**WSESU**

# WINDSOR SOUTHEAST SUPERVISORY UNION

GROWING • LEARNING • LEADING

# STRATEGIC PLAN
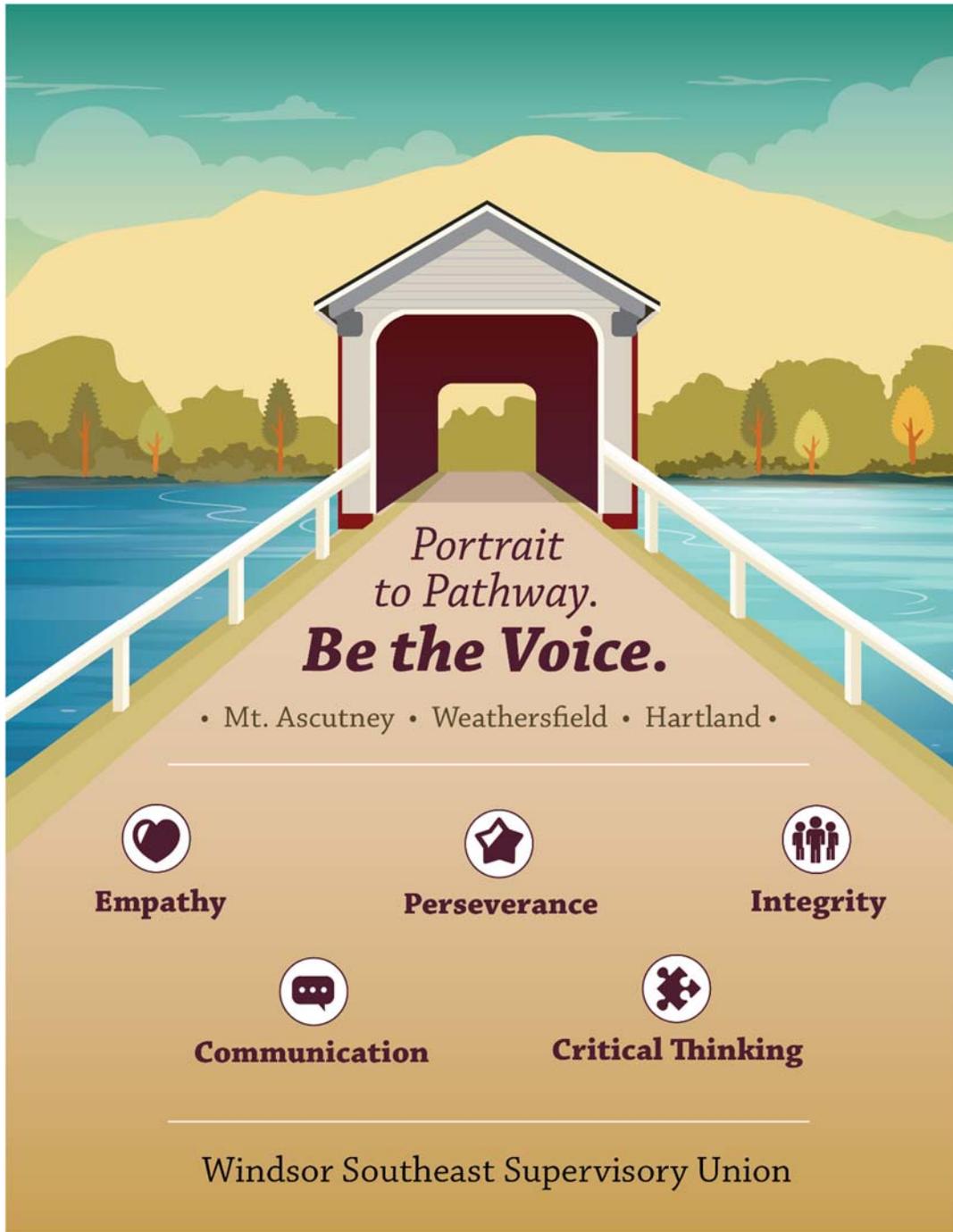# 2021 — 2024



Portrait to Pathway.
**Be the Voice.**

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# PORTRAIT OF A GRADUATE

The Portrait of a Graduate provides the North Star for the Windsor Southeast Supervisory Union by identifying the competencies every student and staff member should demonstrate.



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*Portrait
to Pathway.*
## Be the Voice.
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## Integrity

- Actively evaluate and develop a set of core values that are evident in choices and behaviors.
- Earn and value others' trust and respect through honest, principled behaviors.
- Alignment between thoughts, decisions, and actions.
- Develop personal, civic, social, local, and global responsibility through ethical and empathetic behaviors.

## Communication

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher and understand meaning, including knowledge, values, attitudes, and intentions.
- Use communication for a range of purposes and audiences (e.g. to inform, instruct, motivate, and persuade).
- Use digital media at the right times, in the right way, to convey and receive information.
- The quality of collaboration is often a function of the quality of communication within and among teammates.

## Critical Thinking

- Understand the "bigger picture" and propose solutions that are mindful of the impact they may have on oneself, the group, the community, society, and the world.
- Consistently improve the quality of one's own understanding by skillfully analyzing, assessing, and reconstructing information.
- Applies disciplined thinking that is clear, rational, open-minded, and informed by evidence.
- Apply the concepts of creativity during the process of refining one's own understanding and during the process of problem solving – two major pursuits of critical thinking.

## Empathy

- Demonstrate awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture, using the principles of emotional intelligence.
- Imagine what others are thinking, feeling, or experiencing.
- To the extent others are different and/or distanced from you (by either time or space), empathic concern is all the more needed.

## Perseverance

- Exhibit steadfastness, mental fortitude, and courage in achieving success despite difficulty, opposition, and/or failure.
- Embrace the idea that failure is a part of success and thoughtfully adjust to keep moving forward.
- Risk-taking is part of most any progress, so forward movement may involve stepping into uncertain realms.
- Realize that there is often more than one goal to satisfy an interest AND that there is often more than one way to achieve a goal.

## Goal 1: **Student Success and Engagement**

WSESU will improve student's learning experiences, because the personal, educational, vocational, and civic successes of our students are increasingly challenged in our rapidly changing world.

WSESU will further integrate the whole student into their education, so that students increasingly see relevance, purpose, and connections between their learning experiences and their individual and collective lives.

## Goal 2: **Culture and Student Wellness**

WSESU will strengthen and broaden the connections between and among all staff and the core work of education in pursuit of greater staff engagement, well-being, innovation, inclusion, and resolve.

WSESU will further integrate the whole student into their education, so that students increasingly see relevance, purpose, and connections between their learning experiences and their individual and collective lives.

## Goal 3: **Information and Communication**

WSESU will improve the quality and effectiveness of its two-way communication, so that stakeholder trust, understanding, and support will continue to advance the education of and opportunities for its students.

# GOAL 1: STUDENT SUCCESS AND ENGAGEMENT

WSESU will improve student's learning experiences, because the personal, educational, vocational, and civic successes of our students are increasingly challenged in our rapidly changing world.

WSESU will further integrate the whole student into their education, so that students increasingly see relevance, purpose, and connections between their learning experiences and their individual and collective lives.

| Objectives | | Strategies |
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| **1A** | WSESU will create a Learning Framework that guides the implementation of deeper learning (e.g., Portrait) from Pre-K through 12th grade as evidenced by the framework presented to the Superintendent by **June 2021**. | ● Develop the logistical supports to successfully execute the creation of an WSESU **Learning Framework** to guide the implementation of deeper learning, which includes the following considerations, but not limited to:<br>❖ Identify a hybrid educational leadership **team** (e.g, admins, teacher leaders, support staff leaders, students),<br>❖ Devote ample **time** for careful development,<br>❖ Secure **process** to engage team members, probe learning considerations, socialize ideas with broader audiences, converge on understandings, and document / communicate outcomes.<br><br>● Conduct an inventory and **gap analysis** of current curriculum / instructional practices relative to the learning framework and prioritize areas most in need of updating.<br><br>● Design a **professional learning plan** to bring the rest of the staff along on these developed understandings about the conditions documented in the learning framework to facilitate deeper learning. |
| **1B** | WSESU will create an assessment system supportive of the student's deeper learning by **July 2022**, as evidenced by the plan submitted to the Superintendent. | ● Constitute an **assessment committee** to conduct this work. The same logistical considerations as above should be acted upon.<br><br>● Establish **assessment processes and protocols** for the Portrait of a Graduate competencies, and any other valued skills, mindsets, and dispositions.<br><br>● Develop **reporting tools and processes** that "tell the story" of student progress and that identify areas for improvement. |

| 1C | WSESU will create an inventory of Extended Learning Opportunities for grades Pre-K through 12 by **July 2023**, as evidenced by the inventory shared with the Superintendent. | ● **Canvas past ELO's** utilized by students across the SU over the last three years to catalogue important elements of the experiences to distill those elements that made the ELO a success. <br><br> ● **Document the assumptions** that underlie the conditions qualifying an outside experience to be an ELO. Make those assumptions explicit. Have the WSESU Board adopt those assumptions as part of an ELO policy. Perform strategy 3 before taking assumptions to the Board, if desired. <br><br> ● Convene an **ELO committee** to share the findings from the previous two strategies to explore what potential ELO's have for enriching student learning experiences more and to see how the boundary between "traditional" classroom education and quality ELO's can become softer (more blurred). |
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| 1D | **Student voice and choice** will be operationalized at the SU, school, and classroom levels as evidenced by a report to the SU Board by **June 2023**. | ● Principals will work with staff to identify concrete ways in which students will be able to exercise voice and choice in their classrooms in order for students to influence their schooling experience in a daily, periodically, and yearly manner. Though this inventorying of ideas will be ongoing, the initial results of this **collective ideation** will be shared out in a way that is meaningful. <br><br> ● **Staff Voice and Choice** – Likewise, principals will work with staff to ensure they (staff) have regular voice and choice opportunities, as well. If staff is more conscious of their voice and choice opportunities, they likely will be more attuned to finding opportunities for students. <br><br> ● The SU will lead a **book study** on Self-Determined Learners (ASCD: here, here) in order to learn more about the genesis and development of this student-directed orientation to education. <br><br> ● **SVC Annual Review** – Each of the first three years of implementation, teachers and students will intentionally convene either as a classroom, grade-level, or school to learn how the Voice and Choice / Power-Sharing is progressing. Success and Challenges will be documented at the school level and shared with all staff. <br><br> ● **SVC Support** – Work with the educators to figure out the best way to support the implementation of SVC in students' regular learning experiences. This can vary by school, as long as the outcome of this work remains common across schools - greater student engagement. |
| 1E | WSESU will institute **flexible pathways** for Middle School through | ● **FP HS Review:** Middle School and High School leaders convene to share what has been learned about flexible pathways at the high school, so the middle school can benefit from and build on the |

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| | graduation as evidenced by Board action on the proposal of these pathways by **June 2021**. | HS's experience.<br><br>● **Flexible Pathway Committee** (FPC), led by the Flexible Pathway Coordinator and constituted, in part, by middle school and high school students, takes what was learned from the first strategy and considers what applies to the middle school context. Minutes from this committee will be published regularly in an SU newsletter.<br><br>● **FP Recommendations to the Superintendent** – Flexible Pathway Coordinator compiles the findings from the FPC to form recommendations to the Superintendent about what can be improved about the HS experience and what can be started for Flexible Pathways at the middle school. |
| **1F** | WSESU will decide how to implement the concept of **"student advisory boards"** at the school and SU levels, so that a representation of the respective student population can inform how **THEIR** education looks and feels, as evidenced by an implementation report to the Supt by **June 2024**. | ● **SAB Study** – The principals will work with the SU Curriculum Director and other teacher leaders to study what is known (structures, purposes, outcomes, challenges, etc.) about Student Advisory Boards  by reviewing research/best practice, other existing student advisory boards (e.g., Sample District Resource), and past similar structures/experiences in the SU. The highlights of their study will be shared with a relevant body of their choosing and published in an SU-wide communication.<br><br>● **SAB Newsletter Communication** – The results of strategy 1 will inform the creation of Student Advisory Boards across the SU. In preparation for the installation of Student Advisory Boards, the SU Curriculum Director or designee, in consultation with each principal/Superintendent, will provide a brief overview/document of what the SAB will look like in each building and at the SU level. The plans for each respective school will be shared in one of the school's/SU's parent newsletters six months before SAB's will start.<br><br>● **SAV Training** – The training of SAB student members will be part of the SAB onboarding process when SAB's are instituted in each school and at the SU level. Such training plans will be informed by what is learned during the collaboration training referenced in Goal 2 and the integrity competency development (among others). This training will be referenced in the school/SU newsletter referenced above. |

**WSESU will strengthen and broaden the connections between and among all staff and the core work of education in pursuit of greater staff engagement, well-being, innovation, inclusion, and resolve.**

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| Objectives | | Strategies |
|---|---|---|
| **2A** | WSESU will develop a Portrait of an WSESU Member, as shared with the Superintendent by **July 2023.** | • Develop the logistical supports to successfully execute the creation of an WSESU **Portrait of an WSESU Member** including but not limited to:<br><br>❖ Identify a hybrid educational leadership **team** (e.g, admins, teacher leaders, support staff leaders, students, Board members),<br>❖ Devote ample **time** for careful development,<br>❖ Secure **process** to engage team members, probe competency considerations, converge on understandings about initial set of competencies, and document / communicate outcomes.<br><br>○ The Subset of above Leadership team develops a **Rollout Plan** to communicate this portrait out to internal and external SU members, and to gather feedback about outstanding questions.<br><br>○ The Subset of above Leadership team **compiles a set of resources** for supporting the competencies, including professional development opportunities, online media, books, peer expertise, etc.<br><br>• For guiding the implementation and application of this Portrait, competency-specific rubrics should be drafted and piloted for feedback and refinement. |
| **2B** | WSESU will design a plan to provide professional development about best practice collaboration, as | • A small WSESU **"scouting"** group will develop a short list of best practice collaboration models and form a recommendation about a "preferred" model to the Superintendent for selection as professional development support. Superintendent or |

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| | evidenced by the plan being shared with building principals by **July 2022.** | designee will make the decision about the final provider.<br><br>● All schools in the WSESU will provide regular time for **job-alike staff collaboration** during the contractual workday.<br><br>● **Annual measures of culture** will be implemented to learn what is going well and where more support might be needed.  The measure for culture should be decided by the leadership scouting group referenced above and the measure should align with the model chosen for adoption/professional learning.<br><br>● **Regularly infusing positive emotions as a way to broaden and build social resources to strengthen the culture**. While the collaboration model can help provide the protocols and approaches to more fulfilling and productive meetings and group work, intentionally infusing positive emotions into school-based work can strengthen the culture, as well.  Positive emotions have an evolutionary benefit (Frederickson, 2004) that have clear benefit today, if intentionally and regularly cultivated. |
| **2C** | WSESU will design a plan for an annual *Big Ideas Summit* to explicitly build into the SU's annual calendar a recurring process of innovation by **July 2023**. | ● **An exploratory team** will be identified to learn about school districts that have made innovation at scale a regular and demonstrable part of their reality. After studying multiple candidate school districts, draw up a brief report about what was learned for presentation to the WSESU Board. This exploratory team should consist of representation from each school.<br><br>● **Conduct a "failure to opportunity" audit** to see how the notion of "failure" supports a system that embraces innovation, creativity, perseverance, and a sense of autonomy for students and adults. Share the findings of that audit with the Superintendent at a Cabinet meeting, so as to discover any opportunities for aligning practices and policies with a culture of innovation, creativity, and deeper learning.<br><br>● En route to the *Big Idea Summit* plan due by July 2022, **capture WSESU's changes/adaptations made during the pandemic shutdown** and determine which of the policy/practice pivots may serve as lasting innovations or as one-off accommodations just for this time. What factors determined these two different outcomes? |
| **2D** | WSESU will conduct a Diversity audit to determine if gaps exist between SU policies/practices, the WSE | ● Conduct a **Curriculum/Equity Audit** to ensure that it provides the diversity needed to be historically accurate, culturally relevant, and widely accessible to all community members.<br><br>● Explore the need for a **DEI statement** that represents the SU's |

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| | Portrait, and a healthy culture. First audit report to the Board by **July 2022**. | stance on issues related to diversity, equity, and inclusion and, if appropriate, adopt it as Board policy. <br><br> ● Document the need and experiences of WSESU alumni about their **interactions with diversity** to inform any changes to student learning experience. Share findings of alumni diversity experiences with PTA/PTO organizations. |
| **2E** | WSESU will create and fund a **student mental health and social emotional leader** position to guide SU actions for the SU, school, and classroom support of student mental health by **June 2022**. | ● Administration, with input from staff and related job descriptions from the field, will **fill a leadership role** for Student Wellness and Engagement (or equivalent title). <br><br> ● The candidate identified for this position will conduct a **"listening tour"** around the SU to learn of the short- and long-term needs for student SEL and mental health support. <br><br> ● Among the ideas the SEL/MH leader will consider is the **role of mindfulness** practices for bringing attention and awareness to the present moment, rather than to past concerns or future worries (here). This can help the stress levels of overactive minds and minds caught in loops of worry. <br><br> ● The other idea that the SEL/MH leader will consider is the state/quality of **adult-student relationships** in the SU. Few aspects of the educational experience are more important than the existing bonds linking students to school. As Pianta et al. (2012, p. 366) states, "[student/adult] engagement is a relational process." <br><br> ● The named leader for this work will lay out a **90-day plan** after finishing his/her listening tour. This plan will identify perceived priorities based on learnings during the listening tour, as well as a review of the current data about student well-being. As part of that 90-day plan, SEL leader will comment on the role, if any, mindfulness and adult-student relationships will play in the SU's improvement of student mental health and engagement. |

# GOAL 3: INFORMATION AND COMMUNICATION

**WSESU will improve the quality and effectiveness of its two-way communication, so that stakeholder trust, understanding, and support will continue to advance the education of and opportunities for its students.**

| Objectives | | Strategies |
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| 3A | WSESU will identify an **Information and Communications Leader** for the SU to guide the work of this area by **June 2023**. | • **IC Leader Recommendation** – The Superintendent will consider the various ways in which additional capacity can be secured for needed information and communication responsibilities. After reviewing the opportunities at hand for securing such capacity (re-allocating existing resources or encumbering new resources), the Superintendent will make a recommendation to the SU Board for attaining this capacity.<br><br>• **Fill IC Leader Role** – Administration, with input from staff and related job descriptions from the field, will fill a leadership role for Information and Communications (IC) Leader (or equivalent title).<br><br>• **IC Leader Onboarding** – An onboarding plan will be developed to acclimate IC Leader to and inform IC Leader about WSESU. Learning about WSESU will be integral for accurately portraying and reinforcing the intended culture and priorities of the school system. |
| 3B | WSESU will identify a **data leader** to guide and support the information needs of the SU by **June 2023**. | • **Data Leader Recommendation** – The Superintendent will consider the various ways in which additional capacity can be secured for needed data responsibilities. After reviewing the opportunities at hand for securing such capacity (re-allocating existing resources or encumbering new resources), the Superintendent will make a recommendation to the SU Board for attaining this capacity.<br><br>• **Needs Analysis** – The named Data Leader will conduct a needs analysis of the SU taken at three levels: Classroom data needs, School-level data needs, and SU-level data needs, for both formative (continuous improvement) and summative (accountability) purposes. This needs analysis will be shared with the Superintendent as a basis for next steps for this function.<br><br>• A **Data Priority Plan** will be drafted for the next 120 days that balance the timelines set in the strategic plan and the operational needs of the schools. This plan will be socialized with the WSESU |

| | | leadership and published in an appropriate WSESU informational channel. The plan will cover the various types of data deemed important to the SU (e.g., achievement, process, student interest, SEL, etc.). |
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| **3C** | WSESU will develop a plan for informing and reporting the **progress of this strategic plan** as evidenced by a presentation to the WSESU Board by **June 2024**. | • **Strategic Plan Information Needs** – The Data Leader and the IC Leader will jointly document all the information necessary to report on the progress of the three goal areas of the strategic plan over the life of the plan, acknowledging that the context and sophistication of data may evolve over that life. Strategic plan information needs for progress reporting will be shared with the Superintendent. These needs will span both internal formative progress measures and external summative outcome indicators. <br><br> • **Board Progress Updates** – The IC Leader will work with the Superintendent to map out a schedule for when strategic plan updates will be publicly provided to the Boards making up the SU. These updates will comprise process and, where appropriate, outcome updates, acknowledging that much of the early years are dedicated to getting systems and infrastructure into place. <br><br> • **Editorial Calendar** – the IC Leader will assemble an Editorial Calendar for the remainder of the academic year, after onboarding is complete. <br><br> • The Data and IC Leaders will help the WSESU implement more structural data ties (e.g., National Student Clearinghouse, alumni networks/foundations, etc.) with **WSESU alumni** in order to learn more about SU's influence on their post-secondary success and to inform the SU's strategic plan success and programming for improved post-secondary trajectories. |
| **3D** | WSESU will develop a systematic collection of **student interests** as part of its regular collection of student data to inform educational programming and personalization of students' learning experiences by **June 2024**. | • **Integrating and Using Student Interests in Learning** – The Data Leader will work with education leaders to learn how the collection of student interests over time can help inform the design of student learning experiences, by way of pedagogy and curriculum. Common understandings documented from this collaborative effort will be reviewed at a subsequent administrator meeting. <br><br> • **Student Interest Platform** – The Data Leader and Chief Information Officer will specify a data capture process for collecting student interests over time, but not less often than twice a year. These interests will follow students as they progress through the system, and relevant teachers will have access to such information as they do with student test score information. The proof of concept for this platform will be demonstrated at gathering of education leaders. |

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| | | • **First Year Student Interest Data** – An analysis of interests collected after the first year, along with initial designs for how such information was or can be used for deepening engagement and learning will be shared with education leaders at the end of the first year of implementation. |
| | | • **Staff interests** will be solicited and inventoried, as well, to cross with student interests to note any mentorship and/or program leadership possibilities, etc. |
| **3E** | WSESU will conduct a review of all major sources and pieces of SU- and Building-level communication to validate that it conveys the priorities/tone of its values today by **June 2024.** | • The IC Leader will work with administrators to identify and inventory mass communication pieces at the school and SU level. Such **inventory** will be shared back with the Superintendent. |
| | | • The IC leader, with a small group of education leaders, will review these documents to note broad areas of inconsistencies with SU intended priorities and culture. This gap analysis will help inform a criteria of sorts for major themes to strike when communicating, resulting in a **high-level rubric** to guide the creation and socialization of major pieces of communication. |
| | | • **Policy Update** – Given that policies are a major piece of mass communication, it will be important to review relevant policies in light of the updated strategic plan and the shifts it represents. |