



**HOPE-PAGE
SCHOOL DISTRICT**

STRATEGIC PLAN

Prepared for the School Board and Superintendent, Mr. Andrew Currie

By Dr. Jeffry M Schatz, Consultant



Strategic Planning Consultant

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Letter from the Superintendent



Hope-Page School District #85 is a state-accredited K-12 district in Barnes, Cass, Griggs, and Steele counties. The public school district serves approximately 165 students in grades PreK-12. It operates two buildings, an elementary building containing grades Pre-K through 6 in Page and a secondary building with grades 7 through 12 in Hope. Other communities within the District are Ayr, Colgate, Luverne, and Pillsbury.

The heart of strong and progressive communities is its schools. The Hope and Page School Districts operated under a Cooperative Agreement for nearly two decades. In 2019, the two districts were reorganized into a single District to encourage continued growth and innovation by allowing the school district to maximize the use of resources. The stability brought by the reorganization plan has ensured a visible presence of the established tradition of providing a high-quality educational experience for every student.

The school district has implemented 1:1 technology throughout all grades. The Hope-Page School District #85 is committed to a growth mindset as it continues to look for more opportunities in curriculum, co-curricular, extra-curricular, and club activities.

The purpose of the strategic planning committee was to assess data and develop a plan that represents the community's expectations and values. The committee was led by Dr. Jeff Schatz and included students, parents, staff, administrators, school board, and community members. The strategic writing committees outlined the District's initiatives, goals, and expected outcomes for the future. The strategic plan will provide direction for the future and hold the District accountable for focusing on our mission, "To inspire and educate all students for success in a changing world. "

Andrew Currie, Superintendent
Hope - Page Public School District

Acknowledgments

Many individuals and volunteers contributed significantly to the Hope-Page 2022-2027 Strategic Plan. Thank you to the individuals listed below for their time and commitment to the strategic planning process.

HOPE-PAGE SCHOOL BOARD MEMBERS

Jeri Anne Larck Chair
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Tony Richards
Cindy Hiam
Jason Mewes
Lucas Juliuson
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Tammi Albrecht, English Teacher

Rachel Hiam, Community Member

Hailey Schlotfeldt, High School Student

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

Our Strategic Plan 2022-2027

The Strategic Planning Committee developed the Hope-Page School District #85 strategic plans and priorities with the district leadership team. The Strategic Planning Committee engaged in multiple discussions to review and establish a mission, vision, and values/belief statement. Furthermore, the strategic priority areas were developed to guide the School District's focus and effective use of resources to achieve student outcomes that prepare students for their future.

Our Mission

To inspire and educate all students for success in a changing world.

Our Vision

Our vision is to build a culture of collaboration among our school, students, and communities. We will ensure a safe learning environment that supports personalized educational experiences and inspires student success.

Our Belief

We are Learners, Leaders, Achievers, and Believers. We will change the world.

Our Strategic Priorities

Academic Engagement	Social Emotional Learning	Communication	Technology	Operational Excellence
<ul style="list-style-type: none">•Guranteed and Viable Curriculum•Student Support•21st Century Learners	<ul style="list-style-type: none">•Social and Emotional Learning Skills	<ul style="list-style-type: none">•Comprehensive and Relevant Communication Plan	<ul style="list-style-type: none">•Integrated Technology	<ul style="list-style-type: none">•Long Range Planning

Foundational Practices

Foundational practices are what we currently do at a high level of fidelity to inspire and provide a high-level educational experience for each student. Foundational practices include those things that you do every day and are systemic to the school district's success. The following practices are foundational to our work as a school district.

Safe and Secure Schools

Safe and secure schools are critical to the well-being of the school community and the academic success of students. The Hope-Page School District has created a nurturing, positive school climate of inclusion and acceptance. The schools have established expectations about behaviors with clearly stated policies and expectations applied relatively to all students.

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, socially, emotionally, and behaviorally in school. Hope-Page School District #85 focuses on providing high-quality instruction and research-based interventions to meet individual student needs and progress monitoring to make decisions about changes in instruction or goals. Multiple forms of data are used to allocate resources to improve student learning and support staff implementation of effective practices.

4 C's of 21st Century Learning

Critical thinking, collaboration, creativity, and communication are the cornerstone to becoming successful learning. The Hope-Page School District #85 encourages students to become problem solvers, engage in thinking outside the box, and express themselves in healthy and productive ways. The teachers allow students to take ownership of their learning. Staff also teach students the skills needed to work together to achieve a common goal and convey ideas quickly and clearly.

PLC's

The Hope-Page School District empowers its teachers to become leaders in the educational process. Each building utilizes teams of teachers to identify and support the needs of all students in Personal Learning Communities (PLC's). The teams will meet on a regular basis to discuss current practices and student progress.

Critical Attributes of a High School Graduate

The strategic planning committee identified desired outcomes or critical skills and aptitudes of a high school graduate. The collective critical skills and aptitudes included in the areas of Academics, Workplace, and Life/Character Skills:



Our Strategic Initiatives and Priorities

I. Academic Engagement

Hope-Page School District #85 will provide students with the skills and tools needed for success. Students will have access to a guaranteed and viable curriculum. This curriculum will provide structure, define outcomes, and the necessary knowledge and skills to achieve. Hope-Page will also provide tools and support for vertical and horizontal alignment of student goals and expectations.

Goal 1

Hope-Page School District #85 will ensure a Guaranteed and Viable Curriculum for all students.

The teachers and students will both become familiar with the Marzano Instructional Model. Teachers will examine state standards, develop expectations, and meet regularly to build grading scales. Professional development will be available to train teachers in the Marzano Educational Model. Teacher and school leader evaluations will be based on the Marzano Model of Classroom Instruction and Instructional Leadership.

Rationale

Providing consistency across the PK-12 system has been a long-term goal for the school district. By continuing to work on the following objectives, the school will create a consistent approach to ensure that a guaranteed and viable curriculum is offered for all students.

Objectives/Strategies - The following objectives/strategies will be used to achieve our goal.

- The School Improvement Team (SIT) will create a curriculum review cycle.
- A sustainable professional development plan will be created to help incoming staff with the Marzano Framework.
- Teachers will review standards annually to prioritize standards and adjust.
- Grades PK-6 will develop and implement a 1-2-3-4 proficiency scale for all subject areas.
- Grades 7-12 will use a % scale to assess student learning.
- Grades PK-12 will schedule a time during PLCs (Professional Learning Communities) to discuss common grading practices.
- Standardized test scores will be analyzed along with formative and summative classroom assessments to determine student progress and goals.

- Teachers will be trained and evaluated using the Marzano Framework.

Expected Outcomes

Will be determined by PK-6 and 7-12 staff during PLCs. Annual monitoring of the desired outcomes for each objective/strategy will be reported in a yearly report outlining the achievement of results and progress made in achieving this goal.

Goal 2

Hope-Page School District #85 will provide students with the support and tools they need for growth.

Rationale

Ensuring that all students have the support and tools to succeed has been identified by the school district as an area of focus. Through our efforts, all students will have the opportunity to be successful.

Objectives/Strategies - The following objectives/strategies will be used to achieve our goal.

- Students in grades PK-12 will utilize data binders.
- Teachers and students will participate in student-led conferences.
- An MTSS (Multi-Tiered System of Support) process will be implemented in Pk-12 to ensure there are methods to meet all learners' needs.
- Teachers will be given a specific time to work in Professional Learning Communities. This time will be used to collaborate with peers and focus on district or schoolwide goals.
- A sustainable professional development plan will be created to train staff in the MTSS process and PLCs. Including but not limited to in-house observations, teacher leaders, outside training, and online training.

Expected Outcomes

Will be determined using the following tools:

- MTSS data
- Data Binders
- PD plan and data
- PLC Calendar - *Includes time to meet and analyze student data.

Annual monitoring of the desired outcomes for each strategy will be reported in a yearly report outlining the achievement of results and progress made in achieving this goal.

Goal 3

Hope-Page School District #85 will develop 21st Century Learners who can use technology and effectively model the 4 Cs of Collaboration, Critical Thinking, Creativity, and Communication.

Rationale

Encouraging 21st Century skills to promote the highest achievement of every student by defining the knowledge and skills that students should acquire at each grade level while utilizing the North Dakota State Standards. The 21st Century learning skills, technology literacy skills, and life skills are an essential part of the curriculum for a student to succeed in today's world. (The Four C's) teach students about the mental processes required to adapt and improve a modern work environment. Technology literacy skills focus on how students can discern facts, publishing outlets, and the technology behind them. Life skills look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

Objectives/Strategies - The following objectives/strategies will be used to achieve our goal.

- Staff will be trained in the 4 C's and then collaborate to develop age-appropriate scales to assess each aspect.
- Staff will work together to develop norms for collaboration among both staff and students.
- Teachers will collaborate to create a feedback tool to use on Peer Walkthroughs 3x/year.

Expected Outcomes

Will be determined by using the following tools:

- Analyze the 4 c's scale in PLCs.
- Look at norms and data at the beginning and end of each year.
- Peer walk through data.

Annual monitoring of the desired outcomes for each strategy will be reported in a yearly report outlining the achievement of results and progress made in achieving this goal.

II. Social-Emotional Learning

Hope-Page School District #85 values relationships and believes in fostering a safe and collaborative environment. We believe that students and staff should be provided with the tools and support to develop those skills.

Goal

Hope-Page School District #85 will increase all students' and staff's social and emotional learning skills.

Rationale

Social-emotional learning is essential to creating a school culture where all students can attend school in a safe and supportive environment. Hope-Page School has identified this strategic focus area as an essential aspect of each student's experience. Therefore, we will ensure the following goals will focus our efforts on social-emotional learning.

Objectives/Strategies - The following objectives/strategies will be used to achieve our goal.

- Hope-Page will use a social-emotional learning curriculum for all students and staff.
- Hope-Page will have consistent expectations for student and staff interactions.
 - 7-12 Behavior Matrix
 - PK-6 Behavior Matrix
- Hope-Page School will develop positive relationships between all stakeholders.

Expected Outcomes

Will be determined by using the following tools:

- Social-emotional curriculum and professional development data and schedule
- Behavior Data
- MTSS-B Referrals

Annual monitoring of the desired outcomes for each strategy will be reported in a yearly report outlining the achievement of results and progress made in achieving this goal.

III. Communication

Effective communication with all stakeholders is critical in maintaining a quality school culture. The strategic planning committee identified the need to improve communications both internally and externally with the communities we serve through survey results.

Goal

Hope-Page School District #85 will develop a comprehensive, relevant communication plan and make it accessible to all stakeholders.

Rationale

Informing all stakeholder of district decisions and activities through the use of a transparent communication plan.

Objectives/Strategies- The following objectives/strategies will be used to achieve our goal.

- District communications platforms such as Facebook, PowerSchool, Blackboard (all call), school website, the newspapers (Steele County Press, Cass Country Recorder), monthly activity calendar, back to school packet, Your Live Event, and HP app
- Remind app (extra and co-curricular activities)
- Teachers will communicate with parents/guardians through classroom level tools: Seesaw, Google Classroom, Remind, social media, and school emails
- Internal communications information will be disseminated at new employee orientation and staff back to school in-service
- Update platforms with relevant data as it becomes available
- District-wide distribution of Hope-Page communication plan checklist

Expected Outcomes

Will be determined by using the following tools:

- Survey stakeholders on which platform/s they prefer and use for continued growth and improvement
- The District will hold student-led conferences twice per year to inform parents of the progress
- The communication committee will meet on a regular basis.

Annual monitoring of the desired outcomes for each strategy will be reported in a yearly report outlining the achievement of results and progress made in achieving this goal by using social media and website analytics.

IV. Technology

Hope-Page School District #85 recognizes the planned use of technology is an integral part of education and society. The district is committed to providing students with the opportunity to develop lifelong learning skills using technology. Staff will implement technology throughout the curriculum to ensure all stakeholders will know how to use a variety of tools. The District also recognizes the need for long-range planning to ensure the sustainability of its technology infrastructure.

Goal: Hope-Page School District #85 will ensure that our students and staff access current technology resources to meet their educational needs.

Rationale

Learning environments should reflect what we know about how people learn and take advantage of technology to optimize learning. Technology provides access to more learning resources and connections to experts and audiences beyond the classroom. Our system must support administrators, teachers, and support staff in their efforts to leverage the power of technology to provide engaging, personalized learning experiences and ensure students have the skills to be lifelong learners. The purpose of a technology plan is to identify goals, strategies, timelines, measures, and rationale for using technology within the school district.

Objectives/Strategies The following objectives/strategies will be used to achieve our goal.

- Continue to provide 1:1 student devices in grades PK-12
- Provide training to staff, as requested by teachers and the technology committee
- Educate students and staff on being responsible digital citizens while promoting media literacy
- Teach students to be proficient with technology
- Create opportunities/exposure to different resources and platforms using technology
- Facilities equipment is current
- Update district long-range technology plan

Expected Outcomes

Will be determined by using the following tools:

- Device rotation schedule
- Updates and improvements to technology infrastructure will be presented to the technology committee every year – part

of the completed technology plan

- Feedback from students, staff, and technology committee
- Student Engagement Survey results
- Choice Ready data
- Teacher evaluations

Annual monitoring of the desired outcomes for each strategy will be reported in a yearly report outlining achievement of results and progress made in achieving this goal

V. Operational Excellence

In addition to the strategic priority areas, having comprehensive plans for critical operational functions within the District is essential for optimal school district performance. Therefore, the school district will create, monitor, and use a variety of frameworks and plans for Communication, Facilities, Finance, Technology, and Transportation.

1. Facilities Plan

We believe proactive and comprehensive facilities planning is a foundation for district success. We will develop a long-term facility plan and overall annual operational maintenance plan.

2. Financial Plan

We believe proactive and comprehensive financial planning is a foundation for district success. Therefore, a plan will be created to illustrate past and current practices and future assumptions for the school district's finances.

Continuous Improvement and Accountability

Hope-Page School District #85 are committed to making data-driven decisions to ensure continuous improvement and accountability. The school district will engage in a comprehensive process of building a district-level evaluation and accreditation strategy map, reflecting this strategic plan's focus. This will be accomplished by using the Cognia School Improvement and Accreditation Model. Cognia 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. Establishing a learning culture built on high expectations for learning and quality programs and services, including an analysis of results, are critical indicators of the system's impact on teaching and learning.

Standard 3: Resource Capacity Domain

The system examines the allocation and use of resources to ensure appropriate funding, sustainability, and system effectiveness. The use and distribution of resources align and support the system's needs and institutions served. They ensure that resources are aligned with their stated purpose and direction and distributed equitably to address the system's needs adequately. The utilization of resources includes support for professional learning for all staff.

The Hope-Page School District #85 engaged in a school accreditation process from February 8-12, 2021. The results of the accreditation visitation process provide a pathway for improvement. Areas of improvement included the following:

1. The system collected data from various sources, but little or no data were analyzed for longitudinal purposes regarding the system's overall effectiveness.

The system is encouraged to utilize long-term data to analyze the quality and usefulness of implemented programs. By determining which programs are highly effective and eliminating those that show limited results over time, teachers and administrators could focus and become experts in utilizing fewer programs rather than having minimal knowledge about many.

2. The use of student data binders was continuously mentioned as an effective tool for students in utilizing formative and summative data.

The system could continue to widen the scope of increased differentiated instruction and the implementation of individualized activities focusing on creative, innovative, and critical thinking skills.

3. While the system promoted attitudes, beliefs, and skills needed for success, little evidence indicated that creativity, innovation, and collaborative problem-solving learning were frequently utilized in the curriculum.

Leaders and teachers are recommended to research more hands-on, creative, innovative, and collaborative problem-solving activities. Administrative support and encouragement, professional development

opportunities, and professional learning communities could assist teachers in preparing and monitoring higher-level learning activities, rubrics, or other assessment methods to evaluate hands-on and creative projects.

4. The curriculum selection process, including online programs, should be clearly defined and documented, aligned with standards, inventoried, and made available to teachers.

A recommended practice is to create a schedule or procedure for adopting the curriculum, informing staff members of the approved process and what is available, and categorizing similar areas to provide ease of use for teachers.

Cognia Report Final Statement:

By building upon strengths and prioritizing areas that need improvement outlined in this report, Hope-Page School District #85 can successfully continue the improvement journey.

This strategic plan's strategic anchors and subsequent goals and strategies will address the improvement recommendations identified in the Cognia report to create a pathway to improve the opportunities provided for the students they serve.

Strategic Plan Annual Review

Engaging community stakeholders about the most comprehensive approach to providing educational experiences for students we serve is essential to understanding what is critical to the community. The Hope-Page Public School District #85 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. 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.

ADDENDUM 1 - Annual Reports to the School Board Schedule

Strategic Priority	Annual Board Report	*Assignment
<i>Academic Engagement</i>	May	
<i>Social-Emotional learning</i>	April	
<i>Communication</i>	March	
<i>Technology</i>	February	
<i>Operational Excellence</i>	January	
<i>Annual Strategic Plan Review-Renewal (Approval)</i>	May	Superintendent
<i>Operational Plan (Approval)</i>	July	Superintendent

*** Assignments for who will give Board Reports need to still be included.**

ADDENDUM 2 - Hope-Page Public School Strategic Plan Road Map 2022-2027

This table can be used to further develop the operational plan of the strategic priorities, goals, strategies, etc.

Strategic Priority	Goal(s)	Strategies	Who	Timeline	Cognia Alignment	Expected Outcomes	Results