Winona Area Public Schools
"Defining our Future: 2022 - 2027"

Strategic Planning Committee Meeting #2

Thursday, March 31, 2022

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Introductions and Reactions to the Strategic Planning Process

Please introduce yourself and the stakeholder group you represent (Student, Staff, Parent-Guardian, Community Member, Business Owner, School Administrator, School Board, etc.) and:

- **Share an observation, a question, a concern, or other reaction to the strategic planning process so far.**

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Welcome

- **Introductions**
- **Ground Rules:** ***Open/Honest Communication; Respect; All Ideas Valued; Have Fun!!!***
- **Housekeeping:** ***Comfort Breaks as Needed; Use Chat Feature or Unmute Microphone and Turn Camera on to Speak***
- **Your Role:** ***Serve in an Advisory Role to assist in Developing the District's Next Strategic Plan***
- **Session Goals:** ***Work on Elements of the Strategic Plan***

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Six things we want to accomplish:

- Review the Environmental Scan Summary of the Prouds/Possibilities/Must Haves-Must Address
- Consider Focus Areas
- Develop Foundational Elements of Strategic Plan (Sets Purpose, Direction, Ground Rules):
  - Review/Revise/Rewrite the Core Values
  - Create the School District's Belief Statements
  - Review/Revise/Rewrite the Mission Statement
  - Review/Revise/Rewrite the Vision Statement
- Preview the next session

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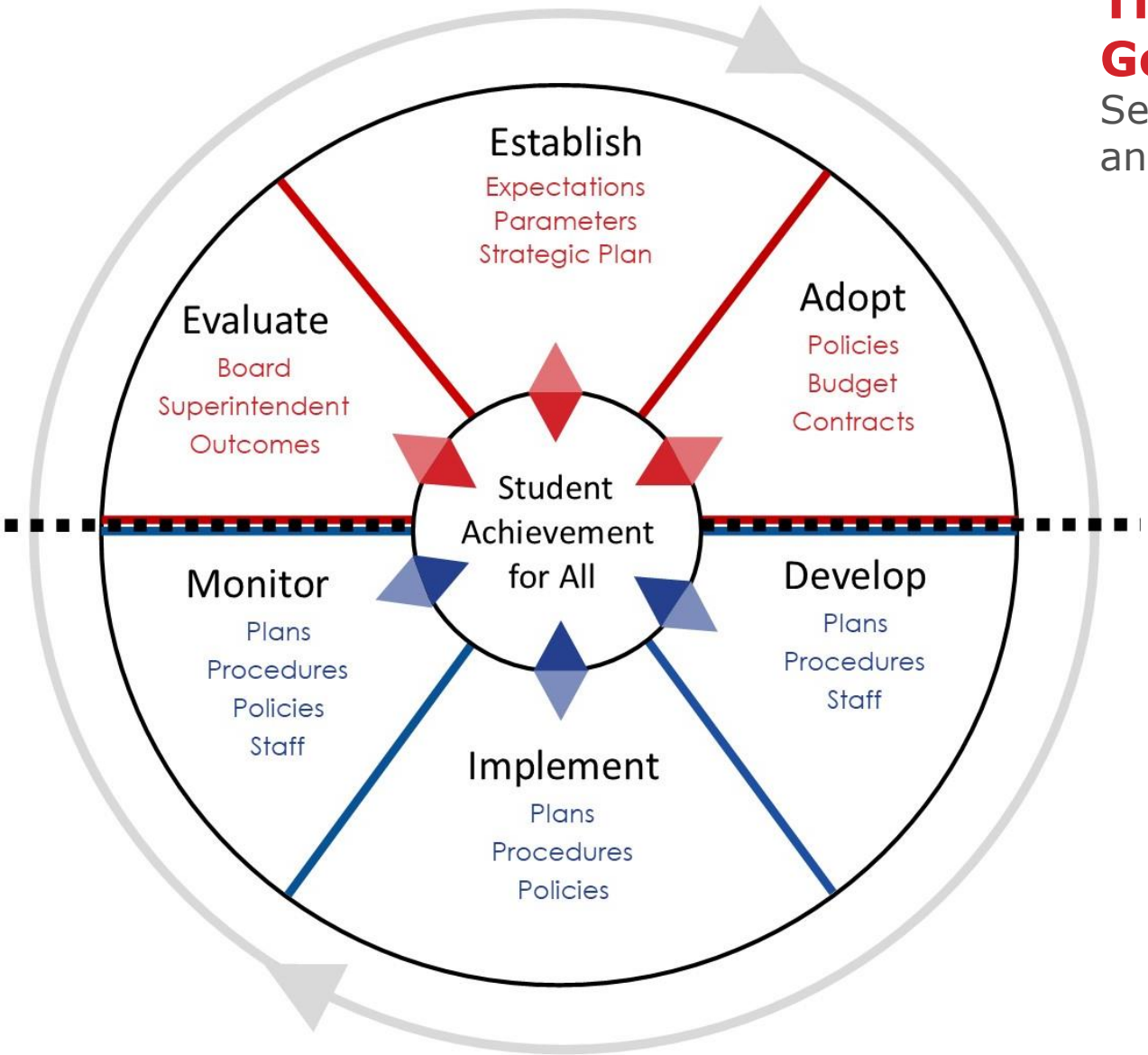
The Board Governance Model



The School Board Governs
Sets parameters and expectations

The Superintendent Manages
Provides leadership and supervision

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School District Goal Alignment

Strategic Governance Framework

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Stakeholder Engagement "Some Big Ideas"
Strengths (from Surveys and Listening Sessions)

Internal

No strength indicators received 80% or more.

External

No strength indicators received 80% or more.

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Stakeholder Engagement "Some Big Ideas" Strengths (from Surveys and Listening Sessions)

- Teachers and their positive attitudes - caring about you and your life/encouraging; Teachers-want you to succeed; Teachers-you can trust them; Strong teachers; Support from teachers; Teachers keep up well with grades and assignments; Excellent educational staff; Wonderful staff; Staff are high quality; Great teachers, go beyond the classroom; Strong teachers and personnel; Guidance counselors welcoming, open, responsive; Dedicated staff and faculty; Fantastic teachers; Teachers who took notice of the students and provide support; It's not just a job; Staff were great especially through the pandemic; Enjoy the teachers; Strength of teachers across the district; Teachers are great, supportive of kids; Phenomenal teachers; Teachers are a huge strength; Talented staff who are well educated; Cooperative spirit of staff and faculty; Great of support staff; Staff willing to volunteer time; Staff are invested in students; Activities Director has skilled coaches; Good staff; Skilled teachers, staff, and admin

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Stakeholder Engagement "Some Big Ideas"

Strengths (from Surveys and Listening Sessions)

- **ALC** – Work at your own pace; Great experiences; Assistance with getting a job
- **High School** – Good school spirit; Clubs, activities, and extra-curriculars; Student voice/Student Council
- **Middle School** – Hands-on classes; Shorter classes; Outside time after lunch
- Compassionate leader – Superintendent Freiheit
- Continue comprehensive vision for students – academics/fine arts/athletics
- Community Education is strong
- History of collaboration with post-secondary schools and Vocational Technical school
- Good school system
- Advancement programs – exceptional rigor
- All post-secondary partners are receptive / think tank / great communication
- Cohesive School Board and Superintendent; Two School Board Student Representatives
- Public school is "public" and teaches all students
- Superintendent has strengthened relationships with other schools
- RIOS program; Miller Mentoring; STEM education
- Diverse business community
- Variety of activities especially at Middle School and High School
- Communication to families – text, email, FaceBook
- Winona Area Foundation support
- Something for all students
- Students prepared for college
- Instructional Coaching/Mentoring – supporting teachers
- Student support services

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Stakeholder Engagement "Some Big Ideas"

Opportunities (from Surveys and Listening Sessions)

Internal

The school district consistently tries to find ways to take action to improve programs and services for students.	57.95%
The school district has a staff development program for all staff that is focused on improving the teaching and learning process.	57.01%
The school district works to build community support among a wide variety of groups.	56.08%
All school district staff understand their roles and responsibilities in the process of education.	56.08%
The school district does an excellent job of educating all students.	53.27%
The school districts' policies, procedures, and practices are fair and just for all students.	53.27%
School district facilities are safe, secure, and well maintained.	52.83%
The school district uses effective instructional programs, practices, and interventions to help all students.	52.33%
Multiple methods of communicating with stakeholders about the school district's work are in place and are clear, concise, and user friendly.	51.40%
Policies, procedures, and resources are in place in regard to a safe, orderly, and caring environment that supports learning.	50.47%
The school board is visible and accessible throughout the school district and community.	48.60%
The school district provides resources and opportunities in an equitable way for all students.	48.60%
The school district seeks input from both internal and external stakeholders on key decisions regarding school district policies and practices.	48.59%

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Stakeholder Engagement "Some Big Ideas"

Opportunities (from Surveys and Listening Sessions)

Internal – cont.

The superintendent is visible and accessible throughout the community.	47.17%
School district leaders (school board and superintendent) provide direction, support, and resources for quality curricular and co-curricular programs for students.	45.79%
The superintendent is visible and accessible throughout the school district.	44.34%
All school district staff are equipped to address bias and exclusionary language or behavior when it occurs.	44.34%
Leadership roles and responsibilities are clearly defined for all aspects of the school district's operation.	42.05%
The entire school district is committed to long-range, continuous improvement and has agreement on a shared purpose and direction for the school district.	41.90%
The school district has a process to ensure that the school board-adopted curriculum for a course or grade level is being taught by all teachers.	41.12%
The school district has an effective evaluation process in place for all school district staff (non-licensed, teachers, principals, superintendent) that drives professional growth.	40.18%
The school district effectively manages available funding and resources needed to advance student learning and achievement.	33.64%
The "climate" of all school buildings is conducive to teachers being able to teach and students being able to learn.	26.17%

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Stakeholder Engagement "Some Big Ideas"

Opportunities (from Surveys and Listening Sessions)

External

School district facilities are safe, secure, and well maintained.	58.00%
I am satisfied with the opportunities the school district's co-curricular program provides for students.	57.82%
In general, I am satisfied with the quality of education provided by the school district.	57.10%
I am satisfied with the level of communication from the school district.	53.57%
I am satisfied with the academic program of the school district.	52.75%
I am satisfied with the overall condition of the school district's buildings.	52.49%
Overall, I have a positive impression of the school district.	51.45%
The school district provides all students equal access to rigorous curriculum and coursework.	51.19%
In general, I believe the school district is a place where all members of the school community are included and have a sense of belonging.	50.13%
I would recommend the school district to a family that is searching for a new place to live.	49.87%
The school district provides good opportunities in career and technical education.	46.16%
The school district does an excellent job of educating all students.	41.32%
I am satisfied with the overall condition of the school district's fine arts facilities.	40.42%
The school board and administration make decisions in the best interest of the district's school children.	36.58%
The school district spends its tax dollars effectively and efficiently.	26.65%
I am satisfied with the school district's budget and use of funds.	23.48%

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Stakeholder Engagement "Some Big Ideas"

Opportunities (from Surveys and Listening Sessions)

Alternative Learning Center – Lunch improvements/sign-up time; More electives; More art opportunities and supplies; Better communication; Build positive impression of ALC

High School – Not all students receive same experiences, Be more inclusive; Sexism/Homophobia; Some teachers don't support learning; Vaping concerns; Diversity and equity focus for the long-term; Be a welcoming environment; More inclusive school/environment, Be less judgmental; Buildings are old – fix or build new; Not enough resources to address needs; More PSEO options

Middle School – Outside break time; Doors lock early; In School Suspension (ISS) review; Consequences should be more severe; Inclusive with LGBTQ+ and races - staff not being supportive, proper use of pronouns; Improve lunch quality; Bathrooms are locked

Staff – Intermediate administration is transient, high turnover, elective staff are moved a lot; Increased number of Middle School students failing classes and need academic recovery. This sometimes leads to behavior issues; Disconnect with staff turnover. Recruitment practices need to be improved; Give existing staff feedback to thank them and encourage them; Internal communication needs improvement; External communication is good but could improve; More time for whole school interactions; Healing needed due to so much uncertainty and lack of trust with the community

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Stakeholder Engagement "Some Big Ideas"

Opportunities (from Surveys and Listening Sessions)

Senior Citizens – Missed opportunities to link older adults with students i.e. work programs to assist older adults with chores; Explore multi-generational opportunities i.e. Big Brother/Big Sister model for interaction with students and older adults or older adults as greeters at the schools; Embrace the whole community to interact with the school

Post-Secondary Representatives – How can we improve helping students advance and earn credits?; Build partnerships; More guidance to make sure PSEO is on a pathway and is purposeful; Pathways for 9th and 10th graders

Business/City/County/State Leaders – Develop kids for next step – career (college and technical) ensuring the basic skills i.e. knowledge of careers, job shadowing; Life prepared for the future; Rethinking the educational path for any career; Have more open discussions about mutual topics with School/City/County/Chamber of Commerce; Develop collaborations with the community

Parent/Guardian/Community – Racism within the school has risen; Trust needs to be increased; Create partnerships with business and higher education; Facility needs and long-term maintenance; Learn why students leave the district; Increase number staff/administrators of color; Increase time for Gifted and Talented (GATE) program; Strategies to appeal to new families – Be the default option; Academic outcomes for all levels; Keep class sizes small; Provide inclusive and equitable academic excellence; Welcoming and safe environment for all; MS and HS in separate buildings

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Stakeholder Engagement "Some Big Ideas"

Opportunities (from Surveys and Listening Sessions)

Board – Declining enrollment; Funding formulas; Identify inequalities; Commitment to inclusion; Leadership and responsibility to be boldly progressive; Declining enrollment; Make facilities more broadly available to community/city/county; Meet all students and families where they are at and grow them; Negative impression of school in community – change perception to change their views; Staff mental health; WAPS is geographically large – explore how to reach out to charter schools, rural families; More help for students who struggle academically; Student citizenry prepared

Administrators – E-12 student enrollment marketing strategies; Implement more practices that are equity focused and student centered to embrace a culture of personalized learning; Become one team with Board and Staff to improve climate; Leadership Team and Board focused in the same direction; Too many initiatives and don't follow through with them once established; System to move all students forward; Cooperative approach between all levels

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Review Environmental Scan Summary:

Prouds -

- Teaching staff; Staff; Administrative Team; Great teachers; Dedicated teachers; Teachers, willing to help and go above and beyond, even with the language barrier, difference in culture, I really appreciate that; Dedicated Teaching Staff; Excellent Teachers; Staff want to do the best job possible
- Good, comprehensive pre-K through 12 system
- Excellent Community Education programming
- Significant number of mutually beneficial community partnerships, collaborations
- Variety of Extracurricular activities
- School pride/spirit
- Diversity in demographics in PreK program
- Project compass is reaching a very important population in the community
- Facilities are located in a beautiful setting and many of rich history
- Great presence in social media
- RIOS program is strong
- Programming
- Lots of opportunities for all if they want them
- School spirit
- Community education/activities programs (afterschool activities, Project Compass, athletics)

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Review Environmental Scan Summary:

Prouds cont. -

- Wonderful Setting for our High School
- Variety of student groups
- Committed Board
- Rios program is something that just amazed me. It is incredible with how people.
- Continuum and scope of special education services - comprehensive. Where we have gaps, we are addressing those.
- Public education — we are public
- Immigrant families feel they don't belong in the community, but they feel they belong in the school
- Opportunities for extra-curriculars: clubs, activities, athletics, music (something for everyone)
- Rios Program
- Cohesive school board that includes student voice
- Focused WBWF
- Safe Place to be- inside and outside
- Extracurricular Activities-positive coaches
- Elementary class sizes- smaller compared to other districts- maintain
- Resource Rich for support of students
- Miller Mentoring/Winona Foundation-focus on students
- Technology
- Students at the elementary schools have really done a nice job handling covid and the masking expectations

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Review Environmental Scan Summary:

Possibilities –

- Re-tool reading instruction to have it based in phonetics rather than Whole Language
- Staff development in teaching of phonetics and administrative monitoring to make sure a phonetic system is being used in all reading instruction
- Improve our reading strategies with a focus on phonetics
- Mental health and behavioral health support for students needs to increase
- Mindfulness for all students
- Focus on GATE
- Accessing the community members within the district for additional support
- Figure out how to get public to understand budgets
- Buy in from all teachers
- Improvements to curriculum: focus on phonetics in reading, provide challenging work for all levels of learners
- Improve/change discipline strategies (especially at Middle School level) - student accountability and consequences that are meaningful and effective
- Community engagement in the schools - senior citizen volunteer opportunities

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Review Environmental Scan Summary:

Possibilities cont. -

- To address inclusion: Implement a "Walk a Mile in My Shoes Concept" with students. Students could share a bit about their lives, family, likes, dislikes, etc. It would help them get to know each other and different cultures better.
- Expanding mental health support for teachers and students
- On-going and comprehensive diversity education for teachers and staff
- More focused opportunities for gifted students
- Public education and transparency about how the school budget is used and why
- Building stronger relationships - Progress moves at the speed of relationships
- Take the strength of how people perceive our teaching staff and take that into the community
- Expanding Rios
- Communicating the "why" and "how" of school budgets so community understands
- Expanding Pre-School at every elementary
- Have a consistent behavior plan in the buildings
- Marketing to draw in additional students in multiple ways- unique and attractive
- Basic skills (life skills-plumbing, electricians, finance)-hands on
- Focused, intentional practices and procedures and high-level curriculum for student success
- Being a choice for families in the Winona and surrounding communities
- Outreach to our rural communities to invite them into the district
- Marketing enhancements

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Review Environmental Scan Summary:

Must Haves/Must Address -

- Improve academic achievement
- Provide effective remedial help for students who struggle academically
- Determine to a granular level the bases (plural) of complaints about racism and take effective steps to address issues of racism
- Academic achievement for ALL students, every academic level is looked at and supported for growth
- Improve our equity and inclusiveness for all populations
- Support the needs at WMS
- Meet all students where they are at
- Building climate must be addressed
- Focus on academic achievement - progress for every student (not just those who are falling behind)
- Decrease dependency on technology (overuse of computers is having unintended consequences)
- Focus on teaching practical life skills
- Teaching critical thinking from K-12 (teaching HOW to think, not WHAT to think)
- Discontinue focus on tenets of DEI (realize that all students are individuals that are much more than a particular demographic group they may be a part of)

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Review Environmental Scan Summary:

Must Haves/Must Address cont.-

- Better interaction with law enforcement. Bring back law enforcement on campus and have them talk to classes and have interactive sessions so students feel more comfortable about law enforcement.
- Closing the racial and economic gap in student success
- A safe learning and teaching environment
- Focused plans with follow-through
- Integrated systems, we don't have silos — all kids are general ed first
- Strong relationships - how do you foster and encourage that
- Educate the teachers about relationships and cultural awareness, continuous education toward cultural awareness
- We need more time to work on all three of these
- Effective evaluation process that drives professional growth- Instructional framework-feedback, goal achievements
- Narrow focus on initiatives
- Inclusion of all students in general classroom
- Critical thinking skills
- Fewer focused and purposeful initiatives
- Using the data that already is available in the district to inform decisions
- Establish long range planning to sustain our commitments - RIOS, AVID, PBIS
- Stop doing initiatives that do not serve the district any longer

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Possible Focus Areas - Themes

Student Achievement/Student Support – Increase Mental health and behavioral health support for students; Mindfulness for all students; Focus on GATE; Improve/change discipline strategies (especially at Middle School level) - student accountability and consequences that are meaningful and effective; Expanding Rios; Expanding Pre-School at every elementary; Basic skills (life skills-plumbing, electricians, finance)-hands on; Provide effective remedial help for students who struggle academically; Academic achievement for ALL students. Every academic level is looked at and supported for growth; Meet all students where they are at; Address building climate; Decrease dependency on technology (overuse of computers is having unintended consequences); Better interaction with law enforcement. Bring back law enforcement on campus and have them talk to classes and have interactive sessions so students feel more comfortable about law enforcement; Closing the racial and economic gap in student success; A safe learning and teaching environment; Effective evaluation process the drives professional growth- Instructional framework-feedback, goal achievements; Using the data that already is available in the district to inform decisions; Establish long range planning to sustain our commitments - RIOS, AVID, PBIS; Increase opportunities in career and technical education;

Staff Support – Re-tool reading instruction to have it based in phonetics rather than Whole Language; Staff development in teaching of phonetics and administrative monitoring to make sure a phonetic system is being used; Buy in from all teachers; Improvements to curriculum: focus on phonetics in reading, provide challenging work for all levels of learners; Mental health support for teachers and other staff; Address building climate; Teaching critical thinking from K-12 (teaching HOW to think, not WHAT to think); Integrated systems. No silos — all kids are general ed first; Effective evaluation process that drives professional growth - Instructional framework-feedback, goal achievements; Narrow focus on initiatives; Stop doing initiatives that do not serve the district any longer; Staff development program for all staff that is focused on improving the teaching and learning process;

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Possible Focus Areas - Themes

Diversity, Equity & Inclusion – Address inclusion: Implement a "Walk a Mile in My Shoes Concept" with students. Students could share a bit about their lives, family, likes, dislikes, etc. It would help them get to know each other and different cultures better; On-going, comprehensive diversity education for teachers and staff; Determine to a granular level of complaints about racism. Take effective steps to address issues of racism; Improve our equity and inclusiveness for all populations; **Closing the racial and economic gap in student success**; Educate the teachers about relationships and cultural awareness, continuous education toward cultural awareness; Discontinue focus on tenets of DEI (realize that all students are individuals that are much more than a particular demographic group they may be a part of); All school district staff equipped to address bias and exclusionary language or behavior when it occurs;

Communications, Outreach, Marketing – Accessing the community members within the district for additional support; Help public to understand the "how" and "why" of school funding and budgets; Community engagement in the schools - senior citizen volunteer opportunities; Building stronger relationships. Progress moves at the speed of relationships; Marketing to draw in additional students in multiple ways; Being a choice for families in the Winona and surrounding communities; Outreach to our rural communities to invite them into the district; Marketing enhancements; Build community support among a wide variety of groups; Communication with stakeholders about the school district's work is clear, concise, and user friendly;

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Current School District Initiatives:

(To be vetted by Admin and related staff for alignment in Strategic Plan)

1. WBWF
2. MTSS
3. Climate Cohort
4. DEI
5. PBIS
6. AVID
7. Pyramid Implementation
8. Student Success Department - Coaches
9. Dessa
10. Signs of Suicide
11. PLC
12. Standard Alignments-Assessments
13. Diversity Recruitment
14. Grow Your Own
15. Summer Learning and Teaching Academy
16. Targeted Services
17. WOLA
18. Culturally Relevant Teaching - Focus last year / Culturally relevant practices with personalized learning.
19. Work with new ELA standards and resources
20. Direction from the board to expand preschool to universally accessible to all families.
21. RIOS
22. Science Standards
23. ELA- Elem- phonics focus
24. Redefining Ready
25. Future Forward

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Stakeholder Values:

Internal

Kindness - Caring (relationships / environment)	39
Small class size	28
Integrity	23
Honesty	22
Excellent education	21
Safety / safe environment	19
Diversity / diverse perspectives	18
Community (involvement / partnerships	17
Equity / equality	13
Social justice	10
Communication (strong / clear / transparent / open / honest / consistent)	10
High expectations (staff / behavioral / students)	7
Transparent / transparency	6
Inclusive / inclusivity / inclusion	6
Social emotional	2

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Stakeholder Values:

External

Honesty	74
Excellent education	67
Kindness - Caring (relationships / teachers / community / environment)	64
Small class size	60
Integrity	56
Diversity / diverse perspectives	54
Safety / safe environment	44
Community (involvement / partnerships / collaboration / engagement)	44
Inclusive / inclusivity / inclusion	33
Communication (strong / clear / transparent / open / honest / consistent)	32
Respect / respectful for each other	28
Learning (hands-on / equal / 21st century / flexible / service / STEM)	24
Social justice	23
Equity / equality	19
Transparent / transparency	13
Diverse (opportunities / staff / curriculum)	7
Equal opportunities	7
Social emotional	2

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Stakeholder Values:

Internal

Communication (strong / clear / transparent / open / honest / consistent)	10
Community (involvement / partnerships	17
Diversity / diverse perspectives	18
Equity / equality	13
Excellent education	21
High expectations (staff / behavioral / students)	7
Honesty	22
Inclusive / inclusivity / inclusion	6
Integrity	23
Kindness - Caring (relationships / environment)	39
Safety / safe environment	19
Small class size	28
Social emotional	2
Social justice	10
Transparent / transparency	6

External

Communication (strong / clear / transparent / open / honest / consistent)	32
Community (involvement / partnerships / collaboration / engagement)	44
Diverse (opportunities / staff / curriculum)	7
Diversity / diverse perspectives	54
Equal opportunities	7
Equity / equality	19
Excellent education	67
Honesty	74
Inclusive / inclusivity / inclusion	33
Integrity	56
Kindness - Caring (relationships / teachers / community / environment)	64
Learning (hands-on / equal / 21st century / flexible / service / STEM)	24
Respect / respectful for each other	28
Safety / safe environment	44
Small class size	60
Social emotional	2
Social justice	23
Transparent / transparency	13

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Winona Area Core Values

Core Values: Ensuring Student Needs Drive Our Decisions and Actions

Excellence
- Be my best and expect the best of others

Kindness
- Concern, compassion, and advocacy for others

Respect
- Acceptance of self and others as we work together

Honesty
- Say and do the right thing, even if no one is watching

Responsibility
- Do my part and be accountable for what I say and do

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Reaching Consensus:

Winona Area Core Values:

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Belief Statements:

- State the values the group holds for the school district. Sometimes called Value Statements.
- Communicate who district stands for and on what principles it operates.
- Reflect all students/learners from birth – end of life.
- Establish the moral and ethical priorities that guide the school district's activities.
- Should be sincere and uncompromising positions.

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Belief Statements:

- The School Board will use Belief Statements to help make difficult decisions such as funding or staffing.
- If Belief Statements truly reflect the district's values all stakeholders will be able to articulate and advocate for them and will be able to say, "This is what we believe!"
- The Belief Statements should be something that "grabs" your attention.
- The Belief Statements should be a statement of core things you believe in.

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Examples:

- We believe:
  - Every person has intrinsic value.
  - All people deserve to be treated with respect.
  - All learners have unlimited potential to learn.
  - Honesty and trust are critical for building community.
  - Accountability is achieved through shared, evidence-based and student-centered decision making.
  - Responsiveness to the diverse needs of all learners is our highest priority.

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Current School District Beliefs:

We believe:

There are no current Belief Statements

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Writing the School District Belief Statements

- Individually, think about what's important.
  - What do we value?
  - What do we believe about students/learners and learning?
  - What do we believe about teachers and teaching?
  - What do we believe about the role of parents/guardians in students' learning?
  - What do we believe about the role of the community?
- Write four Values.
- Write four Belief Statements. (Reference the Sample Sheet or Google ideas.)
- Share with the group.
- Agree on four to six Belief Statements and type them into the Form Link.

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Reaching Consensus:
School District's Belief Statements:

-
-
-
-
-
-

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Mission Statement:

- Defines the present state or purpose of the school district.
- Answers these questions: What result and for whom? Why we exist?
- Is something that all stakeholders should be able to articulate upon request.
- Is clear and easy to understand.
- Does the Mission Statement reflect the district's beliefs?
- The Mission Statement should not be "wimpy."

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Example 1

"Investing in students so they succeed and excel in an ever-changing world."

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Example 2

"Ensure that each learner will develop the skills and knowledge necessary to experience success and personal fulfillment."

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Example 3

"Teach and inspire all students to excel in partnership with our community."

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Example 4

"To achieve educational excellence and to inspire a life-long passion for learning."

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Creating the School District's Mission Statement

- Revise or Rewrite a new Mission Statement.
- Keep it short, concise, easy to say and remember (7 – 15 words). (Reference the Sample Sheet or Google ideas.)
- Share your Mission Statement with the group.
  - Look for commonalities between the Mission Statements.
- Type your Mission Statement in the Form Link.

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Current School District Mission:

The Mission of the School District is:

Expect excellence, grounded in compassion,
to meet the needs of all learners.

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Reaching Consensus:

The Mission of the School District is to:

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Vision:

- Provides guidance and inspiration as to what the school district is focused on achieving in the next three, five, or more years. (Eye-catching billboard)
- Is about becoming. Answers the question: – What do we want to become in the future?
- Is written succinctly and in an inspirational manner that makes it easy for stakeholders to repeat.
- Think "what's possible" – Why this district?
- Words that attract people to community.

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Example 1

"Inspiring **excellence** for all."

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Example 2

"To be a "Destination District" focused on shaping the leaders of tomorrow."

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Example 3

"To be an extraordinary school district that tailors learning to each learner."

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Example 4

"A world-class school district of choice preparing all students for the future."

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Examples of Vision Descriptors

• Adept	• Equal	• Innovative
• Agile	• Disciplined	• Leading
• Best-in-Class	• Effective	• Organized
• Clear	• Efficient	• Ready
• Competent	• Financially Sound	• Sufficient
• Complex	• Focused	• Strategic
• Coordinated	• Growth	• Timely
• Critical	• Healthy	• Visionary
• Direct	• Informative	• World-Class

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Writing the School District's Vision Statement

- Revise or Rewrite a Vision Statement for the School District. (Reference the Sample Sheet or Google ideas.)
- Share it with the group.
- Write a Vision Statement in the Form Link.
- Consensus Activity on the Vision Statement.

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Current School District Vision:

The Vision of the School District is:

One community of lifelong learners, engaged in creating our culture, where all are safe, valued and accountable to one another for success

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Reaching Consensus:

The Vision of the School District is:

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Next Steps

- Finalize "Belief, Mission, and Vision Statements."
- Complete the writing of goals and objectives for each "Focus Area."
- Finalize Governance Document.
- MSBA completes "Administrative Action Plan" and School Board "Strategic Plan Monitoring Schedule."
- Complete Homework Assignment for Strategic Planning Committee Meeting #3 on **Tuesday, April 12 at 6:00 PM**. A Meeting Invitation and Resources will be emailed to you.

Final Thought: "Vision without action is a dream, and action without a vision is aimless."

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Nobody has all the answers. MSBA continues to update its COVID-19 resource page dedicated to school board members, superintendents, and school districts: www.mnmsba.org

Contact MSBA:
507-934-2450 or 800-324-4459

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Thank You for Your Time and Input!!

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