

# Strategic Planning in Walled Lake Consolidated School District

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# Who We Are What We Do and Why



# The Knoster Model



Adapted from Knoster, T. (1991) Presentation at TASH Conference, Washington DC  
(Adapted by Knoster from Enterprise Group Ltd.)

# Phases of Work

- **Phase 1: Relationship Building**
  - Collaborative planning
  - Understanding your work
  - Existing data
  - Initiatives

# Phases of Work

- Phase 1: Relationship Building
- Phase 2: Community Engagement
  - Interviews
  - Community Survey
  - Focus Groups

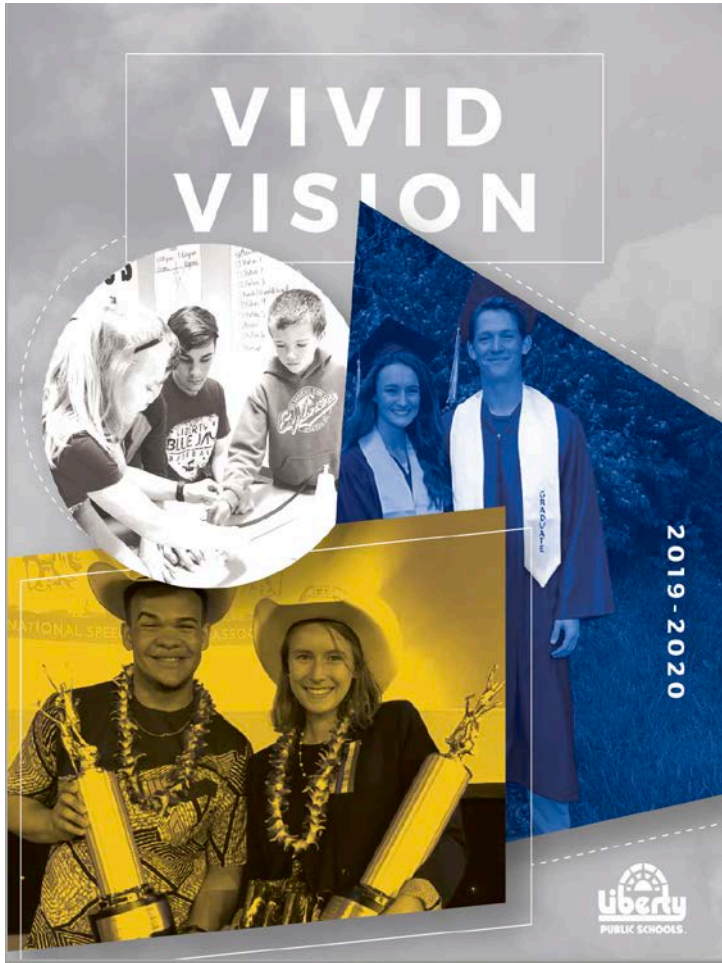
# Community Engagement

- **Community Survey Response (2,597 total responses)**
  - 1,558 parents/guardians
  - 353 district employees with a student in WLCSD
  - 225 district employees without a student in WLCSD
  - 142 community members with children who graduated from WLCSD
  - 130 community members without school-aged children
  - 29 community members with school-aged children who do not attend WLCSD
  - 160 students
- **Focus Groups (249 total participants...so far)**
  - 113 students
  - 68 parents/guardians (10 opportunities)
  - 51 district employees (10 opportunities)
  - 17 community members without children in WLCSD (4 opportunities)

# Phases of Work

- Phase 1: Relationship Building
- Phase 2: Community Engagement
- Phase 3: Future Planning
  - Vision development
  - Deliverables
  - Strategic planning

# Vision Sample



VIVID VISION

## LEARNING

Learning is a constant across the Liberty Public Schools community as both students and adults initiate their learning experiences and contribute to the growth of those around them. Through learner agency, personalized and competency-based learning opportunities are accessible to all learners across grade levels and content areas. With a focus on equity for all, personalized plans of study support the diverse needs of learners and are designed through the use of uncommon metrics that include academic, social emotional learning, and real world learning measures. Learning experiences extend beyond the classroom in partnership with mentors and experts from a variety of fields. Showcasing learning is commonplace as students individually and through learning convey their projects and learning outcomes to authentic audiences. At an early age, learners are encouraged to explore their passions and interests knowing those may change over time. Flexible scheduling allows learners to customize their learning experiences to pursue their passions and interests. Pursuits both inside and outside

***“FLEXIBLE SCHEDULING ALLOWS LEARNERS TO CUSTOMIZE THEIR LEARNING EXPERIENCES TO PURSUE THEIR PASSIONS AND INTERESTS.”***



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VIVID VISION

## COMMUNITY

Relevant learning experiences are made possible through strong community partnerships. Learners benefit through understanding the application of knowledge in real world environments, and partners benefit through the opportunity to share their interests and passions in their career fields with young people. Networks across the community provide exposure to a variety of college and career pursuits while building lifelong, positive relationships. We understand the bridge between our community and schools in that the same cultural values, skills, and behaviors that make for a thriving community make for a thriving school system. These skills, dispositions, and values connect our learners to their local community to raise awareness, empower voice, and discover solutions to relevant issues. Experts from the community support learner interests, passions, and pursuits to access college and career opportunities. Engaging experts as volunteers, mentors, and project coaches around real world learning opportunities will ensure that learners are aware of college and career pursuits available beyond the PK-12 experience. Real world learning experiences are provided across content areas and grade levels as learners explore, experience, and become immersed in areas they are interested



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# Deliverables Sample

Vision Area	Vision Statement	District Deliverables	School Deliverables
<p><b>Learning</b></p>	<p>High levels of learner agency will enable personalized and competency-based progression across grade levels and content areas.</p>	<ul style="list-style-type: none"> <li>• Develop policy strategy and guidelines for competency-based learning.</li> <li>• Develop a community engagement plan for stakeholders.</li> <li>• Identify resources that allow for personalization of learning across grade levels.</li> <li>• Develop published learning competencies and the process for creating learning progressions in the classroom</li> <li>• Provide coaching on best practices for learner <u>agency</u> in all content areas.</li> <li>• Develop "assessment capable" practices and learning progressions in classrooms to build learner agency within competency-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement regular family engagement strategies.</li> <li>• Implement the Graduate Profile K-12.</li> <li>• Develop and implement structures for common planning using district learning progressions</li> <li>• Implement common assessments in academic areas.</li> <li>• Implement instructional coaching models for personalization.</li> </ul>

# Strategic Plan - Dashboard

Vision Area	Vision Statement	Deliverable	Owner	Budget	Due By	Weekly Health		Project Title	Plan Number
Learning	Learning will build a strong foundation of the academic and social skills essential to thrive in and beyond school.	Develop structures for proactive instructional coaching.	Ernst Blofeld	\$10,000	5/21/24	8/21/23	On Track	Provide targeted literacy coaching for classroom teachers, interventionists, and tutors.	<a href="#">Plan 1</a>
Teaching	We will leverage a multi-tiered system of behavior and academic supports – ultimately increasing successful learning outcomes.	Develop and implement a tiered behavior response framework.	Madeleine Swann	\$0	1/27/24	8/21/23	On Track	Identify and implement Tier 1 proactive behavior support and response systems.	<a href="#">Plan 2</a>
Teaching	We are committed to providing learning and working environments that mirror the demands and opportunities of the 21st century.	Identify, implement, and measure specific graduate skills and dispositions.	Felicity Leiter	\$2,500	6/7/24	8/21/23	On Track	Develop a district-wide Graduate Profile.	<a href="#">Plan 3</a>
Leadership	In order to continually enhance the learning and teaching in our schools, our leaders will provide focused, consistent, and actionable feedback on instructional and professional practices.	Design and implement common classroom observation and feedback structures beyond RANDA.	Gareth Mallory	\$12,500	6/7/24	8/21/23	On Track	Design and implement a "learning walk" process for leaders and coaches.	<a href="#">Plan 4</a>
Wider Community	We will build reciprocal partnerships with local educational, business, community, and civic organizations.	Research and implement environmentally friendly efficiencies in operations through local partnerships.	Major Boothroyd	\$1,000	8/29/23	8/21/23	Complete	Conduct and share a feasibility study on transitioning the transportation fleet to electric.	<a href="#">Plan 5</a>
									<a href="#">Pl</a>
	2024/2025	2025/2026		\$26,000					

# Strategic Plan – Project Details

<b>Project Title</b>	Provide targeted literacy coaching for classroom teachers, interventionists, and tutors.
Nigel Tufnel	©G&D Associates
<b>Start</b>	8/24/2022
<b>End</b>	5/21/2023
<b>People</b>	Auric Gold (principal), Rosa Kleb (assistant principal), Ernst Blofeld (learning coach), Dr. Kanaga (literacy specialist), Maxine Zorin (MTSS and Title I Coordinator), Francis Scaramanga (consultant), classroom teacher cohorts, interventionists
<b>Professional Learning &amp; Training</b>	Leveraging Literacy Curriculum resources, Understanding by Design, small group instructional framework, multi-sensory reading approaches, auditory battery, CAFE, Online pathways, Tier 1 intervention approaches, inclusive practices, flexible scheduling for intervention
<b>Budget</b>	\$7,000
<b>Resources</b>	Literacy curriculum resource, LMS, Google Forms, Florida Center for Reading Research (FCRR), STAR 360, District MTSS Framework, District Instructional Framework
<b>Incentives</b>	Improved literacy instruction Raised capacity of district and school coaches to target supports for teachers Calibrated observational lens between school and district support personnel Streamlined and commonly understood MTSS processes Less student, family, and educator frustration
<b>Sustainability</b>	Scale promising practices across grade levels Conduct a similar process with a Tier 2 and Tier 3 lens

# Strategic Plan – Project Details

	Step	Detail	Due By Date	Complete?
<b>First Step</b>	1	Meet with school leadership to identify instructional priorities.	8/24/2022	✓
	2	Meet with literacy and MTSS specialists to co-design intervention approach.	9/17/2022	✓
<b>Milestones and Measures</b>	3	Work with district personnel to access literacy curriculum tools.	9/17/2022	✓
	4	Collect baseline STAR 360 data for school, grade level, classroom, and individual student levels.	9/30/2022	✓
	5	Conduct data dialogue session to identify potential cohort candidates.	10/8/2022	✓
	6	Identify initial coaching cohort group for intensive supports.	11/3/2022	✓
	7	Conduct classroom observations (including tutoring sessions, special education, and intervention) during literacy to identify initial coaching support needs.	11/4/2022	✓
		Debrief with each teacher individually to provide feedback, scope of work, and to build empathy.	11/19/2022	✓
	8	Meet with district literacy specialists and TOSAs to discuss themes of observations.	11/19/2022	✓
	9	Meet with learning coach and district partners to design and delegate professional learning opportunities	12/17/2022	✓
	10	Develop asynchronous professional learning course.	12/17/2022	✓
	11	Get credit approval for intensive support cohort group.	12/17/2022	✓
	12	Conduct introductory sessions to explain coaching model and build empathy with teachers.	1/7/2023	✓
	13	Conduct first round of regular coaching cycles with cohort teachers to include individual and cohort sessions.	1/21/2023	✓
	14	Conduct second data dialogue sessions on using cohort STAR 360 data.	2/11/2023	✓
	15	Conduct second round of regular coaching cycles with cohort teachers to include individual and cohort sessions.	2/25/2023	✓
	16	Design presentation of learning structure for cohort teachers.	3/4/2023	✓
	17	Conduct third data dialogue sessions on using cohort STAR 360 data.	3/17/2023	✓
	18	Design coaching perception survey for cohort teachers	3/24/2023	✓
	19	Facilitate cohort member presentations of learning	3/31/2023	✓
	20	Distribute coaching perception survey.	4/3/2023	✓
	21	Conduct final data analysis and develop next steps with leadership.	5/20/2023	✓



# Strategic Plan – SMART Goals

<b>Success Criteria</b>	<p>By February 28, 2022 100% of teachers participating in the intensive coaching cohorts will implement flexible, data-driven small group instruction with the 5 components of reading embedded as measured by classroom observations, PLC data conversations, and lesson plans. - COMPLETE - 100%</p> <p>By April 9, 2022 90% of cohort teachers will report professional growth and a positive perception of the coaching model as measured by a perception survey, 1:1 meetings, and presentations of learning. - COMPLETE - 100%</p> <p>By May 21, 2022 80% of targeted students identified as being “On Watch”, needing “Intervention”, or needing “Urgent Intervention” will improve by at least one identifier level (Fall to Spring) as measured by STAR 360 - NOT YET - 72%</p>
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# Phases of Work

- Phase 1: Relationship Building
- Phase 2: Community Engagement
- Phase 3: Future Planning
- Phase 4: Implementation
  - Vision and Plan roll-out
  - Health checks
  - Coaching support
  - Communication

# Next Steps

- Synthesize Community Engagement Data
- Two-Day Visioning Workshop (February 27 & 28)
- Two-Day Strategic Planning Workshop (March/April)
- Roll Out and Implementation (Beginning May 2025)
- Community Engagement (Ongoing)

# Thank you for your time. Questions?

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