

# **3-Year Board Governance Plan**

Assessing our current trends and influences will impact our course for the path ahead.

August 11, 2025



# **Classroom to Boardroom Process**

The key completion steps of the Classroom to Boardroom Strategic Planning Process designed and facilitated by TeamWorks International, Inc. for Austin Public Schools focus on excellence in governance through the development of a District Strategic Roadmap, School Board Governance Workplan, and assessment and training in sound practices and tools for excellence.

# **Key Objectives in Developing the Board Governance Plan:**

Complete District Strategic Plan elements of Desired Daily Experiences (DDE), District VisionCard, District 3 Year Operational Plan, District Classroom Theory of Action, District Strategic Roadmap with Mission, Core Values, and Vision Statements, Development of a School Board Governance Work Plan, District 3 Year Operational Plan

Key Roles	SY 25-26	SY 26-27	SY 27-28
Operations Oversight and Long- Range Planning	<ul> <li>1/3 District Policy Review</li> <li>Legislative Policy Updates</li> <li>New Policy Work</li> <li>3 Year Operational Plan Updates</li> <li>Annual Budget Adjustment and Approval</li> <li>Conduct Bond Referendum</li> </ul>	<ul> <li>1/3 District Policy Review</li> <li>Legislative Policy Updates</li> <li>New Policy Work</li> <li>Review Strategic Plan</li> <li>3 Year Operational Plan Updates</li> <li>Annual Budget Adjustment and Approval</li> </ul>	<ul> <li>1/3 District Policy Review</li> <li>Legislative Policy Updates</li> <li>New Policy Work</li> <li>3-Year Operational Plan         <ul> <li>Updates</li> </ul> </li> <li>Annual Budget Adjustment and         Approval</li> <li>Conduct a potential Bond/Levy         Referendum</li> <li>Update Enrollment Study</li> </ul>
Board Operations and Development	<ul> <li>Annual School Board         Evaluation and Goal         Setting with Review</li> <li>School Board PD for Board         Development</li> <li>Key aspects of the         strategic plan (reports)</li> </ul>	<ul> <li>Annual School Board         Evaluation and Goal Setting         with Review</li> <li>New Candidate Forum (July)         <ul> <li>New School Board</li></ul></li></ul>	<ul> <li>Annual School Board         Evaluation and Goal Setting         with Review</li> <li>School Board PD for Board         Development</li> <li>Key aspects of the strategic         plan (reports)</li> </ul>
Superintendent Relations and Development	<ul> <li>Weekly Superintendent         Board Update</li> <li>MSBA Leadership         Conference</li> <li>Complete Phase III</li> <li>Annual Superintendent         Evaluation</li> </ul>	<ul> <li>Weekly Superintendent Board Update</li> <li>MSBA Leadership Conference</li> <li>Annual Superintendent Evaluation</li> </ul>	<ul> <li>Weekly Superintendent Board Update</li> <li>MSBA Leadership Conference</li> <li>Annual Superintendent Evaluation</li> </ul>
Public Engagement	<ul> <li>Complete Phase IV         Training         Attend School Activities         Public Forum         Stakeholder Survey         School Board Committees     </li> </ul>	<ul> <li>Attend School Activities</li> <li>Public Forum</li> <li>School Board Committees</li> </ul>	<ul> <li>Complete Phase IV Training</li> <li>Attend School Activities</li> <li>Public Forum</li> <li>Stakeholder Survey</li> <li>School Board Committees</li> </ul>



# **District Strategic Roadmap**

April 11, 2022

Mission	Our Core Purpose	Core Values	Drivers of Our Words and Actions	
		Responsible: Demonstrates accountability to self and others		
	Inspire. Empower. Accelerate	Resilient: Develops perseverance and self-confidence		
		Learner: Challenges self to think critically		
		Communicator: Listens actively and shares learning and experiences		
	Contributor: Engages as a productive member of the community and global society		productive member of the community and global society	
Vision	What We Intend to Create	Strategic Priorities	Drivers of Our Continuous Improvement	
Preparing all learners to make a difference in the world		A. Support and resources to ensure a safe and welcoming learning environment		
rreparin	g an learners to make a difference in the world	B. Packer Profile for all learners		
		C. District-wide multi-tiered systems of support for all learners		
		D. Excellence in resource management		

Theory of Action: The Theory of Action describes the specific behaviors, beliefs, and actions (not initiatives) to be core practice in all classrooms that <u>employees</u> in the district will take and do to create the conditions and outcomes described in the Desired Daily Experiences and ultimately meet the mission of the district.

# THEORY OF ACTION

I arrho We... are seen, valued and respected for who we are and the work we do

- are in partnership with our child's education and feel welcomed, valued, and respected as a family
- feel safe and understand what is expected from us at school
- are held accountable but not overwhelmed in a comfortable learning environment
- work in a district that is willing to adapt and change when necessary to best meet the needs of all students
- know our child is challenged and has ownership in how they demonstrate growth
- are stewards of the system that support our pathways for our graduates
- have a voice and choice in how and what we learn

...then

WE ARE PREPARING ALL LEARNERS
TO MAKE A DIFFERENCE IN THE WORLD.



Desired Daily Experience: The Desired Daily Experience (What Ought to Be) is developed with input and feedback from students, families, and staff. This process includes asking students, families, and staff to produce narrative descriptions of their student, family, and staff experiences if the strategic plan was being implemented successfully in their school district. This document sets the foundation for the District Strategic Roadmap and Vision Statements, District VisionCard, and District 3-Year Operational Plan.



## STUDENT

#### I am supported and challenged in my learning and believe I will be successful

- Teachers and all staff are approachable, listen and respond to my needs
   My teachers have time to talk through and help answer questions or help solve problems I have
- I am trusted to make good choices, be engaged in my learning, and held accountable but not overwhelmed
   I am trusted to make good choices, be engaged in my learning, and held accountable but not overwhelmed
   I am heard and respected for who I am by school staff and students

- The school and my interactions with students and staff are safe, positive and inclusive
   I enjoy coming to school every day and have time to be with friends during school
- I understand what is expected from me at school
- Lam supported in my mental health needs.

#### I am an engaged learner at school and in our community I have a voice and choice in how and what I learn

- My learning is hands-on, meaningful, challenging and helps me prepare for my future
- My teachers like me and believe in me
   I have teachers and staff that work with me in a way that benefits all students
- I am physically comfortable in the school setting
   This school should be about me not the teachers

## **FAMILIES**

#### I am part of my child's education and feel welcomed, valued, and respected as a family

- My child is physically and emotionally safe at school
- My child feels a sense of belonging at school, is cared for, and valued
   My child feels a sense of belonging at school, is cared for, and valued
   My student can voice their thoughts and ideas without being discriminated against so they continue to learn
   My child enjoys coming to school and is safe, included and respected so they are learning every day
- My child is challenged (not overwhelmed) in learning and development, listened to, and provided choice and voice in learning options
- Teachers know my child well and creates a fun, interactive approach to learning which is responsive to my child's

### I am engaged in a partnership with my child's school so I know what to do to help my child continue to grow and

- I will feel welcome, informed and encouraged to collaborate with the teachers and staff at the school to help my child grow
- My child's teachers, my child and myself have open communication about their academic progress, social
- development and well-being District and school information is easy to understand and easily accessible
- · My child is taught the life skills necessary to be successful in whatever path they choose after high school

## **STAFF**

#### Lam seen, valued, and respected for who Lam and the work I do

- · I work in a collaborative not competitive environment that honors the unique strengths of each individual
- · I am seen as a professional and given the flexibility and support to provide students what they need to be
- I am listened to, heard and know that I matter
   I have a level of freedom and innovation within reasonable parameters
- I receive the support and resources to do my job well so I am able to create a healthy and safe learning environn
- I am a valued member of a caring, engaged, and collaborative team
   I receive constructive feedback in regards to my position so I can be the best version of myself
- I am treated with respect and fairness with reasonable expectations for work, performance, time, and employment
   I enjoy my job and have flexibility, satisfaction, and recognition

#### I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

- Diversity, equality, inclusion and equity for everyone.
- I have the resources and materials I need in my classroom and for families so they know what they can do to
- support learning at home

  There is effective communication across the district and community so staff and families have the information they
- I have adequate training for various aspects of my job