

Strategic Work – Student Success

Meeting Agenda

October 26, 2023

5:00 PM – 7:00 PM

Time	Topic - Responsibility	Description / Materials / Notes - <i>Notes on discussion including focus questions and any materials needed.</i>
10 Min	Welcome and Agenda Overview	Scott Beebe, Deputy Superintendent of Student, School, Instructional and Technology Services opened the meeting and thanked participants for joining the work. He outlined the objectives of the meeting: • Framing the work • Activation activity to get us thinking about future • Preparing mindset for the work • Connections to Operational Expectations and Results policies from the Board of Directors. Agendas are considered flexible and are a best effort to organize the work. There is flexibility to do shift agendas or move items that need more time for discussion to future agendas. Participants then shared their names, roles, and interest in the committee.
45 Min	Framing the Committee's Work and Role in the development of the Strategic Plan	Mr. Beebe presented information on the district's mission and vision, which are the Board's Results 1 Policy. The group was presented with Group Conditions for the work together and will use those to begin the work and adjust as needed. LWSD has a somewhat unique governance structure in comparison to many other districts which is called Coherent Governance. The Board sets Results policies to measure progress, 3 of them currently, and has Operational Expectations, 15 of them, that guide district operational goals. Our work will be aligned to these policies, so we will spend time understanding aspects of them at meetings. Mr. Beebe indicated he did not want to overwhelm the group with all of them at once, so will introduce them throughout the meetings. The structure of these policies is such that the district reports annual progress to the Board through Superintendent Interpretation and Indicators of performance agreed upon by the Board and Superintendent. Results 1 was shared. Committee roles were defined. The facilitator is not here to tell us an answer, rather to help us through the process and provide perspective as well as connections to other resources we might need. Our job as committee members is to participate and be inclusive, seeking to bring voices into the room who may not be directly represented too. The board member that is attending is not a committee member in the sense of participation, rather that role is to help keep the board apprised of the work and listen to the discussion to provide that context to board discussions. The superintendent receives the recommendations / profile from the committee. Committee members participated in a activity to further get to know each other and motivations for serving on the committee including their hopes for the work ahead. There will be three groups working this year on aspects of the Strategic Plan. The intent is to develop three profiles to guide the planning that have a longer life than a list of activities typically would. Our responsibility is the profile of a graduate. Our work must maintain current policies looking forward, especially a commitment to equity and the current areas of focus, MTSS, Inclusion, and Equity. The recent Strategic Plan history was shared and contrasted with what our responsibility is. District staff will be creating strategies to support working towards these aspirational profiles. We will likely have a chance to provide input, but that responsibility is outside of our scope to draft. The purpose is to allow district

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		planning to be an ongoing cycle of improvement process with timelines defined by the complexity of the strategies that are also tied to data to measure both successful implementation but also outcomes. Mr. Beebe shared an outline of the work, which is shared in linear fashion but does not have to be a linear process necessarily.
30 Min	Looking Forward at the Educational and Work Landscape	Mr. Beebe shared a math problem and invited committee members to write a narrative to explain the problem: $(150 \times 5) / 60 = 12.5$ Members worked for a short time in table groups to discuss what the math might be explaining. Mr. Beebe framed this next section as intentional to get the committee thinking forward not just in the present or past, and he said the math problem would have more context later in the presentation. Education reform efforts have shifted in the past several decades from building schools, to improving literacy outcomes, lifting school quality, to strengthening organizational capacity and what is asked of schools to this period of post pandemic recovery. Schools now are at a point where we are needing to transform, rethink performance and new technologies are driving a lot of this conversation and should be part of our consideration for a profile. Mr. Beebe shared a series of slides outlining the changing nature of work towards a GIG economy and other information from the World Economic Forum report and posed questions for our consideration around what that might mean for the skills, dispositions, and ways of being and knowing that our students would need to exhibit leaving our school system. (Slides are included in the materials) The presentation shared information about the advent of AI and the potential transformational nature of tools that incorporate that. Again, the question for the group is how are we thinking about this in terms of our students 10 or 15 years from now. What world are we preparing the students for. A committee member mentioned that this conversation should not just be about preparing students for work. This material was selected as one example of how our thinking should be looking forward at what is becoming possible. Mr. Beebe shared the answer to the math problem, which was in reference to the number of students a secondary teacher has at any given time times 5 minutes to provide meaningful feedback on a single assignment equates to 12.5 hours of work. Our current system puts our teachers and our students in a position that is nearly impossible, but tools that now can allow for meaningful, what do I do next, feedback which is supported by research as the most impactful, are here. They understand context, they are being developed, Kahnemigo as one example, to avoid just giving answers but to really provide meaningful, step by step tutoring that wasn't possible in our work even this same time last year. What does that mean for our work defining a profile of a graduate? Mr. Beebe asked participants to complete a short feedback handwritten form. The connection to policy as well as some data will be moved to the next meeting. The meeting concluded at 7:00.

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30 Min	Board Policy to Guide Our Work	Moved to next meeting.
5 Min	Feedback	Participants were asked to provide feedback on this session to help plan the next.

Next Meeting Items:

Policy Connections. Feedback would like more time for discussion, and acknowledgement that the framing was important.

Meeting Dates:

10/26/2023	2/8/2024
11/30/2023	3/21/2024
1/11/2024	4/18/2024