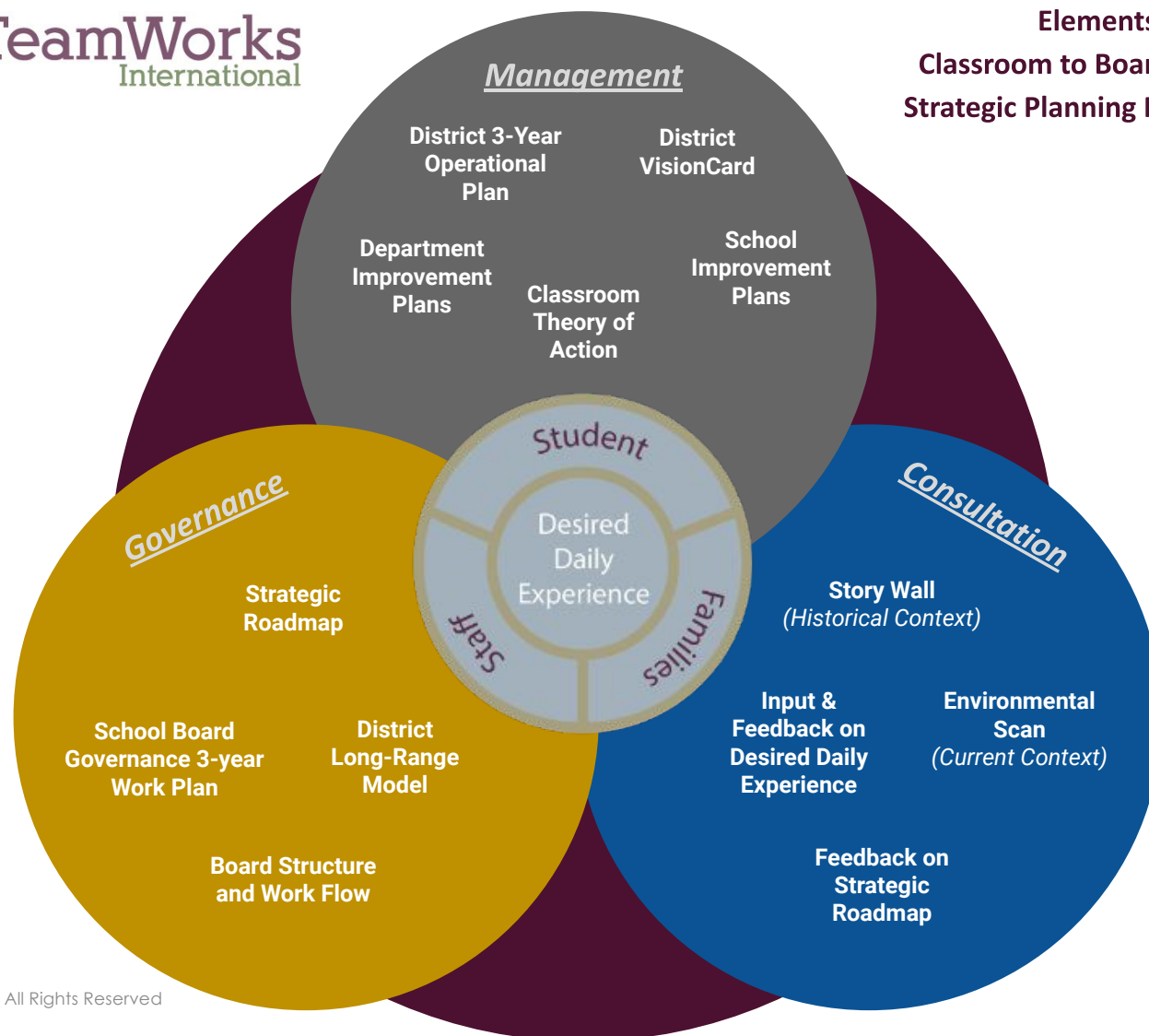


School Board Update: Classroom to Boardroom Strategic Planning

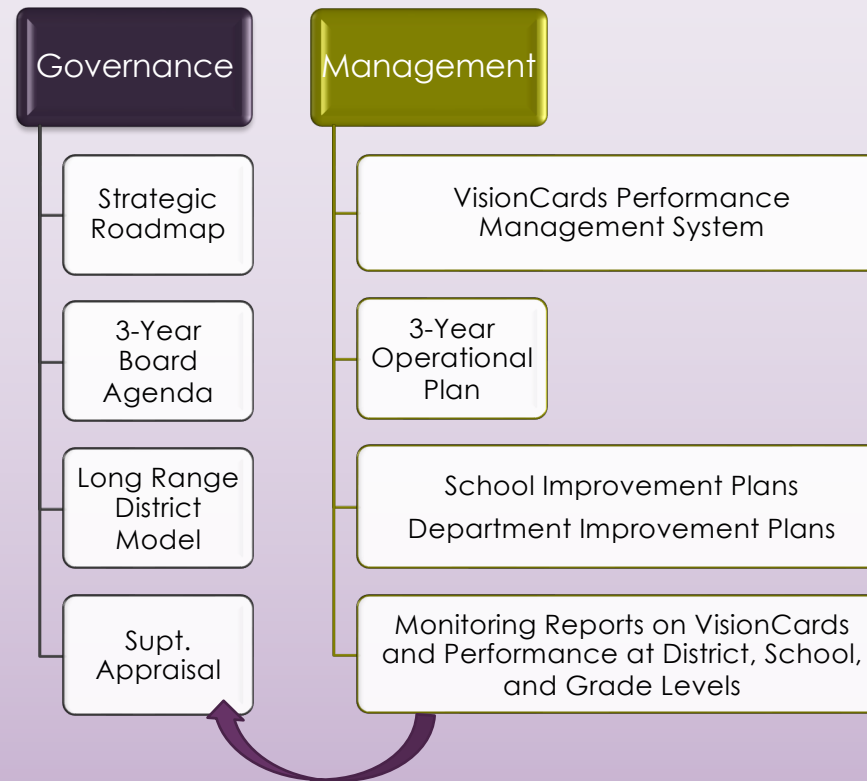
South Washington County Schools
November 3, 2022



- **Assessing Our Reality**
 - Storywall
 - Environmental Scan
- **Describing Our Vision**
 - Desired Daily Experience
 - VisionCard
- **Setting Our Strategic Plan**
 - 3-yr Operational Plan
 - School Improvement Plans
 - 3-yr Board Agenda



Strategic Plan Structure and Elements



Strategic Plan Timeline

► Late Spring 2022

- Desired Daily Experience input from students, families and staff
- Storywall (June)
- Environmental Scan (June)

► Late Summer/Fall 2022

- Desired Daily Experience draft descriptions and feedback (Sept/Oct)
- School and Department Needs and Analysis (Oct)
- Theory of Action (Nov)
- VisionCard development (based on Desired Daily Experience) (late Nov)

► Winter 2022-23

- 3-Year Operational Plan (Dec)
- Board development of Strategic Roadmap draft and feedback (Feb/March)

► Spring 2023

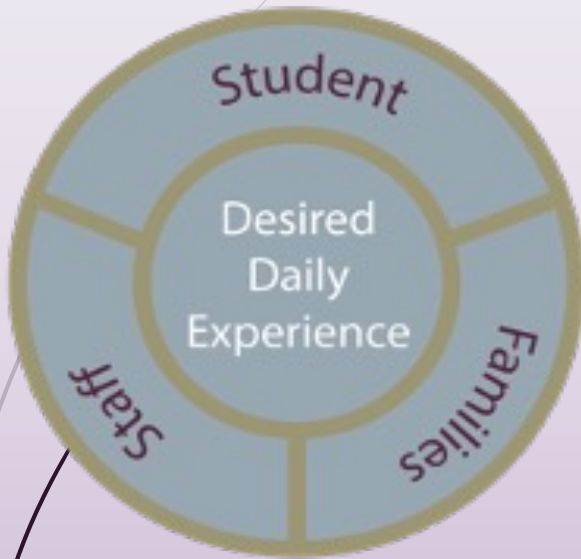
- Board action on final Strategic Roadmap (March/April)
- Board 3-Year Governance Plan (March)
- Department and School plan aligned to the 3-year Operational Plan (Spring)

Completed To Date:

► Strategic Planning Team (June to October)

- Historical Context: Storywall and Lifecycle, 1987 to Now
- Current Context: Environmental Scan: What is Established, Ebbing, Emerging and Edge
- Desired Daily Experiences description development based in input from Students, Families and Staff
- School and Department Strengths and Needs Assessment

Completed To Date:

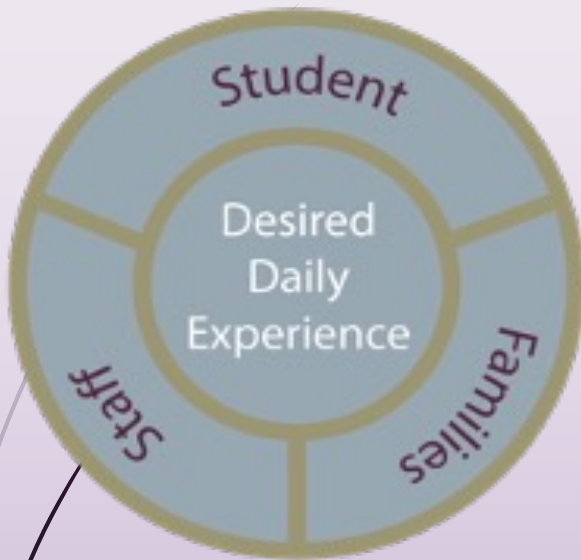


► Desired Daily Experience Input (May/June)

- Input from students, families and staff

► Desired Daily Experience Feedback (Oct)

- Survey to students in grades 6-12, families and staff Oct. 6-19
 - Student participation = 1,814
 - Strongest participation at middle schools
 - Demographic representation near match to overall student demographics across the district
 - Family participation = 1,397
 - Staff participation = 613



Desired Daily Experience Input

SoWashCo DDE Input in May and June from:

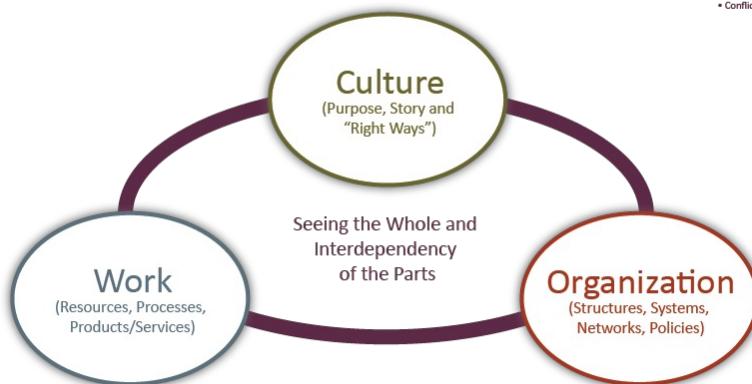
- **Ten groups of student ambassadors (grades 4-12)** representing a variety of perspectives, races and ethnicities. **About 135 students** participated in the sessions. All middle schools and high schools were included.
- **Three groups of staff** representing a variety of positions across the school district. **About 150 staff members** participated in three DDE sessions.
- **Six family groups**, including **about 65 parents**, representing students PreK-secondary, participated in the six DDE input sessions.

A report detailing all descriptions (as written by the input participants) was provided to the Strategic Planning Team to develop the draft DDE descriptions for feedback via surveys.

Whole System View

Part of the FrameWorks Series
Used For Assessment of:

- Situations "In the Moment"
- Relationships of Issues and Data
- Opportunities
- Conflicts



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DDE Input: What We Asked

- Use words and phrases to describe what your experiences will be when the strategic plan is being successfully implemented in South Washington County Schools in the future. Try to envision your future self describing to your current self the conditions of a great experience for you as a student, parent or staff member. Please describe what will be rather than what will not be.
- Use the Whole System View framework to cover the different aspects of the system that affect your experience.

Draft **Student** DDE descriptions

- A. I feel emotionally, physically and mentally safe at school.
- B. I feel welcomed, cared for, heard, valued and accepted for who I am among my peers and the staff.
- C. I have a voice in creating an inclusive community in my school.
- D. I have choices in my learning, experiences and environment throughout the day.
- E. I have opportunities for physical movement and will be provided with engaging activities in the classroom.
- F. I see my race, culture and ability reflected in the classroom, the curriculum, the staff and the school, and I have opportunities to learn, understand and accept other cultures.
- G. I have fun learning, socializing and celebrating at school.
- H. I know that my experiences at school are providing me opportunities to explore and prepare for my future.
- I. I have the time built into my schedule that I need to be successful.

Draft **Family** DDE descriptions

- A. My child is seen, heard, and acknowledged because of meaningful, positive relationships with other students and staff.
- B. My child's school provides a sense of physical and emotional safety and inclusion before, during and after school.
- C. My child is supported and celebrated academically and social-emotionally by well trained staff.
- D. Staff at my child's school are representative of BIPOC (Black, Indigenous, and People of Color) students to better understand the cultural values, expectations and challenges that my child may face.
- E. My child's school focuses on whole person learning with opportunities to explore their individual interests and passions.
- F. My child's school has the resources, staffing and materials that allow students to be successful, including staff-to-student ratios for supporting students individually and meeting them where they are.
- G. My child has high quality rigorous and personalized instructional experiences focused on clear learning expectations that challenges their thinking.
- H. My child has an opportunity for voice and choice and is encouraged to question content and thinking so that they may become globally minded.
- I. I am aware of the school and district policies and procedures and they are clear and consistently applied across the district.
- J. I receive personalized, clear, consistent, and meaningful communication from teachers and principals.
- K. I know how to access readily available multilingual services for communicating with my child's school.
- L. I know the platforms and devices that my child uses and why they are using them.

Draft **Staff** DDE descriptions

- A. I work and learn in spaces that are physically and emotionally safe, equitable, well-resourced and welcoming for all.
- B. I am compensated competitively.
- C. I am celebrated and validated for my identity and efforts.
- D. I keep students and families in the center of decision-making.
- E. I work in an environment that supports work life balance and provides job security for those seeking such balance.
- F. I work with BIPOC colleagues who share my culture.
- G. I am encouraged and given opportunities to grow as a professional and supported to be the professional I want to be.
- H. I am proud to work in SoWashCo where I feel ownership, value, and investment in the collective mission of the classroom, program, school, and district.
- I. I work in spaces that are created for constructive conflict, collaboration, trust, learning, and growth.
- J. I have the resources to be successful (PD, technology, opportunities for advancement or continuation.)
- K. I have opportunities for connection with others, and believe my actions make a difference.
- L. I feel celebrated for my identity, as well as my effort.
 - a) My strengths are focused on and leveraged.
 - b) I have autonomy and freedom to create, collaborate, and grow.

School Assessments of Strengths & Needs

SIP teams for every school were asked to complete an assessment between Oct. 11 and 28. The assessments are currently being reviewed for completion and clarification.

► Examples of common strengths identified by schools:

- Positive connection between staff and students
- Teamwork and collaboration
- Commitment to equity
- Student voice

► Examples of common needs identified by schools:

- Space and/or facility challenges
- Mental health supports
- Staff shortages

Department Assessments of Strengths & Needs

Departments completed a Strengths & Needs Assessment on Oct. 11.

- **Examples of common strengths across departments:**
 - Teamwork/collaboration
 - Flexibility/adaptability
 - Expertise
 - Dedication
- **Examples of common needs identified by departments:**
 - Staffing
 - Space
 - Process improvement/clarity

Upcoming:

► Desired Daily Experience Refinement (Nov)

- Student Ambassadors (Students), District Ambassadors (Parents/Families) and Strategic Planning Planning Team (Staff) will refine the DDE descriptions based on survey feedback and original input report

► Strategic Planning Team (Nov/Dec)

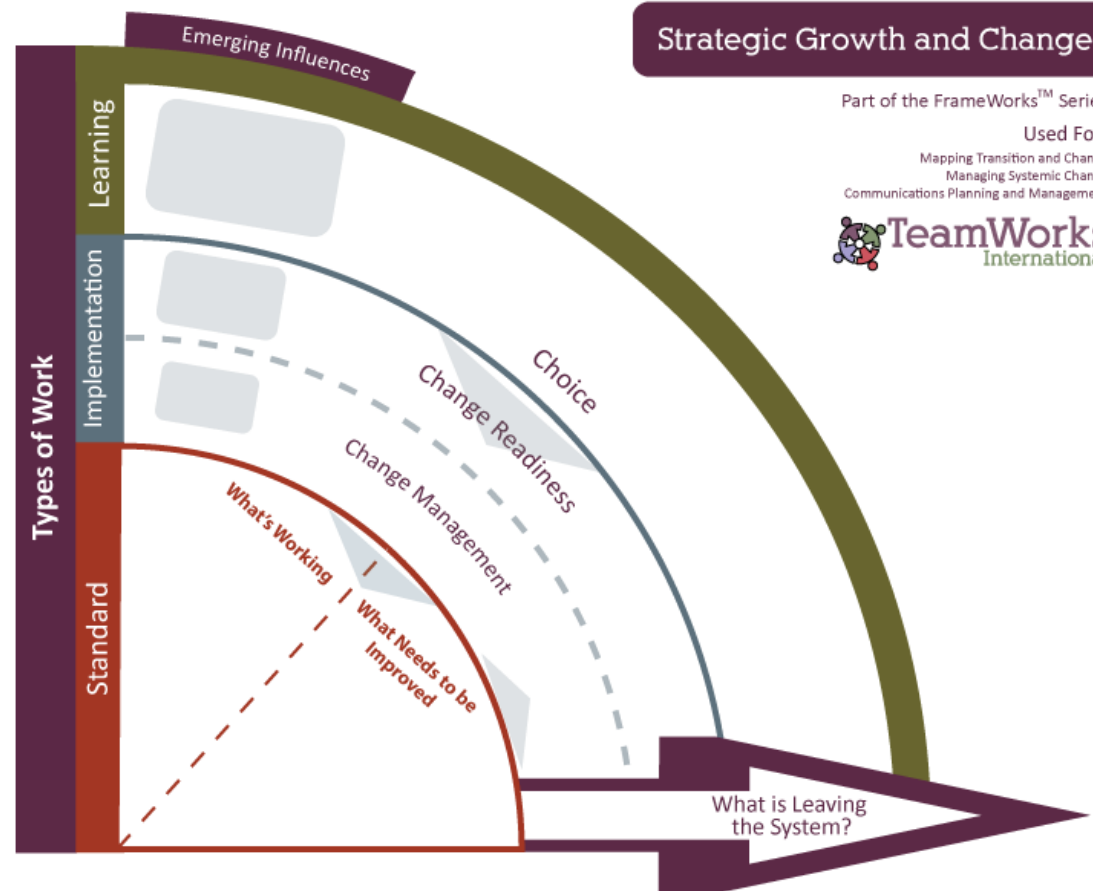
- Refine Staff DDE
- Draft Theory of Action
- Draft VisionCard
- Draft 3-Year Operational Plan

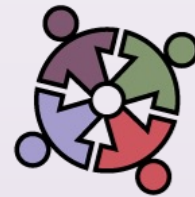
► School Board (Feb 2023)

- Draft Strategic Roadmap: Mission, Vision, Values and Strategic Directions

Standard Work Improvement and Innovation

- Clear system of roles, responsibilities, authorities, and relationships
- Understanding the difference between change readiness and change management
- Identifying Standard Work
- Applying principles of improvement science
- Including innovation and improvement as part of Standard Work





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Thank you

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