

**VELVA PUBLIC
SCHOOL
STRATEGIC
PLAN**

2016 - 2021



OUR MISSION

***PREPARE & EDUCATE STUDENTS
TO POSITIVELY CONTRIBUTE TO AN EVER-
CHANGING WORLD***

VELVA PUBLIC SCHOOL STRATEGIC PLAN

2015-2020

PREPARE and EDUCATE our students to CONTRIBUTE to today's society

VELVA PUBLIC SCHOOL BOARD MEMBERS

- Bryan Dean, President
- Lance Selzler, Vice-President
- Wes Halseth
- Angie Heilman
- Maria Hanson

VELVA PUBLIC SCHOOL ADMINISTRATIVE TEAM

Dave Schoch, Superintendent
Kelly Mogen, Secondary Principal
Nancy Dockter, Elementary Principal

STRATEGIC PLANNING COMMITTEE

Nancy Dockter, Elementary Principal
Kelly Mogen, Secondary Principal
Annette Braaten, High School Teacher
Julie Froshaug, High School Teacher
Candy Lemer, High School Teacher
Melonie Weidler, Elementary Teacher
Rachelle Fimreite, Special Education Teacher
Kristi Howe, Counselor
Chris Braaten, High School Teacher
Kylene Kraft, Elementary Teacher
Jen Kramer, Librarian

MISSION

The mission of Velva Public School is to “Prepare and educate students to positively contribute in an ever-changing world.”

Our district has a unified vision among the school board, administration, faculty and staff, parents and community to provide a challenging, relevant, differentiated curriculum to meet all students’ needs; actively engage students in the learning process; instill problem-solving; independence; risk-taking and critical thinking; and provide a safe and nurturing environment.

Velva Public School pride themselves on setting high expectations for our students and staff. We believe education is the cornerstone to life and our goal is to create a well-rounded student.

OUR STRATEGIC PLAN

The Velva Public School’s strategic plan and goals were developed by the Cognia Leadership Team in conjunction with the Professional Development team. The Leadership Team reviewed qualitative and quantitative data and engaged in multiple discussions to establish priorities for Velva Public School. These priorities were developed to guide the school district’s focus and effective use of resources to achieve student outcomes that will prepare students for their future.

RECOMMENDATIONS

The recommendations made by the Cognia (AdvancED) Engagement Review Report in April of 2016 are implemented throughout the strategic plan. The suggestions included:

PRIORITY AREA 1: SOCIAL/EMOTIONAL/BEHAVIORAL/CAREER COUNSELING PROGRAM

Rationale for Priority

The AdvanceED team identified a need for the school district to design and implement a comprehensive counseling program that includes K-12 social and behavioral supports and with a specific focus on secondary career and college readiness based on the analysis of stakeholder feedback and survey.

Goals

- Academic Achievement
- Personal and Social Development
- Workplace Readiness/Career Awareness

Priority Area 1: Implement a comprehensive counseling program that includes K-12 social and behavioral supports with a specific focus on secondary career and college readiness.

Goal 1: Academic Achievement

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Develop knowledge and skills necessary to graduate	7-12 counselor, HS Principal, Classroom Teachers	2017 ongoing	Integrate 21 st century skills in classroom, choice ready rubric	21 st Century Skills Reporting, ESSA Reporting Choice Ready
Link students' academic strengths and courses for after graduation	7-12 counselor, HS Principal	2016 ongoing	Counselor 1-on -1 meetings with students before graduation, follow up survey after graduation	NDUS reporting to SLDS, HS Counselor report to SLDS, Student Self-Reporting
Develop productive work habits	7-12 counselor, HS Principal, Classroom Teachers	2016 ongoing	SRB, 7 th & 8 th grade Life Skills, Senior Independent Living & Comm. Classes	Teacher observation, test scores, ineligible student percentage
Provide more active, personalized learning opportunities to prepare students for their next step	HS Teachers, HS Principal	2017 ongoing	Funding, Scheduling, Course Offerings, Counselor Career Programs/Field trips etc.	ESSA Reporting Choice Ready
Invest in curriculum materials needed to support instruction and learning	Administration	2017 ongoing	Funding, available programing, PD for teachers	Test scores
Provide professional development for staff	Administration, Teachers	2016 ongoing	Funding, available subs, relevant PD	Staff Survey, Direct Feedback, Professional Development Committee

Implement programs to increase student engagement	Administration, Teachers	2018 ongoing	Funding, time, program availability & training	Student engagement survey
Implement 21st Century skills development across all academic areas	7-12 counselor, Classroom Teachers	2017 ongoing	Time, professional development	ESSA Reporting Choice Ready, Teacher Surveys

Goal 2: Personal & Social Development

Objective/Strategy	Person/People Responsible	Timeline	Considerations	Data
Use data to design a comprehensive guidance program	Counselor, Administration	Completed in 2016-17	Time, planning	Stakeholder survey
Implement Fastbridge Program K-6	Principal, Teachers	18-19	Funding, Time	Number of emotional/traumatic students
Sources of Strength Student Group 7-12	Staff, Counselor, HS Principal, Students	2016 ongoing	Time, planning, funding, student involvement	Membership numbers, attendance, counselor referrals
Second Step Program K-8	Principal, Teachers	Implemented in 18-19	Funding	Needed a social/emotional program
CHAMPS K-6	Principal, Teachers	Implemented in 17-18	Funding, training	Staff and principal input

Goal 3: Workplace Readiness/Career Awareness

Objective/Strategy	Person/People Responsible	Timeline	Considerations	Data
Health Fair K-6	Wellness Committee	2017-ongoing	Time, Planning, Space	
RU Ready Career and College Planning Program 7-12	Counselor, HS Principal	2016 – ongoing	Time, Planning	Choice Ready Reported to state, Student Surveys
SCRUBS Camp (8th graders – health careers)	Administration, Counselor	2018 ongoing	Time, Planning, Space	Student feedback
CTE Day at Lake Region State College	Administration, LRSC, Counselor	2017 ongoing	Time, Funding	Student feedback
Required job shadows for seniors	Counselor, CTE Teachers	2020	Time, Available Businesses	
Organized Pre-ACT and ACT prep	Counselor, Teachers, High School Principal	2017 ongoing	Time, Space, Funding	ACT scores, student feedback
College Application Day	Counselor, BND, Administration	2016 ongoing	Time, Space, Technology	% completed college application/participated; results for students attending post-secondary education
Career Outlook	Counselor	Ongoing	Time	

Progress Monitoring

1. Percentage of students going to college, entering work force, or military
2. ACT scores
3. Number of referrals to the office
4. College Ready indicators on ACT
5. Percentage of students college, career, and military ready (per state guidelines.)

PRIORITY AREA 2: CURRICULUM, INSTRUCTION, ASSESSMENT

Rationale for Priority

The AdvanceED team indicated that Velva Public School has data to support a need to implement change in curriculum, instruction and assessment. Improved instructional practice will result in increased student achievement.

Goals

- Implement programs to increase student engagement. (2017-2018: Administration, Staff)
- Implement 21st Century skills across all academic areas (20
- Design a plan to ensure student data is used to influence instructional practices that enhance student learning. (20

Priority Area 2: implement change in curriculum, instruction and assessment. Improved instructional practice will result in increased student achievement.

Goal 1: Invest in curriculum materials needed to support instruction and learning

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Identify areas where updated curriculum/materials needed	Teachers, Administration, Students, REA, Parents, Community, Business community	2016 and ongoing	Publication date of books, areas of curriculum development, cost, online access, time, stakeholder input	Publications older than 7 years were reviewed, some replaced, update online curriculum options, computer science coursework needed
Purchase materials and curriculum	Administration, Teachers, different curriculum committees, students	2016, and ongoing	Budget, longevity of purchase, upcoming class numbers, future career needs. Purchased new math & social studies 7-12, and K-6 reading series. Added Computer Science programming 7-12	Quotes were received; prioritized purchases over 5 years, now seeing if impacting score with new curriculum that we've had 3 years or longer
MTSS Playbook	Elementary Admin & Teachers, REA	2016-ongoing	Cost, time	Referrals, student NWEA scores, Stars scores

Intervention Groups	Administration, Teachers, Counselor	2016 and ongoing	Time	Referrals, student NWEA scores, Stars scores, ineligible list, failed courses
Purchase Intervention Programs	Administration, Teachers, Counselor		Money, time	Quotes, feedback from area schools that use them, teacher, student and (when relevant) parent feedback regarding program (informal)

Goal 2: Provide professional development relevant to improved instructional practices.

Objective/Strategy	Person/People Responsible	Timeline	Resources/Considerations	Data
Implemented a professional development committee	Administration, REA	2016	Time	NA
Provide staff development	Administration, REA, staff	2017 ongoing	Money, Time, Relevance	Surveys (REA and school level)
Teacher surveys	Administration	2016 ongoing	Time, Money	Surveys (REA and school level)
MTSS Playbook	MTSS committee in elementary; HS grade level committees, counselor	2016	Time	Assessment results – move students from up from current level when possible
Data Meetings	Administration, counselor, REA	2015 ongoing	Time	Meet in Fall and Spring to review data as a staff

Goal 3: Implement programs to increase student engagement

Objective/Strategy	Person/People Responsible	Timeline	Resources/Considerations	Data
Student engagement survey	Administration, teachers	2017 – trying yearly	Survey availability, relevance and validity	State Survey, Cognia Survey, several school surveys
Learning targets posted and stated at the beginning, middle, and end of lesson	Teachers, Administration	2017-2018	Time	Principal observations, peer observations
MTSS Playbook	Teachers, Administration	2016	Time, Money, PD	
Intervention Groups	Teachers, Administration	2016, ongoing	Time, Money, PD	
Purchase Intervention Programs	Administration		Money	
NWEA Goal Setting	Administration, Teachers	2016, ongoing	Elementary Created Form, HS uses NWEA generated form	Student feedback, NWEA results, teacher feedback
ACT prep in science, math, and English courses throughout the year	Administration, counselor, classroom teachers	2016 – 2017 did math & English, added science in 2018, ongoing	Time, relevant material, teacher expertise, how to build into class	ACT scores, student feedback

Goal 4: Implement 21st Century Skills Development Across all Academic Areas

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
21st Century – 4 c's in practice in classrooms	Administration, Counselor, Teachers	2016 ongoing	Materials & PD for teachers on 4C's & integrating in the classroom	Reporting to state, observations in classroom
Grades 7-12 Complete Career Interest Inventories	Counselor	2016 ongoing	Materials provided by the state	Counselor reporting to DPI, student self-reporting, classroom observations
Use of 4c's Rubric to assess 4c's proficiencies	Teacher, Counselor	2017	Rubric from training	Reporting to state, teacher feedback
Use DPI rubric to grade	Teachers, Counselor	2018 ongoing	State provided rubric and aligned it to CTE	Reporting to state, teacher feedback

Goal 5: Design a plan to ensure student data is used to influence instructional practices that enhance student learning

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Student engagement survey	Administration, Teachers	2016 ongoing	Valid survey, relevant survey	State provided survey, Cognia survey, school level specific survey
Student performance on benchmarks	Teachers, Principals	Ongoing	NWEA, STAR, ACT, formal & informal tests	Test results data
Include priority standards on lesson plans	Teachers, Principal	Implemented 2017-18	Lesson Plans, State Website for Standards	Test data shows that all standards are being taught
Learning targets posted and stated at the beginning, middle, and end of lesson	Teachers, Principal	Implemented 2017-18		Engagement survey
Use DPI rubric to grade 21st Century Skill Development	Counselor, Teachers, Principal	2017 ongoing	DPI ESSA information and website, Choice Ready	Counselor reporting to the state, Teacher reporting to Counselor
Data Binders used to track student performance	Staff, Principals	Developed 2015-16	Funding, time to meet	AdvancED visit observations

Progress Monitoring

- Classroom observations and staff evaluations results
- Teacher survey results
- Student engagement survey results
- Participate in CREA administrative learning walk-throughs

PRIORITY AREA 3: MENTORING PROGRAM & INSTRUCTIONAL COACHING

Rationale for Priority

The AdvancED team indicated that Velva Public School needed a formalized mentoring and support plan for staff. Analysis of 2017-2019 Teacher Effectiveness Reporting based on the Marshall Evaluation results identified areas for improvement.

Goals

- Provide mentoring to first year teachers in the school district.
- Provide building mentor for teachers new to the school district.
- Implement a new teacher evaluation form

Priority Area 3: Mentoring Program (K-12) & Instructional Coaching (K-6) will be formalized and a support plan will be provided for staff.

Goal 1: Provide Mentoring for First-Year Teachers

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Enroll in State First-Year Teacher Mentoring Program	Teachers, Administration, REA, DPI	2017 and ongoing	Time, Cost, Staff Availability	Publications older than 7 years were reviewed, some replaced, update online curriculum options, computer science coursework needed
Provide building level mentor	Administration, teachers	2018, and ongoing	Time, Staff Availability	Quotes were received; prioritized purchases over 5 years, now seeing if impacting score with new curriculum that we've had 3 years or longer
Build network for First-Year Teachers	Administration, teachers	2018, on-going	Cost, time	Referrals, student NWEA scores, Stars scores
Enroll teachers in REA First-Year Teachers Program	Administration, Teachers, REA	2016 and ongoing	Time, Cost	Referrals, student NWEA scores, Stars scores, ineligible list, failed courses
Meet monthly with new staff	Administration	2017	Time	Quotes, feedback from area schools that use them, teacher, student and (when relevant) parent feedback regarding program (informal)
New Teacher Orientation	Administration	2018	Time	Feedback from teachers, teacher surveys, exit surveys

Goal 2: Provide Mentoring to Teachers New to the School District & Those in Need of Additional Skill Development

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Provide building level mentor	Administration, REA	2017	Time, Staff Availability	Informal feedback, surveys, exit surveys, teacher retention
New Teacher Orientation	Administration, REA, staff	2017 ongoing	Money, Time, Relevance	Surveys (REA and school level)
Professional Development Days	Funding, administration, staff	Ongoing	Funding, Relevance	Staff survey

Regional PLC's	Administrators, staff, CREA	Ongoing	Funding, relevance, subs	Staff survey
Classroom Observation	Administration	Ongoing	Time, REA coaching availability, outcome of teacher effectiveness	Teacher Effectiveness Report State STARS

Goal 3: Relevant Teacher Evaluation Form

Objective/Strategy	Person/People Responsible	Timeline	Resources/Considerations	Data
Revise current Marshall Evaluation to reflect school priorities	Administration, teacher leadership team	2018	Time	Teacher feedback
Revise walk-through observation sheet	Administration, mentor, new teacher	2018	Time	Teacher and mentor feedback, teacher retention after 1 st yr.

Progress Monitoring

- Track teacher retention
- Employee satisfaction survey results
- Staff observations and feedback
- Staff evaluation results

PRIORITY AREA 4: PERSONALIZED LEARNING

Rationale for Priority

The Velva Public Leadership Team analyzed student, parent, and staff surveys and determined that students needed more opportunity for personalized learning experiences to improve student engagement.

Goals

- Provide more active personalized learning opportunities
- Prepare students for their next step
- Implement programs to increase student engagement

Priority Area 4: Personalized Learning – Students will be provided with more opportunity for personalized learning.

Goal 1: Provide more active personalized learning opportunities

Objective/Strategy	Person/People Responsible	Timeline	Resources/Considerations	Data
Maker Space Grant 5th and 6th grade	Librarian	2019-ongoing	Grant, scheduling	Student engagement survey

Provide professional development	Administration, staff	2018-ongoing	Funding, relevance, subs	Teacher Survey
More Dual Credit/AP and Developmental HS Courses	Administration, staff	2016 ongoing	Funding, training, degree held	Ineligible list, student survey, teacher survey, class enrollments, IEP/504 changes
1 to 1 device in grades 3-6	School board, administration, technology committee	Started in 2017	Funding	Staff survey

Goal 2: Prepare Students for their future

Objective/Strategy	Person/People Responsible	Timeline	Resources/Considerations	Data
Invest in curriculum materials needed to support instruction and learning	Administration	2016 - ongoing	Funding, student needs, skill development areas	Staff & student surveys
Implement Computer Science Curriculum 7-12	Administration, Teacher	2018 – 2020	Funding, TEALS support, Teacher Qualification, Student Interest	Course Enrollment, Post-secondary degree pursuit
K-12 utilization of Google Classroom and Digital learning	Administration, Teachers, Students	2019 ongoing	Technology, PD for teachers, time for student instruction, age/grade level appropriate	Student, staff & stakeholder surveys
Career Outlook 7-12	Counselor	Ongoing	Programming through state, time	% Completion on yearly basis

Goal 3: Implement programs to increase student engagement

Objective/Strategy	Person/People Responsible	Timeline	Resources/Considerations	Data
STEAM Projects	Teachers, librarian	2017-ongoing	Grants, funding	Student Engagement Survey
Steam Ahead After School Program K-6	Full Steam Ahead ASE Program Director	2019-ongoing	Space, Scheduling	Free program offered to the school
STEAM Night K-6	Title Staff, K-6 staff	2017-ongoing	Time, space, scheduling	Student Engagement Survey
High School Chemistry Research Club	Teacher	2019	Time, Funding, Student Interest, University support	# of students participating, student feedback
Western Corp of Discovery Consortium for High School	Administration, teachers	2017 – ongoing	Time, training, funding, scheduling	Feedback from teachers and students

Progress Monitoring

- Student Surveys
- Teacher Units/Lesson Plans
- Classroom Observations

Priority Area 5: CLIMATE AND CULTURE

Rationale for priority

The Velva Public School Leadership Team and administrative team analyzed student and parent surveys and identified a need to address school culture, and in particular student social, emotional, and behavioral concerns and to ensure them a positive school culture.

Goals

- Implement positive approach through social and emotional programs
- Invest in curriculum/materials needed to support social and emotional learning.
- The school will decrease the number of office referrals
- The school will set behavioral expectations to focus on in the school.

Priority Area 5: Improve School Climate & Culture

Goal 1: Implement a positive, proactive approach through social, behavioral, and emotional programs

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Provide ACHIEVE training to 7-12 staff.	Administration, REA	Implemented 2019	PD funding	Teacher completion of the program
Continue Second Steps Programming K-8	Principal, Staff	Implemented in 18-19	Funding	Needed a social/emotional program
Sources of Strength lessons	Counselor, HS Student	2018 ongoing	Time	
Prevent-Teach-Reinforce Programming	Principal, Teachers	Training in 19-20	Grant, planning time	Number of emotional/traumatic students
Student, staff & stakeholder surveys	Administration	2016 ongoing	Survey availability, contact information	Survey results
K-6 Positive Rewards Program	Principal, MTSS Committee, Staff	Implemented in 2019	Materials, Cost	Culture and Climate survey gearing towards positive relationships
K-6 Health Fair	Wellness Committee	2017-ongoing	Time, Planning, Space	Wellness Committee Survey

Goal 2: Invest in the resources needed to support social, behavioral, and emotional learning

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Provide ACHIEVE training to 7-12 staff.	Administration, REA	Implemented 2019	PD funding	Teacher completion of the program
Second Steps Programming K-8	Principal, Teachers	Implemented in 18-19	Funding	Needed a social/emotional program
2 - Full-Time School Counselors (K-6 & 7-12)	Administration, School Board	Completed in 2020-21	Funding	Student referral data, staff observations
Health and Behavioral e-nurse	Administration, School Board	Completed in 18-19 19-20	Funding, space	Number of illnesses and not having an K-6 full-time counselor
Elementary Online Office Referral Form	Principal, Staff, MTSS Committee	2019-20	Time, Staff buy in	One place for referrals

K-12 Path Program (Social Worker Liaison)	Administration	19-20	Funding, space	Number of emotional/traumatic students
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Goal 3: Decrease student referrals to the office

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Behavioral MTSS Training	Counselor, Teachers, Administration	2018 ongoing	Received grant, ongoing funding, time	Behavioral referrals, ISS and OSS, Counselor Records
Restorative Practices Training	Lutheran Social Services and NDMTSS	2018 – 2020	Grant funding for training, interested staff	Referrals to the office, STARS report on Incidents
Additional para support and training to support behavior issues in K-6	Administration, School Board	2018-19	Funding	Number of traumatized students

Goal 4: Establish Behavior Expectations Schoolwide

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Implement ACHIEVE K-12	Administration, REA	2019	Training availability, funding, time	Completion rate by teachers, referrals to office
7-12 Core Behavior Expectations	High School Principal, Teachers	2016 – ongoing	Consistency, student input, communication	Referrals to the office, teacher and student surveys
Restorative Practices	Administration, teachers	2018 – 2020	Grant funding for training, teachers training teachers, buy-in from students and staff	Referrals to the office, STARS report on Incidents
Elementary and High School Classroom collaborations	Teachers and student	Ongoing	Teachers, students, time	
Use of Log Entries K-12 for reporting student incidents & attendance	Administration, teachers, paras, counselor	2017	Time and access to power school, follow through	Total log entries entered
Designing a K-6 tiered discipline plan	Principal, Teachers	2019-ongoing	Planning, Grant	Staff and principal input

Progress Monitoring

- Track the number of office referrals (K-6)
- Track Rewards (K-6)
- Culture and climate survey results
- Track Suspensions and Expulsions
- Track Bullying Incidents
- Track Counselor Referrals
- Track Attendance

PRIORITY AREA 6: ACADEMIC SKILLS

Rationale for Priority

The Velva Public School Leadership Team analyzed performance test results, classroom performance, and Choice Ready outcomes to identified the need to focus on the overall K-12 reading, math and writing curriculum.

Goals

- Improve math, reading, and writing proficiency
- Analyze formal and informal data of math, reading and writing
- Implement any changes as indicated by data and curriculum assessments
- To improve math, reading, and writing proficiency
- Ensure the vertical alignment of state standards=

Priority Area 6: Improve K-12 reading, math and writing curriculum K-12.

Goal 1: Improve math, reading, and writing proficiency

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Set up WIN intervention schedule	Principal, staff	2017-ongoing	Time, available staff	Test data
ACT prep in science, math and English courses throughout the year	Administration, counselor, classroom teachers	2016 – 2017 did math & English, added science in 2018, ongoing	Time, relevant material, teacher expertise, how to build into class	ACT scores, student feedback

Goal 2: Analyze formal and informal data for math, reading, and writing

Objective/Strategy	Person/People Responsible	Timeline	Resources/ Considerations	Data
Review ACT, NWEA, NDSA, STAR, grades and staff observations	Principals, Teachers	2017-ongoing	PLC time, PD Days, Staff Meetings	Test data
NWEA Goal Setting	Teachers	2017-ongoing	Time	Test data

Goal 3: Implement necessary changes as indicated by data and curriculum assessments

Objective/Strategy	Person/People Responsible	Timeline	Resources/Considerations	Data
Reimplement dual credit math course	Administration, Teacher	2019	Funding, Degree Requirements	
Interventions and enrichment opportunities	Principal, staff	2017-ongoing	Time, available staff	Test data
ACT prep in science, math and English courses throughout the year	Administration, counselor,	2016 – 2017 did math & English,	Time, relevant material, teacher expertise, how to build into class	ACT scores, student feedback

	classroom teachers	added science in 2018, ongoing		
SIPPS Phonics for Reading intervention	Strategist, teachers	2019-ongoing	Time, funding	Low scores in phonics
ESGI for grades PK – 1st	Administration, staff, strategist	Implemented in 2020	Funding	

Goal 4: Ensure the vertical alignment of state standards

Objective/Strategy	Person/People Responsible	Timeline	Resources/Considerations	Data
Vertical and horizontal PLC's	Staff	2018-ongoing	Time	Data, teacher observations
Updated Saxon math in grades K-2	Principal, Teachers	2019-20	Funding	Test data
Updated math curriculum in high school	Staff, Principal	2018		
New reading series in grades K-6	Principal, Teachers	2020	Funding	Test data, outdated curriculum

Progress Monitoring

- Schedule MTSS team meetings to evaluate students' progress
- Track MTSS referrals
- Schedule grade level PLC meetings to track data and students' progress
- Monitor PLC meetings through PLC forms

VELVA PUBLIC SCHOOL'S STRENGTHS

1. The staff is committed to helping each student grow academically, emotionally, and socially.
2. The staff is committed to creating, nurturing, and maintaining strong student relationships.
3. The school board is committed to maintaining small class sizes in the elementary.
4. The school board and administration are committed to providing professional learning opportunities.
5. The school board is committed to enrich the learning environment by allocating funding for technology.
6. The school district is committed to providing a high functioning facility.

VELVA PUBLIC SCHOOL'S WEAKNESSES

1. Better analysis of data.
2. More relevant professional development for staff.
3. Find more opportunity for input from stakeholders regarding the effectiveness of programs.
4. Administer Inventory Surveys

VELVA PUBLIC SCHOOL STRATEGIC PLAN ANNUAL REVIEW FOR CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

Our next visit is in 2020 where the Cognia team will assess our overall school performance and provide our areas of weaknesses and strengths. In accordance to their recommendations we will develop a plan to address those weaknesses and improve the quality of education for our students. The leadership committee will review this plan annually each September to evaluate its effectiveness and address any adjustments that need to be made.