



**INTERMEDIATE**  
SCHOOL DISTRICT #917

**Strategic Plan**  
**Strategic Roadmap Development**  
**Board Work Session**

January 18, 2022

In partnership with



# 2022-2025 STRATEGIC PLAN



## District Strategic Roadmap

District Mission	<i>Our Core Purpose</i>	Core Values	<i>Drivers of Our Words and Actions</i>
<p><u>Current</u> Intermediate School District 917 serves as a quality, cost effective resource for member school districts committed together to success and equity for all learners.</p> <p><u>Proposed</u> In partnership with member districts, Intermediate School District 917 provides high quality, equitable and unique programming to meet the needs of all students.</p>		<p><u>Current</u>  <b>“Collaboration”</b> means working together to achieve more collectively than individually.  <b>“Passion for Service”</b> means solving problems considering the perspective of member districts, students and families.  <b>“Continuous Improvement”</b> means ongoing improvement of programs and services, including being both innovative, breakthrough improvement and adaptable, incremental improvement.  <b>“Stewardship”</b> means managing financial and human resources carefully and responsibly.  <b>“Equity”</b> means fairness and impartiality to others. Giving as much advantage, consideration and latitude to one person as to another. A continued effort at all levels of the organization to identify and reduce or eliminate barriers to success.  <b>“Open Communication”</b> means directly, clearly, and transparently sharing information and engaging in dialogue.  <b>“Integrity”</b> means being honest and fair.</p> <p><u>Proposed</u></p> <ul style="list-style-type: none"> <li>● <b>Collaboration:</b> Working together to achieve more collectively.</li> <li>● <b>Compassion for service:</b> Solving problems considering the perspective of member districts, students and families.</li> <li>● <b>Continuous Improvement:</b> Ongoing improvement of programs and services, including incremental, adaptive, breakthrough and innovative improvement.</li> <li>● <b>Stewardship:</b> Managing financial and human resources carefully and responsibly.</li> <li>● <b>Open Communication:</b> Directly, clearly, respectfully, and transparently sharing information and engaging in dialogue.</li> <li>● <b>Integrity:</b> Align our actions with our values and beliefs.</li> <li>● <b>Adaptability:</b> Willingness to be flexible especially in the face of challenges</li> <li>● <b>Equity:</b> Fairness and impartiality to others. Giving as much advantage, consideration and latitude to one person as to another. A continued effort at all levels of the organization to identify and reduce or eliminate barriers to success.</li> <li>● <b>Equity:</b> Fairness and impartiality to others. Giving as much advantage, consideration and latitude to one person as to another. A continued effort at all levels of the organization to identify and reduce or eliminate barriers to success.</li> <li>● <b>Diversity:</b> Celebrating everyone’s unique selves</li> </ul>	

# 2022-2025 STRATEGIC PLAN



<b>Vision:</b> <i>What We Intend to Create</i>	<b>Strategic Directions:</b> <i>Focus of Our Improvement Efforts</i>
<p><u>Current</u> Intermediate School District 917 will be a community of students, families, teachers, staff members, school districts, regional organizations and associations actively engaged in ensuring student learning success.</p> <p><u>Proposed</u> Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.</p>	<ul style="list-style-type: none"><li>A. Increase student achievement and engagement</li><li>B. Increase social/emotional learning and skills for students and staff</li><li>C. Support and lead staff through continuous improvement</li><li>D. Increase support for ALL through inclusive practices</li><li>E. Deepen engagement of stakeholders through quality, equitable communication practices</li></ul>

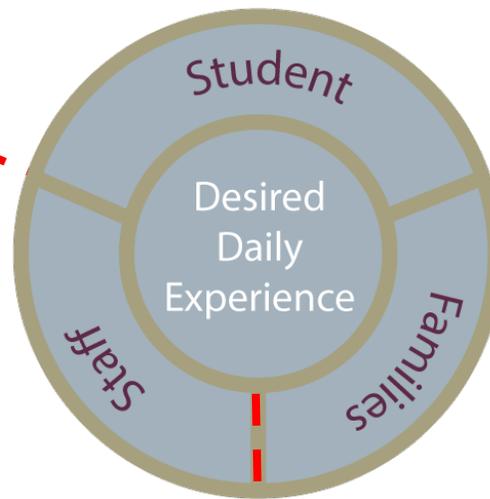
# 2022-2025 STRATEGIC PLAN



## Desired Daily Experiences

- I have opportunities for different learning and hands on experiences.
- Teachers know me and want to work with me.
- I am part of the decision-making process for my current and future education.
- I have a different set of course offerings like mental health and elective courses.
- My learning environment is safe.
- My school has activities for me to participate in

- I am valued, respected and trusted as a professional regardless of my position and my work makes a difference.
- I feel safe, accepted and welcomed as a member of my sites, school and district community
- I feel supported and respected, and my work is recognized.
- I can contribute to a culture that is inclusive, positive, and student focused.
- I have the time and resources to meet goals, deadlines and make an impact with students.
- I am heard and encouraged.
- I receive clear and timely communication from the district.
- I am a member of a collaborative district that supports students and staff success.
- I work in an environment that is fun, engaging and supportive.



- My child receives real world expectations and guidance towards a meaningful, real career path and an understanding of what that means.
- I have open communication with my child's educational team.
- I have information about my child's performance and assignments.
- My child's team has high expectations and also recognizes my child's individual needs.
- My child has caring and quality staff.
- My child's program is appropriately staffed to meet their needs.
- My child's team, program and district are inclusive (seen, valued and heard) for all.

# 2022-2025 STRATEGIC PLAN



## District VisionCard

Area	Measure	Wt. %	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Minimally Acceptable 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +
<b>S T U D E N T S</b>	Course offerings meet desire of students for college and career ready			70 – 75% of students agree			Greater than 90% of students agree
	Hands on or project-based learning experience.			60 – 65% of students agree			Greater than 85% of students agree
	<a href="#">CAREI Student Wellbeing and Engagement Checklist (THERE 19 MEASURES – WHICH ONE(S) SHOULD BE INCLUDED HERE???)</a>						
	Student – teacher connection			60 – 65% of students report connecting with a teacher  60 – 65% of teachers reporting connecting with a student			Greater than 90% of students report connecting with a teacher  Greater than 90% of teachers report connecting with a student
	Student led IEP meetings where appropriate			70 – 75% student led IEP meetings			Greater than 90% student led IEP meetings
	Restrictive procedures			Reduction of 10-15%			Reduction of more than 75%
	Social / Emotional Learning fidelity checklists				20 - 25% implementation		80% implementation
<b>F A M I L Y</b>	I feel informed and can easily access information from teachers, school and district or conference attendance data, IEP attendance data			70 -75% of parents agree			Greater than 90% of parents agree
	My child receives real world expectations and guidance towards a meaningful real career path and an understanding of what that means			70 -75% of parents agree			Greater than 90% of parents agree
	I have open communication with my child’s educational team			70 -75% of parents agree			Greater than 90% of parents agree
	My child’s team has high expectations and recognizes my child’s individual needs			70 -75% of parents agree			Greater than 90% of parents agree
	My child has caring and quality staff			70 -75% of parents agree			Greater than 90% of parents agree
	My child’s program is appropriately staffed to meet their needs			70 -75% of parents agree			Greater than 90% of parents agree
	My child’s team, program and district are inclusive for all			70 -75% of parents agree			Greater than 90% of parents agree

## 2022-2025 STRATEGIC PLAN



<b>S T A F F</b>	Staff attendance (Disaggregated by employee group and programs)			80 – 84 % daily attendance for licensed			Greater than 90% daily attendance for licensed
	<i>Suggestion to break this item apart by categories – sick leave, personal leave, medical leave, etc.</i>			75 -79% for non-licensed staff			Greater than 85% daily attendance for non-licensed
	Staff Satisfaction (Survey of staff - % report respected, accepted, heard, and positive environment)			75 – 79 % of staff are satisfied to highly satisfied			Greater than 90% of staff are satisfied to highly satisfied
	Staff safety			75 – 79 % of staff report feeling safe physically and social/emotionally  XX injury reports			Greater than 95% of staff report feeling safe physically and social/emotionally  YY injury reports
	Staff retention (Disaggregated by employee group and programs)			75 – 79% staff retention for licensed  65 - 69% staff retention for non-licensed			Greater than 90% staff retention for licensed  Greater than 85% staff retention for non-licensed
	Staff Efficiency and Utilization (Survey of staff - % report have time and resources, effective communication, collaborative, and able to meet goals and deadlines)			70 -75% of staff agree			Greater than 90% of staff agree
	Staffing of programs (disaggregated by programs)			80-85% fully staffed			Greater than 95% fully staffed

# 2022-2025 STRATEGIC PLAN



**INTERMEDIATE SCHOOL DISTRICT 917**  
**District 3 Year Operational Plan**  
November 2021

Strategic Directions:	2022-23 SY	2023-24 SY	2024-25 SY
<b>A. Increasing student achievement and engagement</b>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>● Explore opportunities to offer CTE classes to meet member district needs</li> <li>● Setting 4, 18-21 transition program</li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>● Setting 4 focus on practical application and experiential learning</li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>● Setting 4 work-based program on site</li> </ul>
	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>● Curriculum accessibility</li> <li>● ELL Support plan</li> <li>● MTSS</li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>● ELL Support plan</li> <li>● MTSS</li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>● MTSS</li> </ul>
	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>● Learning intentions</li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>● Learning intentions</li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>●</li> </ul>
	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>● Articulation of instructional framework</li> <li>● Refine curriculum cycle</li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>● Articulation of instructional framework</li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>●</li> </ul>
<b>B. Increase social / emotional learning and skills for students and staff</b>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>●</li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>●</li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>●</li> </ul>
	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>● Mental health supports - students</li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>●</li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>●</li> </ul>

## 2022-2025 STRATEGIC PLAN



	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>Conscious discipline</li> <li>Nurtured Heart implementation</li> <li>Crisis plan</li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>Mental health supports - students</li> <li>Conscious discipline</li> <li>Nurtured Heart implementation</li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>Mental health supports - students</li> <li>Conscious discipline</li> <li>Nurtured Heart implementation</li> </ul>
	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>Zones of regulation</li> <li>Mental health support - staff</li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>Crisis plan</li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li></li> </ul>
<b>C. Support and lead staff through continuous improvement</b>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>Initiative Implementation framework</li> <li>Stay interviews</li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>Establish student data collection system</li> <li></li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>Stakeholder communications</li> <li>Staff value and recognition work</li> </ul>
	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li></li> </ul>
	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>Exit Interviews</li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li></li> </ul>
	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>Continuous Improvement plans</li> <li>PLCs</li> <li>Professional Development</li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li></li> </ul>
<b>D. Increase support for ALL through inclusive practices</b>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>Equity</li> <li>Consider holiday recognitions</li> <li>Transportation for ALC/CTE to increase enrollment</li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>Equity</li> <li>Cultural Liaisons</li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li></li> </ul>
	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>Support of LGBTQ+</li> <li>Parent involvement Groups</li> <li>Story circles</li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>Parent involvement Groups</li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>Parent involvement Groups</li> </ul>

**2022-2025  
STRATEGIC PLAN**



	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>•</li> </ul>
	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>E. Deepen engagement of stakeholders through quality, equitable communication practices</b>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>• Communications/website</li> <li>• Google Suite with standards for sharing</li> <li>• Inclusive communication</li> <li>• Inclusive strategies in planning</li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>• Intake forms in different languages</li> <li>• All communications in different languages</li> <li>• Makes all forms available in large print</li> <li>• All district forms in same system – standard or uniform</li> </ul>	<b>Learning Work Initiatives</b> <ul style="list-style-type: none"> <li>•</li> </ul>
	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Implementation Work Change Readiness</b> <ul style="list-style-type: none"> <li>•</li> </ul>
	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>• Website revision and implementation</li> <li>• Online form for parents to fill out – special education</li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Implementation Work Change Management</b> <ul style="list-style-type: none"> <li>•</li> </ul>
	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>• CTE Marketing</li> <li>• Referral / Intake process</li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>• Secondary enrollment process (online forms updated - Campus?)</li> </ul>	<b>Standard Work Practices</b> <ul style="list-style-type: none"> <li>•</li> </ul>

**2022-2025  
STRATEGIC PLAN**



<b>District and School <u>Standard Work</u></b> <i>(Recent Initiatives and Improvements now completed)</i>		
<b><u>Standard Work</u></b>		
<ul style="list-style-type: none"> <li>● Safety and threat assessment</li> <li>● PCM</li> <li>● IT ticketing system</li> <li>● Online Options for ALC</li> <li>● Carl Perkins Funding</li> <li>● Cognitive coaching</li> <li>● Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>● CTE</li> <li>● Advisory Board CTE</li> <li>● EDE (Educator Development and Evaluation)</li> <li>● Policies</li> <li>● Benefits</li> <li>● LOA Processes</li> <li>● Budget Process</li> </ul>	<ul style="list-style-type: none"> <li>● Individualized Programming</li> <li>● Get all information to be aware for most successful achievement of new goals</li> <li>● Individualized Programming</li> <li>● Back to school training</li> <li>● Investigation process</li> <li>● Hiring process</li> </ul>
<b><u>What Needs to Leave</u></b>		
<b>Work, Resource, Services</b>	<b>Organizational Structure, Practices, Protocol</b>	<b>Cultural Beliefs, Assumptions, Identity</b>
<ul style="list-style-type: none"> <li>● Redundancy</li> </ul>	<ul style="list-style-type: none"> <li>● Contract language that limits hiring</li> <li>● Conference travel form</li> </ul>	<ul style="list-style-type: none"> <li>● College staff that don't value our presence</li> <li>● Mindsets of the past</li> <li>● Belief that we don't teach academics for transition-aged students, especially reading</li> <li>● Adults who are not willing to learn new things</li> <li>● Sp. Ed/Secondary separation</li> <li>● ALC/CTE/Sp. Ed. – not three but one district</li> <li>● Belief that to be successful kids need to go to four years of college</li> </ul>