Dickinson PUBLIC SCHOOLS

Roadmap to Success

2020 - 2025

Mission: Prepare all learners for life-long success through a safe, collaborative, and innovative learning community

Vision: Success for all!

Goal 1: To Become a Highly Reliable School System			
Objective 1.1: Safe, supportive, and collaborative school system			
Measures of Success: Achieve levels of certification; surveys from stakeholders; monitoring PLCs (need to build matrix/mechanism)			
Implementation Steps/Strategies (What Will Be Done?)	**Responsibilities** (Who Will Do It?)	**Resources** (Funding/Time/People/Materials)	**Timeline** By When? (Day/Month)
Create action solutions to fix overcrowding at all levels	School Board, Superintendent Business Manager	Building fund, capital campaign, informational materials sent to the community, communicate action solutions to the community	Ongoing

Offered and implemented effective PBIS at all levels and followed through by the entire school community	Building Leadership, Safety and Security Committee, Staff, Admin, SRO	CHAMPS, common area CHAMPS, self-monitoring, charts, signs, time, counselors, mental health training and strategies: ZONES of Regulation, Second Steps, Mind Up, Restorative Justice, Josten's Continuous Training in PBIS	Ongoing
Establish, communicate, and practice emergency plan throughout the year	Admin, CAO, Safety and Security Committee, Emergency personnel, Custodial staff, School-based Emergency Team, Staff	Notify appropriate first responders, crisis bag or bucket, plans posted in each room, review in the beginning of each year	Ongoing
All teachers will be positive, productive, participating members of a collaborative team focused on answering the six critical questions of a PLC	Administrators, Certified Staff	Relevant professional development, time, space	August 2020
All schools will collect, analyze, use, and communicate stakeholder perception data and related decisions for improvement	Building Leadership Team, Public Relations Coordinator		August 2020 and ongoing
Develop formal processes to identify and recognize school, student and staff achievements	Building Leadership Team, Public Relations Coordinator		
Recognize, review, retrain, and reinstitute PBIS	Curriculum Coordinator, Director of Instruction, Staff, Admin, Building Level PBIS Leadership Teams	PBIS training for all staff	Ongoing
Develop a decision-making matrix for each school-allow for input from all levels	Admin, School Leadership Team, Staff	*include classified staff on school leadership team*	Ongoing
Conduct PD on SEL or similar for staff	Director of instruction, Curriculum Coordinator, Special Ed Coordinator, Building Leadership team, Counselors, Social Workers	Identify a program; SEL training for SPED staff	Ongoing

Conduct PD on CPI or similar for staff	Director of instruction, Curriculum Coordinator, Special Ed Coordinator, Building Leadership team, Counselors, Social Workers	Identify a program; CPI training for SPED staff	Ongoing
Implement SEL strategies and monitor effectiveness	Director of Instruction, Curriculum Coordinator, Special Education Coordinator, Certified and Classified Staff, Admin, Building Leadership Team or PBIS Team, PLC Teams		Ongoing
Implement CPI strategies and monitor effectiveness	Director of Instruction, Curriculum Coordinator, Special Education Coordinator, Certified and Classified Staff, Admin, Building Leadership Team or PBIS Team, PLC Teams		Ongoing
Create/develop an appropriate intervention setting which addresses and targets continued inappropriate behaviors	CAO, Admin, Staff, SRO	Create a vision and plan for implementation, grant and district funding, education community	Implemented 2020-2021 School Year
Implication for Professional Development: PBIS, SEL, PLC – book study, training leaders, tough conversations, process for redirection			

Objective 1.2: Effective teaching in every classroom

Measures of Success: Teacher evaluations; student achievement data; Level II certification

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
Implement formal process to ensure effective instruction	Admins	Danielson Framework perhaps switch to Marzano, training on The New Art and Science of Teaching	Ongoing
Implement a formal evaluation process that is focused on professional growth	Admin, Dept. Head	Evaluation framework and process	Ongoing
Adopt an instructional model (framework)	District School Improvement Leadership Team	New Art and Science of Teaching August Inservice	Fall 2020
Provide focused collaboration time within the schedule	School Leadership Team, Principal	Built in time	End of 2020
Provide timely PD within the buildings (embedded PD-Instructional Rounds)	PD Committee, Director of Instruction, Coaches, Admin, PLC Teams, Teachers	Funding, relevant PD, instructional coaches, time	Ongoing
Provide PD opportunities for para educators	Director of Instruction, Coaches, Admin, Teachers	Online opportunities and specific areas to include: Behavior, Special Education, LLI, Gen Education, High Reliability Schools, PBIS	Develop a plan
Provide opportunities for personalized professional development	Admin, Teachers	Instructional Coaches across the curriculum Differentiated PD-Choices	Ongoing

Implication for Professional Development: Instructional Rounds Professional Development and New Arts/Sciences Professional Development

Objective 1.3: Guaranteed and viable curriculum

Measures of Success: Student growth; state assessment data; proficiency scales; PLC data

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
Ensure assessment alignment with essential standards	PLC, District Grade Level Teams	Department and Building Alignment Screeners, CFA & CSA based on essential standards and proficiency scales	Immediate Ongoing
Identify and implement essential standards	PLC/Grade Level Meetings	Framework for understanding the Essential Standards (How are the mastery skills implemented and tracked across the district, classroom, schools, and grade levels?), Time for Grade Level teams to meet Curriculum Director Admin	In Progress Ongoing
Provide students and parents access to essential standards	PLC/RTI	Online Essential Mapping System for resources to support learning with all resources ready and linked for instruction, extensions, interventions, Personalized Learning Targets – use laymen's terms	Fall 2020
Implement an effective RTI process	School Leadership Team, Intervention Teams	Structures, teams, time, money, data, tracking tools, increased interventions based on essential skills	Ongoing
Create and implement building-wide goals based on student achievement	Leadership Team, Guiding Coalition Team, School Improvement Team/PLC	Time, communication	Ongoing
Use data to drive instruction	PLCs, Leadership Teams/Guiding Coalitions	PBIS work, interventions, gifted and talented times	Ongoing
Develop proficiency scales	PLCs, District Grade Level Teams, Department Teams	Consistent framework and evaluation cycles for essential standards with scales	Ongoing

Develop a formal process to review essential standards and scales	Admin, PLCs, Director of Instruction, Curriculum Coordinator	Time, funding (substitutes or stipends)	Ongoing
Provide PD on curriculum components and resources	Admin, Director of Instruction, Curriculum Coordinator, Teachers	Time, money, people that are consistently revisited in smaller chunks of time	Ongoing
Ensure student learning of essential standards is measured by their demonstrated proficiency of skills, not relative of time	Teachers	Appropriate proficiency scales with defined targets with vertical alignment to minimize gaps and overlaps, communication of the skills to parents, staff, students, time, money	2025

Implication for Professional Development: Curriculum coordinator training on proficiency scales; coaches train on using data to drive instructional decisions.

Objective 1.4: Standards-referenced reporting			
Measures of Success: Student achievement data; Level 1-4 certification; multiple mediums of communication; parents understand levels of certification			
Implementation Steps/Strategies (What Will Be Done?)	**Responsibilities** (Who Will Do It?)	**Resources** (Funding/Time/People/Materials)	**Timeline** By When? (Day/Month)
Report status and growth on the Report Card using proficiency scales	Teachers, Teaching Teams	Software to present the information, school to introduce new idea to community and parents, education for all staff to be able to report info	2024
Develop student progress monitoring process	Teaching Teams	Proficiency scale, student rubrics, data notebook	Preclude the report card
Provide PD on standards-referenced reporting	Director of Instruction	Funding through School Climate Grant	2023
Communicate with stakeholders about standards-referenced reporting	Teachers, Admin, Director of Instruction	Multiple modes of communication are needed to reach all parents	2023

Implication for Professional Development: Funding through School Climate Grant

Objective 1.5: Competency-based education			
Measures of Success: Student achievement data; Level 5 certification; demonstrated mastery of essential skills by students; report cards; student survey			
Implementation Steps/Strategies (What Will Be Done?)	**Responsibilities** (Who Will Do It?)	**Resources** (Funding/Time/People/Materials)	**Timeline** By When? (Day/Month)
Remove time requirements to move through levels of knowledge and adjust the reporting systems accordingly	Cabinet, Building Leadership Teams	Personalized Learning - continued PD, book study	2025
Level of learning is not determined by your age or month	Cabinet, School Board	Personalized Learning Opportunities	2025
Create committee to study the effectiveness of grade level bands	PD Committee	Personalized Learning book study	2023
Increase teacher effectiveness using learning management systems	"Steering Committee" (TBD)/Staff, Tech Integration Specialists	Modeling, examples, funding through School Climate Grant	Ongoing
Develop student driven learning path	"Steering Committee" (TBD)/Staff	Standards, PLCs	2024
Develop flexible learning opportunities	"Steering Committee" (TBD)Staff	Guidance, PD	Ongoing
Redefine the teacher role	"Steering Committee" (TBD)	Funding through School Climate Grant	Ongoing
Implement mastery-based competency path	"Steering Committee" (TBD)/Staff	Standards, LMS	2025
Implement flexible assessment plan	"Steering Committee" (TBD)/Staff	Funding through School Climate Grant	2025
Ensure K-12 Learning Continuum	"Steering Committee" (TBD)/Staff	Standards, school visits	2025

Ensure every student has the opportunity for personalized learning	"Steering Committee" (TBD)/Staff	Funding through School Climate Grant	2025
Develop post-secondary and/or work opportunities	"Steering Committee" (TBD)/Staff	Academy Coach, Community Relations Coordinator	Current Ongoing
Implication for Professional Development: PLC Team PD			

Goal 2: **Establish Authentic Communication and Engagement**

Objective 2.1: Establish staff communication within the school community to create positive culture

Measures of Success: Survey where 80% of respondents would agree or strongly agree that district and school communication is timely, adequate and authentic; survey where 80% of respondents would agree or strongly agree that there is a positive district culture within the community

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
Increase staff communication through email and communication apps and/or alternative methods	Admin, Superintendent, CAO, Building Admin, Building Leadership Teams	Weekly/monthly update of what is happening, thought exchange, input (suggestion box) on websites, specific unified platforms for consistency	Ongoing
Share celebrations, activities and events	Public Relations Coordinator, District and Building Admin, Building Leadership Teams, Staff	Use of Facebook, Twitter, and other (unified school) apps	Ongoing
Regularly schedule staff meetings to include certified and classified (timely)	Building Admin, Leadership Teams, Staff	Compensation for Classified and Certified Staff	2020
Create opportunities for staff to have vertical conversations	PD Director, PLC Teams, Building Admin, Director of Curriculum, Staff	PD Time	Ongoing
Create a systematic method of disseminating timely information throughout the district	CAO, Admin, Staff, School Board, Superintendent, Public Relations Coordinator	Email, website, social media, publication, newsletters	2021
Engage the community in conversations and share information through social media	Public Relations Coordinator, Admin, Staff		
Develop structure and provide opportunities for student led promotion of school pride at all levels	Building Admin, Staff, Student Council/Leadership, Public Relations Coordinator	Mentorship program (seniors talk with 7,8,9 to try different activities), built in structures, programing, a civics credit, platform to share the information to ensure that a system is set up for this	2020

Establish collaborative community partnerships to enhance learning	Administrators, Career Academy Coach, Public Relations Coordinator, Superintendent, School Board, Business Leadership Coalition Teams		Ongoing
Acknowledge successes of the district, including schools as well as individuals appropriately in the community	Public Relations Coordinator, Admin, Staff, School Board		Ongoing
Implication for Professional Development			

Objective 2.2: Formal family involvement within the school environment			
Measures of Success: Attendance numbers at events; tracking numbers in new "volly" platform; social media feedback/hits; surveys			
Implementation Steps/Strategies (What Will Be Done?)	**Responsibilities** (Who Will Do It?)	**Resources** (Funding/Time/People/Materials)	**Timeline** By When? (Day/Month)
Implement parent led volunteer groups	Community Relations Coordinator, Admin, PAC President, Staff	WDPC Volunteer sign-up platform, PD on better parent involvement throughout the district	Ongoing
Provide PD for staff	West Dakota Parent and Family Resource Center, District Admin, Building Admin, Director of Curriculum and Instruction, Curriculum Coordinator, Admin, Staff	Livingtree, PD on Family Engagement	Fall 2022
Implement Parent Involvement strategies at all levels	Admin, Staff, Parents		Ongoing

Develop formal strategies for parent communication	Community Relations Coordinator, Admin, Building Leadership Teams, Teachers	Unified platform and expectations being used and set at each building	Ongoing
Implement formal methods by which teachers are required to pass on learning objectives (newsletter, website, dojo, apps)	Admin, Teachers		Ongoing
Provide volunteer opportunities for parents - more visibility (school related and extra-curricular)	Admin, Staff, PAC, Parents, Community Relations Coordinator, Building Leadership Teams	Volly.org, bring snacks	2021
Provide better district communication to all (staff and families)	CAO, Admin, Staff, All Building Teams		Ongoing
Implication for Professional Development:			

Objective 2.3: Communication with the community			
Measures of Success: Feedback/surveys to evaluate the effectiveness of communication (by newly formed communication committee); Social media hits; Community forums-attendance numbers			
Implementation Steps/Strategies (What Will Be Done?)	**Responsibilities** (Who Will Do It?)	**Resources** (Funding/Time/People/Materials)	**Timeline** By When? (Day/Month)
Conduct Community Forums	Superintendent, Admin, Community Relations Coordinator		Ongoing, Fall 2020
Provide monthly editorials	CAO, Admin, Community Relations Coordinator	Heart River Voice, Dickinson Press	Ongoing, Spring 2020
Ensure Annual Report Publications are available to Community	Superintendent, Community Relations Coordinator, CAO, School Board		Ongoing

Share district stories – educational and extracurricular	Superintendent, Community Relations Coordinator, ALL	Community Relations Coordinator	Ongoing
Ensure business partnerships services (addiction, counselor) in the classroom	Superintendent, District Admin Teams, Community Relations Coordinator		2022

Implication for Professional Development:

Glossary of Acronyms

CAO - Central Administration Offices

CPI - Crisis Prevention Intervention

LLI -Leveled Literacy Intervention

PBIS - Positive Behavioral Interventions and Supports

PD - Professional Development

PLC - Professional Learning Communities

RTI - Response to Intervention

SEL - Social and Emotional Learning

SPED - Special Education

SRO - School Resource Officer