financial Planning

Ray Public School will develop a long-term financial stability and sustainability plan. 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. As a result of our efforts, this will be accomplished through the following objectives.

Objectives

1. Prepare a long-range financial plan which is data driven with historical, current, and future data projections.
2. Prepare a budget aligned with AdvancED school improvement plans and strategic initiatives with a shared vision of the district's strategic initiatives.
3. Prepare an annual budget which addresses facility and technology needs to support effective instruction.

Progress Monitoring

1. The Ray Public School will research and develop a Long-Range Financial Plan by December 2019.
2. The Ray Public School will develop an annual budget with final approval by the Board of Education. The budget will be prepared using data metric provided by the long-range financial plan which includes historical, current, and future forecasted parameters.

STRATEGIC INITIATIVE 4

CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

The Ray Public School 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 AdvancED School Improvement and Accreditation Model. 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. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively 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.

Goal 1: AdvancED Engagement and Review Improvement Goals

The Ray Public School have identified and ensured that the recommendations made by the AdvancEd report team are embedded throughout the current strategic plan. The recommendations included:

Objectives

1. Improvement Plan for Primary Standard 1.1 & 3.6

- 1.1 Revise the current purpose statement, utilizing the input of all stakeholders to define shared beliefs about teaching and learning and the expectations for learners.
- 3.6 Design and implement a strategic resource management process to plan for the long-range goals of the school's purpose and direction to support the needs of all stakeholder groups.

2. Improvement Plan for Primary Standard 3.5

- 3.5 Develop and deploy a formalized plan that ensures implementation and evaluation of instructional integration of digital resources into teaching, learning,

and operations to improve professional practice, student performance, and organizational effectiveness.

3. Improvement Plan for Primary Standard 1.3

1.3 Develop and implement a formalized system of engagement in a continuous improvement process that produces evidence and measurable results of improving student learning and professional practice.

4. Improvement Plan for Primary Standard 2.6 &3.3

2.6 Conduct a framework that assesses the programs and curriculum, to include training in the use of data, to ensure that programs and curriculum are aligned to standards and research-based practices.

3.3 Create, evaluate, and enrich a consistent process whereby all new teachers engage in a formal mentoring program to include training in the school improvement process and use of data to ensure student growth in learning.

STRATEGIC INITIATIVE 5

CONSIDERATION FOR FUTURE STUDY

The Ray Public School District will look at Multi-tiered System of Support (MTSS) guidelines to meet the academic, social, emotional, and physical needs of their students. Researched based practices will be explored to determine professional development for faculty and staff.

GOAL 1: MTSS (Multiple Tiered Support System)

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.

Objectives

1. Research and develop a timeline for the future use of an MTSS system to address both academic and behavioral systems/processes in the school district. This process will be considered for future implantation dependent upon the outcomes of this research.

Progress Monitoring

1. A report outlining findings of this study will be developed by the spring of 2020 with recommendations for next steps in developing and adopting an MTSS structure in the Ray Public School.

THE RAY PUBLIC SCHOOL STRATEGIC PLAN ANNUAL REVIEW

The Ray Public School strategic plan will serve as our 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, sustainability of programs, and community needs. In August of each year, the plan will be reviewed by the administrative leadership team and presented to the Board of Education to consider adjustments to the plan.

Facilitated and procured in collaboration with the strategic planning committee and administration by *Dr. Jeffry M. Schatz, February 2019*

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Addendum – 1

Ray Public Schools SWOT Analysis Summary

Date: 9.19.18

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none">• Experience, knowledge• Willingness to change attitudes• Helpful Staff• Dedicated & Caring Staff• Community Support• Volunteerism• Opportunities for Students• + Growth• Young Community• Safe• +Student/teacher ratio• Tradition• Returning Alumni• Families• Minimal discipline issues• Willingness to grow & change• Good students• Common beliefs• One k-12 building• District communication• Smaller staff (engaging)• Financial stability• Teacher pay	<ul style="list-style-type: none">• Building exterior/updates• Capacity for growth• Expectations vary• Lack of clarity safety procedures• Limited class choice/fewer opportunities• No wood shop• Small departments• Same goal for HS & Elementary• Biased opinions• Staff wear many hats/busy• Communication• Interpretation of changes• Change• Exposure to PBL's? what is it, etc.• Lack of training to implement changes• Use of data to drive decisions• Common data use by teachers• Technology• Curriculum review• Old resources (text books, etc.)• Test scores• Old vs New ray• Sports at the elementary	<ul style="list-style-type: none">• School focus of community• Collaborations with businesses• Agriculture• Community development for students?• Build a new elementary wing to the school• Collaborate with other communities?• Endowment funds?• Improve collaboration with Park District, REA/WilMac• Foundation resources	<ul style="list-style-type: none">• Lack of businesses in town• New residents with different values/beliefs• Growth• Mental health• Legislature decisions• Social media• Volatility of economy• Changing community

NOTE: Analysis developed from strategic planning committee as well as staff responses to survey.