



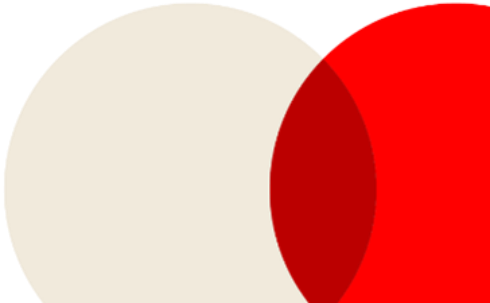
# 2024 Strategic Plan Update

Julie Nielsen, Superintendent  
September 12, 2024



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# Outcomes for the Presentation

- Examine the components of our Strategic Roadmap
  - Share the 2024-2025 BIG work of the district
  - Review the Desired Daily Experiences for students, staff and families
  - Discuss how the results will be measured
- 
- Two overlapping circles are located in the bottom right corner: a light beige circle on the left and a red circle on the right.

# Our Strategic Roadmap



**MISSION**

The mission of SoWashCo Schools is to educate students for success.

**VISION**

SoWashCo Schools will lead by example – working together with students, staff, families and community to support each student.

**CORE VALUES**



**CONNECTIONS**

Building meaningful relationships through empathy, kindness, patience, and respect that lead to trust and understanding.



**INTEGRITY**

Demonstrating care, reliability, and honesty while keeping students at the center of decision-making.



**EQUITY**

Ensuring each individual receives what they need to reach their full potential.



**EXCELLENCE**

Setting a high standard through quality instruction and opportunities with a focus on continuous improvement and risk-taking.



**EDUCATIONAL INNOVATION**

Educating students through new ideas and methods that increase student engagement, and encourage creativity, critical thinking, and collaboration.

**THE STUDENT EXPERIENCE**

We will develop and implement systems that promote positive student interactions, amplify student voice, accept students for who they are, and welcome each of them as part of our community.

**MASTERY OF LEARNING AND EXPECTATIONS**

We will ensure student success by setting clear expectations, personalizing learning experiences, and encouraging students to own their education.

**STUDENT PATHWAYS AND SUPPORTS**

We will provide meaningful and relevant learning opportunities, and establish a system of academic and social-emotional support based on the needs of each student.

**OPERATIONS STAFFING AND FINANCE**

We will invest in our employees, and be accountable for effective and efficient management of resources.

**ENGAGEMENT AND PARTNERSHIPS**

We will work together to promote engagement and the sharing of resources to build stronger family and community connections.



**The mission of SoWashCo Schools is to educate students for success.**

# Vision Statement

SoWashCo Schools will lead by example – working together with students, staff, families, and community to support each student.



# Core Values

## CORE VALUES



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### EDUCATIONAL INNOVATION

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**(2-I's, 2-E's and a C)**



# Buckets of Work

## STRATEGIC DIRECTIONS

### THE STUDENT EXPERIENCE

We will develop and implement systems that promote positive student interactions, amplify student voice, accept students for who they are, and welcome each of them as part of our community.

### MASTERY OF LEARNING AND EXPECTATIONS

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### STUDENT PATHWAYS AND SUPPORTS

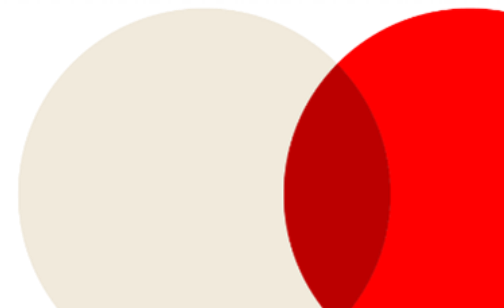
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# 2024-2025 BIG Work of the District

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# 2024-2025 BIG District Work



<b>The Student Experience</b>	<b>What will this look like at the end of the year?</b>
Program Evaluations	<ul style="list-style-type: none"><li>❑ SoWashCo will have program evaluation procedures, a program evaluation library, an inventory of district programs, a schedule to learn about district programs, and a list of programs to receive a comprehensive evaluation.</li></ul>
District Supports for New to Country Students and Families	<ul style="list-style-type: none"><li>❑ District onboarding orientation for new to country families will be offered several times a year focusing on parent portal, schoology and other school platforms.</li><li>❑ A new to country accountability checklist will be created and shared with schools.</li></ul>
<b>Mastery of Learning and Expectations</b>	<b>What will this look like at the end of the year?</b>
Literacy Training For Staff	<ul style="list-style-type: none"><li>❑ Elementary and Secondary staff will have completed either CAREIALl or CORE literacy training.</li></ul>
Elementary Literacy Screener	<ul style="list-style-type: none"><li>❑ Elementary sites will have core staff trained on how to administer the screener. Students in grades K-3 will be screened three times during the 2024 - 2025 school year.</li></ul>

# Student Pathways

# What will this look like at the end of the year?



MTSS

- K-12 MTSS Framework (with clearly defined outcomes for phases of implementation)
- establishment of K-12 MTSS Leadership Team to review/monitor/evaluate progress of the K-12 MTSS Framework
- establishment of Elementary MTSS Leadership Team with purpose of supporting implementation
- establishment of Secondary MTSS Leadership Team with purpose of supporting implementation

Special Education Service Delivery Review

- Identification and articulation of SoWashCo Schools service delivery and programming look fors and High Leverage Practices (HLPs)
- District Collaboration and Building Level Team Collaboration
  - Evidence based practices in specially designed instruction
  - Support Services Processes
  - Effective caseload considerations and allocation models

Toolkit to support culturally affirming learning and events

- Shared resources, compiled and created, by the DEI Department. These will support learning and celebration at all school levels regarding cultural heritages, themes, important days/months, and more.

Multilingual enrollment process

- A multi-lingual enrollment flow chart will be created outlining roles and responsibilities.
- A family friendly language instructional education plan will be created and available to share with newly enrolled multilingual families.
- Utilization of Newcomer Toolkit is standard work in onboarding and enrollment experiences

<b>Operations, Staffing and Finance</b>	<b>What will this look like at the end of the year?</b>
Implementation of Frontline	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff will be loaded and their CEU records will be recorded and accessible through Professional Learning Management (PLM).</li> <li><input type="checkbox"/> New Classroom Instructor rubrics will be installed and utilized for the 24-25 SY.</li> <li><input type="checkbox"/> Staff will access Learning and Collaboration Resources (LCR) for Assurance of Compliance and smaller pilot groups will have asynchronous resources available.</li> </ul>
True Time	<ul style="list-style-type: none"> <li><input type="checkbox"/> All hourly employees (with the exception of Transportation, some Community Education seasonal positions, and some miscellaneous positions) will be utilizing True Time for timekeeping.</li> </ul>
Non-Licensed Staff Evaluations	<ul style="list-style-type: none"> <li><input type="checkbox"/> A new non-licensed evaluation form will be finalized and 75% of employees in the pilot group will have received an evaluation from their supervisor by the end of the 24/25 school year.</li> </ul>



<b>Operations, Staffing and Finance</b>	<b>What will this look like at the end of the year?</b>
Implementation of eduClimber	<ul style="list-style-type: none"><li data-bbox="846 385 1841 445"><input type="checkbox"/> EduClimber will be configured for SoWashCo Schools and training will start for core district and school administrators.</li></ul>
Transportation RFID Badges	<ul style="list-style-type: none"><li data-bbox="846 489 1841 609"><input type="checkbox"/> Will have a secure, accurate and reliable way to track bus riders' (student) status thereby increasing student safety</li></ul>
New Work Order System	<ul style="list-style-type: none"><li data-bbox="846 653 1744 734"><input type="checkbox"/> Completion of background documentation and auditing building assets</li><li data-bbox="846 740 1628 816"><input type="checkbox"/> Creating a system with transparency and accountability</li></ul>

Engagement and Partnerships	What will this look like at the end of the year?
Focus on Improving Translations and Interpretations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to improve platforms we use to communicate and engage with our multilingual families.</li> <li><input type="checkbox"/> SoWashCo will have better data to identify what language our families prefer to receive communications</li> <li><input type="checkbox"/> Create and begin to offer plain language training for staff</li> </ul>
Newsletter Platform	<ul style="list-style-type: none"> <li><input type="checkbox"/> School leaders will be trained for school newsletters and websites.           <ul style="list-style-type: none"> <li><input type="checkbox"/> Leaders will have access to ongoing support and training for best practices for newsletters and school websites.</li> </ul> </li> <li><input type="checkbox"/> All staff are using the new format to provide better translations and accessibility to important information.</li> <li><input type="checkbox"/> School newsletters will have a consistent look and feel from elementary to middle and high school.</li> </ul>
Food Rescue Program	<ul style="list-style-type: none"> <li><input type="checkbox"/> Nutrition Services will be operating a food rescue program in all 23 cafeterias. The partnership with Basic Needs Food Bank will allow for lower amounts of food going directly to the landfill while at the same time, diminish food insecurity of community members within the county.</li> </ul>

# Desired Daily Experiences Students, Staff and Families



# Desired Daily Experiences



## Desired Daily Experiences Students, Staff and Families

### What our students want:

**My experiences at school provide me with opportunities to prepare for the explore options for my future.**

- I have the flexibility built into my schedule that I need to be successful.
- I am in engaging learning environments that include options for physical breaks, and choice.

**I feel welcomed, cared for, comfortable, heard, valued, respected, and accepted among my peers and the staff.**

- I feel emotionally and mentally safe at school.
- I feel physically safe at school.
- I have fun learning, socializing, and celebrating at school.

**I can use my voice to include other people.**

- I understand and accept cultures other than my own.

**I see my race, culture, and ability supported and acknowledged in the curriculum, the staff, and throughout the school.**

- My teachers are diverse and bring different perspectives to the classroom.
- The materials and resources used in classrooms and throughout the school reflect my race, culture, and abilities.



## Desired Daily Experiences Students, Staff and Families

### What our staff wants:

**Students and families are the center of our decision-making.**

**I am proud to work in SoWashCo Schools where I feel ownership, value and the collective mission of the classroom, programs, schools, and district.**

- I am celebrated and validated for my identity, strengths, and efforts.
- I am given opportunities and resources to grow as a professional.
- I am compensated competitively, including salaries and benefits.
- I am supported in having work-life balance.

**I am thriving because of an intentional and continuous commitment to diversity and inclusion (DEI).**

**I have opportunities to create relationships with colleagues, students, and families.**

- I have opportunities to collaborate with BIPOC colleagues at all professional levels.
- I work with others who foster collaboration, trust, and learning.

**I work and learn in spaces that are physically and emotionally safe, equitable, and welcoming.**



## Desired Daily Experiences Students, Staff and Families

### What families want:

**My child has opportunities to explore their individual interests, passions, and ideas.**

- My child has opportunities to share their voice and have choice in their learning.
- My child is encouraged to question content and thinking.
- My child has high quality, personalized, and focused teaching that challenges them.

**I am aware of policies and procedures that are consistently applied across the district.**

- I know the platforms and devices that my child uses and why they are using them.
- I know how to readily access services for communicating with my school (such as multilingual services).
- My child's school has the resources, staffing and materials that enable students to be successful, including staff-to-student ratios for supporting students individually and meeting them where they are at academically.
- My child is supported and encouraged academically, socially, and emotionally by well-trained staff.

**Staff at my child's school are representative of Black, Indigenous, and People of Color (BIPOC).**

- Staff understand the cultural values, expectations, and challenges that BIPOC students face.
- My child feels seen, heard, and acknowledged because of meaningful, positive relationships with other students and staff.



# Desired Daily Experiences of Staff, Students, Families

## Vision

## Mission

### Strategic Directions

#### Student Experience

- Program Evaluations
- District Supports for Students New to Country

#### Mastery of Learning and Expectations

- Literacy Training for Staff
- Elementary Literacy Screener

#### Student Pathways

- MTSS Work
- Review of Service Delivery Model for Student Support Services Programming
- Creation of a Toolkit to Support Culturally Affirming Learning & Events
- Multilingual Enrollment Process

#### Operations, Staffing & Finance

- Frontline
- True Time
- Non-Licensed Evaluations
- Multi-Factor Authentication
- Student Devices
- EduClimber
- Student Bus Passes
- Unified Radio Program
- Window Guidance
- Equity & Cultural Responsiveness Learning Academy
- Work Order System

#### Engagement & Partnerships

- Focus on Translations and Interpretations
- Newsletter Platform
- Food Rescue Program
- External Window Identification

# Desired Daily Experiences of Staff, Students, Families

# How will we know we are successful?

## Desired Daily Experiences of Staff, Students, Families

### Vision

### Mission

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- Services Programming
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**Procedures, Policy, Handbooks, and/or Implementation Maps**

## Desired Daily Experiences of Staff, Students, Families



**District Vision Card**

# How will we measure our results? District Vision Card



# Vision Cards

What instruments/tools will be used to measure results on the District Vision Card?

1. Student academic data
2. Minnesota Student Survey (5th, 8th, 9th & 11th grade)
3. Community Survey 2025 (last conducted in 2022 by Morris-Leathermen)
4. Our own district surveys (students, staff and families)

# What will our Vision Card include?

1. What Strategic Priority is being focused on?
2. What Desired Daily Experience is being measured?
3. What tool will we use to measure results?
4. What are the levels of achievement and how are we doing over time?

# Student Achievement Data



Strategic Direction	Description	Measure	Levels				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>Mastery of Learning and Expectations</b>	The mission of SoWashCo Schools is to educate students for success.	MCA Reading Test (at grade level 3-8 and grade 10)	< 50% of students in each race and service category met or exceeded expectations on MCA Reading Test	50-59% of students in each race and service category met or exceeded expectations on MCA Reading Test	60-69% of students in each race and service category met or exceeded expectations on MCA Reading Test	70-79% of students in each race and service category met or exceeded expectations on MCA Reading Test	> 80% of students in each race and service category met or exceeded expectations on MCA Reading Test
		MCA Math Test (at grade level 3-8 and grade 10)	< 50% of students in each race and service category met or exceeded expectations on MCA Math Test	50-59% of students in each race and service category met or exceeded expectations on MCA Math Test	60-69% of students in each race and service category met or exceeded expectations on MCA Math Test	70-79% of students in each race and service category met or exceeded expectations on MCA Math Test	> 80% of students in each race and service category met or exceeded expectations on MCA Math Test
<b>Level 1</b> Intervention	<b>Level 2</b> High Concern	<b>Level 3</b> Minimally Acceptable	<b>Level 4</b> Progressing	<b>Level 5</b> Vision			

# Minnesota Student Survey



Strategic Direction	Description	Measure	Levels				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>The Student Experience</b>	I am welcomed, cared for, heard, respected and accepted for who I am.	<b>MN Student Survey:</b> Adults at my school listen to students. <hr/> <b>MN Student Survey:</b> At my school, teachers care about students.	< 60% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree	61-69% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree	70-79% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree	80-89% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree	> 90% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree
		<b>MN Student Survey:</b> Most teachers at my school are interested in me as a person. <hr/> <b>MN Student Survey:</b> I feel safe at school.	< 60% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree	61-69% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree	70-79% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree	80-89% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree	> 90% of students in grades 5,8,9 and 11 answered Agree or Strongly Agree
<b>Level 1</b> Intervention	<b>Level 2</b> High Concern	<b>Level 3</b> Minimally Acceptable	<b>Level 4</b> Progressing	<b>Level 5</b> Vision			

# Community Survey (Morris-Leathermen)



Strategic Direction	Description	Measure	Levels				
			Level 1	Level 2	Level 3	Level 4	Level 5
Operations, Staffing and Finance		Fund Balance	The district has a fund balance of less than 5%.	The district has a fund balance between 5-6%.	The district has a fund balance between 7-9%.	The district has a fund balance between 10-15%.	The district has a fund balance greater than 16%.
	Morris-Leatherman Community Survey	How would you rate the financial management of SoWashCo Schools?	30-39% of respondents responded Good or Favorable.	40-49% of respondents responded Good or Favorable.	50-59% of respondents responded Good or Favorable.	60-69% of respondents responded Good or Favorable.	>70% of respondents responded Good or Favorable.
		Our community receives a good value from its investment in our local public schools	< 50% agree or strongly agree	> 50% agree or strongly agree	> 70% agree or strongly agree	> 80% agree or strongly agree	> 90% agree or strongly agree
Level 1 Intervention	Level 2 High Concern	Level 3 Minimally Acceptable	Level 4 Progressing	Level 5 Vision			



# District Survey



Strategic Direction	Description	Measure	Levels				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>Operations, Staffing and Finance</b>	District Staff Survey	Overall I am satisfied with my job at South Washington County Schools.	60% of staff responded "somewhat agree or strongly agree."	70% of staff responded "somewhat agree or strongly agree."	75% of staff responded "somewhat agree or strongly agree."	80% of staff responded "somewhat agree or strongly agree."	90% of staff responded "somewhat agree or strongly agree."
			Level 1 Intervention	Level 2 High Concern	Level 3 Minimally Acceptable	Level 4 Progressing	Level 5 Vision

# Strategic Planning Next Steps

1. Continue to work with district directors on Project Planning and the implementation of our BIG work at the school/district level
2. Review district data to determine the effectiveness of training and what is being implemented
3. Finalize the District Vision Card aligned to the Student, Staff and Families Desired Daily Experiences
4. Share a finalized District Vision Card in March with the Board
5. Update our District Website to include the Strategic Planning information

# Questions

