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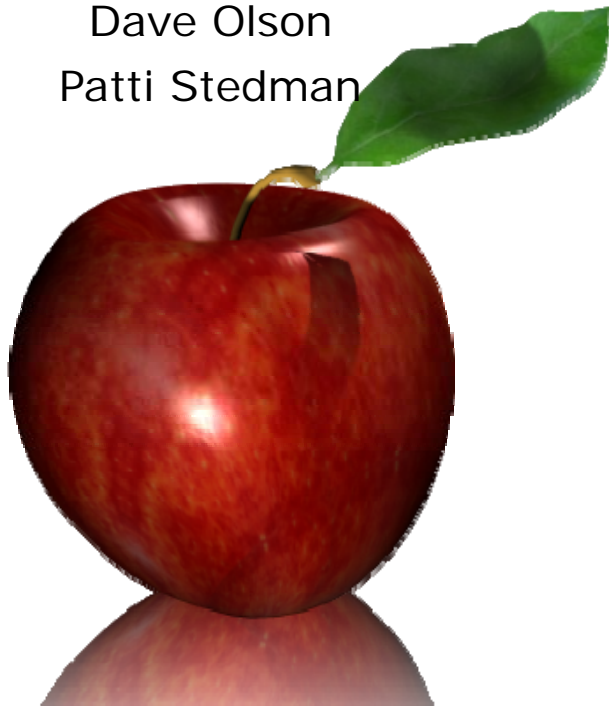
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# West Fargo Public Schools

## Strategic Plan

*2011-2016*

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The draft strategic plan is submitted on behalf of a 38-member task force made up of parents, community members, teachers and administrators. The group met six times for approximately three hours each meeting. The group studied trends, data and research designed to help them answer the question, “What do our students need to know and be able to do to be prepared for *their futures*, not our past.” Following are the task force members:

Kim Jacobsen > Kindergarten Teacher  
Jolene Sand, Diane Loberg, Christine Boyle > Grade 1-5 Teachers  
Mary Beth Anderson > Grade 6-8 Teacher  
Sue Jordahl, Nanci Dauwen > Grade 9 Teachers  
Joan Baltezore > Grade 10-12 Core Academic Teacher  
David Gravidahl > Grade 10-12 Elective/CTE Teacher  
Adam Gehlhar > STEM Teacher  
DeLori Baer > Special Education Teacher  
Michelle Weber > Counselor/Career Exploration Specialist  
Cy Metcalf > Classified Staff Person  
Lisa Montplaisir > Elementary Parent  
Steve Neva > Middle Level Parent  
Gary Inman > STEM Parent  
Jeff Young > High School Parent  
Bri Keller, Mark Staples, Adel Said > High School Students  
Gretchen Ehlen, Brad Schmidt > Community/Business Persons  
Achintya Bezbaruah > Higher Education Representative  
Beth Slette > Elementary Administrator  
Denise Jonas > Middle Level/STEM Administrator  
Cory Steiner > High School Administrator  
David Flowers > Superintendent—Chair/Facilitator  
Louise Dardis > Assistant Superintendent  
Rob Kaspari > Technology Director  
Robin Hill > Human Resource Director  
Mari Bell > Special Education Director  
Debra Nieman > Elementary Curriculum Coordinator  
Kathy Scott > Secondary Curriculum Coordinator  
Nicole Manson > ELL Coordinator  
Darren Sheldon > AdvancED Coordinator  
Pam Hall > Technology Integration Specialist  
Patti Stedman, Judy Kvaale > Board Members

## **Mission**

*Educating today's learners for tomorrow's world.*

## **Vision**

*West Fargo Public Schools prepares all learners with the knowledge and skills to be contributing citizens in a rapidly changing world. We are dedicated to continuous improvement, engaging every student to become problem solvers and lifelong learners. Excellence is achieved through practices based in research, and by aligning all resources to support learning.*

## Challenges

*The Strategic Planning Task Force completed a study of trends and research, as well as an analysis of the strengths, weaknesses, opportunities and threats within the district and outside the district that will impact the achievement of the strategic vision. Following are the top challenges we believe must be addressed to achieve the plan's goals.*

**The bar has been raised in the 21<sup>st</sup> Century**--To support higher levels of performance, all students must be engaged in courses and curriculum that are rigorous and relevant. Higher percentages of students than ever before need to be prepared for college and work.

**Continuous improvement**--We must all understand the urgency and need for continuous improvement, not as an indictment of current or past practice, but as a way of doing business.

**Maintaining a great staff**--We must afford high quality professional development, adequate compensation and appropriate conditions to attract and retain a great teacher for each child, and administrative and classified staff to support the efforts of great teachers.

**Collaboration is key**--To improve teaching and learning, teachers must be given time to collaborate with others to look at student work and to plan ways to reach all students. Tremendous opportunities exist in the West Fargo/Fargo metro area; opportunities for **partnering** with the community--businesses, the universities and parents on behalf of our students is an asset we must mine purposefully.

**Leading change is complex and difficult**--Declaring the need for change is inadequate; we must plan for and support the change given the best we know from research on organizational change. Leadership capacity must be developed and sustained among principals and teachers to generate and sustain needed change. Resistance to change may be both internal and external.

**Time**--For professional development, for individual planning, for collaborative work—is a precious commodity.

**Needs of the whole child**--The focus of the current accountability model is on reading and math and creates the potential that the curriculum will be too narrow; we must insure a continuing focus on skills and sensibilities gained from a well-rounded experience including the arts.

**Instructional clarity and focus**--We must agree on what we value for all students to know, be and be able to do, and then we must align the system to produce those results.

**Safe, secure and adequate facilities**--Must be provided and maintained.

**Technology advances**--Outpace resources, yet students and staff must have the tools to learn now and in the future.

Goal	Objective	Purpose
<b>Quality Staff -- WFPS attracts, supports and retains a quality staff; each student has a great teacher every day in every class</b>	2.1 Attract qualified and well trained staff.	Recruitment: Be a desirable destination.
	2.2 Strive to achieve and maintain competitive compensation and benefits for all employee groups.	Retention: Value our employees.
	2.3 Design, deploy and maintain a quality system of evaluation for all employee groups.	Evaluation: Quality feedback improves performance.
	2.4 Develop and implement appropriate professional development that encourages continuous improvement for all employee groups.	Professional Learning: Invest in being better.
<b>Quality Support Systems -- WFPS creates and continuously monitors and improves systems and processes that produce excellent results.</b>	3.1 Project, secure and manage the fiscal resources and assets of the school district ethically and effectively to support achievement of the strategic goals.	Fiscal Resources: Be great stewards of taxpayer dollars.
	3.2 Provide clean and safe learning and working environments that support quality work by students and staff.	Facilities: Great spaces support quality work.
	3.3 Provide quality nutrition services that provide and teach healthy choices.	Nutrition Services: Food for Thought.
	3.4 Provide students and staff with the technology tools necessary to do quality work.	Technology: The right tools for the job.
	3.5 Communicate effectively with internal and external stakeholders, and engage stakeholders to build trust and support.	Communication and Community Engagement: Our district: a great story.
	3.6 Provide safe, secure and efficient transportation to and from school and school events.	Transportation Services: Secure and safe—critical start and end to the day.

## ***Operational Plan***

*The operational plan is a framework of broad goals that if addressed will build the capacity for the district to achieve the strategic goals and fulfill the strategic vision.*

**Overall Goal: Build the capacity and provide support to produce quality results for all learners.**

<b>Goal</b>	<b>Objective</b>	<b>Purpose</b>
<b>Align all elements in the instructional system to produce the strategic results</b>	1.1 Define and implement clear and relevant standards translated into prescribed curriculum that is delivered consistently to all students.	Curriculum: Know what's worth teaching.
	1.2 Develop and deploy a shared vision of "good teaching" focused on rigor, student engagement, and respectful, caring relationships for all students.	Instruction: Teach each learner well.
	1.3 Develop and deploy the means formatively and summatively assess student learning of essential skills in the curriculum.	Assessment: Measure what we value.
	1.4 Commit to each student's academic and behavioral success through quality differentiation of instruction, early intervention, alternative programs and special services, including gifted and talented.	Differentiation: Failure isn't an option.
	1.5 Support all staff to continuously improve by developing and deploying a research-based professional development model for all initiatives critical to achieving strategic goals.	Professional Learning: Commit to individual and organizational excellence.

## ***Beliefs***

*The Strategic Planning Task Force identified and ranked the following beliefs, which must drive our organization and comprise our culture if we are to achieve the desired results for our learners.*

*In West Fargo Public Schools, we believe that . . . .*

- ◇ *Students learn best when they are actively engaged in the learning process*
- ◇ *Effective school leaders engage in practices that support the ongoing improvement of teaching and student performance.*
- ◇ *Curriculum needs to incorporate a variety of learning activities to accommodate differences in student learning.*
- ◇ *A safe and orderly environment promotes student learning.*
- ◇ *School learning that makes meaningful connections to the "real world" is most effective.*
- ◇ *Students learn more when provided with a variety of instructional approaches.*
- ◇ *Teachers, administrators, parents and the community share the responsibility for helping students learn.*
- ◇ *Students learn best when our staff maintains high expectations for learning.*
- ◇ *All students in our school need to have an equal opportunity to learn.*
- ◇ *A successful student creates and uses a variety of thinking and reasoning strategies.*
- ◇ *Interactions with adults and other students contribute to student learning.*

## Goals and Key Indicators

Following are suggested goals, as well as “key indicators.”

These indicators are a starting point for monitoring progress over time on our achievement of ambitious goals. Admittedly some of the goals are difficult to measure given current assessments and our sophistication in assessment. We must develop the capacity to teach to these goals, and to grow in our sophistication to monitor their achievement over time.

GOAL	<i>Sample Key Indicators (to be disaggregated to determine degree to which they are achieved for ALL students) Multiple Measures Including:</i>
<b>Goal # 1: All WFPS students will continuously improve toward, or maintain proficiency in essential skills in core content areas of reading/language arts; mathematics; science; and social studies.</b>	<ul style="list-style-type: none"> <li>◇ % proficient on NDSA in reading, mathematics and science</li> <li>◇ % on grade level in reading by 3<sup>rd</sup> grade</li> <li>◇ Consistent improvement—fall to spring—on % average/above on AIMS web assessments</li> <li>◇ % achieving expected growth on NWEA/ MAP in core areas</li> </ul>
<b>Goal #2: All WFPS students will graduate college-ready and/or work-ready.</b>	<ul style="list-style-type: none"> <li>◇ % graduating “on time” will improve annually</li> <li>◇ % graduating with the core courses recommended by ACT, including two years of foreign language</li> <li>◇ ACT scores will be at or above state and national averages</li> <li>◇ Average scores on Work Keys assessments for those students who take it will continuously improve</li> <li>◇ % of students successfully completing college AP and/or dual credit courses will improve annually</li> <li>◇ % completing Algebra II successfully by 11th grade</li> <li>◇ % completing Algebra I successfully by 8<sup>th</sup> grade</li> <li>◇ % completing Intro to Algebra by 6<sup>th</sup> grade</li> <li>◇ % achieving ND Scholarship requirements</li> </ul>

<b>Goal #3: All WFPS students will be lifelong learners, demonstrating and applying 21<sup>st</sup> century skills.</b>	
<b>3.1 All students will demonstrate learning and innovation skills, including:</b>	<ul style="list-style-type: none"> <li>◇ Writing proficiency—District assessment/rubric</li> <li>◇ Speaking proficiency—District-developed performance assessment/rubric</li> <li>◇ % successfully participating in course work in the arts</li> <li>◇ Possible assessments, TBD, such as the College and Work Readiness Assessment</li> <li>◇ TBD—Documentation, possibly in a portfolio of successful problem-based learning projects</li> </ul>
<b>3.2 All students will demonstrate information, media and technology skills including:</b>	<ul style="list-style-type: none"> <li>◇ Integrated into performance-based assessments across the curriculum, with rubrics evaluating students’ demonstration of:</li> <li>◇ Media analysis</li> <li>◇ Creation of media products</li> <li>◇ Accessing information</li> <li>◇ Use of technology as a tool to do research, manage information, etc.</li> </ul>
<b>3.3 All students will demonstrate life and career skills, including:</b>	<ul style="list-style-type: none"> <li>◇ All students will produce and maintain a career planning portfolio, beginning at the middle level</li> <li>◇ % Participating in co-curricular/ extra-curricular activities</li> <li>◇ Continuous improvement in mean scores on the AAHPERD Health-Related Fitness assessment</li> <li>◇ Attendance/discipline referrals, including incidents of bullying</li> <li>◇ Improvements over time on District results on Youth Risk Behavior Assessment</li> <li>◇ Improvements over time in numbers/percentage of internal and external assets in place for students on the Search Institute Survey</li> </ul>