



# Classroom To Boardroom

Comprehensive Strategic Planning

School Board Meeting Update

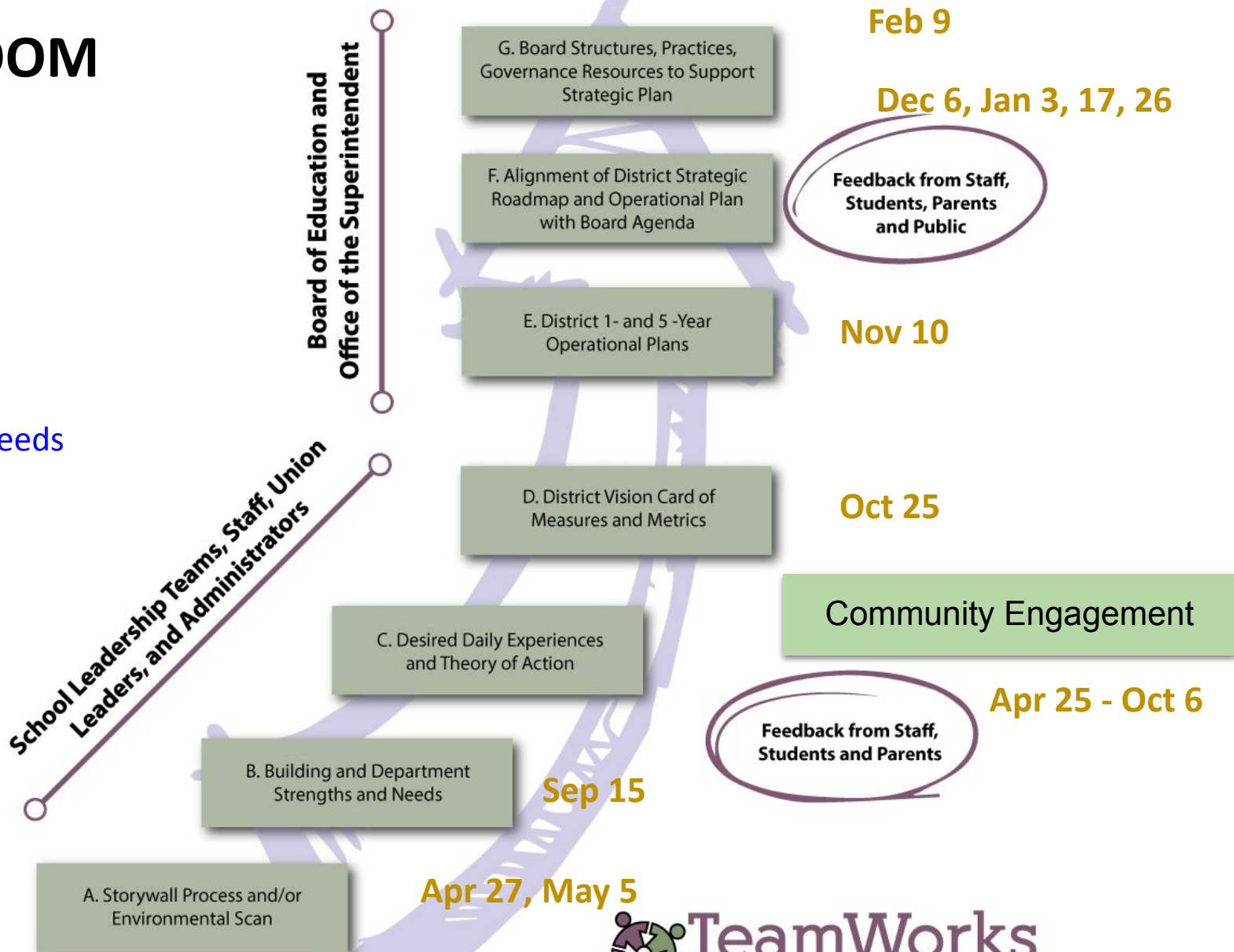
September 8, 2022

# Purpose

- Provide a review of the Classroom to Boardroom process
- Provide an update on work completed to date
- Share draft Desired Daily Experience statements
- Status update on stakeholder engagement
- Share key next steps and timeline
- Share Leadership Level of Influence
- 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

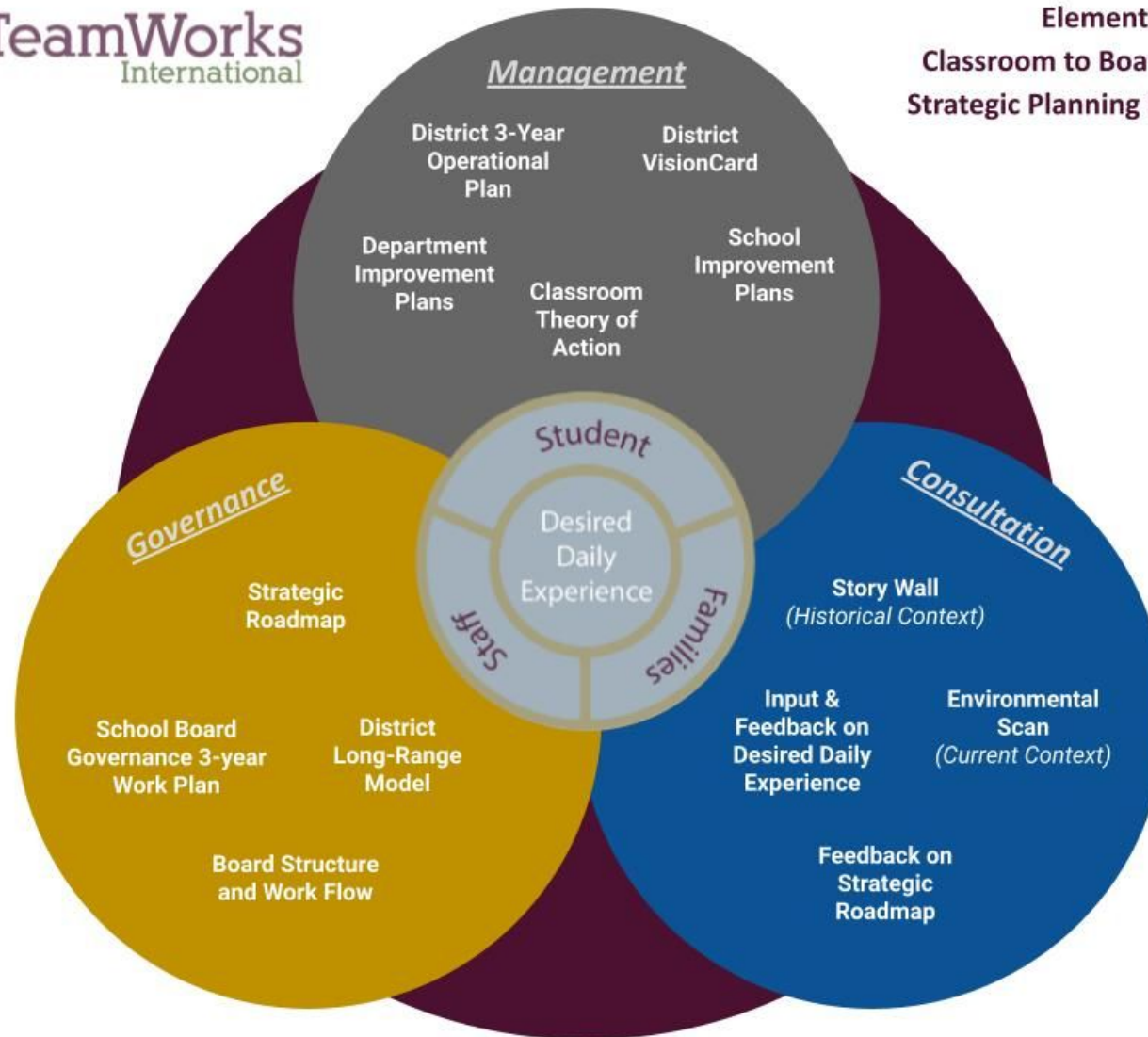


# Additional Dates and Sessions

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

1. I enjoy school and feel like I belong.
2. I am accepted, cared about, and respected for who I am, regardless of the color of my skin, my identity and my beliefs.
3. I have strong, meaningful connections with classmates and staff.
4. I have many choices and options for courses including “real life” classes and extracurricular activities.
5. My lunch meets my unique needs and interests through choices and time.
6. Staff and teachers believe in me and my success, hear my voice, and will do what is needed to support me and my learning.
7. I have access to mental health support and am safe at school.
8. I know what is expected from me and know that I am treated fairly if I make a mistake.
9. Important information is shared with me through ways accessible to me.

# Draft Desired Daily Experiences - Families

1. I have a voice in my child's education, am connected to the school/district, and am informed through consistent multiple communication methods.
2. I have a sense of belonging within the school community with meaningful relationships with staff, ensuring safety and trust in the quality of education.
3. I feel welcomed and a sense of community at school including with other parents, teachers, and administration.
4. My child is welcomed, seen, heard, safe, engaged and happy while at school.
5. My child has pathways to success and opportunities beyond high school.
6. My child's school provides an interesting, meaningful, and engaging academic learning environment/experiences that are equitable, diverse, and inclusive.
7. My child is supported with comprehensive resources that support their mental health, social emotional learning that allows for their growth.
8. My child has class sizes that allow for differentiation and individualized attention to meet their learning needs.
9. My child has equitable access to before, during, and after school activities where everyone can participate and experience success without barriers.
10. When my child makes a mistake at school they are treated fairly.

# Draft Desired Daily Experiences - Staff

1. I enjoy my job and find it fulfilling.
2. I have dedicated time during my work day to collaborate, prepare, and grow professionally.
3. I am part of a diverse workforce, with an inclusive climate that values team building and respectful relationships.
4. I receive clear and timely communication.
5. I have systems and resources to support students' academic, social-emotional, and socio-economical needs.
6. I have access to and the ability to use current, relevant, educational resources including technology.
7. I have quality professional development opportunities for continued learning to support my students and me.
8. Resources are provided to support safety at school and within departments for all students and staff.
9. We have class sizes that allow us to reach the individual, social/emotional and academic needs of students through differentiation and building relationships.
10. I have a voice and opportunity to participate in the decision making process with my colleagues and administration.

# Process and Next Steps Update

- Building and Department Strengths and Needs - September 15
- Desired Daily Experience revised - October 6
- Survey to stakeholders on DDE - August 31 - September 25
  - Student Responses - 138 (as of 9/8/22)
  - Family Responses - 458 (as of 9/8/22)
  - Staff Responses - 282 (as of 9/8/22)
- Desired Daily Experience Final Draft - October 6
- Classroom Theory of Action - October 6
- District VisionCard - October 25
- District Operational Plan - November 10 and December 1

# Leadership Level of Influence

School Board

Policy

Superintendents

Readiness and System

Directors

Structure and Processes

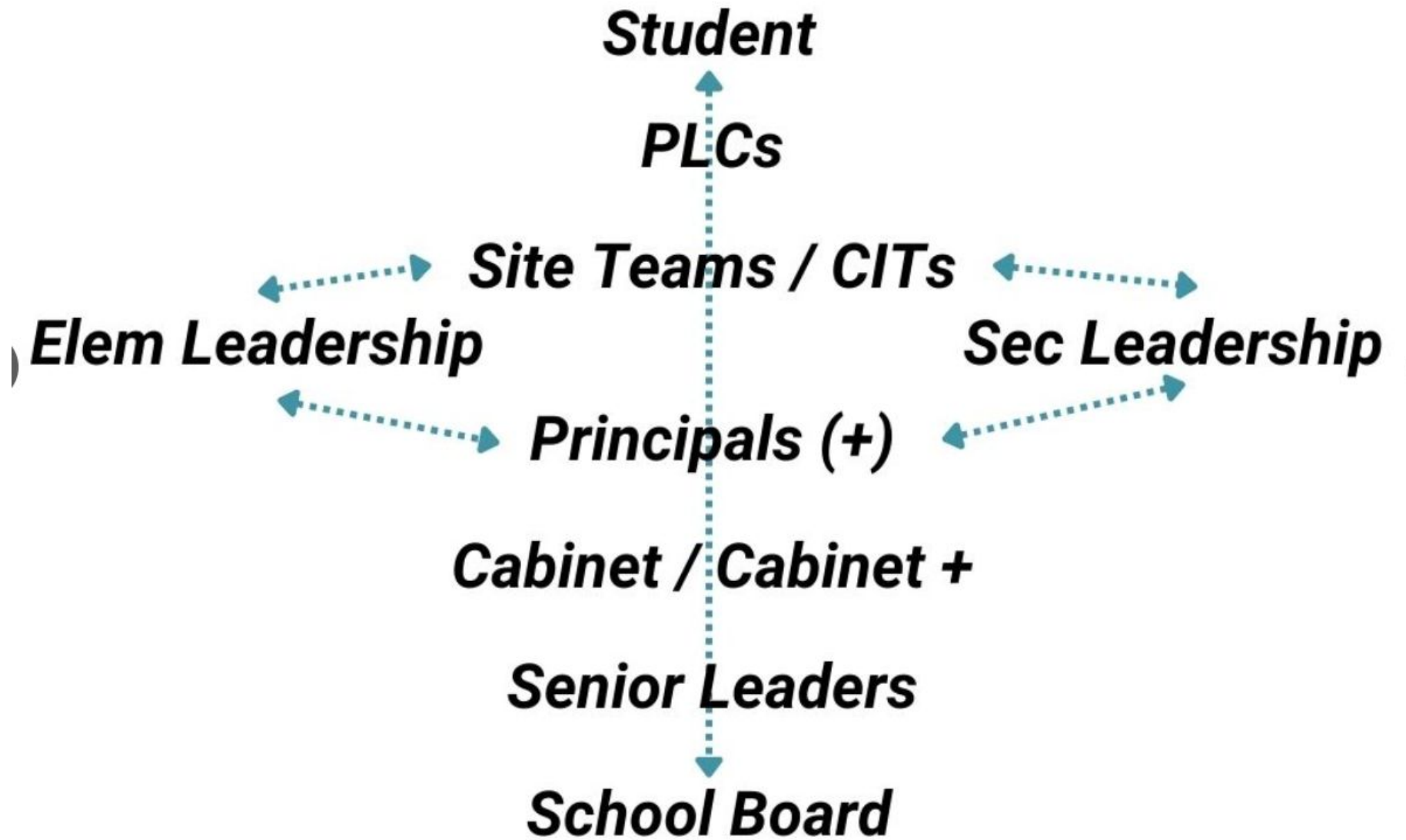
Principals

Practices and Oversight

Teachers and Staff

Implementation and  
refinement

# Flowchart





## Leadership

Principals, Directors,  
Coordinators  
Wednesday Meetings

## Committees

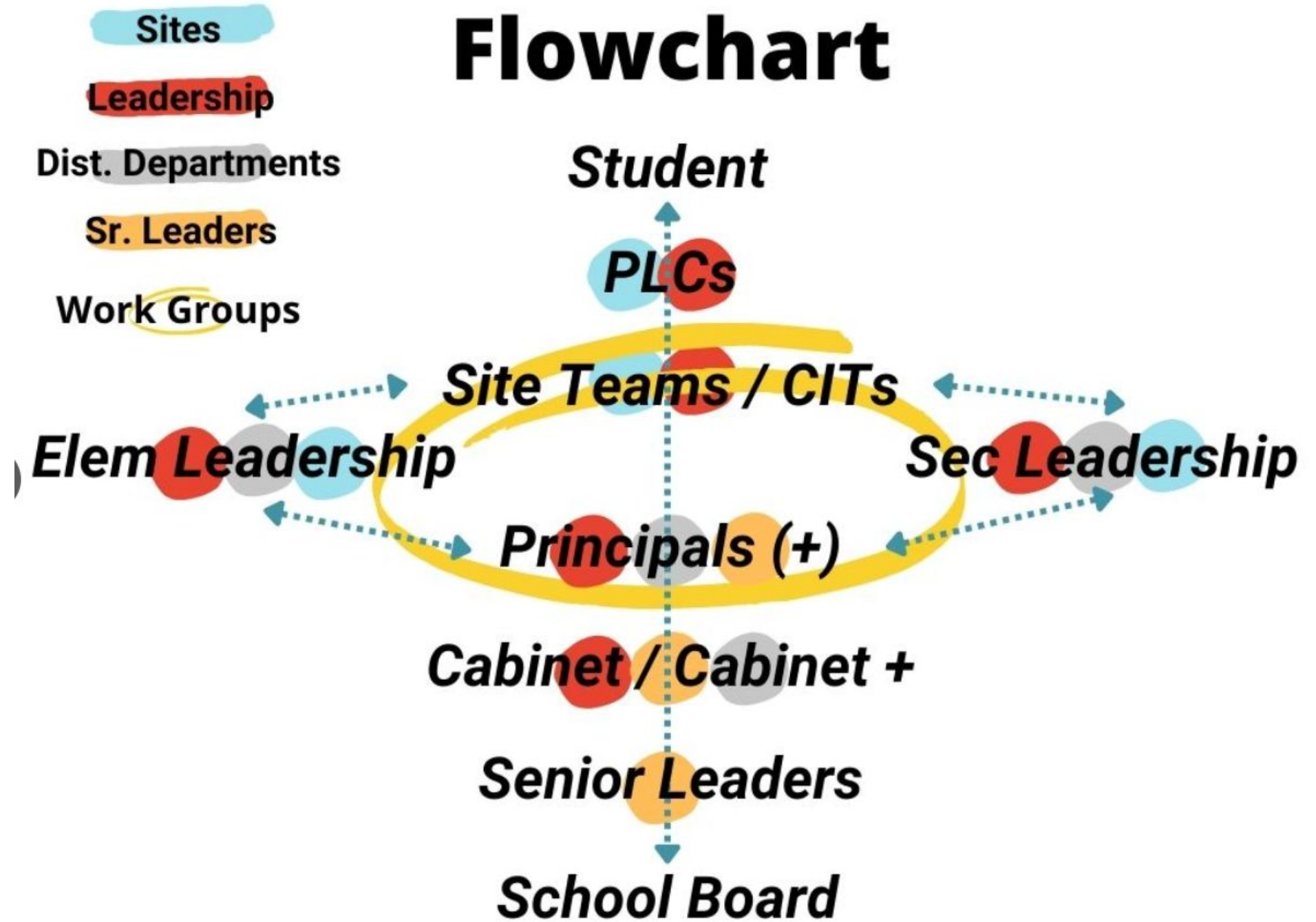
Task Force Groups  
District Committees  
Working Groups

## Sites

Individual buildings  
Parents and Community  
Teachers and students

## Departments

Academic: TLE, C&I, EC,  
Special Services, etc.  
Business Services and HR





## Contact Information

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