Moorhead Area Public Schools

Strategic Plan

Contents

The Strategic Plan for the Moorhead Area Public Schools was developed following a year-long planning process. The priority areas, goals and strategies identified will be addressed in the coming years. The plan will be examined regularly and priority areas and timelines may change according to the needs of the district.

Contents

Additional information

Information compiled through the strategic planning process is available on the Moorhead Area Public Schools' Web site at **www.moorhead.k12.mn.us/planning**.

The following documents are included in the strategic planning folder:
- Community Survey Random Sample Executive Summary
- Community Survey Random Sample Full Report
- Community Survey Self-Selected Sample Executive Summary
- Community Survey Self-Selected Sample Full Report
- Internal Stakeholder Process Results Executive Summary
- Internal Stakeholder Process Results Outcome Diagnosis: Positives and Less than Positives
- Internal Stakeholder Process Results Priorities
- Internal Stakeholder Process Results Vision Statements
- School Board Process Results

On behalf of the Moorhead School Board, administration, faculty, staff, and students welcome to the Moorhead Area Public Schools Strategic Plan. This plan is the culmination of a lengthy and involved input and planning process. Throughout the past year, using the Chainsaw Planning Model, stakeholder groups from across the school district and community have provided invaluable perception and preference data which has served as the foundation of this strategic plan. Through the use of this "bottom up" process issues and ideas have percolated to the top and have been converted into broad priorities. Further, these priorities have been converted into goals and strategies.

Dr. Larry P. Nybladh
Superintendent

It has been stated that, "Those who fail to plan, plan to fail." Moorhead Area Public Schools has a long history and tradition of planning in a strategic fashion. The effects of this penchant for planning are evident by the quality found across the district. However, this quality is very dependent upon continuous improvement. The context within which we deliver quality education is dynamic and the needs and the expectations are always changing. Thus the need to consistently and constantly be examining where we have been, where we are, and where we would like to be. This strategic plan will provide the required intentional focus across the district to continue the effort toward quality.

The beauty of the participatory process used in the development of this plan is that it provided the opportunity for the various stakeholders to have a significant voice and hand in deciding what should be important in focusing the school district in the coming time. I wish to express gratitude to all of those who participated freely and openly in expressing their perspectives and preferences. It is rewarding to see the intense interest all have in seeing that the best be delivered to those we serve. It is also exciting to think about all of the stakeholders joining together again in the commitment to the implementation of this strategic plan. A commitment that, undoubtedly, will take this school district to the next level.

Dr. Larry P. Nybladh
Superintendent of Schools

Front: Cindy Fagerlie, Director, and Lisa Erickson, Director. Back: Kristine Thompson, Vice Chair, Karin Dulski, Treasurer, Michael Siggerud, Director, William K. Tomhave, Chair, and Carol Ladwig, Clerk.

The School Board of Moorhead Area Public Schools commissioned a planning process to assess the current status of the school district and to develop a strategic plan for the district's future.

During the past few years the Moorhead School District has seen many changes, including significant building projects and the implementation of major educational enhancements.

In August 2006, Bruce Miles leads a Chainsaw Planning session with Cabinet members.

Between 2000 and 2004, the district completed a collaborative decision-making process that led to the construction of two new schools, the renovation of the other district facilities, a reduction in the number of schools, and the implementation of educational enhancements such as the creation of small learning communities within the schools. Besides creating economic efficiencies across the district, these efforts have spurred housing developments and new residents, which has helped the district's enrollment stabilize. In the fall of 2006 for the first time in more than a decade, the school district experienced growth in student enrollment.

As part of strategic planning, the School Board and district administration needed to assess where the district has been, where the district is now, and where the district should go in the future.

During 2006-07, the school district conducted a strategic planning process. Chainsaw Planning is a bottom-up process that begins with input from individual stakeholders and moves up to the final strategic plan approved by the School Board. The process is designed to be efficient and allow school districts to focus on continuous improvement efforts.

In July 2006, Bruce Miles of Big River Consulting Group, LLC, was hired to conduct the Chainsaw Planning method. Miles met with Cabinet members in August 2006 to lead them through the process.

S.G. Reinertsen Elementary employees participate in the Chainsaw Planning process in January 2007.

District employees participated in the Chainsaw Planning process in January 2007. They identified a vision and priorities for the district for the next 18 months. Information from each school was compiled and is available on the district Web site.

Parents and community members had the opportunity to share their opinions about the Moorhead Area Public Schools through a community survey. Randomly selected parents, community members, and business and government leaders received the survey. Community members who did not receive the survey could complete the survey online or request a copy from the Superintendent's Office.

The survey was designed with two sets of questions to help the district administration and School Board gauge community perceptions related to various aspects of school district performance. One set of questions asked for community members' perceptions of the school district. The other questions allowed for the sharing of opinions about what the school district is doing or should be doing. The survey questions were designed to gather community members' input to be incorporated into the Chainsaw Planning process.

The results of the random sample and the self-selected sample are compiled separately. Results are available on the district Web site.

Information from the staff and the community survey results were used during a data reduction session by the district's administrative cabinet in late January 2007.

Moorhead School Board members continued the Chainsaw Planning process during a special meeting on April 23, 2007. Board members reviewed the results of the Chainsaw Planning process completed by district employees in January and discussed the community survey results. Using that information, board members completed the Chainsaw Planning process themselves, drafting a vision, priorities and goals for the district.

The administrative cabinet further reviewed the draft during meetings in June and August 2007. The district's strategic plan will be completed for the 2007-08 school year.

School Board members Carol Ladwig, Lisa Erickson and Cindy Fagerlie consider the options before casting their votes during the Chainsaw Planning process at the special board meeting in April 2007.

Guiding Philosophy

The guiding philosophy of Moorhead Area Public Schools is continuous improvement.

Mission

The mission of the Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

Vision

The vision of Moorhead Area Public Schools is to be a school district where all students will become lifelong learners and productive citizens. We will work collaboratively with our community to provide the resources necessary to be a school district of excellence.

Core Values

The Moorhead Area Public Schools is committed to the education and well being of each student. We are committed to:

- creating a positive learning environment that values children and youth.

- supporting all learners.

- holding high standards and expectations for all learners.

- making research based, data driven, collaborative decisions inclusive of stakeholder perspectives.

- seeking continuous improvement and planning for the future.

- advocating for children and youth within our community and district.

- celebrating students and staff.

- promoting pride in the Moorhead community and schools.

Priority Area 1:
Promote high expectations for student achievement and behavior.

Goal

Establish SMART goals (see page 15) at the building level that determine proficiency levels.

Strategy
■ Provide support and assistance with SMART goals process.

Goal

Monitor student progress at least quarterly by teacher teams and by school district administrators.

Strategy
■ Provide support and assistance in using and analyzing data.

Goal

Use achievement data (summative and formative) to direct instructional practices and decisions.

Strategy
■ Provide support and assistance in using and analyzing data for the classroom.

Goal

Use collaborative teams at all levels for the purpose of examining data and student work.

Strategy
■ Provide support and assistance in examining student work.

Goal

Provide a system of timely intervention for students who do not show growth or adequate development in learning,

Strategy
■ Provide support and assistance in developing a system of interventions for students.

Priority Area 1 continued:
Promote high expectations for student achievement and behavior.

Goal

Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.

Strategies
■ Provide instruction that meets the federal, state and district standards for each course or grade level.

■ Differentiate pace, process and product to meet learning needs.

■ Use research-based instructional practices to deliver the standards.

Goal

Implement a positive behavior support system districtwide.

Strategies
■ Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.

■ Expand positive behavior intervention system (PBIS) within all schools across the district.

Goal

Support standards-based and project-based service-learning curriculum.

Strategy
■ Develop curriculum maps with standards and service-learning projects integrated.

Goal

Utilize effective data and record-keeping systems regarding student behavior.

Strategy
■ Provide professional development and training of administration and staff.

Priority Area 2:
Enhance curriculum and instructional experiences to meet the needs of all learners.

Goal

Identify the needs of all learners and related needs for programming and services.

Strategy
- Collect and analyze data.

Goal

Improve student achievement.

Strategy
- Utilize Response to Intervention (RtI) and systemic interventions to improve student achievement for all.

Goal

Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

This skills set includes:
- Information and communication skills (information and media literacy skills; communication skills)
- Thinking and problem-solving (critical thinking and systems thinking; problem identification, formulation and solution; creativity and intellectual curiosity)
- Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility)
- Global awareness
- Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options
- Civic literacy

Strategies
- Integrate information and communications technology (ICT) literacy skills into current programs and models.

- Integrate science, technology, engineering and mathematics (STEM) initiatives into current programs and models.

Priority Area 3:
Promote a safe, healthy and respectful learning environment.

Goal

Develop and promote initiatives that encourage safe workplace practices.

Strategy
- Safe workplace practices defined and implemented.

Goal

Update district and building crisis management plans.

Strategy
- Updated plan developed in collaboration with law enforcement and Cass / Clay Unified Emergency Response Plan.

Goal

Plan developed for practice of all emergency procedures.

Strategy
- A tool will be developed and used for evaluation.

Goal

Determine programs and approach for districtwide bullying prevention.

Strategy
- Institute bullying prevention practices and programs for students and staff.

Goal

Utilize effective data and record-keeping systems regarding student behavior.

Strategy
- Provide professional development and training of administration and staff.

Priority Area 3 continued:
Promote a safe, healthy and respectful learning environment.

Goal

Implement a positive behavior support system districtwide.

Strategies

■ Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.

■ Expand positive behavior intervention system (PBIS) within all schools across the district.

Goal

Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.

Strategy

■ Develop an action plan for the comprehensive initiative.

Priority Area 4:
Explore the effectiveness of the school day / school year.

Goal

Determine effectiveness of current models and practices for school day / school year.

Strategies

■ Evaluate high school schedule, ninth grade center and professional learning communities.

■ Evaluate middle school model, practices and schedule.

■ Evaluate elementary school schedules, learning communities and programs.

Priority Area 5:
Promote arts and 21st century learning, thinking and life skills.

Goal

Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.

Strategy
■ Use curriculum mapping to integrate arts and 21st century skills.

Goal

Explore methods for enhancement of comprehensive arts education program.

Strategy
■ Conduct a comprehensive arts program planning process.

Goal

Build relationship-based partnerships within our community for educational advancement.

Strategy
■ Review existing educational foundation structure and examine alternative options.

Goal

Assure options for all students are available to meet interests in activities.

Strategy
■ Study the effectiveness and cost / benefit of current and potential programs.

Priority Area 6:
Explore the efficacy and feasibility of all-day kindergarten.

Goal

Determine the short and long-term academic, social and emotional benefits of all-day kindergarten.

Strategy
■ Create a task force to review existing research and model programs.

Goal

Determine the budgetary considerations of all-day kindergarten.

Strategy
■ Create a task force to analyze the expenditures and revenues of infrastructure and operations.

Goal

Determine the impact of early childhood intervention / readiness collaborative programs.

Strategy
■ Create a task force to analyze current research, existing and model programs in early childhood.

What are SMART goals?

> ### *SMART goals are*
>
> Strategic & Specific
> - linked to the district improvement plan and focused on specific student learning needs
>
> Measurable
> - resulting in real measurable student achievement results
>
> Attainable
> - manageable and feasible with the resources at hand
>
> Results-Based
> - aimed at well-defined outcomes that can be measured or observed
>
> Time-Bound
> - have a clearly defined time frame for accomplishment
>
> *(from Conzemius & O'Neill, 2002)*

SMART Goal	Indicators	Measures	Targets
Specific & strategic, measurable, attainable, results-based, time-bound	Standards & objectives	Tools we'll use to determine where we are now and whether we are improving	The attainable performance level we would like to see

How are SMART goals used in the strategic plan?

SMART goals enable staff, community members, parents, the School Board and administration to plan, execute, measure and adjust our work to improve student achievement.

SMART goals help educators focus on improving student learning. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.

As part of the strategic planning process, the goals outlined for each priority area have been converted to SMART goals to create the action plans on the following pages.

Action Plan

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Establish SMART goals at the building level that determine proficiency levels.	Provide support and assistance with SMART goals process.	• Assessment data. • SMART goals. • Process assessment.	SMART goals established for each building.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	September 2007
Monitor student progress at least quarterly by teacher teams and by school district administrators.	Provide support and assistance in using and analyzing data.	Data summary created and shared with team members and building administrators.	Data summary completed quarterly.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008
Use achievement data (summative and formative) to direct instructional practices and decisions.	Provide support and assistance in using and analyzing data for the classroom.	Data summary created and shared with team members and building administrators.	Data summary completed quarterly.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008
Use collaborative teams at all levels for the purpose of examining data and student work.	Provide support and assistance in examining student work.	Collaborative teams using protocols.	Teams are using data and student work to make decisions.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2009

Priority Area 1 continued: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Provide a system of timely intervention for students who do not show growth or adequate development in learning.	Provide support and assistance in developing a system of interventions for students.	System of interventions developed and used in K-12 schools.	Student achievement increased, 70 percent proficiency math and 75 percent proficiency reading.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008
Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.	Provide instruction that meets the federal, state and district standards for each course or grade level.	Curriculum maps and framework documents delineating essential standards.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
	Differentiate pace, process and product to meet learning needs.	Curriculum maps and framework documents creating options for differentiation.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
	Use research-based instructional practices to deliver the standards.	Curriculum maps and framework documents creating options for instructional practices.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2009

Priority Area 1 continued: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Implement a positive behavior support system district-wide.	Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.	Data from the Minnesota Student Health Survey, Search Institute, Discipline Report System (DIRS) and other discipline reports in school.	Decreased report in disciplinary incidents at middle school.	Horizon Middle School principals, director of learner support services and assistant superintendent of teaching and learning.	June 2008
	Expand positive behavior intervention system (PBIS) within all schools across the district.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents districtwide.	Building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Support standards-based and project-based service-learning curriculum.	Develop curriculum maps with standards and service-learning projects integrated.	Framework examined.	Completed curriculum maps.	Curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Utilize effective data and record-keeping systems regarding student behavior.	Provide professional development and training of administration and staff.	• DIRS and PowerSchool systems utilized for data. • All staff trained.	100 percent participation.	Technology staff, director of information systems and instructional support, building administrators and supervisors, and assistant superintendent of teaching and learning.	June 2008

Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Identify the needs of all learners and related needs for programming and services.	Collect and analyze data.	• MCA-II, MAP, literacy assessment, ACT and other assessment data. • Student focus groups. • Targeted focus groups. • MCA-II subgroups review.	Needs of learners and targeted gaps identified. Programming and services identified.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	December 2007
Improve student achievement.	Utilize Response to Intervention (RtI) and systemic interventions to improve student achievement for all.	• MCA-II, MAP, literacy assessment, ACT and other assessment data. • Student focus groups. • Targeted focus groups. • MCA-II subgroups review.	70 percent proficiency math and 75 percent proficiency reading.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2008
Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.	Integrate information and communications technology (ICT) literacy skills into current programs and models.	Documents and curriculum framework documents indicate ICT literacy skills in programs.	ICT literacy skills integration documents K-12.	Building administrators, director of media services, director of information systems and instructional support, and assistant superintendent of teaching and learning.	June 2008
	Integrate science, technology, engineering and mathematics (STEM) initiatives into current programs and models.	Documents and curriculum framework documents indicate STEM initiatives in programs.	STEM integration documents K-12.	Science, technology and math teachers, building administrators, director of media services, director of information systems and instructional support, and assistant superintendent of teaching and learning.	June 2008

Priority Area 3: Promote a safe, healthy and respectful learning environment.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Develop and promote initiatives that encourage safe workplace practices.	Safe workplace practices defined and implemented.	Safe workplace practices documented throughout the district.	Safety data included in school and district profiles.	Health, Safety and Wellness Committee and director of human resources.	June 2008
Update district and building crisis management plans.	Updated plan developed in collaboration with law enforcement and Cass / Clay Unified Emergency Response Plan.	Plan developed and refined.	Plan in each school.	Building administrators, assistant superintendent of teaching and learning and assistant superintendent of business services.	September 2008
Plan developed for practice of all emergency procedures.	A tool will be developed and used for evaluation.	Practices are completed.	100 percent participation in practices as shown by evaluation of drills and procedures in reports to superintendent.	Building administrators, assistant superintendent of teaching and learning and assistant superintendent of business services.	June 2008
Determine programs and approach for districtwide bullying prevention.	Institute bullying prevention practices and programs for students and staff.	Minnesota Student Health Survey, Discipline Report System (DIRS) and other discipline reports in school.	Decrease reported incidents of bullying.	Safe and Healthy Learners Committee, building administrators and assistant superintendent of teaching and learning.	June 2008
Utilize effective data and record-keeping systems regarding student behavior.	Provide professional development and training of administration and staff.	• DIRS and PowerSchool systems utilized for data. • All staff trained.	100 percent participation.	Technology staff, director of information systems and instructional support, building administrators and supervisors, and assistant superintendent of teaching and learning.	June 2008

Priority Area 3 continued: Promote a safe, healthy and respectful learning environment.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Implement a positive behavior support system districtwide.	Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents at middle school.	Horizon Middle School principals, director of learner support services and assistant superintendent of teaching and learning.	June 2008
	Expand positive behavior intervention system (PBIS) within all schools across the district.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents districtwide.	Building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.	Develop an action plan for the comprehensive initiative.	Surveys of staff and students.	Action plan completed.	Health, Safety and Wellness Committee, Safe and Healthy Learners Committee, building administrators, director of human resources and assistant superintendent of teaching and learning.	June 2008

Priority Area 4: Explore the effectiveness of the school day / school year.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Determine effectiveness of current models and practices for school day / school year.	Evaluate high school schedule, ninth grade center and professional learning communities (PLCs).	CAREI Research: • Focus Groups. • Survey. • Assessment Data. • Interviews.	Recommendation to the superintendent.	Moorhead High School principals and assistant superintendent of teaching and learning.	Phase 1 — October 2007 Phase 2 — January 2008
	Evaluate middle school model, practices and schedule.	In-district evaluation: • Survey. • Examine other models of scheduling. • Achievement data.	Recommendation to the superintendent.	Horizon Middle School principals and assistant superintendent of teaching and learning.	January 2008
	Evaluate elementary school schedules, learning communities and programs.	In-district evaluation: • Survey. • Examine other models of scheduling. • Achievement data.	Recommendation to the superintendent.	Elementary school principals and assistant superintendent of teaching and learning.	May 2008

Priority Area 5: Promote arts and 21st century learning, thinking and life skills.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.	Use curriculum mapping to integrate arts and 21st century skills.	Electronic document online for recording and sharing.	The arts will be integrated into curriculum.	Academic coaches, building administrators, curriculum committees, professional learning committees, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Explore methods for enhancement of comprehensive arts education program.	Conduct a comprehensive arts program planning process.	• Needs analysis data. • Review other models. • Achievement data.	Five-year plan developed.	CAPP co-chairs and committee, building administrators, arts educators and assistant superintendent of teaching and learning.	Recommendation for five-year plan to superintendent by May 2008
Build relationship-based partnerships within our community for educational advancement.	Review existing educational foundation structure and examine alternative options.	• Review models. • Review existing structures.	Foundational structure developed.	Director of Community Education, building administrators, community members and assistant superintendent of teaching and learning.	February 2008
Assure options for all students are available to meet interests in activities.	Study the effectiveness and cost / benefit of current and potential programs.	• Participation data. • Comprehensive arts program planning process. • Data from asset survey. • Student data (focus groups).	Students are aware of and have options.	Activities director, Activities Council and building administrators.	March 2008

Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Determine the short and long-term academic, social, and emotional benefits of all-day kindergarten.	Create a task force to review existing research and model programs.	• Meeting minutes of the task force and final recommendations. • Assessment and other data for incoming and exiting kindergarten students.	Recommendation to superintendent.	Early childhood staff and parents, elementary parents, teachers and administration, assistant superintendent for teaching and learning and assistant superintendent for business services.	Completed report with recommendations by the end of January 2008.
Determine the budgetary considerations of all-day kindergarten.	Create a task force to analyze the expenditures and revenues of infrastructure and operations.	Meeting minutes of the task force and final recommendations.	Recommendation to superintendent.	Early childhood staff, elementary parents, teachers and administration, assistant superintendent for teaching and learning and assistant superintendent for business services.	Completed report with recommendations by the end of January 2008.
Determine the impact of early childhood intervention / readiness collaborative programs.	Create a task force to analyze current research, existing and model programs in early childhood.	• Meeting minutes of the task force and final recommendations. • DIBELS data regarding entering kindergarten students. • Other data including emotional / social, nutritional and physical.	Recommendation to superintendent.	Early childhood staff and parents, elementary parents, teachers and administration and assistant superintendent for teaching and learning.	Completed report with recommendations by the end of January 2008.

Acknowledgments

Moorhead Area Public Schools has created a strategic plan through the use of a collaborative planning process that involved numerous stakeholders across the community. Thank you to all who were part of this effort.

School Board
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Lisa Erickson
Cindy Fagerlie
Carol Ladwig
Mike Siggerud
Kristine Thompson
Bill Tomhave

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Thank you to the community members who completed the community survey to share their perceptions on the district's performance and to provide feedback related to priorities for the district.

District Employees
Thank you to all the employees of the Moorhead Area Public Schools who participated in the Chainsaw Planning process and provided their perspectives to help shape priorities for the district.

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