



Winona Area Public Schools

"Defining our Future: 2022 - 2027"

Strategic Planning Committee Meeting #3
Tuesday, April 12, 2022



Welcome

- **Introductions**
- **Meeting Resources:** *Review Materials*
- **Ground Rules:** *Open/Honest Communication; Respect; All Ideas Valued; Have Fun!!!*
- **Housekeeping:** *Use the Chat Room or Unmute Microphone and Turn Camera on to Speak; Comfort Breaks as Needed*
- **Role:** *Advise in the Development of the next Strategic Plan; Required M.S. 120B.11 Subd. 2; Supports WBWF and ESSA Requirements*
- **Process:** *MSBA Facilitation; Listening Session; Three Strategic Planning Committee Meetings; Resources Provided*
- **Session Goals:** *Work on Elements of the Strategic Plan*



Session Goals

- Review and make recommendations on Foundational Items – Core Values, Belief, Mission, and Vision Statements
- Review Data from the Environmental Scan Summary (Prouds-Possibilities-Must Haves/Must Address)
- Review and make recommendations on *Draft* Goal(s) and Objective(s) for each Strategic Focus Area



Strategic Plan

- At the conclusion of this session, we will have completed a flexible strategic direction for the school district.
- An opportunity will be provided for Committee members to suggest “Action Plan Considerations.” We won’t get stuck “in the weeds” but want to capture suggestions.
- Remember that the school district administration and staff will develop an **Action Plan** designed to meet the goals and objectives identified by the Committee.



Review and Finalize Foundational Items

- Review and make recommendations on Core Values
- Review and make recommendations on Belief Statements
- Review and make recommendations on Mission Statement
- Review and make recommendations on Vision Statement



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



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



Stakeholder Values:

External

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

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 / 21 st century / flexible / service / STEM)	24
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Social emotional	2
Social justice	23
Transparent / transparency	13



Core Value *Options* –

1. Integrity	7
2. Equitable Education	7
3. Inclusivity	6
4. Inspiration	5
5. Compassion	5
6. Lifelong learning	5
7. Relationships	3
8. Innovation	3
9. Engagement	3
10. Democracy	3
11. All students can learn	3



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



Reaching Consensus:

Winona Area Core Values:



Belief Statements:

- **State the values the group holds for the school district. Sometimes called Value Statements.**
- **Communicate who the 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.**



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.**



Current School District Beliefs:

We believe:

There are no current Belief Statements



Belief Statements *Options* – **We Believe:**

1. We believe that public schools should serve to inspire students, staff, families, and the community.	9
2. We believe learning is maximized in a safe, respectful, inclusive environment.	9
3. We believe every individual's diversity, expertise and background is valued.	8
4. We believe healthy relationships are crucial for the success of our school.	8
5. We believe learning is a lifelong pursuit.	7
6. We believe in creating positive contributors to society.	6
7. We believe equitable education is the foundation for everything the district does.	6
8. We believe students come first.	5
9. We believe all students can learn at high levels.	5
10. We believe that Winhawks are kind, brave and curious.	4
11. We believe all Students can learn.	4



Suggested Belief Statements:

We Believe:



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.”**



Current School District Mission:

The Mission of the School District is:

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



Mission Statements *Options* –

1. Inspire, engage, and empower Winhawks of all ages to be compassionate, curious, and resilient.	6
2. To equip students with the necessary education and life skill development to become positive contributors to their community.	6
3. To inspire and educate all students to achieve their potential and engage in lifelong learning.	6
4. To develop critical thinkers who are engaged in their communities and who have healthy relationships with one another.	5
5. Educating all students to reach their full potential.	3
6. Expect [excellence], grounded in compassion, that meets the needs of needs of all learners.	1



Suggested School District Mission:

The Mission of the School District is:



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.**



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



Vision Statement *Options* –

1. A safe and inclusive culture that unifies and educates all members of the community.	8
2. To be the school district of choice, providing high quality facilities, instructors, Curriculum, and extra-curricular activities that allow all students the opportunity to excel now and into the future.	6
3. A democratic community of lifelong learners that cultivates the full potential of all students.	6
4. Winona Area Public Schools will be a place where students, staff, families, and community members are welcomed, safe, valued, heard, and celebrated.	4
5. Educational excellence for every student.	3
6. WAPS brings the world into our community	1



Suggested School District Vision:

The Vision of the School District is:



Goals and Objectives

- What the school district wishes to accomplish – **Goals**
- Steps taken by the school district that are designed to help meet the goal - **Objectives**



Goals

- Flow from the top: Beliefs, Mission, Vision
- Describe the endpoint – the hoped-for outcome
- Broad, long-range targets



Developing Goals

- Reflect analysis of school district needs.
- Few in number, address most critical areas.
- Include broad participation – seek both consensus and buy-in.
- Tie-in to learnings of Environmental Scan (Prouds-Possibilities-Must Haves/Must Address), Stakeholder Engagement Report, Internal and External Stakeholder Surveys, Superintendent State of the District Report, and Stakeholder knowledge and expertise.



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.



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**



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**



Stakeholder Engagement “Some Big Ideas”

Opportunities (from Surveys and Listening Sessions)

Internal (13)

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%



Stakeholder Engagement “Some Big Ideas”

Opportunities (from Surveys and Listening Sessions)

Internal – cont. (10)

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%



Stakeholder Engagement “Some Big Ideas”

Opportunities (from Surveys and Listening Sessions)

External (16)

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%



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



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



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



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)**



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**



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**



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**



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)**



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**



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;



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;



Committee Feedback on Possible Focus Areas:

- **The word “learning” is not mentioned**
- **Staff support as a means of supporting students**
- **Include basic skills**
- **What is the responsibility of the school and parents related to basic skills?**
- **Safety impacts student achievement**
- **Student achievement gaps and what it means. Mental health supports especially important to minority families and new arrival families**
- **Mental health and behavior address climate**
- **We are missing the impact of the last two years (pandemic-related) and what everyone has experienced. The “tenor” of the experience needs to be reflected in our Strategic Plan.**
- **Acknowledge the good outcomes of the pandemic – technology, free breakfast**
- **Public school as an inspiration to the community**
- **Distill down the information in the suggested Focus Areas. There is a lot of information. Some items tie to goals or an objective while others tie to a possible action step.**
- **The identified Must Haves/Must Address is overwhelming. Get back to the basics i.e. need more time, more staff.**
- **Student Achievement means Student Success**
- **Provide support for all staff**
- **DEI is important**
- **There are big demands placed on the school. Recognize the difficulty in addressing everything.**
- **Review all the information in the Stakeholder Engagement Activities Report**



Current School District Initiatives:

(To be vetted by Administration for alignment in Strategic Plan)

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



Writing a Goal Statement

- Reference learnings of Environmental Scan (Prouds-Possibilities-Must Haves/Must Address), Stakeholder Engagement Report, Internal and External Stakeholder Surveys, Superintendent State of the District Report, and Stakeholder knowledge and expertise.
- Discussion:
 - What do you know about the topic area?
 - What improvement is needed in this area?
- Write a goal statement beginning with the phrase, "We will_____."
- Write the goal on worksheet and type into Form Link.



Examples: Student Achievement

- Maximize academic achievement in a personalized learning environment resulting in all students graduating “choice” ready.
- Establish a teaching and learning framework that includes 21st Century skills, a personalized plan of progress for each student, and rigorous and relevant curriculum at all levels.
- Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
- Achieve the goals of the World’s Best Workforce for all students in the school district.



Objectives

- Relevant, directly support the goal, compel action
- Specific—quantify and measure the results
- Simple, easy to understand, realistic, and attainable
- Think of objectives as “enabling goals”
- May need several objectives to meet a goal



In Addition – **S.M.A.R.T.I.E.** Objectives

S – Strategic, Simple, and Specific

Strategic - Select a high-leverage objective that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable and Achievable

Select an objective you have a reasonable expectation of achieving (a “stretch” objective that is not easy, but doable).

R – Relevant and Realistic

Identify an objective that is worthwhile and timely.

T – Time-bound

Establish a starting and ending date for completion of the objective.

I – Inclusive

Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.

E – Equitable

Includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression.



Objective Design Questions

- ✓ **S** – What exact objective do you wish to accomplish? Is the objective simple and easy to understand?
- ✓ **M** – How will you measure your objective? How will you know you've accomplished it? Is it clear what will be measured?
- ✓ **A** – What is the likelihood you will achieve the objective upon successful completion of the actions described? What skills and/or support will you need to reach your objective? Is accomplishment realistic? Is it within the scope of the district mission?
- ✓ **R** – Is the objective worthwhile--will accomplishing it make an impact? Is the time right to achieve this objective? Will successful performance on this objective benefit the district?
- ✓ **T** – When will you complete your objective? List start date, review date(s) and end date. Is it clear what results will be seen and when?
- ✓ **I** – How can this objective help eliminate gaps across race, class, gender, and other marginalized groups? Can you imagine there being any unintentional disparate impact along lines of race, gender, class, ability, access, or power?
- ✓ **E** – How will the process of achieving this objective improve equity and inclusion?



Comparing **Goals** to **Objectives**

Goals

Broad in scope

Relate directly to mission statement

Cover long time span

Objectives

Narrow in scope

Relate directly to goals

Cover short time span



Action Verbs to Assist in your Work

Action Verbs (used in developing strategic objectives)

Advocate	Define	Generate	Partner
Analyze	Design	Identify	Perform
Assess	Develop	Increase	Prioritize
Collaborate	Determine	Initiate	Produce
Complete	Document	Investigate	Promote
Conduct	Ensure	Measure	Quantify
Coordinate	Facilitate	Monitor	Recommend
Create	Formalize	Obtain	Review



Example: Student Achievement

Goal

Develop and implement a quality instructional improvement plan to maximize the performance of each student in all identified academic areas.

Objectives

- By September ____, establish the school district's designated school improvement model as the foundation for school improvement efforts across all grade and subject levels.
- By the _____ school year, offer programs that maximize every student's abilities and interest.
- By the end of the _____ school year, improve student achievement on state assessments by ____% in reading, mathematics and science.



Example: Student Achievement

Goal

Continue to deliver high quality education to all students in the school district.

Objectives

- By ____, **increase** the number of learning opportunities for students through the integration of flexible learning spaces, technology, problem-based education, and rigorous curriculum.
- By ____, **outperform** both regional and comparable districts on state accountability and college-ready measures.
- By ____, **increase** partnerships with local industries and businesses focused on relevant career pathways.



Writing Objectives

- Discussion:
 - What steps must be taken by the school district to help meet the goal?
- Write an objective and begin the statement with an action verb (refer to handout).
- Write the objective(s) on worksheet and type into Form Link next to the goal.



Review Objectives

- Table groups review the objectives for each focus area.
- Clarify the objectives.
 - Do the objectives define steps the school district needs to take to meet the goal?
 - Are the objectives measurable?
 - Are the objectives time bound?
 - Add Action Plan Considerations.



Draft Goals and Objectives

Focus Area:

Goal: We will.....

Objective #1: The district will.....

Objective #2: The district will.....

Objective #3: The district will.....



Draft Goals and Objectives

Focus Area: Student Achievement

Goal 1: We will achieve the goals of the World's Best Workforce (WBWF) for all students in the school district.

Objective 1.1. Establish a continuous improvement process to adjust efforts to meet each WBWF Goal:

- ❖ All children ready for school.
- ❖ All third-graders can read at grade level.
- ❖ All racial and economic achievement gaps between students are closed.
- ❖ All students are ready for career and college.
- ❖ All students graduate from high school.

Objective 1.2. We will annually evaluate the results of the five goals of the WBWF plan.



Draft Goals and Objectives

Focus Area: Student Achievement

Goal 2: Ensure all students receive a guaranteed and viable curriculum with aligned assessments.

Objective 2.1. Train building leaders on the Professional Learning Community (PLC) process with a yearly summer review to ensure fidelity.

Objective 2.2. Continue and refine the cross-building collaboration in EC-12 to ensure all students receive an equitable curriculum.

Objective 2.3. Create standards-based common assessments to recognize gaps in learning and provide research-based interventions to support students in closing those gaps.



Draft Goals and Objectives

Focus Area: Student Achievement

Goal 3: Establish an instructional framework.

Objective 3.1. Develop an instructional framework based on High Impact Strategies focused on how people learn.

Objective 3.2. Revise the WAPS Professional Development and Evaluations Plan for Licensed Staff to align with the instructional framework that will be based on High Impact Strategies.



Draft Goals and Objectives

Focus Area: Student Support

Goal 4: Create a safe, inclusive learning environment that focuses on personal well-being and fosters the ability to create positive relationships.

Objective 4.1. To review, adjust or develop and implement a system that provides a safe, predictable environment between and among all students, families, and staff.

Objective 4.2. To develop and implement an environment where family and staff model and teach healthy relationship skills and resiliency.

Objective 4.3. During the 2022-2023 school year, strengthen the mental health support system, including personnel and programming, that is responsive to the changing needs of all students.



Draft Goals and Objectives

Focus Area: Staff Support

Goal 5: We will provide intentional focus and professional development to ensure all staff are successful in their employment.

Objective 5.1. During the 2022-2023 school year, conduct an “initiative audit” identifying and prioritizing work in alignment with other areas of the strategic plan.

Objective 5.2. By August 2024, refine the WAPS Professional Development and Evaluations Plan for Licensed Staff to address best practices and cultural awareness; and align staff professional development to the plan.



Draft Goals and Objectives

Focus Area: Staff Support

Goal 6: We will ensure all staff feel safe and supported at work.

Objective 6.1. Starting with the 2022-2023 school year, the Wellness Committee will provide structured education and activities focused on different wellness dimensions.

Objective 6.2. By April 2023, review, refine, communicate, and support a student behavior and discipline referral system that will be an effective district-wide code of conduct.

Objective 6.3. By August 2022, create consistent crisis management practices across district buildings and adequately communicate and educate staff on appropriate response to crisis.



Draft Goals and Objectives

Focus Area: Diversity, Equity, and Inclusivity

Goal 7: We will develop policies, processes and values that ensure equitable learning experiences for all staff and students, which includes the guarantee of an inclusive learning environment where each student and staff member feel valued and have a sense of belonging.

Objective 7.1. During the 2022-2023 school year, create and implement a plan to provide meaningful professional development for staff focused on bias, exclusionary language, and behavior.

Objective 7.2. During the 2022-2023 school year, create and communicate an equity plan/framework, unique to WAPS that includes a three-year professional development plan focused on equity, inclusion and diversity that is effectively grounded in our school culture and our student learning environment.

Objective 7.3. During the 2023-2024 school year, implement the district equity plan/framework.

Objective 7.4. During the 2023-2024 school year, create an evaluation tool to evaluate the district equity plan/framework and professional development.

Objective 7.5. During the 2024-2025 school year, evaluate the district equity plan/framework and professional development.



Draft Goals and Objectives

Focus Area: Communication, Outreach, and Marketing

Goal 8: Create a culture of informed, empowered stakeholders who are champions for the district, familiar with district initiatives and encouraged to share our successes in their social circles and professional communities.

Objective 8.1. By the start of the 2022-23 school year, develop a clear strategic communications plan and annual goals that support district strategic priorities.

Objective 8.2. By the start of the 2022-23 school year, present the communications plan to the district leadership team, school board and staff members with specific calls to action for internal stakeholders.

Objective 8.3. By October 2023, share the communications plan with families and community members with specific calls to action for external stakeholders.



Draft Goals and Objectives

Focus Area: Communication, Outreach, and Marketing

Goal 9: Develop and maintain positive, collaborative relationships with all stakeholders to promote internal cohesion, family engagement, community involvement and strengthen support for Winona Area Public Schools.

Objective 9.1. At least once a month, members of the district leadership team will have an intentional face-to-face interaction with members of the public to present general information about the district as well as key messages.

Objective 9.2. Strengthen internal relationships and understanding with students, staff, administrators and school board members through multiple platforms of communication (i.e., newsletter, social media, etc.).

Objective 9.3. Annually, hold at least one engagement event with the following populations (families of color, families experiencing poverty, families who have recently immigrated/experience cultural or language barriers, rural communities, etc.) in our community in order to build relationships, share news about the district and advertise volunteer and paid opportunities in WAPS.



Draft Goals and Objectives

Focus Area: Communication, Outreach, and Marketing

Goal 10: Establish a clear brand identity for the district and develop marketing strategies to enhance the district's image and reputation.

Objective 10.1. By the end of the 2022-23 school year, refresh the WAPS brand and identity so that it aligns with the mission, vision, core values and belief statements identified in the strategic plan.

Objective 10.2. By school year 2023-24, identify the gaps in the communications plan and invest in marketing strategies to complement the work of the communications coordinator, communications committee, and internal/external brand ambassadors.



Our Collective Goal

Striving for Minnesota's World's Best Workforce



Each plan must address the following goals:

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and/or postsecondary education.
5. All students graduate from high school.

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning.



Equitable Education

MSBA's Definition

"A collective set of conditions where all students are given access to the opportunities, resources, and supports they need to learn and develop to their fullest potential."



Action Plans

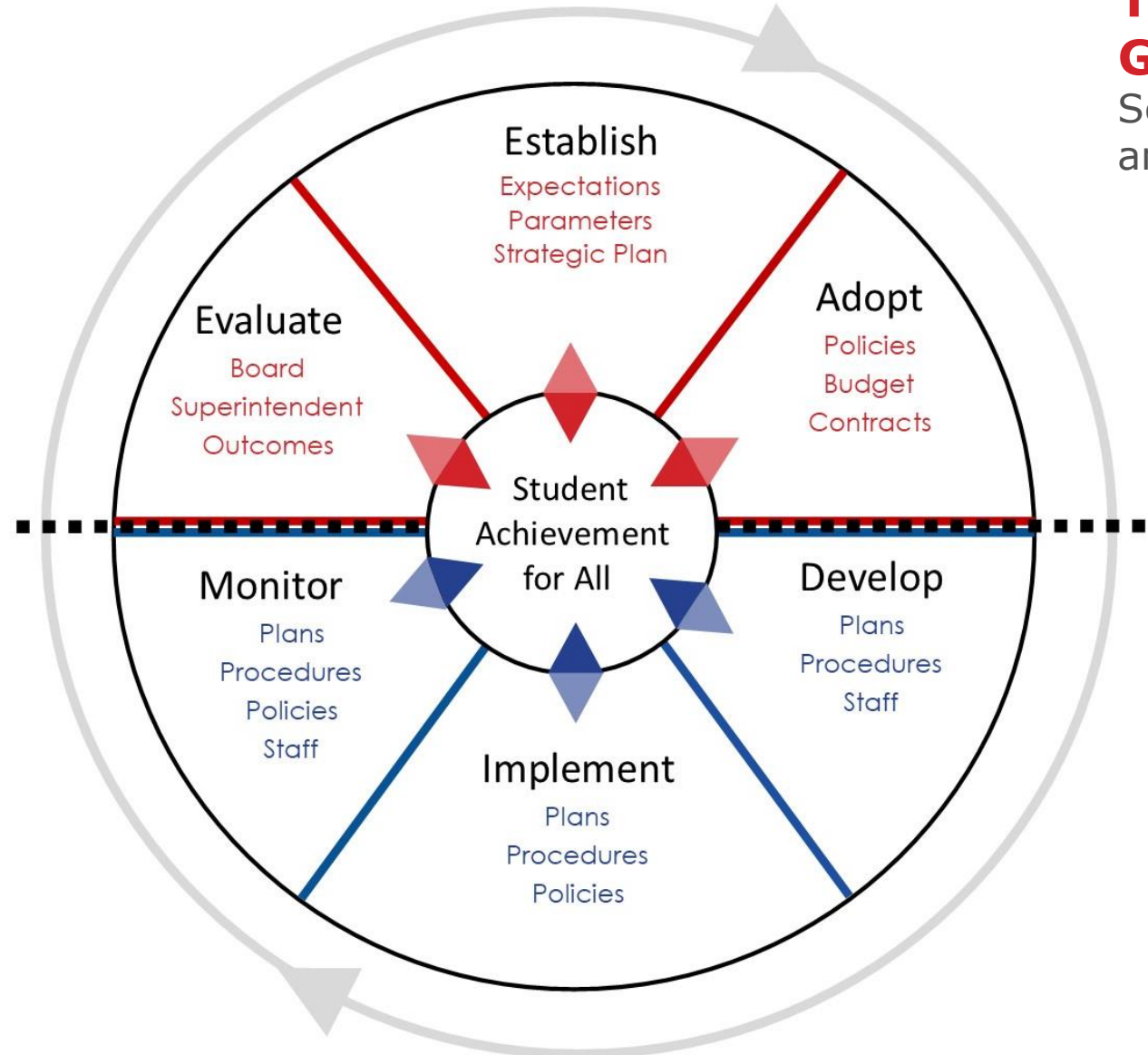
- Identify the specific steps to achieve the goals and objectives.
- Each goal has an attached supporting action plan.
- Address operations, procedures, and processes.
- Describe who does what, when it will be done, and how the district will know when the steps are completed.
- Require monitoring of objectives and measures of progress. Did we do what we said we would do?



The School Board Governs

Sets parameters and expectations

The Board Governance Model



The Superintendent Manages

Provides leadership and supervision



School District Goal Alignment

Strategic Governance Framework





Next Steps

- Draft of Plan-on-a-Page to district.
- Administration reviews for Gaps, Linkages and Initiatives.
- Board takes action to approve beliefs, mission, vision, goals, and objectives.
- Approved plan shared with Strategic Planning Committee.
- Administration and staff develop timeline and action plans.

MSBA Public Schools | Strategic Plan | 2022-2027

BELIEF STATEMENTS

The MSBA Public Schools believe that:

- Collaboration, communication, and support between the home, the school, and the community have a positive impact on our students.
- Students learn best through authentic and engaging experiences.
- Involved students are invested students.
- By embracing diversity, we promote compassion and understanding ensuring integrity and unity among students, parents, and staff.

MISSION STATEMENT

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

VISION STATEMENT

Inspiring Excellence for *All*



FOCUS AREA	GOALS	OBJECTIVES
STUDENT ACHIEVEMENT	1. Achieve the goals of the World’s Best Workforce (WBWF) for all students in the school district.	<p>1.1. The percentage of preschoolers who have attended MSBA Public Schools who meet or exceed growth will increase by at least two percentage points from Spring 2022 to Spring 2023 in the areas of language, literacy and communications; social-emotional development; and number knowledge.</p> <p>1.2. For the 2023-2024 school year, 65% of students enrolled at MSBA Public Schools as of October 1 in grades K-3 will meet their individual growth targets on Reading Assessment, which is an increase from 57.5% the year prior.</p>
STUDENT SUPPORT	2. Develop and implement a well-defined student support system that enables all learners to achieve at high levels.	<p>2.1. Establish a districtwide Professional Development model that ensures all staff from all departments are educated on Social-Emotional Learning Indicators, as defined by the Minnesota Department of Education, during the 2024-2025 school year.</p> <p>2.2. By the end of 2025-2026, develop a defined system of criteria for each tier in the Multi-Tiered System of Supports (MTSS) model covering academics, behaviors, and attendance.</p>



Monitoring the Strategic Plan

- Board and Administration develop a review cycle.
- Gather ongoing feedback.
 - Annual agenda calendar
 - Staff meetings
 - Administrative team meetings
 - Budget updates
 - New Initiatives
 - Events and happenings in the community, region, state, nation, world



Committee Member Reflections

As you reflect on the Strategic Planning process and your participation:

Please share your concerns, questions, comments, hopes, thoughts, or and any reflections on the process.



Thank You

IF YOU WANT TO GO FAST, GO
ALONE. IF YOU WANT TO GO FAR,
GO TOGETHER.

~NIGERIAN PROVERB



**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



**Thank You
for Your Time
and Input!!**