



# Superintendent Update- Strategic Planning

February 23, 2022

# Timeline

Sept 2020	Discussions and preparations for Strategic Planning
April 2021	Began Strategic Planning work
June 2021	School Board Strategic Planning, Mission, Vision, and Core Values
July 2021	School Board approved Strategic Plan components and 3 year work plan
July-August 2021	Administration solidified first Action Plans
October 2021	Superintendent evaluation including goal from Strategic Plan
November 2021	First board update as per the superintendent evaluation timeline
February 2022	Second board update as per the superintendent evaluation timeline





## Our Vision of Desired Daily Experiences for Students, Families, and Staff

### I am valued, respected, and accepted for who I am

- I feel safe physically and emotionally at school, and my gender, race, and language are accepted
- I have a voice and some choice in my learning and am listened to by adults and my peers
- My learning, mental health, emotional, and physical needs are known and supported in school
- I have good friends at school, and we have time to be together during the school day
- I am engaged in my learning and I enjoy it

### I have opportunities to engage in real and relevant learning for me

- I have a wide array of academic, activities, arts, athletics, and career choices, in a variety of learning venues,
- I am challenged in my learning and development as an individual, and supported to succeed
- I can take reasonable risks and use my mistakes and disappointments to learn
- I collaborate with others in projects and learning opportunities
- I feel ready and prepared for each next step in my learning at each grade, college, career, and life
- I have time and space to reflect, relax, and able to manage the stress of school and learning

### I am recognized and celebrated for my accomplishments in and out of school

- The staff know me, care about me, and easily interact with me
- School is fun, with recognition for both hard work and learning
- I have opportunities for involvement in my community

### I am valued, respected, and accepted for who I am

- I feel safe physically and emotionally at work
- I make a positive difference everyday in the lives of students and families
- I have the drive and tools to connect and guide every student with what they need
- I have time to collaborate with my colleagues and am prepared to do my work

### My work and development is real and relevant for me

- I have the needed resources and development to do my job well
- I feel empowered to take reasonable risks in innovation and improvement
- I'm a learner and am provided honest, effective, and consistent feedback
- I work within my circle of influence and circle of control.

### I feel that I am supported to do well and recognized for my contributions and gifts I bring

- I feel supported by colleagues, administration, and families
- I feel informed about my work and district and have easy, consistent access to information where and when I need it
- I feel empowered to take risks for innovation and continuous improvement
- My voice and input matters and is valued
- My work and contributions are recognized and celebrated



### I am valued, respected, and accepted for who I am

- I trust the people who are responsible for my child's learning
- I feel listened to, respected and safe when I interact with the school as a partner in my child's learning
- I am confident that my child's diversity and uniqueness is valued

### I am engaged in my child's learning and know my roles, expectations, and how to navigate the school district and its processes

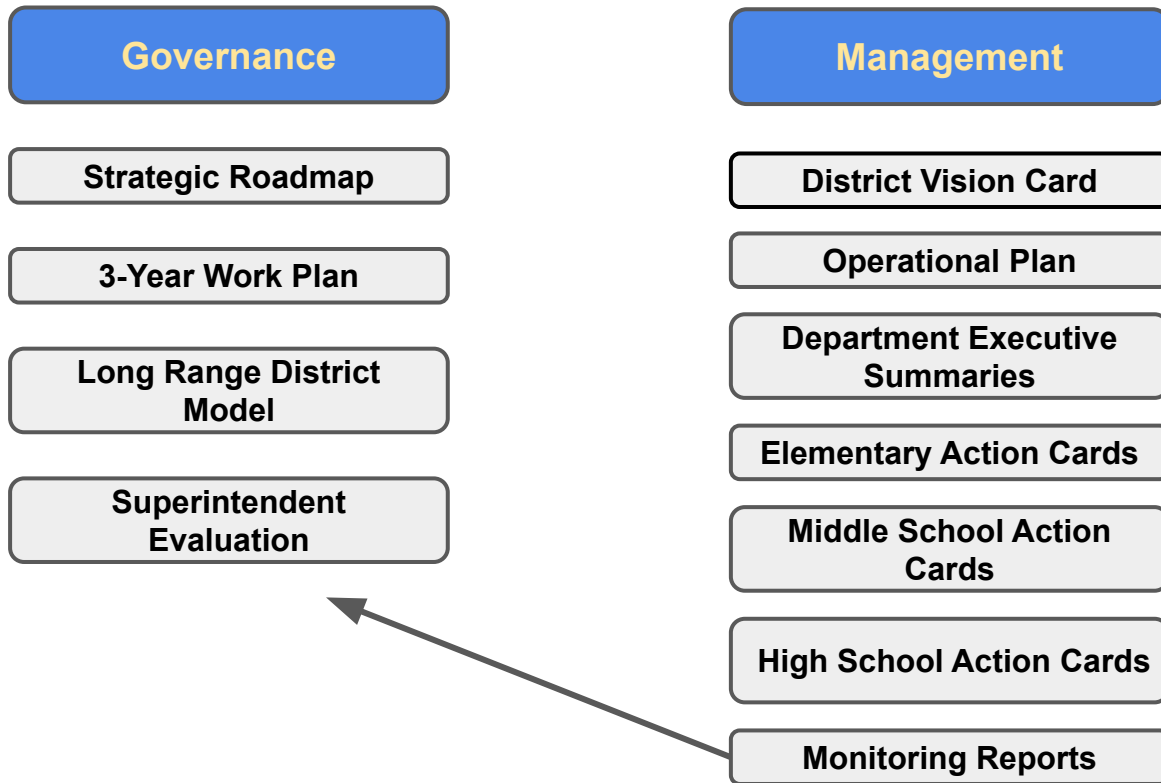
- I am invited to participate and welcomed
- I have a voice and my input is valued
- I am well informed about what's going on in my child's classroom and school, as well as the district with easy, consistent access to information
- I have a voice and choice in my child's learning options and venues
- I hear consistent messages from the staff, the school, and the district
- I feel supported and know how to access resources and information

### I am confident my child is safe, accepted, valued, cared for, and supported academically, socially, and emotionally by all staff in the district

- My child is safe, respected, and accepted
- I am confident that my child's teacher knows and cares about my child and supports their growth as a learner.
- My child's emotional, mental health, physical, and learning needs are known, supported, and addressed by staff and district services
- My student will be prepared and ready for each step in their learning
- My child is celebrated as an individual and for her/his accomplishments
- My child is excited about school on most days



# How Everything Fits Together...





**INDEPENDENT  
SCHOOL  
DISTRICT 200**

## STRATEGIC PLAN

ONE MISSION. SEVEN CORE VALUES. ALL LEARNERS.



### MISSION

*Our Core Purpose*

**We Care  
We Empower  
We Achieve**

Students are the heart of all we do

### OUR CORE VALUES

*Drivers of Our Words and Actions*

- 1 **Student-Centered** - Students at the heart of our words, actions, and decisions
- 2 **Compassion and Respect** - How we treat each other daily
- 3 **Agility** - Building capacity and skill to proactively respond to the signs of the times, the conditions, and the needs of oneself and others
- 4 **Innovation** - Constantly striving to improve and to creatively address challenges and opportunities
- 5 **Voice and Choice** - Expressing one's experiences and pursue one's passions
- 6 **Partnership** - Seeking to connect, to engage, to leverage the assets and interests of others to improve our students, schools, and communities
- 7 **Empathy** - Aspiring to understand and share the feelings of another

### VISION

*What We Intend to Create*

**Hastings Public Schools is The Choice of Families for:**

#### **A Caring and Inclusive Culture for All**

- Safe, accepting, and respectful schools where individual uniqueness, talents, and interests are nurtured
- One's voice is expressed, heard, and valued
- A united and resilient culture of family and community

#### **That Empowers Students, Families, and Staff**

- Opportunities and choices are accessible and diverse
- Community collaborations and connections are abundant, robust, and engaging
- Service and support to school and community is energized, recognized, and celebrated

#### **Focused on Achievement and Engagement in All We Do**

- All students and staff realize the depth and breadth of their passions and are supported academically, socially, and emotionally to achieve
- Learning and development as a whole person is energizing, empowering, engaging, and excelling for students and staff

### STRATEGIC ANCHORS

*Drivers of Our Continuous Improvement*

- A. Engaged Learners**
- B. Effective Operations**
- C. Communication and Collaboration**



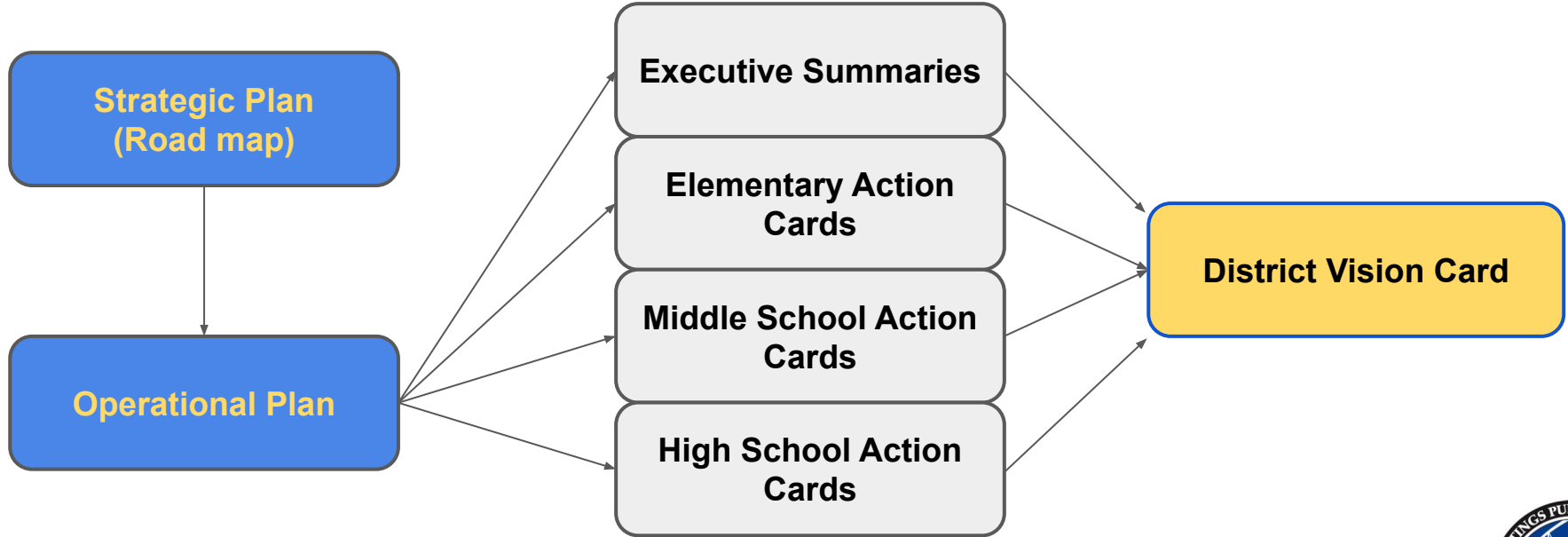


## School Board Governance Workplan July 2021

Key Roles	2021/22 SY	2022/23 SY	2023/24 SY
<b>District Policy</b>	<ul style="list-style-type: none"> <li>• 1/3 District Policy Review</li> <li>• Discipline Policy</li> </ul>	<ul style="list-style-type: none"> <li>• 1/3 District Policy Review</li> <li>• Graduation Requirement Policy</li> </ul>	<ul style="list-style-type: none"> <li>• 1/3 District Policy Review</li> </ul>
<b>Operations Oversight and Long- Range Planning</b>	<ul style="list-style-type: none"> <li>• Budget Approval</li> <li>• District Long Range Model / Goals</li> <li>• Operational Plan Monitoring Reports</li> <li>• District Sizing to Enrollment and Trends</li> <li>• Student / Staff Mental Health Resourcing</li> <li>• Secondary (Gr 5-12) Programmatic Review</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Approval</li> <li>• District Long Range Model / Goals</li> <li>• Operational Plan Monitoring Reports</li> <li>• District Sizing to Enrollment and Trends</li> <li>• ALC</li> <li>• Secondary (Gr 5-12) Programmatic Review</li> <li>• Bond Expenditures Completed</li> <li>• Facilities Building with City</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Approval</li> <li>• District Long Range Model / Goals</li> <li>• Operational Plan Monitoring Reports</li> <li>• District Sizing to Enrollment and Trends</li> <li>• Todd Field and Hwy 55 Planning Starts</li> </ul>
<b>Board Operations and Development</b>	<ul style="list-style-type: none"> <li>• School Board Annual Evaluation (Design)</li> <li>• Board 3 Year Governance Workplan</li> <li>• 3 Board Seats</li> <li>• New Board Member Training</li> <li>• Board Election Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• School Board Annual Evaluation</li> <li>• Board 3 Year Governance Workplan</li> <li>• Board Candidate Recruitment</li> <li>• Board Member Deep Learning</li> </ul>	<ul style="list-style-type: none"> <li>• School Board Annual Evaluation</li> <li>• Board 3 Year Governance Workplan</li> <li>• 4 Board Seats</li> <li>• New Board Member Training</li> <li>• Board Member Deep Learning</li> </ul>
<b>Superintendent Relations and Development</b>	<ul style="list-style-type: none"> <li>• Superintendent Evaluation</li> <li>• District Quarterly Benchmark Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent Evaluation</li> <li>• District Quarterly Benchmark Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent Evaluation</li> <li>• District Quarterly Benchmark Reports</li> <li>• Superintendent Agreement</li> </ul>
<b>Public Engagement</b>	<ul style="list-style-type: none"> <li>• Legislative Action Committee (Design)</li> <li>• Community Communications</li> <li>• Choice Enrollment Engagement and Learning</li> <li>• Technology Levy Option</li> </ul>	<ul style="list-style-type: none"> <li>• Legislative Action Committee</li> <li>• Community Communications</li> <li>• Choice Enrollment Engagement</li> <li>• Levy Renewal</li> <li>• Schedule/Transportation/Budget Options</li> </ul>	<ul style="list-style-type: none"> <li>• Legislative Action Committee</li> <li>• Community Communications</li> <li>• Choice Enrollment Engagement</li> </ul>



# How Everything Fits Together...



# Internal Components

## Operational Plan

- Strategic Anchors
  - Engaged Learners
  - Effective Operations
  - Communication and Collaboration

## Executive Summaries

- Each Director
  - Past 12 months
  - Next 90 days
  - Next 12-15 months

## Elementary Action Cards

- Literacy
- Social Emotional Learning
- Student Engagement

## Middle School Action Cards

- On Track Academically
- Student Engagement
- Clarity of Direction

## High School Action Cards

- Relationships with Adults
- 9th Grade Success
- Student Engagement







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### OPERATIONAL PLAN – Responsive by Design

We will strive to create an inclusive culture for all that empowers our students, families and staff in order to optimize options for student success, lean into creativity and innovation, and increase the district's ability to be nimble in response to emerging influences while aligning to our district mission.

#### STRATEGIC ANCHOR – Engaged Learners

We will align the World's Best Workforce, TDE, departmental executive summaries, and school improvement plans, to guide instructional practices and learning outcomes. We will also work to develop the mindsets of adults in our system to raise levels of engagement of students, as well as personalization, and responsiveness to students through:

- Mental Health** – Continue to align support for both students and staff. Continue to work with community agencies to strengthen prevention of, and response to, the social emotional/mental/chemical health needs of our students.
- Literacy** – Continue to strengthen alignment and practices in literacy curriculum and instruction.
- Culturally Responsive Classroom and Curriculum** – Continue to train our staff to be culturally responsive to the learning needs of our students while developing a focus on anti-racism and equity for all.
- Student Engagement** – Create accessible, flexible, and rigorous classroom experiences to meet the varied needs and learning styles of students throughout their journey from pre-k to career and college readiness.
- Access to Effective Instruction** – Develop and improve our learning and assessment practices through alignment of Teacher Development and Evaluation, coaching practices, and a focus on Professional Learning Communities.
- Aligned Continuum of Services** - Develop a strong multi-tiered system of tier I, II, and III supports preK-12 as well as positive behavioral support

#### STRATEGIC ANCHOR – Effective Operations

We will improve the effective management and alignment of human, financial, and physical resources through:

- Program Alignment** - Develop K-12 alignments of content areas. Coordinate and align educational experiences between early childhood services and elementary schools.
- Teacher Recruitment and Retainment** – Design and develop innovative ways to attract excellent candidates. Focus on recruiting a diverse staff.
- Resource Alignment with Programs** – Find efficiencies in and develop systemic alignment between resources and program design, curriculum, instruction, and assessment.
- Technology and Design** - Improve desirable utilization of technologies for learning in a sustainable manner. Support technology for learning, while promoting just-in-time accessibility for all. Define LMS and Data warehousing.
- Access to Professional Development** - Design timely and innovative professional development with a focus for continuous improvement.
- Facilities** - Ensure facilities and grounds reflect the level of care and attention we have for learning.

#### STRATEGIC ANCHOR – Communication and Collaboration

We will expand and strengthen connections with our community and families, as a means to support the engagement of students in an equitable experience through:

- Social Media** - Expand outreach opportunities to the community while positively promoting the district.
- Communications Alignment** - Improve communication at all levels with stakeholders, and expand to those who are typically untapped in our community.
- Community Engagement** - Investigate and develop strategies for outreach. Expand opportunities for the community to engage in conversations with district leaders and staff around the challenges and opportunities facing our schools. Expand translation services for families.
- Networked Improvement Communities** - Actively engage in collaboration as an internal leadership team and with leading local and national school districts and organizations, to continuously improve the student experience.

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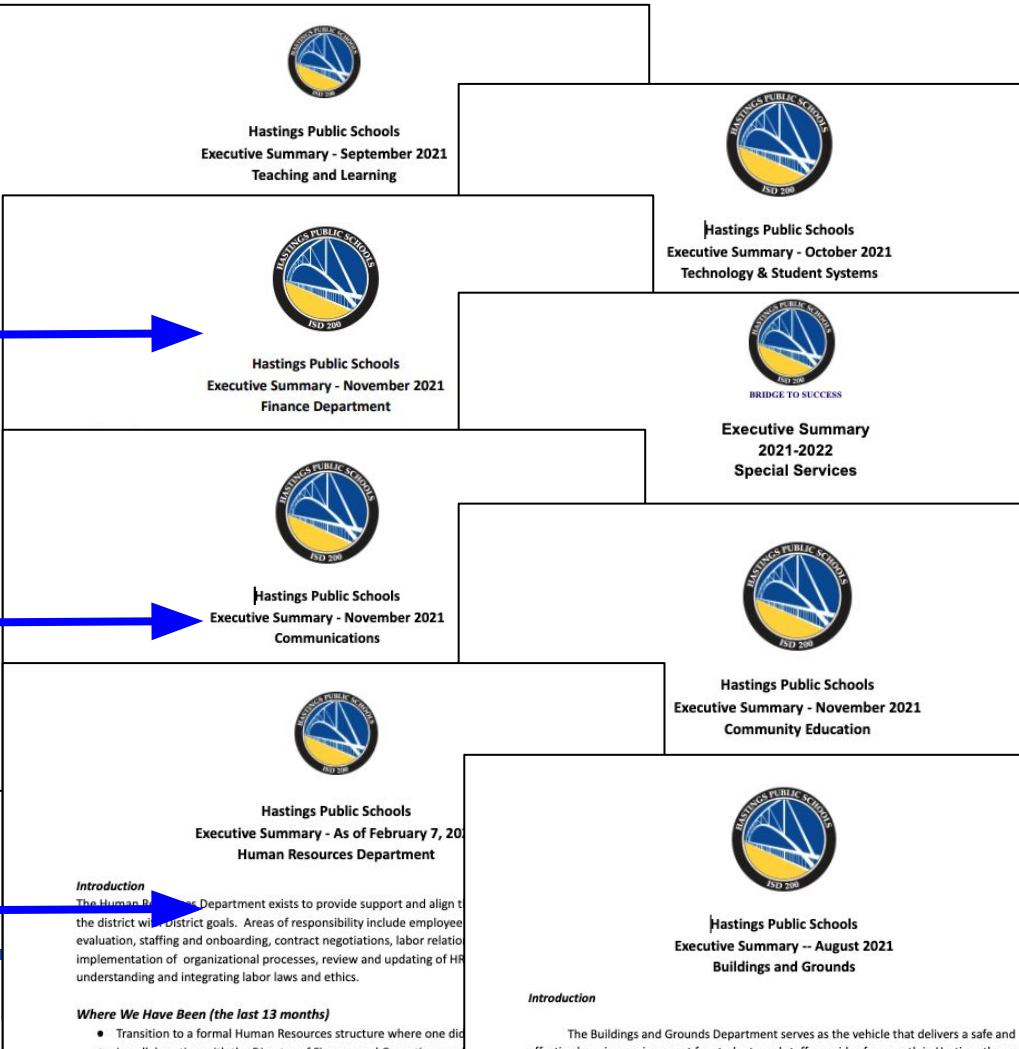
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**Introduction**  
 The Human Resources Department exists to provide support and align the district with district goals. Areas of responsibility include employee evaluation, staffing and onboarding, contract negotiations, labor relation implementation of organizational processes, review and updating of HR understanding and integrating labor laws and ethics.

**Where We Have Been (the last 13 months)**

- Transition to a formal Human Resources structure where one director

**Introduction**  
 The Buildings and Grounds Department serves as the vehicle that delivers a safe and

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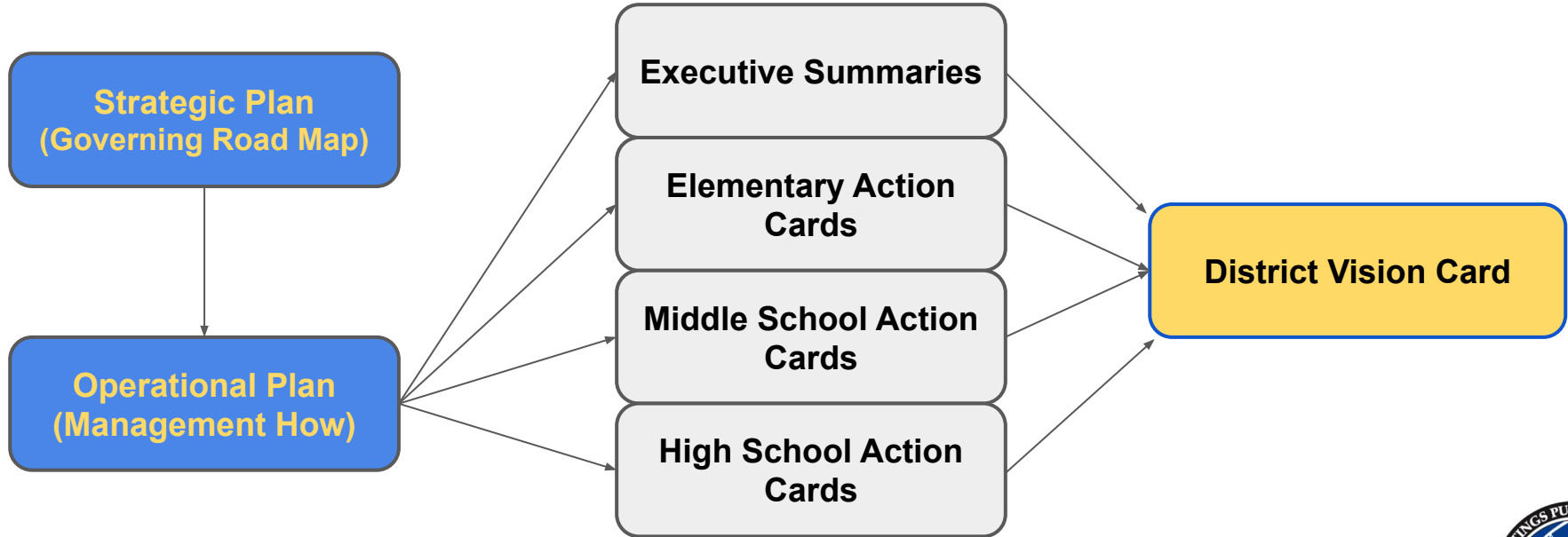
School or Department Name: Pinecrest Elementary School		ACTIONCARD for Key Strategic Initiatives	
Step 1: Name of Initiative / Project: Literacy Owner:			
Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)		Behaviors, practices, language, beliefs, assumptions that need to change for implementation success	
<ul style="list-style-type: none"> <li>Teachers have a clear vision of what is expected/best practice in whole-group instruction, guided reading time, word study time, and for foundational skills.</li> <li>Students are highly engaged in literacy activities throughout the school day that meet their needs and keep them moving forward in reading.</li> <li>Closure of the achievement gap</li> <li>Increased percentage of on-grade level reading performance on common assessments, MCAs, BAS, FastBridge, etc.</li> <li>Students love reading - read for enjoyment successfully!</li> <li>Literacy environment</li> </ul>		<ol style="list-style-type: none"> <li>It's another grade's problem.</li> <li>Not using just a curriculum to teach *Making Meaning does not hit all of the standards</li> <li>Reading/Writing is stand alone-not a part of everything</li> <li>Growth is based on starting point, not believing student growth can be accelerated.</li> <li>Not all students can read at grade level.</li> <li>We just need the right resources and everything will be fine.</li> </ol>	

School or Department Name: Hastings Middle School		ACTIONCARD for Key Strategic Initiatives	
Name of Initiative / Project: Students On-Track Academically (aligns with Vision Card item #1)			
Owner: HMS Admin Team and HMS Leadership Team			
Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)		Behaviors, practices, language, beliefs, assumptions that need to change for implementation success	
<ul style="list-style-type: none"> <li>95% of our students at HMS are passing all of their classes.</li> </ul>		<ol style="list-style-type: none"> <li>What does a grade mean?</li> <li>Changing the percentage instead of the practice.</li> <li></li> <li></li> </ol>	
Step 4: Key Steps	Who	When	Speed Bumps and Contradictions

School or Department Name: HHS		ACTIONCARD for Key Strategic Initiatives	
Step 1: Name of Initiative / Project: 9th Grade Success Owner: Mike Johnson, Site Leadership Team & Goals Team at strategic planning			
Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)		Behaviors, practices, language, beliefs, assumptions that need to change for implementation success	
<ul style="list-style-type: none"> <li>Reduction in grades of No Credit and missing work</li> <li>More engagement in academics, athletics, activities, clubs</li> <li>Better attendance, increased grades</li> <li>More students in higher level classes</li> <li>Students “know how” to do school</li> <li>Students have confidence in college/career readiness</li> </ul>		<ul style="list-style-type: none"> <li>9th teachers “all in” and together</li> <li>Planner, focused notes, organization, etc. not optional</li> <li>Use common AVID and WICOR strategies</li> <li>Owning data of student work - completion/performance</li> <li>Staff collaboration not optional</li> <li>Students and parents orientation together to learn how to do school at HHS</li> </ul>	
Step 4: Key Steps	Who	When	Speed Bumps and Contradictions
Increase capacity of Raider Study Center	Mike J & Anne S	For fall 2021	<ul style="list-style-type: none"> <li>Content give up front</li> <li>meeting time</li> <li>what are we measuring and how will we know</li> <li>what is organization</li> <li>staff uncertainty/uncomfortable with change</li> </ul>
Summer vision group of staff to plan	Goals Team	Summer 2021	
Fall training	Mike, SD Team	Fall 2021	
ID 9th grade teachers	Paul, Jodi	Friday	
PLC and collaboration structure	SD Team, new T&L director, admin	August 2021	
Why to staff	Mike, 9th team	Spring 2021, Fall 2021	
Shift from skill acquisition to higher level thinking and WICOR use	9th team and SD team	Fall 2021 and recurring PD during the year	
Gather data - NC's attendance for 2020-21	Mike, admin, Julie	Summer 2021	
Develop efficacy student survey	9th team	Fall 2021	
Step 2: Current Reality	Narrative and Numbers		Use the Whole System View



# How Everything Fits Together...



	<b>What We Are Tracking</b>	<b>How We Are Measuring</b>	<b>Data Reports Available</b>	<b>Baseline (2021-22)</b>	<b>Trend Line</b>
<b>Success With Students</b>	<b>Percent Of K-12 Students "On-Track To Graduation"</b>	MCA Reading Grades 3-10	Summer		
		NWEA Reading Grades 5-8	Spring		
		PSAT Grade 11	Summer		
		ACT Grades 11 and 12	Summer		
		Graduation Rate	Summer		
		Passing/Failure Rates Grades 5 - 9	Spring		
	<b>Achievement Gap</b>	MCA Math, Reading, Science	Summer		
		Secondary Credit Recovery	Summer		
		Student Enrollment: College In the Schools, Career & Tech, Advanced Placement	Spring		
	<b>Student Attendance</b>	Chronic Absences	Spring		
<b>Read Well By 3rd Grade</b>	Benchmark Assessment System	Spring			
<b>Student Engagement</b>	Annual Survey and Walk-through Longitudinal Data	Spring			
<b>Mental Health</b>	Students Accessing Recurrent Support Services, Depression Screener	Spring			
<b>Student Participation In Activities/Athletics</b>	Percentage of Student Participation	Spring			
<b>Success With Staff</b>	<b>Staff Satisfaction</b>	Annual Staff Survey	Spring		
	<b>Staff Attendance</b>	Measurement of Absenteeism- (certified and non-certified)	Spring		
	<b>Highly Trained Staff</b>	Percentage of Highly Trained Staff	Spring		
<b>Success With Families</b>	<b>Family Engagement / Untapped Families</b>	Annual Family Survey, Yearly Points of Contact, Engagement in School Activities	Spring		

# Kennedy, McAuliffe, Pinecrest Elementary Action Card Update

1. Literacy - Read Well by 3rd Grade and Achievement Gap
  - a. Curriculum alignment
  - b. Word study
  - c. Whole group instructional practices
  - d. Small group instructional practices
  
2. Social/Emotional Learning - Mental Health
  - a. Second Step Social/Emotional curriculum
  - b. School-wide behavior expectations
  
3. Student Engagement
  - a. Districtwide walkthroughs using 5D+ Rubric





# Hastings Middle School Action Card Update

1. Students academically on track—On Track to Graduation
  - a. Students earning passing grades in all their classes
  - b. Recovery Services for students behind
  - c. Revisiting & clarifying our pyramid of interventions
  
2. Student Engagement
  - a. Districtwide walkthroughs using 5D+ Rubric
  
3. Clarity of communication/direction (Stakeholders, staff, HMS community)--Staff Satisfaction, Family Engagement
  - a. HMS Happenings newsletter to families
  - b. Staff Raider Wrap newsletter
  - c. Focus on most effective ways to communicate with students and families



# Hastings High School Action Card Updates

1. 9th Grade Success - College-Career Ready - On Track to Graduation and Achievement Gap
  - a. 9th Grade Success - reduced failure rates
  - b. Secondary Credit Recovery options
  - c. Raider Connect Time - flexibility for student agency
  
2. Advisory - Connecting Students and Adults - Mental Health and Student Participation in Activities/Athletics
  - a. Daily advisory time and activities
  - b. Students as role models and leaders
  - c. Activities Fair and promotion of all student organizations and sports
  
3. Student Engagement
  - a. Districtwide walkthroughs using 5D+ Rubric
  - b. AVID program implementation and training of staff members



# Next Steps

1. Data collection
2. Action Card and goal reflections
3. Operational Plan reflections and adjustments
4. Vision Card reflections and adjustments
5. 2022-2023 goal establishment



# Questions?

