

Classroom To Boardroom

Comprehensive Strategic Planning

School Board Meeting Update

December 6, 2022

Purpose

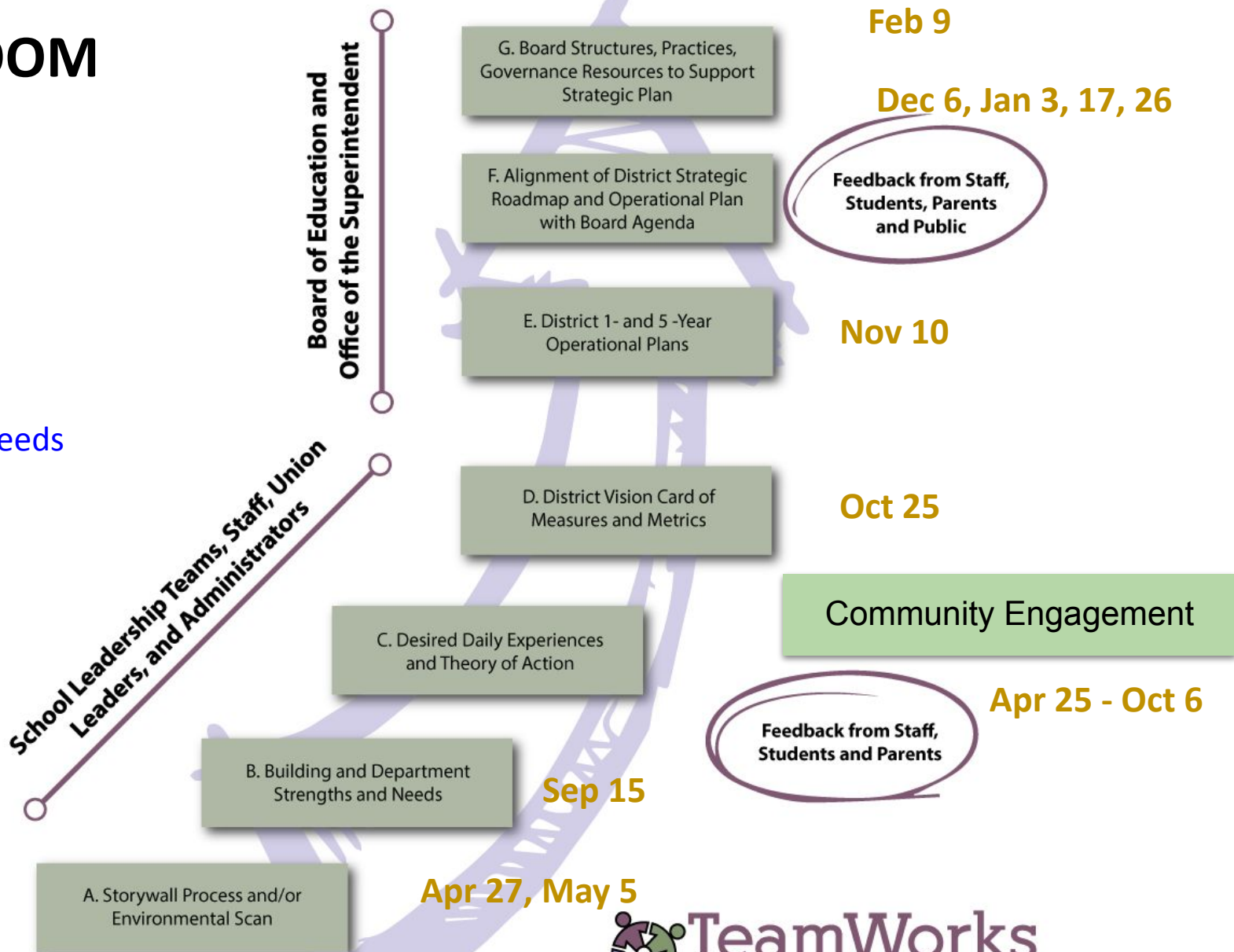
- Provide a review of the Classroom to Boardroom process
- Provide an update on work completed to date
- Share draft Desired Daily Experience statements
- Share key next steps and timeline
- Strategic Roadmap
- Questions

CLASSROOM TO BOARDROOM STRATEGIC PLANNING PROCESS

- Assessing Our Reality
 - Storywall
 - Environmental Scan
 - Building and Dept Strengths & Needs

- Describing Our Vision
 - Desired Daily Experience
 - Theory of Action
 - VisionCard

- Setting Our Strategic Plan
 - 3-yr Operational Plan
 - School Improvement Plans
 - 3-yr Board Agenda

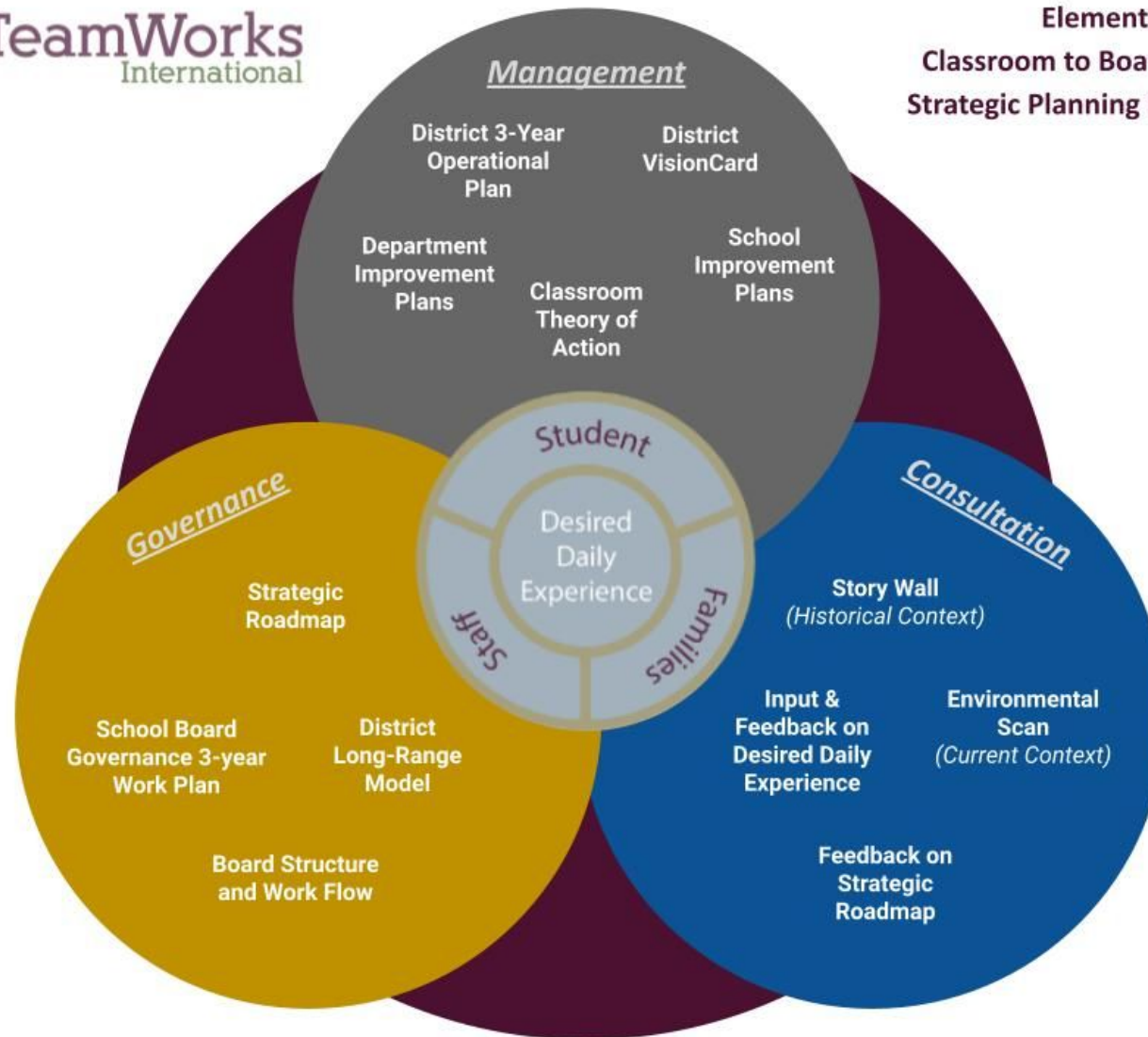


Additional Dates and Sessions

- School Board and Public Updates
 - February 28
- School and Department Improvement Plans with ActionCards
 - February 13



Elements of the Classroom to Boardroom Strategic Planning Process




Storywall

Time Periods

- 1993-2004
- 2005-2011
- 2012-2016
- 2017-2019
- 2020-Present

For each time period:

- Key influential events
- Behaviors encouraged / rewarded
- Characteristics of successes
- Characteristics of challenges
- Lifecycle

Period	Major Events/Actions of Duluth Public Schools	Observations/Characteristics	Lifecycle(s)
1993 To 2004	<ul style="list-style-type: none"> • 1st Gulf War – students’ parents deployed to war • 9/11/2001 – housing market impact, school lockdowns began, stock market decline – concerns about finances • Central 7-12 school 1993 • Many more school sites (Cobb, Chester, Birchwood, Washington Jr. Central, Woodland, Morgan Park, Washburn, Lakeside, Nettleton, Lincoln MS, Piedmont) • Bubble sheets • STC/VoTech, LSC – 1995 • Internet introduced (web sites) • Carbon copies (sp. Ed.) • TV on a card with VHS • 2001 funding formula from state • Budget retrenchments (from state) • 16,000 students / 1200 teachers • Less competition • Edison 1997 (started by superintendent) • Magnet schools (music, language, science / math) • Nonstandard spending (tech, SpEd, specialists) • Columbine – 1999 • Reg Noland • Mark Myles 94-98 (different focus) • Julio Almonza 98-05 (different focus) • Hiring policies varied • Lots of volunteers from community • Start of police liaisons (low key presence) • Resource competition • Grade level meetings – different decisions in schools • More administrators in elementary schools / fewer in high school • Smaller class sizes • Lunch tickets • Desegregation money – EEAC made funding decisions • Sp. Ed. Service no core or co-teach least restrictive • Greater public respect for teaches • 2001 – NCLB, OBE • 2004 – HS 7 period day to 6 period day • Job market? 	<p>Most Influential Events</p> <ul style="list-style-type: none"> • Edison Opening <p>Behaviors Encouraged/Rewarded</p> <ul style="list-style-type: none"> • Competition (internal within each school and external (community)) <p>Characteristics of Successes</p> <ul style="list-style-type: none"> • Technology <ul style="list-style-type: none"> ○ Efficiency ○ Autonomy ○ innovation <p>Characteristics of Failures</p> <ul style="list-style-type: none"> • Top-down • Accountability <ul style="list-style-type: none"> ○ Stress on teachers ○ Initiatives ○ Mandates ○ Unfunded ○ Standardization ○ Constant change ○ Stress on students 	Start of decline – past stability

Environmental Scan

Key Trends and Influences

Edge and Emerging

- Student/staff increasing social/emotional needs
- Societal influences and political landscape impacting district direction
- Continuing divide across district
- Evolving student options and performance
- Changing employment trends

Established and Ebbing

- Student choice and shifting approaches to school programming
- Continual divide within community based in shifting political landscape and inequities
- Increasing challenges with current and future resources
- Increasing employment challenges impacting diversity and experience of staff to fill positions

Desired Daily Experiences

The focus is to describe the desired daily experiences of the district's three primary stakeholder groups — students, families and staff — as articulated by the stakeholders who participated in input sessions between April 25 and May 16, 2022.

Eight groups of middle and high school students representing a variety of achievement levels, student involvement, and race, ethnicity and gender. About **125** students participated in the sessions. The schools represented were:

- Ordean East and Lincoln Park Middle Schools (4)
- Duluth East and Denfeld High Schools (4)

Desired Daily Experiences

Eight family groups, including about **30** parents, representing students in all grades and a variety of student achievement and involvement.

The family group sessions were:

- Early Childhood, Elementary, Secondary, Education Equity Advisory Committee

Five groups of staff representing all grades and a variety of positions across the school district. About **45** staff members participated in the group conversations. Group sessions were as follows:

- Licensed staff, Non-licensed staff

Desired Daily Experiences

Four community engagement sessions were opened to the public which included staff, families, and community members.

Approximately **45** participants engaged in these sessions located at:

- Ordean East Middle School
- Lincoln Park Middle School
- Denfeld High School
- Duluth East High School

Draft Desired Daily Experiences - Students

I am accepted, cared for, and respected regardless of the color of my skin, how I identify or my beliefs.

- I have multiple options for courses including “real life” classes and extracurricular activities.
- Staff and teachers keep me safe, believe I can succeed, hear my voice, and support me.

I enjoy school, have fun, and feel like I belong.

- I feel connected to my classmates and the staff.
- My school meals have a variety of options and I am given enough time to eat and socialize.
- I have access to physical and mental health support at school.
- I know what is expected from me and know that I am treated fairly if I make a mistake.
- Important information is shared and is accessible to me.

Draft Desired Daily Experiences - Families

My child's school values equity, diversity and inclusivity.

- My child feels welcomed, seen, heard, engaged and happy at school.
- My family has a sense of belonging with the school community where we feel welcomed by school staff and other families.
- My voice is heard and I am informed through multiple communication methods.

My child's school provides relevant and engaging academic learning experiences that support multiple pathways.

- My child has equitable access to many activities before, during, and after school.
- My child has access to resources that support their mental health and social-emotional learning.
- My child has class sizes that allow for individualized attention to meet their needs.

My child is treated respectfully when they make mistakes.

Draft Desired Daily Experiences - Staff

I am part of a diverse workforce that values relationships, teamwork, and inclusivity.

- I have systems and equitable resources to sustainably support students' academic, social-emotional/behavioral, and socio-economical needs
- We have class sizes and caseloads that allow us to reach students' individual, social-emotional/behavioral and academic needs.

I enjoy my job and find it fulfilling.

- I have dedicated and adequate time during my workday to collaborate, prepare, connect with colleagues and grow professionally.
- I have access to and the ability to use current, relevant, educational resources and technology.
- I am provided with resources to support safety at my site for all staff and/or students.
- I have quality, meaningful professional development opportunities to support my role.
- I receive clear, timely, and relevant communication.
- I am a valued voice in the decision-making process with my colleagues and administration.

Process and Next Steps Update

- Next Session - January 4, 2023
 - Finalize Draft Desired Daily Experiences
 - Finalize District Theory of Action
 - Finalize Draft Vision Card
 - Finalize District Operational Plan



District Strategic Roadmap

Mission, Vision, and Core Values

Mission

Duluth Public Schools is working to inspire **every student** to achieve their potential and preparing students to lead **productive, fulfilling lives** as citizens of Duluth and the wider world.

Mission Statement

1. **Who do you serve?**
2. **What do you specifically do for those you serve?**
3. **Why do you do what you do?**
4. **How do you do what you do?**

Vision

We will build on our shared beliefs and values of unity, high achievement and responsible use of resources to create Duluth Public Schools and classrooms that are safe, supportive and inclusive. We will work to inspire every student to achieve their potential, and prepare students to lead productive, fulfilling lives as citizens of Duluth and the wider world.

Working together as educators, parents and citizens, we can make a difference for every student, every day.

Vision Statement

Culture

- If you talk with a neighbor or a parent on the sideline, what will you be saying about school district academics?
- What will student to student relationships be like? Student and staff? Staff and family?
- In three years, what will you be most proud of in our schools?

Work

- What will be a premier program that people will be talking about in the school district?
- What resources or instruction will you see in the classroom that will prove the district is serving the Desired Daily Experiences of students, staff, families?
- Walk through the future facilities plan for 2025 – what will make you smile?
- What will staff say about their work and professional development?

Organization

- What are 3 words that describe how the board is supporting the academic model?
- What will communication about academics be like between school and home?
- What great things will be said internally about the academic focus of the schools?
- What will the external community and realtors say about the school's academics?

Core Values

- Teachers and staff are highly qualified and diverse, providing opportunities for students of every culture and ability to be successful.
- Schools are safe, respectful, caring environments for children and adults.
- We are closing the achievement gap by using best practices and by partnering with community, state and national organizations to bring the best possible education to our children.
- Class sizes are suitable and appropriate to students' development and needs.
- A wide range of enriching activities and curriculum are provided for students before, during and after school.
- Our schools serve as community resources for residents of all ages.
- Strategies are sought to reduce costs and increase funding; people inside and outside schools are regularly invited to share ideas and creative options.
- People inside and outside schools feel comfortable asking questions and sharing concerns and feel satisfied that they are heard.

Core Values

Beliefs

- Beliefs don't need proof
- Beliefs are assumptions we make about others and ourselves
- Beliefs grow from what we experience and think about
- Beliefs affect our morals

Core Values

- Values stem from our beliefs
- Values govern the way we behave
- Values are things we deem important
- Values affect behavior and character

Robyn Roste - "What's the Difference between Beliefs and Values?"

Core Values

Accountability: *To fulfill one's roles and responsibilities and be responsive to the results.*

Adaptability: *engaging in flexible, continuous and purposeful change grounded in data*

Collaboration: *working together for common goals*

Collaboration: *operating with a preference and capacity for partnership across our community*

Community: *it's about all of us, all the time*

Compassion: *to show empathy, generosity, kindness, patience and sensitivity*

Courage: *facing challenges with hope & persistence*

Courage: *to do what is right and to support each other in courageous thought and action*

Engagement: *showing up fully present with a Mission-focus and Values-driven attitude*

Excellence: *to be our best, expect our best*

Excellence: *high expectations for all and in all we do*

Excellence: *to be inspired daily to become the very best we can be*

Excellence: *A relentless and intentional effort in continuous improvement.*

Expectations: *I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community*

Innovation: *finding new way to excel*

Core Values

Integrity: *I will do the right thing...even when no one is looking*

Integrity: *by staying true to our convictions in all that we say and do even when no one is watching*

Integrity: *Doing the “right thing” at all times with honesty and authenticity*

Integrity: *Always aligning our actions with our values and beliefs.*

Kids First: *Students’ diversity and needs drive decisions and actions*

Knowledge: *Skilled in accessing, navigating and using a broad array of facts and viewpoints from a global perspective*

Learning: *Continuous, meaningful, and challenging effort that results in student success.*

Partnership: *I will engage in relationships and action which empowers learning for ALL*

Partnership: *Together, we achieve more than alone*

Respect: *I will honor the uniqueness of myself and others, treating others as we wish to be treated*

Respect: *pride in who we are, accepting of our differences*

Respect: *in thought and action for the individual, for humanity and for the global community we all share*

Responsibility: *Shared stewardship of and accountability for our words, acts, choices and results*

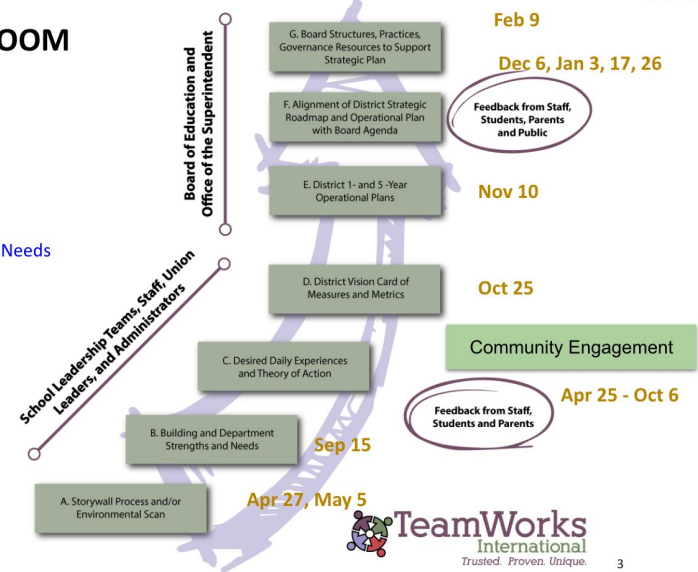
Responsibility: *Working together interdependently and collaboratively, learning from one another, entrusting one’s self interest to another, and taking ownership for our individual and collective actions and decisions.*

Strategic Directions

After final draft of operational plan

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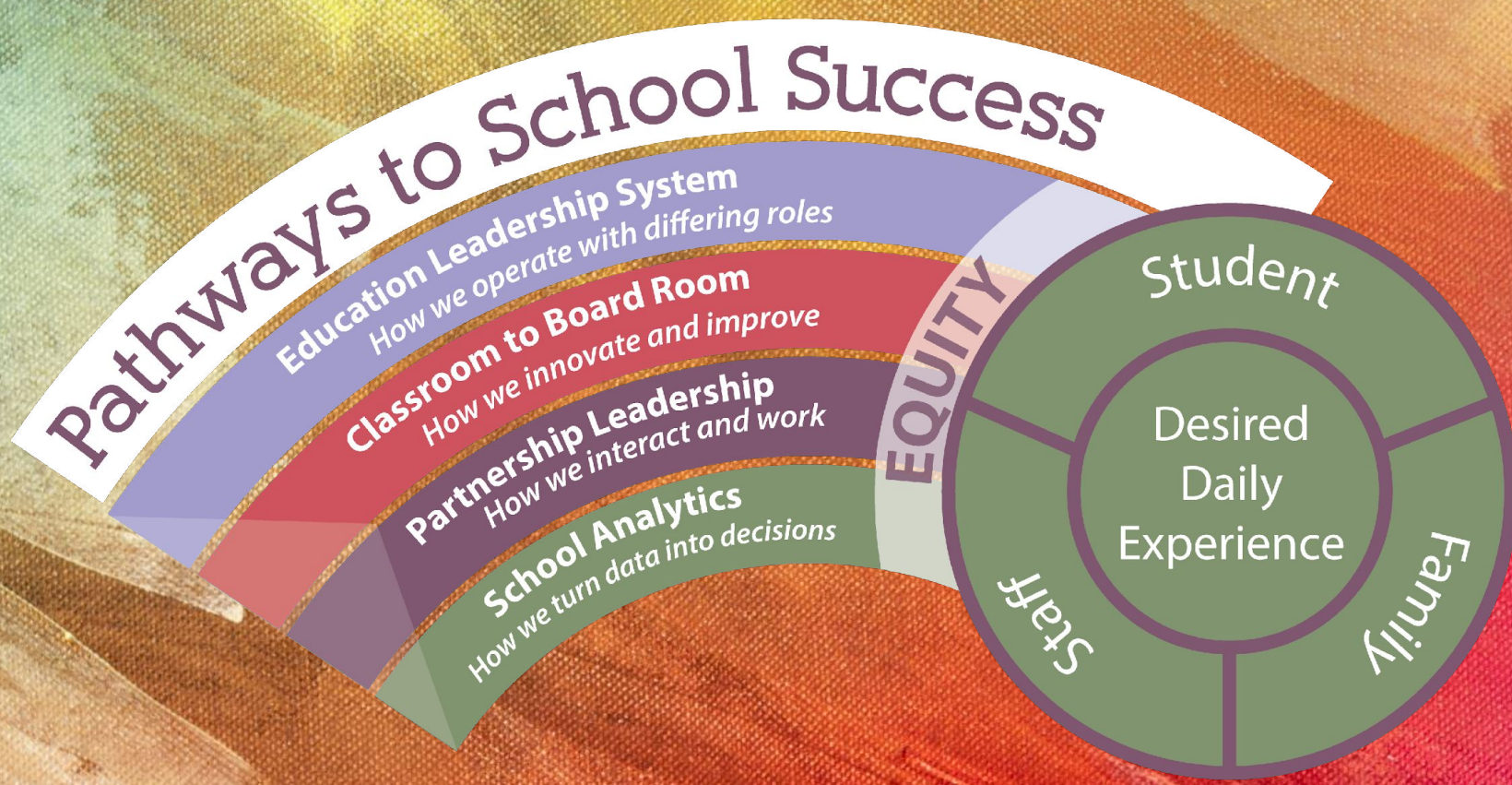
Duluth Public Schools

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