



Becker Public Schools

"Defining our Future: 2022 - 2027"

Strategic Planning Committee Meeting #1
Wednesday, June 1, 2022



Welcome

- **Introductions**
- **Meeting Resources:** *Review Materials*
- **Ground Rules:** *Open/Honest Communication; Respect; All Ideas Valued; Have Fun!!!*
- **Housekeeping:** *Use the Chat Room or Unmute Microphone to Speak; Comfort Breaks as Needed*
- **Role:** *Develop the next Strategic Plan; Required M.S. 120B.11 Subd. 2; Supports WBWF and ESSA Requirements*
- **Process:** *MSBA Facilitation; Listening Session; Three Strategic Planning Committee Meetings; Resources Provided*
- **Session Goals:** *Work on Elements of the Strategic Plan*



**The Minnesota School Boards Association,
a leading advocate for public education,
supports, promotes, and strengthens the
work of public school boards.**



Thank You

IF YOU WANT TO GO FAST, GO
ALONE. IF YOU WANT TO GO FAR,
GO TOGETHER.

~NIGERIAN PROVERB



Session Goals

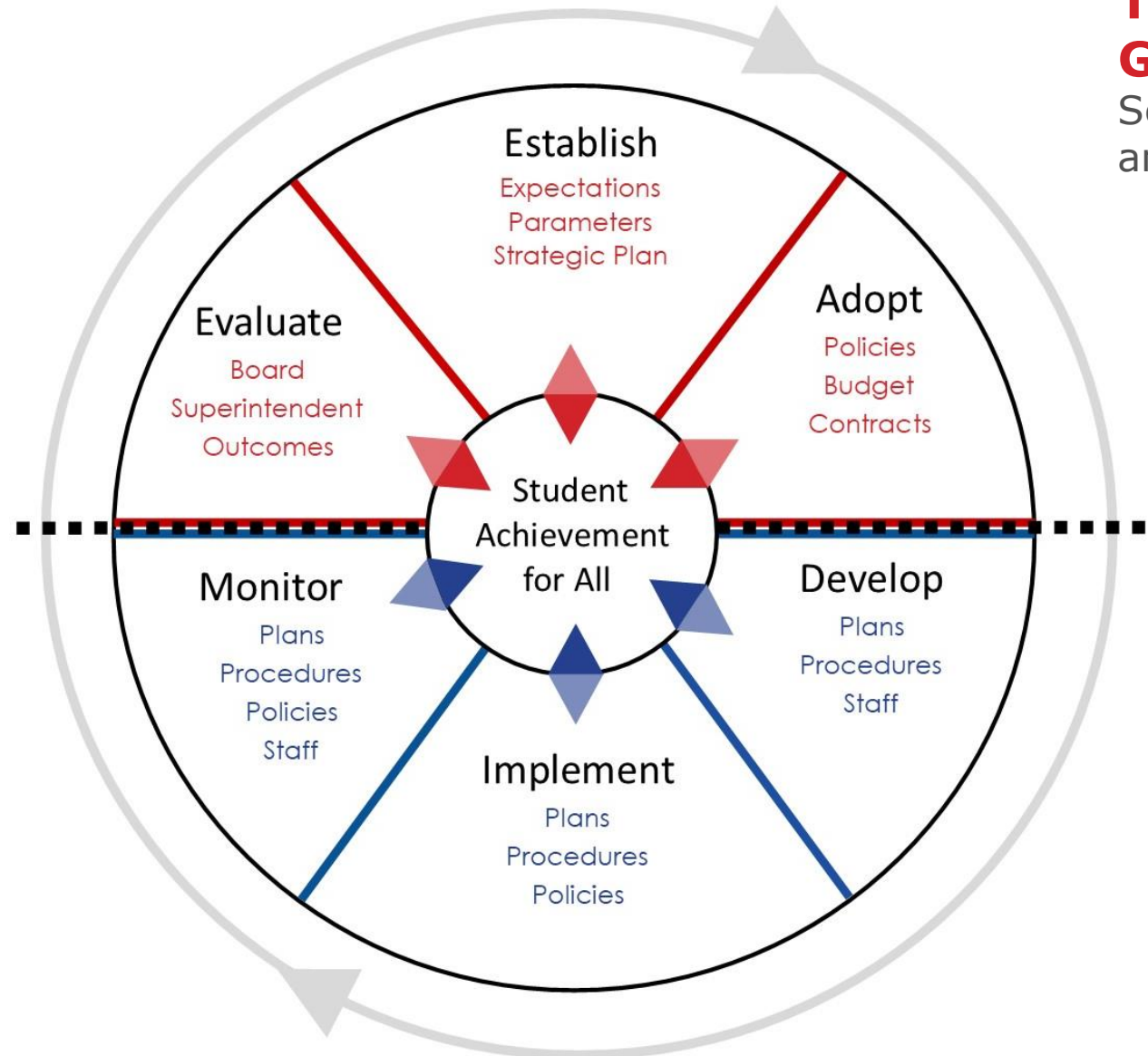
- **State-of-the-School District – Superintendent of Schools**
- **Review results of “Stakeholder Engagement Report–Summary of Related Activities” – MSBA Staff**
- **Complete Environmental Scan - “Prouds, Possibilities, Must Haves Analysis”**
- **Time Permitting - Develop Belief Statements for the School District**



The School Board Governs

Sets parameters and expectations

The Board Governance Model



The Superintendent Manages

Provides leadership and supervision



School District Goal Alignment

Strategic Governance Framework





State of the Becker
Public School District
Superintendent Jeremy Schmidt



Reflections: State of the School Update

The purpose of the State of the School Update is to inform you about what is in order to help you think about what could be.

In your small groups: Share your reaction(s) to the State of the School Update.

- What did you learn that you didn't know before?
- What surprised you?
- What would you like to know more about?
- What concerns do you have?
- What questions do you have?



Focusing on the Future

- **Are we meeting the requirements of the World's Best Workforce legislation?**
- **Are we educating all students?**
- **Are we providing Equitable Education for all students?**
- **Are we meeting the needs of our stakeholders (internal and external)?**
- **Are we satisfied with all systems and operations (food service, transportation, business/finance, technology, buildings and grounds, etc.)?**
- **Are we making the best decisions possible?**
- **Are we identifying the programs/services we should keep, modify, eliminate or add?**



Stakeholder Engagement “Some Big Ideas”

Strengths (from Surveys and Listening Sessions)

Internal (4)

School district facilities are safe, secure, and well maintained.	92.86%
The school district uses effective instructional programs, practices, and interventions to help all students.	81.40%
The superintendent is visible and accessible throughout the school district and community.	81.40%
The school district uses student achievement data to inform and improve instruction.	81.40%

External (6)

School district facilities are safe, secure, and well maintained.	85.46%
I am satisfied with the overall condition of the school district's playgrounds and outdoor areas.	83.76%
In general, I am satisfied with the quality of education provided by the school district.	83.76%
In general, I am satisfied with the teachers of the school district.	82.86%
I am satisfied with the overall condition of the school district's buildings.	82.74%
Overall, I have a positive impression of the school district.	80.46%



Stakeholder Engagement “Some Big Ideas” Strengths (from Surveys and Listening Sessions)

Staff Comments from All Stakeholders - 6th grade staff – keeps students on track; Support – teachers & students; Teachers identify growth areas and help/nurture/encourage it; 8th grade staff – pushing and encouraging us to our limits; Teachers listen to what we need, and do their best to be helpful; Teachers pace teaching to class needs; Majority students respect admin; Student-staff trust; Good teachers; Teachers being helpful & understanding; Teachers work to develop relationships; We have really good counselors; The staff is a community that works together and supports each other; Middle School Principal’s leadership; Staff members are cooperative; Administration is friendly and have an open-door policy; Camaraderie within departments; Great Staff; Perry Wilkensson; Teacher and Staff really care about kids and their well being; We have a great staff!; Staff; Mr. Christensen supports our staff; High school administration is very good/approachable; Caring staff; Welcoming staff - from teachers to cooks to paras; Admin; People are willing to help each other when needed; Mr. Zimmer’s construction classes- great work every year on the sheds!; Becker Teachers; We have a VERY supportive administration; Wonderful Principal; Teachers are personable; Positive attitudes most students and staff; Excellent teamwork!; We operate as a team; The staff at the Primary building really support each other; SPED in HS works so well with our special needs students - the Paras are amazing; Custodial staff is amazing; Our custodian staff does an AMAZING job on the upkeep of our building; Teachers truly care about students; Mutual respect among staff and students; Paraprofessional support; Committed Leadership; Media specialist; Teacher quality, passion; Many teachers are positive influences for my children in regard to acceptance of differences; Improved communication from school and teachers; Teachers seem engaged; The teaching staff at all the schools, especially the HS; Teacher communication with families; Outside the box teaching; Staff care about their students; Most are caring teachers; Teachers that really care about their students; Extremely helpful, well run transportation department; Teaching; School staff communication with families; Special Education Staff are amazing to work with; Our kids have a positive view of their teachers and school atmosphere; Excellent teachers; Building administrators are supportive; Love the band program and the instructor at the middle school; The teachers we work with have communicated well with us; Math teachers are helpful; Some very good teachers; Strong well-educated staff – who have passion for teaching and learning; Dedicated staff; Quality teachers/paras that care for all our students; Strong Admin Team/Dedicated staff; Staff support - We currently have two teachers that have helped driving routes and activity trips; Well educated and dedicated staff; MTSS support team working very hard to support students



Stakeholder Engagement “Some Big Ideas”

Strengths (from Surveys and Listening Sessions)

– Continued

Middle School – Good sense of community; Artistic quality of the school; Majority of students care about work; Soar (after hours); Lot to offer with extra-curriculars; Good schedules; Decorate school nicely

High School – Variety of classes; Sports programs; National Honor Society and Student Council; B3 and FCA; CIS classes; Diverse extra-curricular choices; Breakfast bread activities (homecoming, spring fling, dances); Updated facility; Technology; Student involvement; GSA group; Opportunities for special education; Diversity in class types; Ability to retake classes if you fail; Range of math classes (have classes designed for different strengths; Extra credit opportunities in hard/rigorous classes; Mental health room in red hallway



Stakeholder Engagement “Some Big Ideas”

Strengths (from Surveys and Listening Sessions)

– Continued

Licensed Staff – Passage of referendum last fall; Curriculum is good; Fun environment that promotes learning; Culture – the 3 R’s are a school focus; Building leadership is strong, fair, and supportive; Overall, common classes at each grade level teach the same content and have the same common assessments despite the teacher a student has; Small town atmosphere (not having the major issues of bigger districts); School climate is positive; Additional opportunities to offer input and feedback; Technology tools; Data-driven processes to identify and support students who need it both academically and emotionally

Non-Licensed Staff – Robotics program – so great for ALL students who participate; Great sports and activities; Great community support; We provide a smooth transition between schools for students; Great facilities with continual improvements; Provide opportunities for mental health needs; Great study area in Media Center which has the resources we need; Well-maintained grounds and buildings



Stakeholder Engagement “Some Big Ideas”

Strengths (from Surveys and Listening Sessions)

– Continued

Parent / Guardian – Improved communication with families from school and teachers; Extremely helpful, well-run transportation department; Efficient pick-up/drop-off; Variety of extra-curriculars; Stayed in person during the pandemic; Keeping kids engaged and eager to learn; How bullying is handled; Supporting varying learning styles; Kids on track with math/reading skills even after the pandemic; All schools start and end at same time; School provides a sense of family and belonging; Students prepared for college or next step after graduation; Good after school program for kids who need more help; Community support for student athletes; Up-to-date technology; Higher level course availability; Quick response time to problems

Community – Overall, school does good job preparing students for the future; Great the referendum passed and will expand CTE; Schools are center of community; Much in community evolves around school; Community support



Stakeholder Engagement “Some Big Ideas”

Strengths (from Surveys and Listening Sessions)

– Continued

Board – Students do well on testing; Education provided is top-notch; Well-rounded and varied activities and opportunities; Good technology with hot spots on busses; Self-sufficient – school has their own custodial/transportation/food service; Community support – businesses and organizations; Collaboration with neighboring schools (Wellness Program); Special Ed Coop; Elementary Spanish Emersion program

Administration – Becker is known in surrounding areas as a great district to work for and attend; Parent support – becoming substitutes, bus/van drivers to help where they can; Community support and involvement; Diversity of programs and opportunities for students; Community support through involvement in finance, business, and donations; One campus for all district students; Well attended and respected Early Childhood program; PBIS/SEL is working well; A lot of technology that allows students and staff to continue thriving in a digital world; High percentage of participation in activities; MTSS system



Stakeholder Engagement “Some Big Ideas”

Opportunities (from Surveys and Listening Sessions)

Internal (5)

The school board is visible and accessible throughout the school district and community.	58.14%
The school districts' policies, procedures, and practices are fair and just for all students.	58.14%
The school district has a process to ensure that the school board-adopted curriculum for a course or grade level is being taught by all teachers.	53.49%
The “climate” of all school buildings is conducive to teachers being able to teach and students being able to learn.	52.38%
All school district staff are equipped to address bias and exclusionary language or behavior when it occurs.	51.16%

External (3)

I am satisfied with the school district's budget and use of funds.	58.52%
The school district spends its tax dollars effectively and efficiently.	57.65%
The school district provides good opportunities in career and technical education.	46.17%



Stakeholder Engagement “Some Big Ideas”

Opportunities (from Surveys and Listening Sessions)

Middle School – More freedom during advisory; Mental health breaks/check-ins; Open communication and opinions but no hate speech; Normalize pronouns; More support around addiction without consequences; Staggered release time; Homework during lunch; Longer locker time between classes; More respect and education about prejudice and minorities; Political respect of preferences; Bathroom signing out; Extended time to turn in homework for extra-curriculars; Lunch line – some get less time or some rush

High School – Macbooks instead of iPads; Open campus lunch time; Parking pass expense; Cursive class, Doctor’s notes requirement; Why is extra credit being taken away; Weighted GPA’s – Better grading system (more comprehensive); Longer lunch time and passing time; Improve bathrooms; Access to courtyard; More time to talk to teachers; Teachers not following IEP’s; How school views students of minorities (ex: recent anti-LGBTQ+ presentation); Students taking too much food so there is less for C lunch especially fruits and vegetables; Sometimes bullying is swept under the rug; Sometimes leeway is given for things explicitly stated in the handbook; “Catch-up” programs for students who fell behind during COVID; After hours – either with other students or staff



Stakeholder Engagement “Some Big Ideas” Opportunities (from Surveys and Listening Sessions)

Licensed Staff – Return to normalcy; Math supports; Smaller class sizes; Give teachers autonomy; Student support for mental health; Micromanagement from the top; Teacher input not valued; End of day dismissal – monitors for halls and outside area; Improve communication; Behavior support; Review grading policies; Lack of trust/cohesiveness among staff; Dispel false rumors on social media; Blatant hostility toward diversity/inclusion; Staffing difficulties – subs and hiring/retention; Support LGBTQ+ students and staff who support them; Sexist practices; Current climate; Students with health issues not being sent home

Non-Licensed Staff – Communication; Change exit out of high school parking lot; Teachers need to reflect neutrality and teach the subjects they are teaching; Pushing LGBTQ ideals; Follow and enforce current policies; Listen to concerns of non-licensed staff; Phones in class; Teamwork mentality instead of “not my job”; Losing sense of “community” in the school; Punishments need to be harsher; Keep computer labs open in Media Center; Children are not getting needed services soon enough; Consistency of requirements between teachers within same department



Stakeholder Engagement “Some Big Ideas”

Opportunities (from Surveys and Listening Sessions)

– Continued

Parent / Guardian – Quality of education; Include diverse voices/perspectives; Grading; Better lunch options; Teachers supporting and guiding students; Not sending homework home, time in class for homework; More than one bus stop for daycare students; Bullying; Student drop-off; Budget for constant facilities improvement; Curriculum; Field trips; More emphasis on acceptance of all students; More gifted and talented options; Lack of support for LGBTQ+; Recruit faculty and staff from diverse backgrounds; Increase security presence; Stop bullying of students who have differences; Condition of football field/bathrooms/outdoor athletic facilities; “Everyone is welcome” not always true; Dress code enforcement; More ways for parent involvement; Monitor Facebook posts; Improve school interior structures; Create peer mentor/helper team/group or junior and senior leaders to assist classmates

Community – Money being wasted; Technology staff support users; Support for skilled labor as a career; Teach life skills for students; Listening sessions with stakeholders; Enhance school website; Involve more groups/organizations in school partnerships; Expand online education/partner with North Star Academy



Stakeholder Engagement “Some Big Ideas”

Opportunities (from Surveys and Listening Sessions)

– Continued

Board – Increase tech offerings; Early Childhood expansion; Financial stability; Examine reasons for open enrollment out of district; More CIS opportunities at high school; Create more opportunities for youngest and oldest learners; More collaborative experiences for learning; Flexible learning spaces; Transition on pathway for students; increase trust with entire community; Board interaction with the public and joint problem-solving; Mental health supports for students

Administration – Need a reset after the pandemic; Create positive culture (student, staff, community); Have marketing/logos/messaging streamlined between departments; Safety before and after school; District systems; Public relations” Ensure all student are in an inclusive environment; District goals; Facilities – restrooms; Move Early Childhood to new addition and plan for additional classrooms; Program additions (CTE, Gifted and Talented, alternate education opportunities); STEM programs; Provide more support for students struggling with mental health; Share positive accomplishments of student with media/newspapers; Expand Middle School electives; Teacher retention and hiring; Continued growth



Our Collective Goal

Striving for Minnesota's World's Best Workforce



Each plan must address the following goals:

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and/or postsecondary education.
5. All students graduate from high school.

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning.



Equitable Education

MSBA's Definition

"A collective set of conditions where all students are given access to the opportunities, resources, and supports they need to learn and develop to their fullest potential."



DIVERSITY

- The differences that make a difference.
- Numerical representation of people of diverse backgrounds, viewpoints, and experiences.

Count the People





INCLUSION

- Diverse perspectives are included.
- Actions, policies, practices, and behaviors support the differences.
- Everyone feels a sense of belonging.

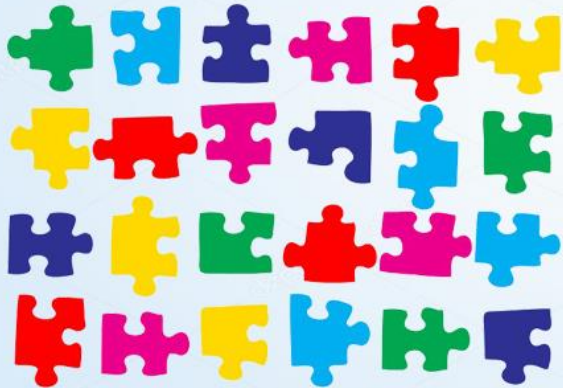
The People Count



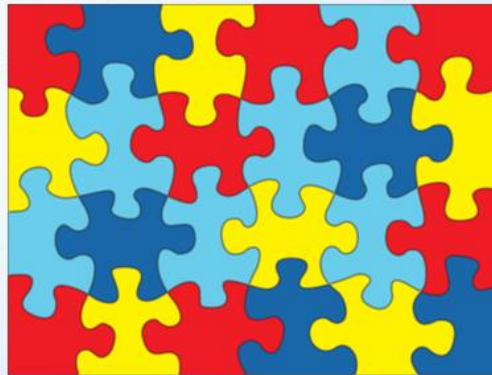


Diversity AND Inclusion

DIVERSITY



INCLUSION





Distinguishing Between Equity and Equality

Equality = Sameness

Equity = Fairness

Equality \neq Equity

Sameness \neq Fairness





EDUCATIONAL EQUITY



A collective set of conditions where all students are given access to the opportunities, resources, and supports they need to learn and develop to their fullest potential.



Eliminating barriers.



Increasing access.



Distinguishing Between Equality and Equity

Equality	Equity
<ul style="list-style-type: none">Every student receives a computer.	<ul style="list-style-type: none">Every student receives the device they need to learn.
	<ul style="list-style-type: none">Every student has stable WiFi connectivity.
	<ul style="list-style-type: none">Every student is given the skills and knowledge needed to use the device.
	<ul style="list-style-type: none">Every student has access to a space conducive for learning.
	<ul style="list-style-type: none">Every student has the opportunity be fully engaged.



The Mindset of an Equitable Education



The belief that each student, can, will, and shall learn.



The belief that every student belongs and is deserving of the resources they need to achieve.



The belief that each of us has the ability and responsibility to work toward transformational change.



Environmental Scan

Prouds

Possibilities

Must Haves/ Must Address



Examples of Prouds

Tangible

Excellent Financial Condition

Strong Student Test Results

Small Class Size

Multiple Opportunities for Students in Arts and Athletics

Intangible

Strong Leadership

Dedicated Teachers and Staff

District Reputation

School Pride



Examples of Possibilities

Market the school district

Attract new families and students to the school district

Create a solid financial base

Develop effective school/community partnerships

Ensure that buildings, grounds, FF&E and technology infrastructure contribute to student success

Identify the skills, attributes, and abilities expected for High School graduates



Examples of Must Haves/Must Address

Improved test scores

Addressing growing mental health needs

Improve Stakeholder communication

Effectively market the school district – Increase enrollment

Expand Career and Technical Education

Identify skills, attributes, and abilities expected of a high school graduate

Identify and create school/community partnerships

Update facilities and grounds

Stabilize the budget



Focus Area Analysis

Environmental Scan

- **Individually, list “Prouds”; “Possibilities”; and “Must Haves/Must Address” - Reference Reports – MSBA Staff will share definitions. Utilize Stakeholder Report, State of School District Update, personal thoughts, ideas, observations.**
- **As a group, identify 3-5 descriptors for each area.**
- **Record and share via Forms Link.**



Review

Focus Area Analysis:

“Carousel Walk”

- **Group analyzes each topic area by “virtually walking around”**
- **Add to/refine analysis – Any “Big Ideas” missing**
- **Clarification/Questions**



Belief Statements

- **State the values the group holds for the school district.**
- **Establish the moral and ethical priorities that guide the school district's activities.**
- **Should be sincere and uncompromising positions.**



Examples

We believe:

- **All individuals have value.**
- **All students can learn, though at different rates and in different ways.**
- **In doing the right thing, in the right way, at the right time, even when no one is aware.**
- **In valuing others for their diverse talents, backgrounds, cultures, and viewpoints.**
- **In a guaranteed and viable curriculum.**



Writing the Public School's Belief Statements:

- **Think about what is important.**
 - **What do we believe about kids and learning?**
 - **What do we believe about teachers and teaching?**
 - **What do we believe about the role of parents/guardians?**
 - **What do we believe about the role of the community?**
- **Write them Share with the group.**
- **Agree on four to six belief statements and write them on the handout and post it.**

MSBA Public Schools | Strategic Plan | 2022-2027

BELIEF STATEMENTS

The MSBA Public Schools believe that:

- Collaboration, communication, and support between the home, the school, and the community have a positive impact on our students.
- Students learn best through authentic and engaging experiences.
- Involved students are invested students.
- By embracing diversity, we promote compassion and understanding ensuring integrity and unity among students, parents, and staff.

MISSION STATEMENT

Investing in students so they succeed and excel in an ever-changing world.

VISION STATEMENT

Inspiring Excellence for *All*



FOCUS AREA	GOALS	OBJECTIVES
STUDENT ACHIEVEMENT	1. Achieve the goals of the World’s Best Workforce (WBWF) for all students in the school district.	<p>1.1. The percentage of preschoolers who have attended MSBA Public Schools who meet or exceed growth will increase by at least two percentage points from Spring 2022 to Spring 2023 in the areas of language, literacy and communications; social-emotional development; and number knowledge.</p> <p>1.2. For the 2023-2024 school year, 65% of students enrolled at MSBA Public Schools as of October 1 in grades K-3 will meet their individual growth targets on Reading Assessment, which is an increase from 57.5% the year prior.</p>
STUDENT SUPPORT	2. Develop and implement a well-defined student support system that enables all learners to achieve at high levels.	<p>2.1. Establish a districtwide Professional Development model that ensures all staff from all departments are educated on Social-Emotional Learning Indicators, as defined by the Minnesota Department of Education, during the 2024-2025 school year.</p> <p>2.2. By the end of 2025-2026, develop a defined system of criteria for each tier in the Multi-Tiered System of Supports (MTSS) model covering academics, behaviors, and attendance.</p>



Next Steps

- Review Summary of Environmental Scan Analysis
- Develop or Finalize Belief Statements
- Create Mission Statement and Vision Statement
- Begin “Goal Writing” for Focus Areas
- Complete Homework Assignment for Strategic Planning Committee Meeting #2 on **Wednesday, June 15 at 5:00 PM**. A Meeting Invitation and Resources will be emailed to you.



**Thank You
for Your Time
and Input!!**