

WELCOME COMMITTEE MEMBERS

Introduce yourself by sharing **Your Name and Role** as a representative on the committee?

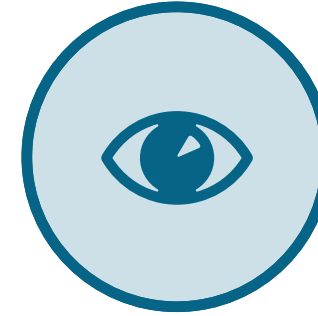


LWSD Mission and Vision: Results 1



Our mission

Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.



Our vision

Every Student Future Ready:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success



Equipping every student for a successful future



“Strategic planning is the ongoing organizational process of using available knowledge to document a business's intended direction. This process is used to prioritize efforts, effectively allocate resources, align shareholders and employees on the organization's goals, and ensure those goals are backed by data and sound reasoning.

”



<https://online.hbs.edu/blog/post/why-is-strategic-planning-important>





Create One, Forward-Focused Vision

Strategy touches every employee and serves as an actionable way to reach our goals.

Draw Attention to Biases and Flaws in Reasoning

Decisions come with inherent bias. Strategic planning forces us to examine and explain why we are making each decision and back it up with data, projections, or case studies.

Track Progress Based on Strategic Goal

Having a strategic plan in place enables tracking progress toward goals. When each department and team understands the larger strategy, their progress can directly impact success.





Commitment to Equity

To ensure academic success for all students by closing opportunity gaps for students and providing equitable and inclusive working and learning environments for all students, families, staff, and communities.

Areas of Continued Focus to Address Gaps

These must continue into new strategic plan

- 1 Continual refinement and coordination of an MTSS in every school building
- 2 Intentional focus on shifting practices and support to ensure Inclusive Education for all students.
- 3 Established commitment to Equity, focused on addressing issues of marginalization within the system considering race, economic conditions, language and Learning.





Who Are We?

- Number and respond to each on a separate notecard
- Share answers with a different partner for each question
- Cards are collected at the end of the activity.

1. Share a time / place / lesson when you loved learning

2. What is a skill you have that would surprise people?

3. What interested you in joining this committee?

4. What do you hope our committee accomplishes together?



Committee Roles

What are the various roles for people on the committee?



Facilitator

Lead the committee through the steps, provide oversight of the process and to report back to the Superintendent and Advisory.



Committee

Learn, engage, be creative, be strategic with each task with a focus on closing gaps and improving conditions / outcomes for students.



Board Member

Observe the committee process, discussions and recommendation to inform the whole Board of the process and outcomes.



Superintendent

Receive feedback from the committees and lead the Superintendent's Advisory through the process and finalization of the Strategic Plan.



LWSD Recent Strategic Plan History



2013-2018 Goals Areas

- Ensure academic success for every student
- Provide safe & Innovative learning environments
- Recruit, hire & retain highly effective personnel
- Use resources effectively & be fiscally responsible



2019-2022 Goal Areas

- Academic Success
- Well-Being
- Community Engagement
- Excellent Staff
- Effective Use of Resources



Lake Washington School District

Components of Our Strategic Plan

Enduring and Malleable

Long-Term and Durable

Profile (Values, Beliefs,
Dispositions, and Ways
of Being)

Goals / Targets set by
the Board

Ongoing Cycle of Inquiry and Improvement

Gap Identification

Strategies to Address
Gaps

Success Indicators for
Strategies

Data to Measure
Strategies



Three Groups to Support the Process

Working Simultaneously



Student Experience and Opportunities

Student Success

Each LWSD Student has the right to succeed.



Workplace Where Staff Thrive

Staff Success

Creating conditions where staff thrive to impact positive outcomes for students.



Efficient, Effective, and Transparent Systems

Organizational Success

Systems in place to support the overall mission and vision of the district.

Organizational Values and Commitments

Considerations for Every Workgroup / Committee



Our Work Together

Committee Outcomes

Understand the School Board's Goals for student outcomes and Expectations for the functioning of the District

Conduct a "Gap Analysis" related to the Board's Goals and policy indicators to identify specific areas of focus

Identify data to help measure the success of each strategy



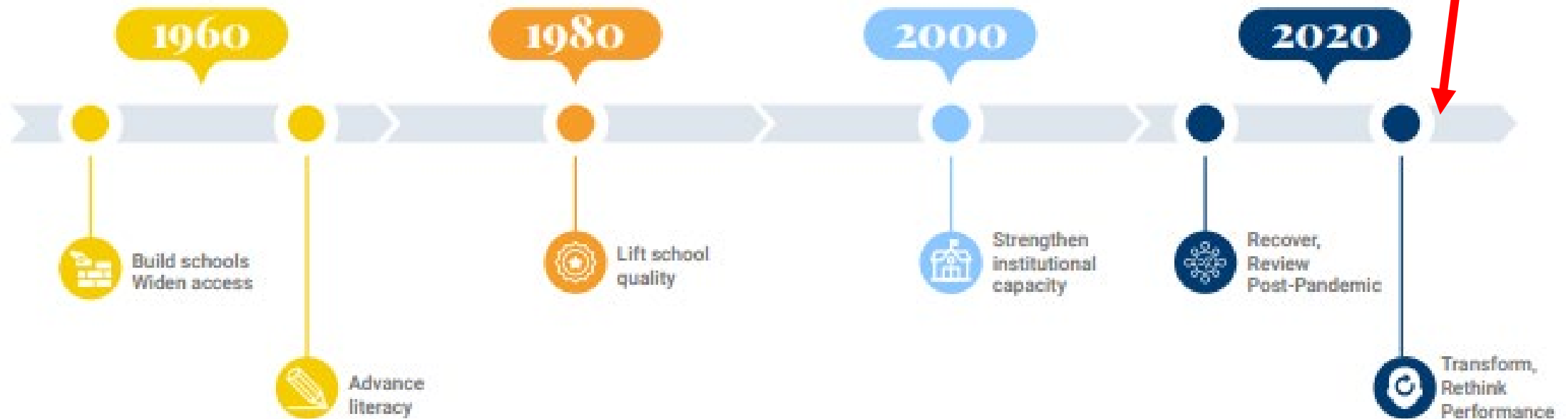
Develop a "Profile" for their area of focus which describes the values, beliefs, dispositions and "Ways of Being"

Review and provide feedback on the specific strategies identified to address the areas of focus



Systems Thinking in Education Over Last 7 Decades

We are here



Source: Systems thinking to improve and transform schools: Clarifying concepts and rethinking pathways (FULLER AND KIM, 2022)





Changing Connectivity Is Creating New Opportunities

2000

361 million people accessing the internet
100-200 million devices connected to internet

2023

5 billion people accessing the internet
30 billion devices connected to internet worldwide

2030

7.5 billion people accessing the internet
125 billion + connected devices

2013

2.8 billion people accessing the internet
13 billion devices connected to internet worldwide

2027

6.6 billion people accessing the internet





Future of Work for Our Students

87% of the jobs that will exist in 2030 have not been invented yet.

ITIF 2022 Report

90.8 million workers will be gig workers by 2030, or 36.2% of the total workforce

2023 WEF Report

Demand for STEM workers to grow by 13% from 2020-2030, faster than average for all other occupations

2023 WEF Report



World Economic Forum

Employer Desired Skills 2030

2023 Report

Top 5

Creative thinking

Analytical thinking

Technological literacy

Curiosity and lifelong
learning

Resilience, flexibility,
agility

Bottom 5

Multi-lingualism

Reading, writing, and
math

Global citizenship

Sensory-processing
abilities

Manual dexterity,
endurance, and
precision





Looking Back / Looking Ahead

Activity and Conversation

Things that have changed since you were 12 years old

Technological

Societal

Schools

Things that have stayed the same since you were 12 years old

Technological

Societal

Schools

Things that will be common 12 years from now

Technological

Societal

Schools



Stand up, Hand up, Pair up



At the signal...

- Stand up and put your hand up
- Look for someone else with their hand up
- Pair up and share the items from column 1
- Hand up, pair up with new partner for column 2
- Repeat for column 3

LWSD School Board Coherent Governance

Results and Operational Expectations

Results and Operational Expectations

- Policy
- Interpretation
- Indicators
- Evidence
- Monitoring

What behaviors or skills might be LWSD need to successfully realize these results and expectations?

Results 1: Mission of LWSD



Our mission

Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.



Our vision

Every Student Future Ready:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Equipping every student for a successful future

Results-1 - Interpretation

Students must have opportunities to learn a rich curriculum in inclusive classrooms and have access to learning opportunities that encourage ongoing growth and development. Every student learns and achieves at high levels, and it is our responsibility to help Each student learn, grow and be challenged while they acquire knowledge and skills that will help them to be successful in an ever-changing world. Students must be equipped to lead a life that is personally rewarding and professionally meaningful.

Results-1 Indicators

% of students
graduating in 4 years
(on-time rate)

% of students not
dropping out of
school during high
school

% of students
graduating in 7
years (extended
rate)

% of graduates
enrolling in a
post-secondary
institution within
2 years

% of graduates
completing at least
one dual credit
course with a B or
higher during high
school

% of 9th graders
earning credit for all
courses attempted

% of 10th graders
meeting the college
and career readiness
benchmark score on
the evidence-based
reading / writing
section of the PSAT

% of 10th graders
meeting the college
and career readiness
benchmark score on
the math section of
the PSAT

Academic Content Knowledge and Skills Results-2

Each student will demonstrate mastery of content knowledge, skills, and competencies necessary to create, collaborate, think critically, and solve problems.

Students will achieve reasonable progress as demonstrated through multiple measures, on state and district-required standards each year in:

2.1 Students will develop reading, writing, speaking, listening, and language skills in alignment with the Common Core State Standards.

2.2 Students will become increasingly proficient in mathematics, in alignment with the Common Core State Standards.

2.3 Students will become increasingly proficient in science

Results 2 Interpretations



2.1 - Students must have the ability to perform at or above grade level proficiency in Literacy and Language Skills and apply those skills to develop competencies that lead to academic, professional, and personal success.



2.2 - Students must have the ability to perform at or above grade level proficiency in Math on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.



2.3 - Students must have the ability to perform at or above grade level proficiency in Science on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

Results-2 Indicators

2.1 - Percentage of grade 3 & 8 students meeting end of year benchmark using a universal screening tool

2.1 - Percentage of grade 3, 8 & 10 students meeting state standards on state ELA assessment

2.1 - Percentage of grade 3, 8 & 10 students "at standard" on report card

2.1 - Percent of grade 10 students meeting reading / writing benchmark on PSAT

2.1 - Percentage of Multilingual students making sufficient progress as measured on the ELPA21

2.2 - Percentage of grade 5 & 8 students meeting benchmark on a universal screening tool

2.2 - Percentage of grade 5, 8 & 10 students meeting state standards on Smarter Balanced mathematics assessment

2.2 - Percentage of grade 5 & 8 students "at standard" on report card

2.2 - Percent of graduates with grades of C or higher in Algebra II

2.3 - Percentage of grade 5 & 8 students meeting state standards on the Washington Comprehensive Assessment of Science

2.3 - Percentage of grade 5, 8 & 10 students "at standard" on report card in science

2.3 - Percent of grade 11 students with two or more science credits

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Results-3: Life and Global Citizenship Skills

The Board believes that for each student to graduate future ready they must develop the social and emotional skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. By taking a whole-child approach to learning we expect our graduates to be able to demonstrate an understanding of themselves and the world around them, and have the skills to increase their academic success, decrease their emotional distress, and engage in positive social behavior.

Each student will grow critical social, emotional, and behavioral skills such as expressing and managing emotions, setting goals, establishing relationships, and making responsible decisions that lead to a productive, rewarding, and responsible life as a contributing member of the community and greater society.

Accordingly, graduates from Lake Washington will be able to demonstrate the following skills consistent with the Washington State Social Emotional Learning standards:

- 3.1 - Self-Awareness: Identify their emotions, their personal strengths, and their areas for growth.
- 3.2 - Self-Management: Regulate their emotions and behaviors in constructive ways.
- 3.3 - Self-Efficacy: Develop reasonable goals and the plans to accomplish those goals.
- 3.4 - Social Awareness: Acknowledge, empathize, and treat others with respect, including those from differing cultures and/or identities.
- 3.5 - Social Management: Make safe choices about personal behavior and social interactions.
- 3.6 - Social Engagement: Consider others and show a desire to contribute, as a citizen or member, to the well-being of school and community.

Results-3 Interpretations

3.1 - Students are able to demonstrate an awareness and understanding of their emotions and how their emotions influence their behavior; an awareness of how their perspectives and identity are assets, and an awareness of areas for growth.

3.2 - Students are able to demonstrate the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways; and responsible decision-making and problem-solving skills.

3.3 - Students are able to demonstrate the skills to set, monitor, adapt, persevere, achieve, and evaluate goals; problem-solving skills to engage responsibly in a variety of situations; and an awareness and ability to speak on behalf of personal rights and advocacy.

3.4 - Students are able to demonstrate awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities; an awareness and respect for similarities and differences among community, cultural and social groups; and an understanding of the variation within and across cultures.

3.5 - Students are able to demonstrate a range of communication and social skills to interact effectively with others; the ability to identify and take steps to resolve interpersonal conflicts in constructive ways; and the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

3.6 - Students are able to demonstrate a sense of school and community responsibility; the ability to work with others to set, monitor, adapt, achieve, and evaluate goals; and contribute productively to one's school, and community.

Results-3 Indicators

% of students reporting positively as to how well they perceive their ability to regulate their emotion

% of students reporting positively as to how well they regulate their emotions, thoughts, and behaviors in different situations

% of students reporting positively as to how well they believe they can succeed in achieving academic outcomes

% of students reporting positively as to how well they consider the perspectives of others and empathize with them

% of students reporting positively as to their preparedness for discussing and confronting issues of race, ethnicity and culture in school

% of students reporting positively the extent to which they consider the perspectives of their teachers

Operational Expectation-14:

Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education

The Board believes that each student has the potential to achieve at high levels and to accomplish significant academic and personal goals. It is our responsibility to ensure academic success for all students by closing opportunity gaps and providing equitable and inclusive learning and working environments for all students and staff. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement, opportunity, and well-being. We are committed to raising the opportunities and achievement of all learners regardless of race, ability, religion, language, culture, ethnicity, income, sex/gender, gender identity/expression, sexual orientation, and other aspects of student identity. We must interrupt, identify, and remove systemic barriers causing predictability of success and failure that currently correlates with these factors.



Operational Expectation-14: Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education

- 14.1 Ensure students have an anti-racist, inclusive, equitable, welcoming, and safe school and classroom environment.
- 14.2 Ensure staff have an anti-racist, inclusive, equitable, welcoming, and safe work environment.
- 14.3 Provide students with equitable access and an inclusive environment to opportunities including extra-curricular activities (i.e., school clubs and athletics).
- 14.4 Provide students with equitable access to rigorous coursework.
- 14.5 Ensure that student access to educational programs is equitable in policy and practice.
- 14.6 Provide curriculum and instruction that is culturally responsive and inclusive to the student population.
- 14.7 Ensure a highly qualified and diverse workforce through strategic recruitment, hiring, and retention practices.
- 14.8 Ensure all staff receive ongoing professional development to learn and put into practice equity, diversity, inclusion, cultural-responsiveness, and anti-racism to increase awareness of personal bias and recognize systemic bias and inequities.
- 14.9 Incorporate diverse perspectives and culturally relevant strategies in district/school communications and community engagement, especially perspectives that have been marginalized, underrepresented, or have faced barriers.
- 14.10 Provide culturally responsive and restorative methods to address concerns, grievances, or violations of this policy, particularly related to racist or other discriminatory actions.
- 14.11 Develop and maintain a culturally responsive system to analyze and allocate fiscal and human resources to eliminate inequities and promote student success.

OE-14 Interpretations

14.1

- I interpret an anti-racist classroom to be one that expresses that racial groups are equal and that every racial group brings with it assets that can enrich the classroom and community. Furthermore, an anti-racist classroom supports practices to reduce racial inequity.
- I interpret inclusive classrooms to mean that we are committed to policies and practices that build a culture and systems that are inclusive and educates its constituents regarding LWSD's commitment to creating classroom environments where students are supported and equipped to be active citizens beyond LWSD to build inclusive and equitable communities.
- I interpret equitable to mean the practices, in alignment with the superintendent's definition of equity, allow for the success of each student leading to outcomes that are not predictable based on areas of identity.
- I interpret safe to mean that students report feeling a sense of belonging where peers and adults recognize issues of diversity, equity and inclusion.

14.2

- I interpret an anti-racist workplace to be one that expresses that racial groups are equal and that every racial group brings with it assets that can enrich the workplace and community. Furthermore, an anti-racist workplace supports practices to reduce racial inequity.
- I interpret this to mean we are committed to building policies and practices that build a culture and systems that are inclusive and educates its constituents regarding LWSD's commitment to creating an environment where teachers, staff, and administrators are supported and equipped to create exceptional student environments.

14.3

- I interpret this to mean that, regardless of demographic factors, students have the opportunity to participate in district programs.

14.4

- I interpret this to mean that, regardless of demographic factors, students have the opportunity to participate in rigorous coursework and experience rigorous expectations in all of their classrooms. Furthermore, I interpret this to mean that classroom settings are designed to be inclusive with students from diverse backgrounds, experiences and ability levels.

14.5

- I interpret this to mean that, regardless of demographic factors, student participation in academic programs including highly capable, choice schools, and special education shall not be disproportional on the basis of demographic categories that the District is aware of including: race/ethnicity, ability, language, income, or sex/gender.

OE-14 Interpretations

14.9

- I interpret this to mean that district communication is accessible to all families within the district and that specific strategies are used to receive feedback and information about the experiences and perspectives of Lake Washington families including families that may not typically have the opportunity or access to provide information about their experiences or perspectives. Furthermore, students and families have meaningful opportunities to influence the decisions of the district which have impact on them.

14.11

- I interpret this to mean that the district will use the equity analysis tool to evaluate current and future budget impacts and allocation of staff beyond generated staffing. Furthermore, I interpret this to mean that, as part of the annual budget process, a culturally responsive method for gathering inputs and feedback will be used to evaluate resource allocation. I interpret an Equity Analysis Tool to mean a framework (set of standards) that helps staff and educators consider alternative perspectives when making decisions.

OE-14 Indicators

Student/Parent/Staff survey indicating increased sense of belonging

Student/Parent/Staff survey indicating increased affirmative responses to issues related to diversity, equity and inclusion

Demonstrated increase and retention of diverse staff

Decreasing levels of disproportionate participation in secondary athletics

Increasing rate of under-represented populations as measured proportionally in Algebra in middle school and dual credits programs such as Advanced Placement, College in the High School, Running Start, and Tech Prep

Increasing levels of participation as measured proportionally in Highly-Capable programs

Decreasing levels of participation as measured proportionally in Special Education