



District Priorities and Strategic Planning Process

May 28, 2026

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Agenda

- Background & Purpose
- Process
- Overview
- Structure
- District Priorities for 2026-27
- Closer Look: Facilities
- Closer Look: Instructional Coaching
- Closer Look: Strategic Planning

Background & Purpose

Provide clarity

- Identified through Listen & Learn, other in-person discussions
- Staff desired clarity on district priorities
- Will help district, departments, schools, programs & staff focus work

Improve communication

- Identified through Listen & Learn, other in-person discussions
- Need for engagement before decisions & follow-through after decisions
- Provides structure for ongoing communication

Process

Iterative & collaborative

- Discussion at department, school, district levels to identify draft priorities
- Refine with executive team
- Review & feedback with labor relations team (BEA)
- Review & feedback with Building Leadership Teams (BLTs)

Overview & Structure

- Identifies priority areas for 2026-27
- Rooted in Strategic Roadmap & supported by district budget
- Organized by type of work
 - Technical implementation
 - Continuous improvement work
 - District-level initiatives
 - Building/Program-level initiatives
- Not exhaustive

Technical Initiatives

- CaptiBasix (4-12)
- Communications
- Digital Wellness
- Educlimber
- ELLevation
- Math Standards Review (K-8)
- Math Curriculum Review (9-12)
- Safety, Security and Facilities
- Threat Assessments

Continuous Improvement Work

- Collaborative Teaming
- Leadership Development
 - Principals
 - Directors
 - Building Leadership Teams
- Pre-K-12+ Pathways Re-Launch
- STAT / SST Teams - Alignment
- Strengthening Core Instruction (Academics & Social Emotional Learning)
 - Intentional instruction and support for all students including multilingual learners and students with education plans
 - Strengthening co-teaching practices

District-Level Initiatives

- District-Level Initiatives
 - Artificial Intelligence Guidance
 - Instructional Coaching
 - Facilities Planning Process
 - Strategic Planning Process
- Early Childhood
 - MultiLingual Strategies (CE)
 - Social and Emotional Learning (SEL) best practices (CE & ECSE)
- Elementary
 - Common Formative Assessments for Foundational Literacy (K-2)
 - New Literacy Curriculum (3-5)
 - New Science Curriculum (K-5)
- Secondary
 - Grading for Equity - 7 principles (6-12)
 - New Social Studies Curriculum (6-12)
 - READ Act Phase 2 (6-12)
 - Success Criteria with Targeted Feedback (6-8)
 - SWAS Intervention Model (6-8)

Building/Program-Level Initiatives

- Community Ed / Early Childhood
 - KinderSpark
 - Grade 6 Project Kids
 - Pathways Development in Adult Basic Education
- Elementary
 - Catalyst Foundational Skills (K-5)
- Middle School
 - AVID Schoolwide Structures (Eagle Ridge & Nicollet Middle Schools)
 - DataWise pilot (Nicollet Middle School)
- High School
 - BAHS/VA and Grade 9 SEL pilot
 - Rigorous Course Access/Success
 - Student Engagement Strategies (9-12)

Focus: Facilities

Completed

- Internal discussion with building/program leaders
- Third-party study of current uses & current state of facilities
- Staff survey

2026-27 School Year

- Continuing work to evaluate needs
- Ongoing staff & community engagement
- Develop options to address identified needs

Focus: Instructional Coaching

- Structural change as part of 2026-27 budget
- New position
 - Build teacher capacity
 - Strengthen grade-level alignment
 - Positively impact student achievement through sustained, collaborative and strategic instructional leadership
- Key for improving experience, outcomes for all students
- Announced 11 hires on May 19

Focus: Strategic Planning

Purpose

- Need identified early & re-enforced through community engagement
- Move to specific action steps for achieving vision
- Provide clear measures for success & accountability

Overview

- Year-long, engaging process with clear deliverables
- External support & facilitation



**Strategic Planning
Classroom to Boardroom
Overview**

May 28, 2026



EDUCATION LEADERSHIP SOLUTIONS

Directional ambiguity to clarity through excellence in governance, management, and engagement.

- SCHOOL BOARD DEVELOPMENT
- LEADERSHIP DEVELOPMENT
- STRATEGIC CHANGE
- EXECUTIVE COACHING
- DEMOGRAPHIC AND ENROLLMENT SERVICES
- GUIDING CHANGE
- TARGETED SUPPORT



300+ Districts, 400+ Collective Years Experience in Education

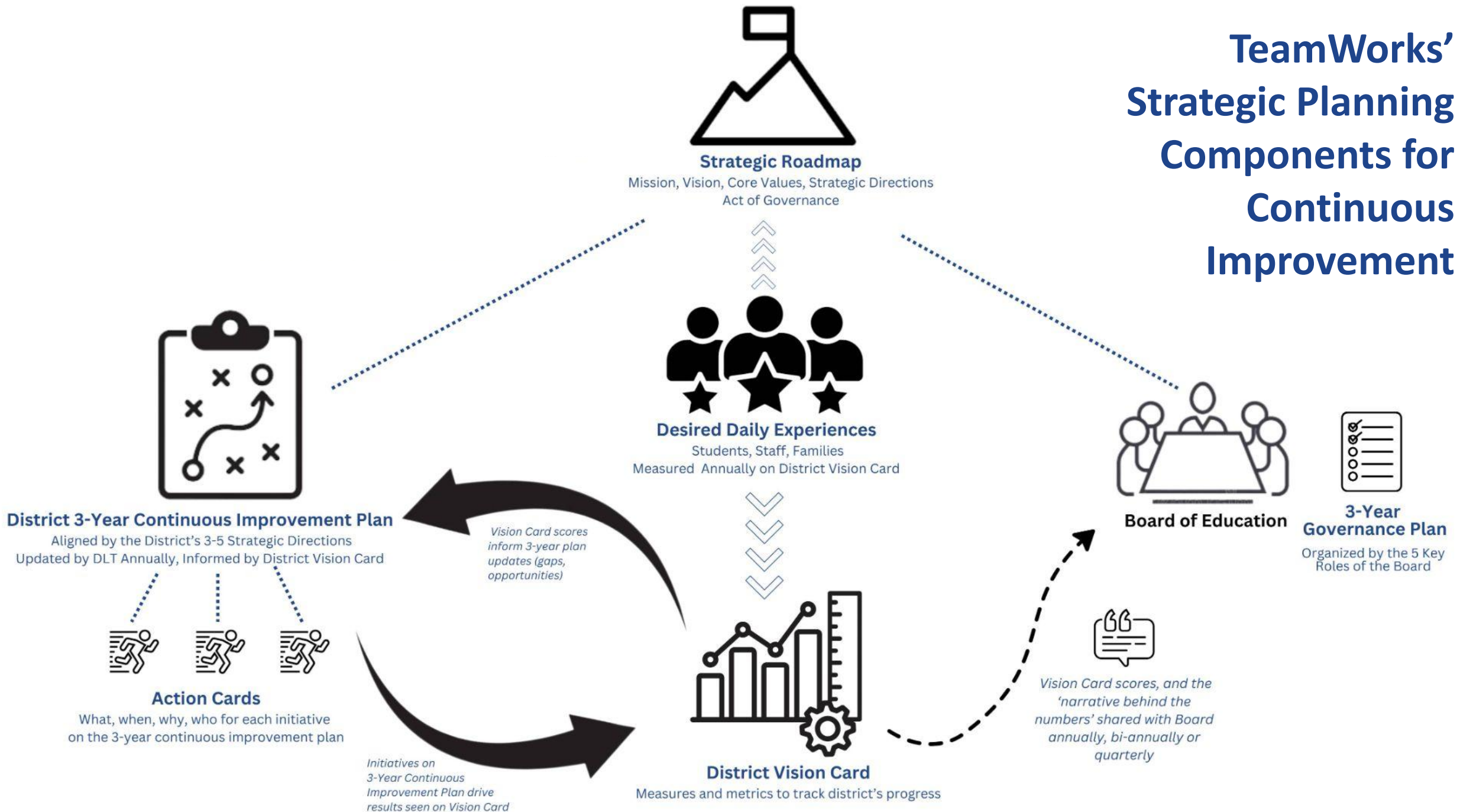


*From a TW Strategic
Planning Client:*

Benefits of TeamWorks' process?

- Increased alignment, everything linked together
- Before, felt overwhelmed. Now everything feels achievable.
- Feel a sense of clarity and understanding of our “why”
- There is a lot of up-front effort, but worth it
- The outcomes of the process came from us, truly reflects our district and what we need
- Everyone in our district had had an important role to play in this, and we did it together

TeamWorks' Strategic Planning Components for Continuous Improvement



Full Classroom to Boardroom Process Deliverables

Education Leadership System Overview Roles/responsibilities of those who govern, those who manage, partnership

District Storywall & Environmental Scan District History, Context + Current Key Trends and Influences

School & Department Strengths & Needs Assess current reality, core processes of classrooms & departments

Desired Daily Experience Clear articulation of the Desired Daily Experiences based on guided conversations with students, staff, families

VisionCard Measures and Metrics of Vision and Planning

3-Year Continuous Improvement Plan 3-Year Plan of Strategies and Initiatives for improvement

Action Cards Mapping out what/who/when/why of each initiative

Strategic Roadmap Mission, Core Values, Vision, and Strategic Directions

3-Year Board Governance Plan 3-Year Board Work Plan to support District Continuous Improvement Plan

Board Structure and Protocols Board Committees, Workflow, Communications, Expectations

Desired Daily Experiences

- Statements describing what students, staff, families want their experience to look like, sound like, feel like on a daily basis.
- Meeting these conditions makes growth in academic achievement possible.
- Measured on an annual basis.
- Gaps in meeting these needs named as learning work / implementation work on the 3-year continuous improvement plan.



Area	Tool/Measure	Percent of Respondents Who Agree or Strongly Agree with DDE Statement:	FALL 2025 (Baseline Data)	Fall 2026	Vision Card Performance Score	Group	Average Score
Desired Daily Experiences - Families	Families who agreed/strongly agreed with key statements on the district DDE survey.	<i>My child feels safe at school.</i>	99.4%		5	Families Average	4.0
		<i>I am listened to and supported by school staff.</i>	88.8%		4		
		<i>I maintain regular, open communication with my child's teacher(s), school administration, busing company, and other school personnel.</i>	85.7%		4		
		<i>My child has highly qualified teachers who support my child's individual academic needs.</i>	78.6%		3		
		<i>My child's learning experiences and opportunities are engaging and varied, and helps them feel prepared for the future.</i>	80.0%		4		
		<i>My child's behavioral and social-emotional needs are met with access to mental health resources, counseling, and other support services.</i>	77.0%		3		
		<i>My child has access to a variety of athletic and extracurricular activities.</i>	99.2%		5		
		<i>I know how to use the school tools to access my child's grades, attendance, and alerts.</i>	84.7%		4		
Desired Daily Experiences - Staff	Staff who agreed/strongly agreed with key statements on the district DDE survey.	<i>I feel valued, needed, and purposeful in my role, as all staff and programs play a vital part in supporting our students.</i>	86.1%		4	Staff Average	3.2
		<i>I am comfortable sharing my needs and concerns and have support and trust from administration to address them.</i>	81.7%		4		
		<i>I work effectively as a team with my colleagues, and our positive relationships create a strong, collaborative work environment.</i>	94.8%		5		
		<i>I have open collaboration time with my colleagues to address school-wide issues, share ideas, and seek feedback.</i>	73.9%		3		
		<i>I have sufficient planning time and access to instructional and classroom resources to effectively support my students.</i>	67.0%		2		
		<i>I have the support and resources to effectively manage my workload, caseload and classroom.</i>	73.0%		3		
		<i>Our district's buildings are clean, well-maintained, inviting and appropriately equipped, providing safe and healthy learning environments.</i>	64.3%		2		
		<i>Our district has highly trained and dedicated support staff and qualified teachers in their licensure areas.</i>	75.7%		3		
<i>Our student behavior expectations are clear and consistently enforced by both staff and administration.</i>	71.3%		3				
Desired Daily Experiences - Students	Secondary students (grades 6-12) who agreed/strongly agreed with key statements on the district DDE survey.	<i>My teachers use a variety of methods that are engaging, interactive, and fun.</i>	64.0%		2	Student Average	2.5
		<i>I feel supported by my teachers who help me understand without judgment.</i>	77.0%		3		
		<i>I can take a variety of electives that match my interests and teach me relevant skills, making my school day engaging and preparing me for my career and life.</i>	64.2%		2		
		<i>My schedule gives me time to focus on each subject, get help when I need it, and not feel rushed.</i>	66.7%		2		
		<i>I feel safe at school and can focus on learning, because bullying and disruptions are dealt with and everyone is treated with respect.</i>	70.0%		3		
		<i>I like the variety of food choices available during lunch, giving me the option to pick what I enjoy.</i>	68.0%		2		
		<i>I have enough time during passing time and lunch/recess to relax and catch up with friends.</i>	71.3%		3		
		<i>I participate in extracurricular activities that give me a sense of belonging, challenge me to work hard, and help me grow into a better person.</i>	74.6%		3		

Desired Daily Experiences

Why It Matters:

- Anchors our shared mission in real experiences
- Promotes alignment among the adults
- Helps the district stay accountable to what matters most: the student, staff and family experience



VISION CARD: Tracking Continuous Improvement

Measures		Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Baseline 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +	Group/Student Group	Current Score	Weight	Weighted Score	
Achievement	Percent of students meeting benchmarks on achievement measures (Kindegarten readiness, State Achievement Tests, On Track to Graduate, Achievement Gap)	Less than 50% of all students meeting benchmarks	50 - 59.9 % of all students meeting benchmarks	60 - 69.9% of all students meeting benchmarks	70 - 79.9% of all students meeting benchmarks	80% or greater of all students meeting benchmarks	All Students	3.3	30%	0.7	
							Student Groups	1.6			
Graduation	Percent of students graduating in four years and seven years using the 9th grade cohort model	Less than 55% of all students graduating in four years	55-64.9% of all students graduating in four years	65-74.9% of all students graduating in four years	75-84.9% of all students graduating in four years	85% or greater of all students graduating in four years	All Students	5.0	15%	0.7	
							Student Groups	3.8			
		Less than 50% of all students graduating in seven years	50-59.9% of all students graduating in seven years	60-69.9% of all students graduating in seven years	70-89.9% of all students graduating in seven years	90% or greater of all students graduating in seven years	All Students	5.0	10%	0.5	
Desired Daily Experiences (Students, Families, Staff)	Percent agreement to key DDE statements taken from the district climate survey	Less than 75% of those surveyed agree or strongly agree to DDE key statements	75-79% of those surveyed agree or strongly agree to DDE key statements	80-84% of those surveyed agree or strongly agree to DDE key statements	85-89% of those surveyed agree or strongly agree to DDE key statements	90% or more of those surveyed agree or strongly agree to DDE key statements	Students, Families, Staff	3.4	15%	0.5	
Initiative Implementation (MnMTSS, Read Act, Community Engagement, Student Activities Engagement)	Initiative implementation score on key initiatives using fidelity of implementation assessments	Implementation score of 19% or less	Implementation score of 20-39%	Implementation score of 40-59%	Implementation score of 60-79%	Implementation score of 80% or more on implementation assessment	NA	2	20%	0.4	
Operational Measures	Measures from operational areas	Less than 50% across operational measures	50-59.9% across operational measures	60-69.9% across operational measures	70-89.9% across operational measures	90% across operational measures	NA	3.3	10%	0.3	
Measures		Metrics				Weighted Scores				Overall Performance Score	3.1 ₂₂

Strategic Directions:	2023-24 SY	2024-25 SY	2025-26 SY
A. Mental Health	Learning Work Initiatives <ul style="list-style-type: none"> Mental Health Referral Pathway Protocol 	Learning Work Initiatives <ul style="list-style-type: none"> Student Mentorship Intercultural Development Inventory 	Learning Work Initiatives <ul style="list-style-type: none"> (None)
	Implementation Work Change Readiness <ul style="list-style-type: none"> (None) 	Implementation Work Change Readiness <ul style="list-style-type: none"> (None) 	Implementation Work Change Readiness <ul style="list-style-type: none"> Restorative Circles
	Implementation Work Change Management <ul style="list-style-type: none"> Anti Bias Training District Mental Health Team Sensory Rooms/Spaces 	Implementation Work Change Management <ul style="list-style-type: none"> (None) 	Implementation Work Change Management <ul style="list-style-type: none"> Staff Wellness
	Standard Work Practices (Needs Improvement) <ul style="list-style-type: none"> Mental Health Support Roles 	Standard Work Practices <ul style="list-style-type: none"> NME Neuroscience Part II Training/Application? 	Standard Work Practices <ul style="list-style-type: none"> Mental Health Framework SEL Second Step?
	<ul style="list-style-type: none"> Consistency of Social Emotional Curriculum Restorative Practices 		
B. Educational Practices	Learning Work Initiatives <ul style="list-style-type: none"> AI / Chat GPT 	Learning Work Initiatives <ul style="list-style-type: none"> VR / gamification Micro Learning and Sensory Breaks / Somatosensory / Body 	Learning Work Initiatives <ul style="list-style-type: none"> (None)
	Implementation Work Change Readiness <ul style="list-style-type: none"> Reading Instruction Practices 	Implementation Work Change Readiness <ul style="list-style-type: none"> Elementary ELA Curriculum / Science of Reading 	Implementation Work Change Readiness <ul style="list-style-type: none"> Middle School Standards-Based Grading
	Implementation Work Change Management <ul style="list-style-type: none"> 5-12 Assessment Practices (Grading) 	Implementation Work Change Management <ul style="list-style-type: none"> (None) 	Implementation Work Change Management <ul style="list-style-type: none"> (None)
	Standard Work Practices <ul style="list-style-type: none"> Cultural Standards / Collaboration Work-based learning Engaging Cultural Activities Digital Citizenship Scope and Sequence all Subjects Inclusive Learning Interventions 	Standard Work Practices <ul style="list-style-type: none"> Work-based learning / CTE / Pathways [? no TBC date] Student-Centered with Rigor / Learning Targets Student Led Learning Community Partnerships CGI Training 	Standard Work Practices <ul style="list-style-type: none"> (None)
C. Educational Systems	Learning Work Initiatives <ul style="list-style-type: none"> MCIS Comprehensive Assessment System of Formative Assessments Aligned to Standards 4-day week 	Learning Work Initiatives <ul style="list-style-type: none"> Academies High School Interventions WYN Soft Skill - Speaking, Leadership 	Learning Work Initiatives <ul style="list-style-type: none"> Flexible Hours in a day
	Implementation Work Change Readiness <ul style="list-style-type: none"> (None) 	Implementation Work Change Readiness <ul style="list-style-type: none"> (None) 	Implementation Work Change Readiness <ul style="list-style-type: none"> Middle School Model
	Implementation Work Change Management <ul style="list-style-type: none"> SWIS 	Implementation Work Change Management <ul style="list-style-type: none"> 3-year old programming Tier 2 Behavior Teams 	Implementation Work Change Management <ul style="list-style-type: none"> Level III / School within a school

A plan for continuous improvement

- Organized by 3-5 strategic directions over 3 years
- Informed by the comprehensive strategic planning assessment work by the team + Desired Daily Experiences.
- Serves as Superintendent's 'table of contents' of all district-wide initiatives and actions for improvement.
- Each initiative supported by an action card: who, when, what, why.
- Dynamic, "living" doc. Link between VisionCard and Op Plan - each informs the other.
- Recognizes capacity and what needs to leave the system in order to implement.

☰ ☰ +
Action Card for: INITIATIVE NAME

Owner: Person

School/Department Name:

Strategic Direction [A/B/C/D/E]:

Vision at Completion of Initiative/Project (Narrative and Numbers) ▼

-
-
-
-

Key Steps / Project Milestones	Who	Completed by	Status	Anticipated Speed Bumps
	Person	Date	Not Started ▾	<ul style="list-style-type: none"> • X • X • X • X • X
	Person	Date	Not Started ▾	
	Person	Date	Not Started ▾	
	Person	Date	Not Started ▾	
	Person	Date	Not Started ▾	
	Person	Date	Not Started ▾	
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	Person	Date	Not Started ▾	

Current Reality (the why behind this work): Narrative and Numbers *Refer to the Whole System View Framework*

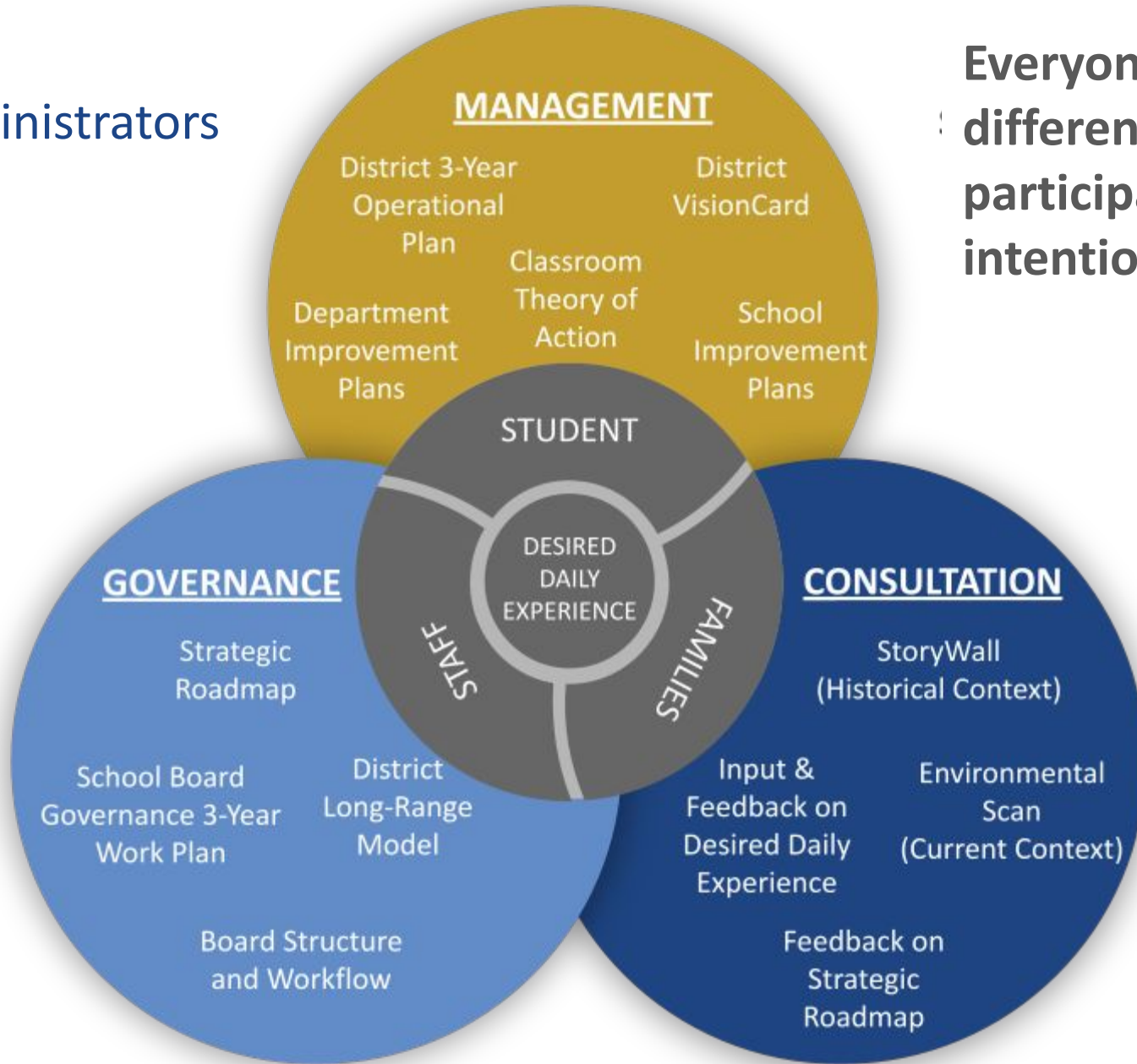
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Implementation
tools and
support
to make the
district's vision
a reality



Administrators

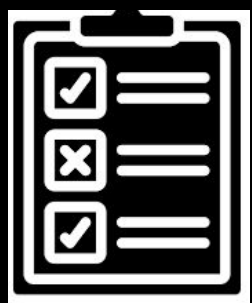
Everyone participates at different points in the process, participation is tied intentionally to their role



Board of Education

Students
Staff
Families
Community

Fall 2026



Assessing Our Reality

Strategic Planning
Team

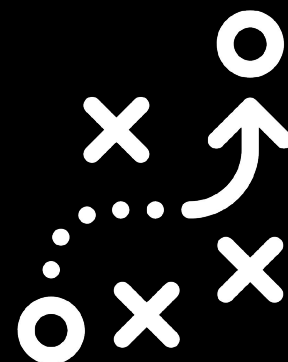
Fall 2026



Describing Our Vision

Focus Groups
Strategic Planning
Team

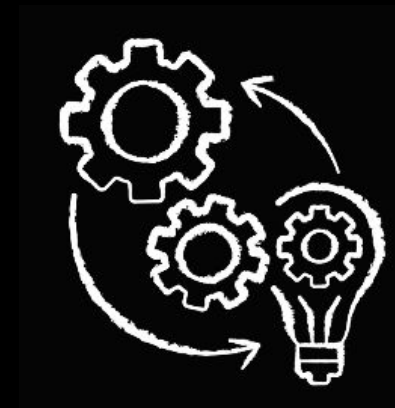
Winter '26-27



Mapping Our Plan

Strategic Planning
Team
Superintendent
School Board

Spring 2027



Implementing Our Plan

Superintendent
Principals
Departments
School Board

Key Differentiators With TeamWorks Process:

3-year Continuous Improvement Plan & 3-year Governance Work Plan:

Reviewed regularly, updated annually.

VisionCard: Made up of measures that exist or easy to create. Informs the continuous improvement plan.

Clarity of Role & Ownership: School board, office of superintendent, principals, departments

Desired Daily Experiences: Grounded in what your students, staff, families need; identified early in the process. Sets vision for the plan.

Adaptable process: We learn from our education clients and can adapt our process based on your needs. Variety of school districts have followed this process: suburban, urban, rural, charter schools.

High Return on Investment: a system of continuous planning, comprehensive process which includes representative voices from all groups

TEAMWORKS⁷ Team



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Thank You!

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Thank you!