



# 2025 Strategic Plan Update

April 10, 2024

Julie Nielsen, Superintendent



# Outcomes for the Presentation



- ❑ Review the history and timeline for our Strategic Plan
- ❑ Review the Strategic Road Map (approved by the School Board) and the Desired Daily Experiences for students, staff and families that we will measure
- ❑ Review each of our five Strategic Directions, share the strategies for the 2024-2025 school year and work completed
- ❑ Share the measurements used as part of our District Vision Card

# Timeline for the Current Strategic Planning Process

## Winter/Fall 2022

- Began the Strategic Planning Process - Classroom-to-boardroom process
- Worked with Strategic Planning team to complete the Desired Daily Experiences, reviewed school and department needs, and began to draft the 3 year operational plan

## Winter/Spring 2023

- Board development and approval of Strategic Roadmap
- Began the process of aligning department and school improvement plans

## May 18, 2023

- Board approval of the Strategic Roadmap

## February 1, 2024

- Review of work and begin creation of Vision Card

## April 10, 2025

- Update to the Board



# SoWashCo Schools' 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.

## Desired Daily Experiences of Staff, Students, Families

**Vision**

**Mission**

## Strategic Directions

**Student  
Experience**

(Kelly)

**Mastery of  
Learning and  
Expectations**

(Tyrone)

**Student  
Pathways**

(Kristine & Erin)

**Operations,  
Staffing &  
Finance**

(Abby & Kris)

**Engagement  
& Partnerships**

(Shawn)

**Desired Daily Experiences of Staff, Students, Families**



# Desired Daily Experiences of Staff, Students 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 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 peer brain breaks, and choice.

**I feel welcomed, cared for, comfortable, heard, valued, respected, and am 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.





# Mission and Vision Statements



# Mission and Vision Statements

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

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





# Strategic Directions



# Strategic Directions

**Student  
Experience**

**Mastery of  
Learning and  
Expectations**

**Student  
Pathways**

**Operations,  
Staffing &  
Finance**

**Engagement &  
Partnerships**



# Strategic Directions – Oversight

Ms. Kelly Jansen

Dr. Tyrone Brookins

Ms. Kristine Schaefer  
Ms. Erin Davenport

Ms. Abby Baker  
Ms. Kris Blackburn

Mr. Shawn Hogendorf  
Dr. Cheryl Jogger

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## Desired Daily Experiences of Staff, Students, Families

**Vision**

**Mission**

## Strategic Directions

**Student Experience**

**Mastery of Learning and Expectations**

**Student Pathways**

**Operations, Staffing & Finance**

**Engagement & Partnerships**

**Desired Daily Experiences of Staff, Students, Families**

# Definition: 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.



# The Student Experience – Strategies

1. To ensure a focused effort on enhancing the student experience, school teams were provided with a School Improvement Plan (SIP) template that mandated the inclusion of a specific and intentional goal directly related to improving the student experience. Each site creates and implements their “Theory of Action”.
1. To amplify student perspectives and foster a sense of ownership, student ambassador groups were established at each school, with representatives from each school also participating in a District Ambassador group to provide system wide input.
1. To ensure all students are aware of and understand their rights and responsibilities, all schools were required to prioritize the education of students regarding the content and policies outlined in the Student Handbook.



# The Student Experience – Work Completed



## 1. **SIP Theory of Action Topics:**

- a. Conscious Discipline
- b. Morning Routines – Greetings, Morning Meeting, Activity to Disengage Stress
- c. Monthly Themes
- d. Professional Development in Responsive Teaching

## 1. **Student Ambassadors:**

- a. Feedback on school theme and school rebranding
- b. Schoolwide themes and videos
- c. Culture and Climate Posters
- d. Student Survey Feedback
- e. Nutrition Services Taste Testing

## 1. **Student Handbook Understanding:**

- a. Elementary: Classroom Discussion
- b. Secondary: Schoology Course and Advisory Discussion
  - i. Title IX
  - ii. Bullying Policy
  - iii. Cell Phone Policy



## Desired Daily Experiences of Staff, Students, Families

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**Mission**

## Strategic Directions

**Student Experience**

**Mastery of Learning and Expectations**

**Student Pathways**

**Operations, Staffing & Finance**

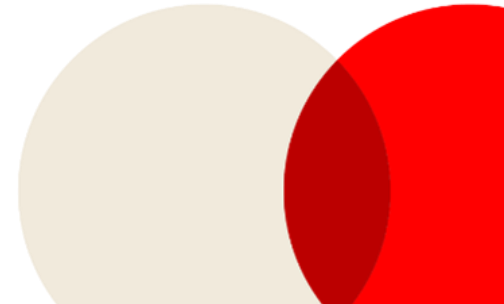
**Engagement & Partnerships**

**Desired Daily Experiences of Staff, Students, Families**



# Definition: Mastery of Learning and Expectations

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



# Mastery of Learning and Expectations – Strategies

1. Implementing a district wide process to support student learning where all students have access to the essential skills and knowledge required for success at the next grade level as part of their core instruction, and students are provided additional time and support to fill academic gaps based on their individual needs.
1. Personalize learning by empowering students with a wide selection of career and college-level courses, allowing them to tailor their education to their individual interests and future aspirations.

# Mastery of Learning and Expectations – Work Completed



## **1. Establish Multi Tiered System of Supports (MTSS)**

- a. Trained Leaders and Staff- Response To Interventions(K -12)
- b. Developed District MTSS Framework (K -12)
- c. Named and Identified school teams and roles
- d. Delineated TLS/Site Roles - Priority standards and benchmarks
- e. Assessments to support learning: Diagnostic/Screeners

## **1. Finalized Profile of a Graduate**

- a. Strong foundation of knowledge and the drive to connect that knowledge to the world around them.
- b. Embody the spirit of lifelong learning, constantly seeking opportunities to improve themselves, their community, and the world at large.
- c. Resilient, Communication, Critical Thinker, Socially Conscious



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# Definition: 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.



# Student Pathways and Supports – Strategies

1. Guarantee a strong literacy foundation for all students, by providing comprehensive training for all teachers across Early Childhood through 12th grade and beyond in the foundations of literacy.
1. Evaluating our Special Services delivery system to ensure all learners receive the support they need to succeed.





# Student Pathways and Supports – Work Completed



- 1. All teaching staff, Pre-K-12th grade participated in literacy training this school year.**
  - a. Early Learning-Elementary-CAREIALL: Advancing Language and Literacy
  - b. Grade 6-12 plus-OL&LA: Online Language and Literacy Academy
  - c. Grade 6-12 plus, specialists-ALS: Adolescent Literacy Solutions (ALS)
  
- 1. Partnered with Hanover Research to design and conduct Multi-District data review**
  - a. Special Education outcomes across Academics, Social Emotional, and Preschool early learning targets peer comparisons
  - b. Graduation Rate and Discipline Data peer comparisons
  - c. Caseload and Staffing model national comparisons



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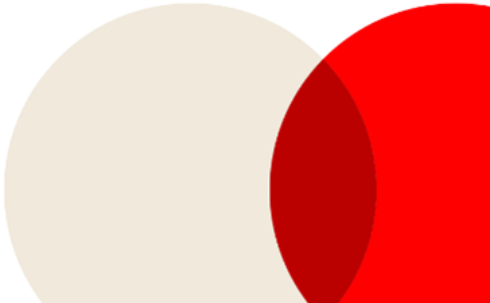
# Definition: Operations, Staffing and Finance



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

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# Operations, Staffing and Finance – Strategies

1. Facilities are maintained and updated to support the safe learning experiences of our students and staff.
  1. Sustainable and efficient staffing.
  1. Efficient use of district resources to ensure long-term fiscal sustainability.
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# Operations, Staffing and Finance – Work Completed



## **Operations:**

- Construction
- Bus IDs to track ridership
- Multi Factor Authentication

## **Staffing:**

- Professional development for non-licensed staff

## **Finance:**

- True Time: 1,065 hourly employees transitioned to electronic timekeeping system
- Continuous budget improvement process



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# Definition: Engagement and Partnerships



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

# Engagement and Partnerships – Strategies



1. Intentional outreach with a focus on improving multilingual communications to help engage families with their student's education in SoWashCo Schools.
2. Connecting with families to share important information through fun, engaging activities.
3. Community outreach through strategic partnerships to connect needs and resources within our SoWashCo Schools community.



# Engagement and Partnerships – Work Completed



- **Multilingual Supports**

- Launch new Language Line app for 24/7 interpreting services for conferences and family meetings
- Translated report cards
- Multilingual enrollment process
- Website translations in 7 languages
- Tools for families
- New to Country support campaign

- **Family Engagement**

- District Advisory and Affinity group meetings
- Early Childhood Family Education (ECFE) screenings
- Cultural events
- Literacy events

- **Community Engagement**

- Quarterly print newsletter
- Skoolie events
- Community Education Programing
- Volunteer opportunities
  - Growing the Read to Me program
- Food Rescue Program
- Generations Cafe



# District Vision Card

## Measuring the Desired Daily Experiences

# Vision Card – Data Sources Used



1. Student Academic Data
  1. Minnesota Department of Education (MDE)/District Policy
  2. Minnesota Student Survey (5th, 8th, 9th & 11th grade)
  3. Community Survey 2022(to be conducted in 2025 using Morris-Leatherman)
  4. District Survey (students, staff and families)

# Vision Card – Scoring Rubric

Requires intervention	Less than 59%
Making progress	59.5% to 69%
Continuous improvement	70% to 79%
Advancing toward vision	80% to 89%
Vision achieved	90% or greater

# Desired Daily Experiences of our Students

Experience	Data Source	Results	Category of Measure
I feel safe at school.	MN Student Survey	89 % of students	Advancing toward vision
At my school, teachers care about students.	MN Student Survey	90% of students	Vision achieved
I feel valued and appreciated by others.	MN Student Survey	62% of students	Making progress
I accept people who are different from me.	MN Student Survey	94% of students	Vision achieved
My experiences at school prepare me for the real world and explore options for the future.	Minnesota Comprehensive Assessments (MCA's)	Reading 2024 - 54.4% Math 2024 - 53.7%	Requires intervention Requires intervention
	ACT	English - 62% Reading - 50% Math - 42% Science 43%	Making progress Requires intervention Requires intervention Requires intervention

# Desired Daily Experiences of our Staff



Experience	Data Source	Results	Category of Measure
I am proud to work in South Washington Co. Schools where I feel ownership, value and invested in the collective mission of the classroom, programs, schools and district.	District Staff Survey - May 2025	---	TBD
I feel I am compensated competitively including salary and benefits.	District Staff Survey - May 2025	---	TBD
I work and learn in spaces that are physically and emotionally safe, equitable, resourced and welcoming.	District Staff Survey - May 2025	---	TBD

# Desired Daily Experiences of our Families

Experience	Data Source	Results	Category of Measure
How would rate the performance of teachers and instructional staff in South Washington County Schools?	Community Survey 2022	89%	Advancing toward vision
My child has the resources, staffing and materials that enable students to be successful.	District Family Survey - May 2025	---	TBD
I know how to access readily, services for communicating with my child's school.	District Family Survey - May 2025	---	TBD
I receive communication in my preferred language.	Community Survey 2022	73%	Continuous improvement

# Desired Daily Experiences for our District



Experience	Data Source	Results	Category of Measure
Our district will achieve financial stability.	Policy 714 - Fund Balance Policy	17.2 unrestricted fund balance (Policy set at 16.6 by the end of 2026)	Vision achieved
I am satisfied with the school districts decision making progress.	Community Survey 2022	73%	Continuous improvement
The school board and administration do a good job of involving community leaders, parents and interested citizens about our schools.	Community Survey 2022	68%	Making progress
Students will graduate high school in 4 years	Minnesota Department of Education (MDE)	92% (2023 graduation cohort)	Vision achieved



## Desired Daily Experiences of Staff, Students, Families

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**Desired Daily Experiences of Staff, Students, Families**

# Strategic Planning Next Steps

1. Review data from the conclusion of the school year to determine effectiveness and next steps.
1. Share a copy of the updated Vision Card (one pager) with the Board and post online for our community and families.
1. Continue to work with and meet with district directors to review and discuss the work of the district.

Questions?