



District Strategic Plan Development Process Strategic Roadmap and 3 Year Board Agenda

August 2, 2018





District Strategic Roadmap

August, 2018

Mission

Our Core Purpose

**Expect excellence,
grounded in compassion,
to meet the needs of all learners**

Core Values

Ensuring Student Needs Drive Our Decisions and Actions

- Excellence** *Be my best and expect the best of others*
- Kindness** *Concern, compassion, and advocacy for others*
- Respect** *Acceptance of self and others as we work together*
- Honesty** *Say and do the right thing, even if no one is watching*
- Responsibility** *Do my part and be accountable for what I say and do*

Vision

What We Intend to Create

**One community of lifelong learners,
engaged in creating our culture,
where all are safe, valued and
accountable to one another for success**

Strategic Directions

Strategies to Achieve Our Vision

- A. Expecting high achievement for all students by improving our practices and building positive relationships**
- B. Understanding and meeting everyone's social-emotional, mental health, and cultural competency needs**
- C. Operating with and communicating clear expectations, support, and accountability**
- D. Implementing safe and secured schools and environments**
- E. Engaging and partnering with parents, families and community**
- F. Securing and managing all of our resources: people, money, facilities, time**



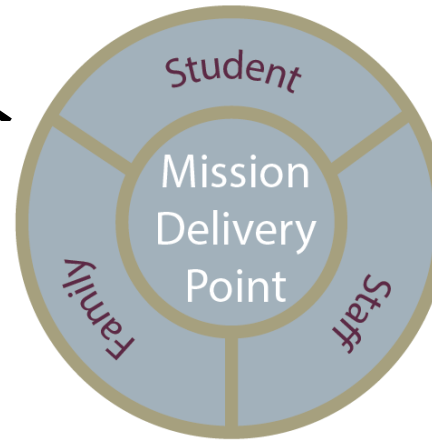
Mission Delivery Point: The Desired Daily Experiences for Students, Families, and Staff

Students

- I feel safe, welcomed, respected, valued, and important at school
- My learning is active, creative, relevant, challenging, and fun
- I have the resources and people to support my unique learning needs, as well as my social, emotional, and physical needs
- We know what behavior is expected of us, and we are all held accountable, with problem solving skills, and adult support
- My classroom and school are free of distractions and disruptions
- I have good friends and supportive adults at school, and am accepted for who I am
- I own and advocate for my learning in preparing for my future
- I participate in interesting arts, athletics, and activities in both school and community

Families

- I feel welcomed, valued, respected, engaged, and supported
- I have easy access to current information and resources regarding my child, with open two-way communication with teachers, principals, and district administrators
- Our students feel physically and emotionally safe and protected at school and are held accountable for their own behaviors
- Everyone is accepted and respected for who they are across all aspects of gender, race, and culture
- Our schools are focused on learning and meeting each child's needs through engaging instruction and responsive practices
- Each school has high learning expectations for our students, and provides the needed resources and support to ensure their learning



Staff

- I feel safe, welcomed, valued, trusted, and supported
- I have and effectively use the resources, time, tools, and strategies I need to meet the varied needs of my students
- I and my students enjoy learning, engage with a growth mindset, take risks, and learn from the experiences
- I am engaged and interact with energy and openness to others with a sense of pride and fun
- I have input into key decisions that impact my work
- I use cultural, academic, and social emotional skills and strategies to equitably support and meet student needs
- I am committed to, and participate in, professional growth and continuous improvement with shared accountability
- I feel safe and comfortable in being open and vulnerable with my peers to build positive relationships



Classroom Theory of Action -

August, 2018

- | | |
|---|------------|
| If we passionately believe that every student can learn at a high level, | and |
| If we differentiate instruction and services to meet needs of each learner, | and |
| If we collaborate effectively with staff, students, families, and community, | and |
| If we communicate timely and clearly with positivity, | and |
| If we engage in effective professional development that aligns with strategic plans/goals, | and |
| If we welcome and accept all members of our diverse communities | and |
| If we provide a wide range of opportunities for students to explore their interests | |

Then We Can “Expect excellence, grounded in compassion, to meet the needs of all learners”



DISTRICT VISIONCARD “How we will measure our progress”

August, 2018

Measure	Level 01 Intervention Required	Level 02 High Concern	Level 03 Minimally Acceptable	Level 04 Progress	Level 05 Vision	Wt %	Score
1. Pre K – 12 On-Track to Graduation (Meeting grade level standards)	Less than 60 % of students on track towards graduation at each grade	60 - 69 % of students on track towards graduation at each grade	70 - 79 % of students on track towards graduation at each grade	80-89 % of students on track towards graduation at each grade	Greater than 90 % of students on track towards graduation at each grade	20 %	
2. On-Track to Graduation Gap	Greater than 20 % gap in on-track to graduation between student groups at each grade	Less than 20 % gap in on-track to graduation between student groups at each grade	Less than 16 % gap in on-track to graduation between student groups at each grade	Less than 12 % gap in on-track to graduation between student groups at each grade	Less than 10 % gap in on-track to graduation between student groups at each grade	10 %	
3. Whole Student Development <small>ASCA Standards (American School Counselor Association)</small> 1) Personal social 2) Academic 3) Career 4) Behavior and Mindset Standards	Less than 50 % of students meet ASCA grade level standards annually	50 - 59 % of students meet ASCA grade level standards annually	60 - 69 % of students meet ASCA grade level standards annually	70 - 80 % of students meet ASCA grade level standards annually	Greater than 80 % of students meet ASCA grade level standards annually	20 %	
4. Student Attendance (absence or tardy, not including extended illness)	Greater than 20 % of students miss more than 3 days per quarter	80 - 84 % of students miss less than 3 days per quarter	85 - 89 % of students miss less than 3 days per quarter	90 - 95 % of students miss less than 3 days per quarter	Greater than 95 % of students miss less than 3 days per quarter	10 %	
5. Student Referrals (Behavioral)	Greater than 20 % of student population receiving any discipline referrals per quarter	15-20 % of student population receiving any discipline referrals per quarter	10-15 % of student population receiving any discipline referrals per quarter	5-10 % of student population receiving any discipline referrals per quarter	Less than 5 % of student population receiving any discipline referrals per quarter	10 %	
6. Staff Attendance (absence or tardy, not including extended illness)	Greater than 20 % of staff miss more than 3 days per quarter	80 - 84 % of staff miss less than 3 days per quarter	85 - 89 % of staff miss less than 3 days per quarter	90 - 95 % of staff miss less than 3 days per quarter	Greater than 95 % of staff miss less than 3 days per quarter	5 %	
7. Staff Connection to School and Staff	Less than 50 % of staff surveyed report feeling connected, informed, and welcomed	50 - 59 % of staff surveyed report feeling connected, informed, and welcomed	60 - 69 % of staff surveyed report feeling connected, informed, and welcomed	70 - 80 % of staff surveyed report feeling connected, informed, and welcomed	Greater than 80 % of staff surveyed report feeling connected, informed, and welcomed	5 %	
8. Impact of Professional Development	Less than 50 % of licensed staff demonstrate that PD has demonstrably impacted student achievement growth	50 - 59 % of licensed staff demonstrate that PD has demonstrably impacted student achievement growth	60 - 69 % of licensed staff demonstrate that PD has demonstrably impacted student achievement growth	70 - 80 % of licensed staff demonstrate that PD has demonstrably impacted student achievement growth	Greater than 80 % of licensed staff demonstrate that PD has demonstrably impacted student achievement growth	10 %	
9. Parents Connection to School and Staff	Less than 50 % of parents surveyed report feeling connected, informed, and welcomed	50 - 59 % of parents surveyed report feeling connected, informed, and welcomed	60 - 69 % of parents surveyed report feeling connected, informed, and welcomed	70 - 80 % of parents surveyed report feeling connected, informed, and welcomed	Greater than 80 % of parents surveyed report feeling connected, informed, and welcomed	10 %	
District Vision Card Score							

This is a working document: during the 2018-19 school year, measurement systems will be developed for all of these Measures.



Winona Area Public Schools
District 3 Year Operational Plan
 August, 2018

•: District Departments •: Middle School •: High School •: Elementary Schools

Strategic Directions:	2018-19 SY	2019-20 SY	2020-21 SY
A. Expecting high achievement for all students by improving our practices and building positive relationships	Learning Work Initiatives <ul style="list-style-type: none"> District-wide STEM • Increased breakfast participation • Compassionate schools @ ALC • Curriculum Review Cycle Implementation of Strategic Plan 	Learning Work Initiatives <ul style="list-style-type: none"> Curriculum Review Cycle, Adoption 	Learning Work Initiatives <ul style="list-style-type: none"> Curriculum Review Cycle, Adoption
	Implementation Work Initiatives <ul style="list-style-type: none"> Breakfast in the classroom • 1:1 Technology • English-Language Arts Curriculum • Curriculum • Spanish Immersion • Career Pathways • REACH • 1:1 and 2:1 (tech integration) • AVID 7-12 • Multi-Tiered System of Supports 	Implementation Work Initiatives <ul style="list-style-type: none"> 1:1 Technology • District-wide STEM • Compassionate schools @ ALC • Increased breakfast participation • Curriculum Review Cycle Implementation of Strategic Plan 	Implementation Work Initiatives <ul style="list-style-type: none"> Curriculum Review Cycle, Adoption •
	Standard Work Practices <ul style="list-style-type: none"> K-4 Spanish Immersion • PLC Structure • AVID • • Common assessments • High expectations • Career Pathways • 1:1 devices@ WSHS • Summer meals • ESSA 1:1 (technology) Differentiating instruction Meeting the needs of all learners 	Standard Work Practices <ul style="list-style-type: none"> Breakfast in the classroom • English-Language Arts Curriculum • Spanish Immersion • Career Pathways • REACH • 1:1 and 2:1 (tech integration) • AVID 7-12 • 	Standard Work Practices <ul style="list-style-type: none"> 1:1 Technology • District-wide STEM • Increased breakfast participation • Compassionate schools @ ALC • Implementation of Strategic Plan Curriculum Review Cycle



Winona Area Public Schools District 3 Year Operational Plan

August, 2018

Strategic Directions:	2018-19 SY	2019-20 SY	2020-21 SY
B. Understanding and meeting our social-emotional, mental health, and cultural competency needs	Learning Work Initiatives <ul style="list-style-type: none">• Social-Emotional Learning •• Meeting mental health needs of students • • •	Learning Work Initiatives <ul style="list-style-type: none">•	Learning Work Initiatives <ul style="list-style-type: none">•
	Implementation Work Initiatives	Implementation Work Initiatives <ul style="list-style-type: none">• Social-Emotional Learning •• Meeting mental health needs of students • • •	Implementation Work Initiatives <ul style="list-style-type: none">•
	Standard Work Practices <ul style="list-style-type: none">•	Standard Work Practices <ul style="list-style-type: none">•	Standard Work Practices <ul style="list-style-type: none">• Social-Emotional Learning •• Meeting mental health needs of students • • •
C. Operating with and communicating clear expectations, support, and accountability	Learning Work Initiatives <ul style="list-style-type: none">• Change readiness process •• Staff expectations •• Data management system •	Learning Work Initiatives <ul style="list-style-type: none">•	Learning Work Initiatives <ul style="list-style-type: none">•
	Implementation Work Initiatives <ul style="list-style-type: none">• PLC •• Two way safe and authentic conversations •• Change readiness process •	Implementation Work Initiatives <ul style="list-style-type: none">• Change readiness process •• Staff expectations •• Data management system •	Implementation Work Initiatives <ul style="list-style-type: none">•
	Standard Work Practices <ul style="list-style-type: none">• PLC • • •	Standard Work Practices <ul style="list-style-type: none">• PLC •• Two way safe and authentic conversations •• Change readiness process •	Standard Work Practices <ul style="list-style-type: none">• Change readiness process •• Staff expectations •• Data management system •
D. Implementing safe and secured schools and environments	Learning Work Initiatives <ul style="list-style-type: none">• Secure entrances •	Learning Work Initiatives <ul style="list-style-type: none">•	Learning Work Initiatives <ul style="list-style-type: none">•
	Implementation Work Initiatives <ul style="list-style-type: none">•	Implementation Work Initiatives <ul style="list-style-type: none">• Secure entrances •	Implementation Work Initiatives <ul style="list-style-type: none">•
	Standard Work Practices <ul style="list-style-type: none">• ALICE responses	Standard Work Practices <ul style="list-style-type: none">•	Standard Work Practices <ul style="list-style-type: none">• Secure entrance •



Winona Area Public Schools
District 3 Year Operational Plan
 August, 2018

Strategic Directions:	2018-19 SY	2019-20 SY	2020-21 SY
E. Engaging and partnering with parents, families and community	Learning Work Initiatives <ul style="list-style-type: none">•	Learning Work Initiatives <ul style="list-style-type: none">•	Learning Work Initiatives <ul style="list-style-type: none">•
	Implementation Work Initiatives <ul style="list-style-type: none">• Community survey ••	Implementation Work Initiatives <ul style="list-style-type: none">•	Implementation Work Initiatives <ul style="list-style-type: none">•
	Standard Work Practices <ul style="list-style-type: none">• Online registration •• Referendum/Levy "talks" •• Website •• Online registration •	Standard Work Practices <ul style="list-style-type: none">• Community survey ••	Standard Work Practices <ul style="list-style-type: none">•
F. Securing and managing all of our resources: money, people, facilities, time	Learning Work Initiatives <ul style="list-style-type: none">• Leadership succession planning •• Facility study•	Learning Work Initiatives <ul style="list-style-type: none">•	Learning Work Initiatives <ul style="list-style-type: none">•
	Implementation Work Initiatives <ul style="list-style-type: none">• Position budgeting	Implementation Work Initiatives <ul style="list-style-type: none">• Leadership succession planning •• Facility study•	Implementation Work Initiatives <ul style="list-style-type: none">•
	Standard Work Practices <ul style="list-style-type: none">• Boundary changes K-4 •• Building transitions •	Standard Work Practices <ul style="list-style-type: none">• Position budgeting	Standard Work Practices <ul style="list-style-type: none">• Leadership succession planning •• Facility study
What Needs to Leave	Culture, Identity, and Relationships <ul style="list-style-type: none">• Resistance to change (2)• Compliance = relationships• Intolerance• Satisfaction with the status quo• Culture rigidity• Mediocracy• A bystander mentality (PLC's and other areas)• Fixed mindset• Distrust of decisions and processes• Defiance and mistrust• The belief that not all kids can learn at a high level (2)• Expectations are only for students• Different expectations for students/staff• Inconsistent student expectations	Work, Programs, Services, Resources <ul style="list-style-type: none">• Spending focused away from learning because of district infrastructure• Working in isolation	Structure, Protocol, Practices <ul style="list-style-type: none">• Decisions based on rumors and feelings/emotions• Blaming students/others• Bad/poor communication• Current school calendar• Suspension, punitive punishments fix behaviors• We teach in silos• Lack of understanding and adherence to roles within the system• Length of school day• Rigid structure (all areas)• Ineffective past practices• Excluding SPED and EL student data in PLC reports



Winona Area Public Schools School Board 3 Year Agenda

Key Roles	2018-19 SY	2019-20 SY	2020-21 SY
District Policy	<ul style="list-style-type: none"> Policy review (SP/CV/MDP filter) Policy approach, design 	<ul style="list-style-type: none"> Policy review (SP/CV/MDP filter) 	<ul style="list-style-type: none"> Policy review (SP/CV/MDP filter)
Operational Oversight	<ul style="list-style-type: none"> Stabilize budget Strategic directions monitoring reports A - F Facility review Department updates Strategic Plan updating - 3 YR OP Annual budget approval Committee reports review by Board 	<ul style="list-style-type: none"> Strategic directions monitoring reports A - F Facility review Department updates Strategic Plan updating - 3 YR OP Annual budget approval Committee reports reviewed by Board 	<ul style="list-style-type: none"> Strategic directions monitoring reports A - F Facility review Department updates Strategic Plan updating - 3 YR OP Annual budget approval Committee reports reviewed by Board
Board Self-Management	<ul style="list-style-type: none"> Board representation by district design Monitor reports Flip board meetings (wk sessions) School Board development Professional development Goals linked to Strategic Plan Board 3 YR Agenda update Board self-evaluation 	<ul style="list-style-type: none"> Monitor reports School Board development Professional development Goals linked to Strategic Plan Board 3 YR Agenda update Board self-evaluation 	<ul style="list-style-type: none"> Monitor reports School Board development Professional development Goals linked to Strategic Plan Board 3 YR Agenda update Board self-evaluation
Superintendent Relations	<ul style="list-style-type: none"> Annual review /evaluation - 360 Superintendent goal setting Regular updates - district, legislative Superintendent goals linked to Strategic Plan Linking policy (Gov. work) to reports 	<ul style="list-style-type: none"> Annual review/evaluation - 360 Superintendent goal setting Regular updates - district, legislative Superintendent goals linked to Strategic Plan 	<ul style="list-style-type: none"> Annual review/evaluation - 360 Superintendent goal setting Regular updates - district, legislative Superintendent goals linked to Strategic Plan
Stakeholder Engagement	<ul style="list-style-type: none"> Email alerts with Board agendas, minutes, videos, supporting documents Community survey Listening sessions - World Cafe Community Q and A Improve media relations 	<ul style="list-style-type: none"> Community survey Listening sessions - World Cafe Community Q and A Improve media relations 	<ul style="list-style-type: none"> Community survey Listening sessions - World Cafe Community Q and A Improve media relations



Winona Area Public Schools
School/Department Annual Improvement Plan Worksheet

Strategic Direction	Learning Work Initiatives and Projects	Implementation Work Initiatives and Projects	Standard Work Initiatives and Projects
A. Expecting high achievement for all students by improving our practices and building positive relationships			
B. Understanding and meeting our social-emotional, mental health, and cultural competency needs			
C. Operating with and communicating clear expectations, support, and accountability			
D. Implementing safe and secured schools and environments			
E. Engaging and partnering with parents, families and community			
F. Securing and managing all of our resources: money, people, facilities, time			



**Winona Area Public Schools
Action Card Worksheet**

Name of School / Department

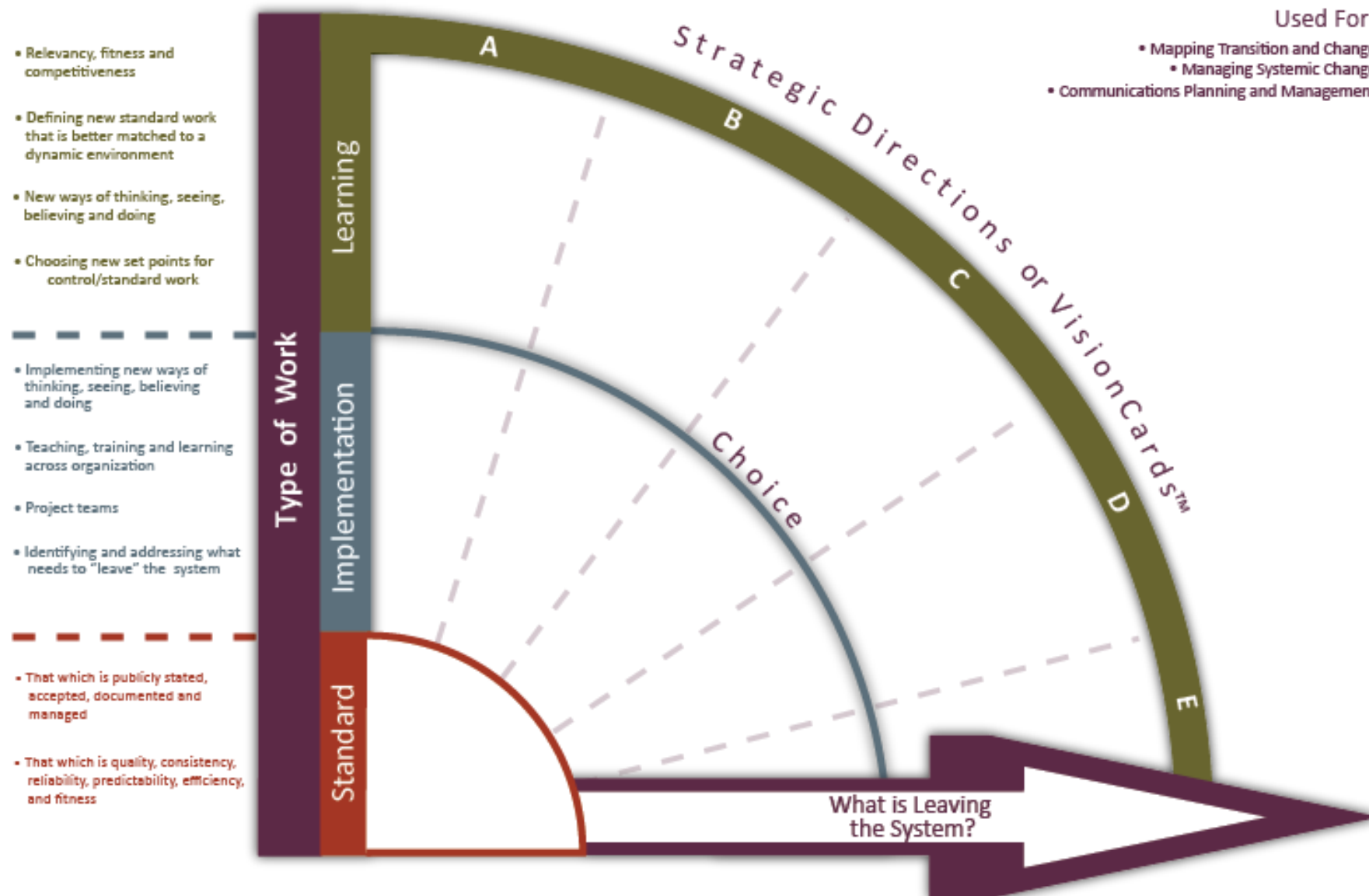
Name of Initiative or Project

Vision of Initiative of Project Completed

Steps	When	Who	Contradictions

Current Reality

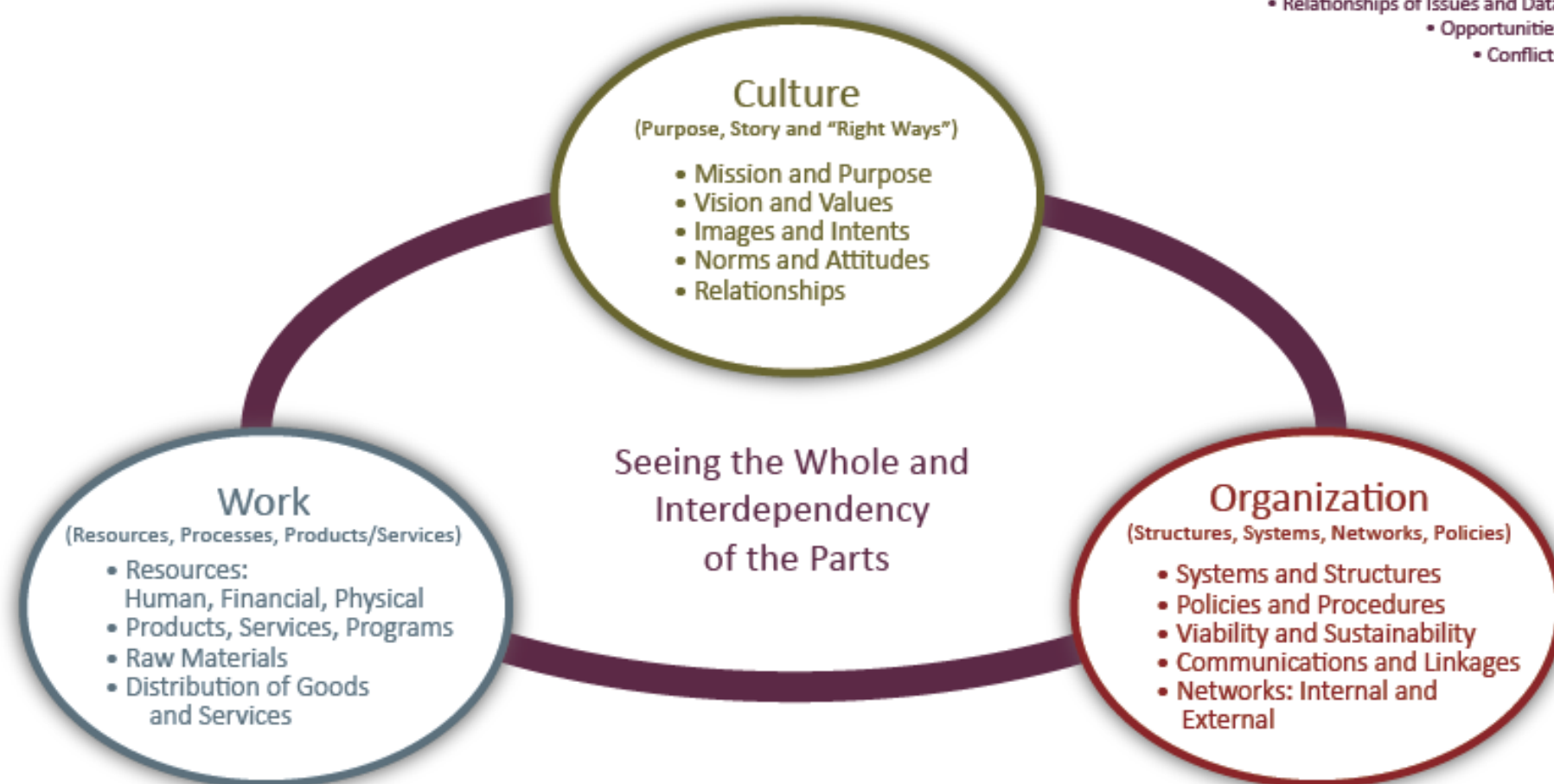
- Mapping Transition and Change
- Managing Systemic Change
- Communications Planning and Management



Part of the FrameWorks Series

Used For Assessment of:

- Situations "In the Moment"
- Relationships of Issues and Data
 - Opportunities
 - Conflicts

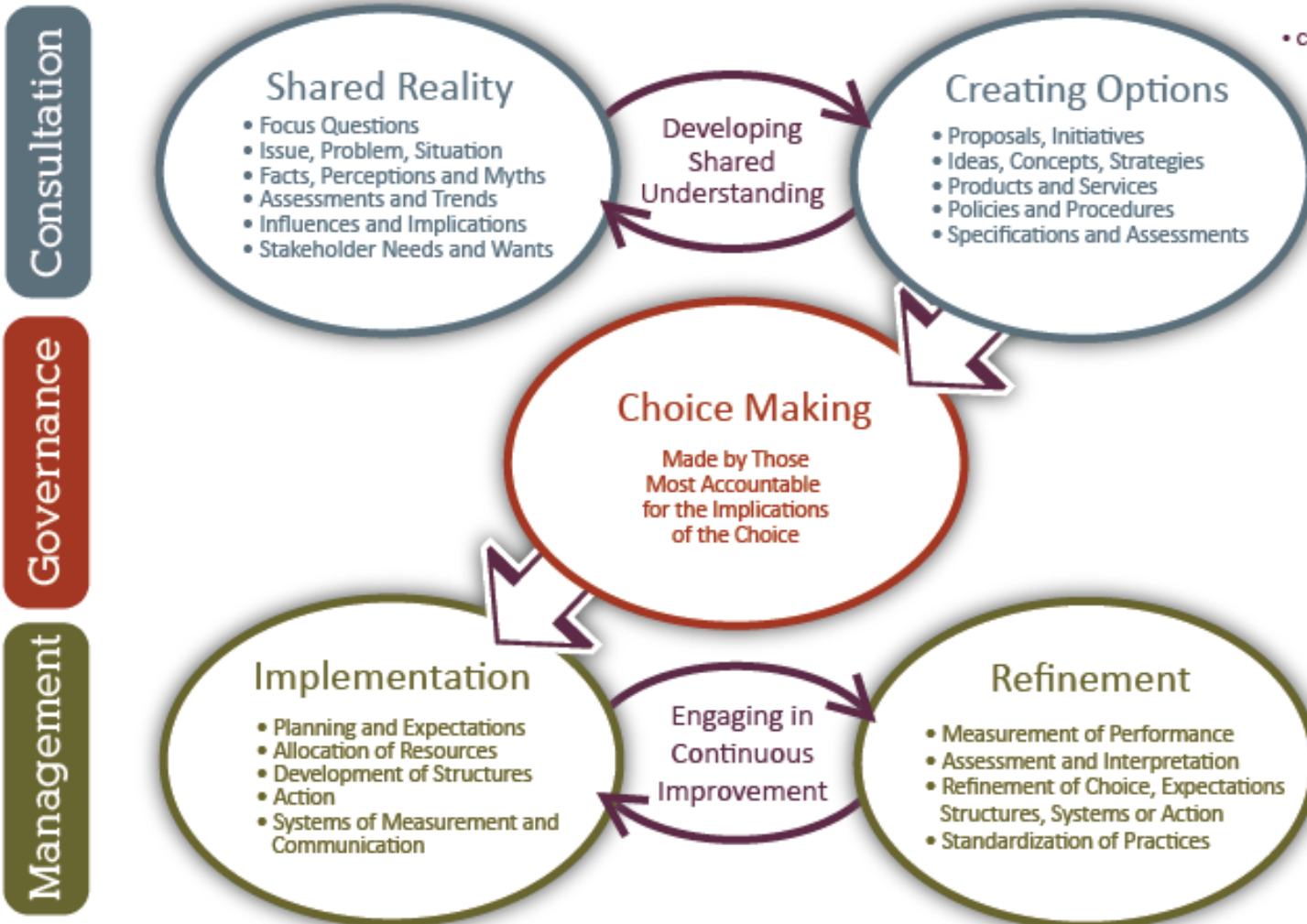


Decision Making

Part of the FrameWorks Series

Used For:

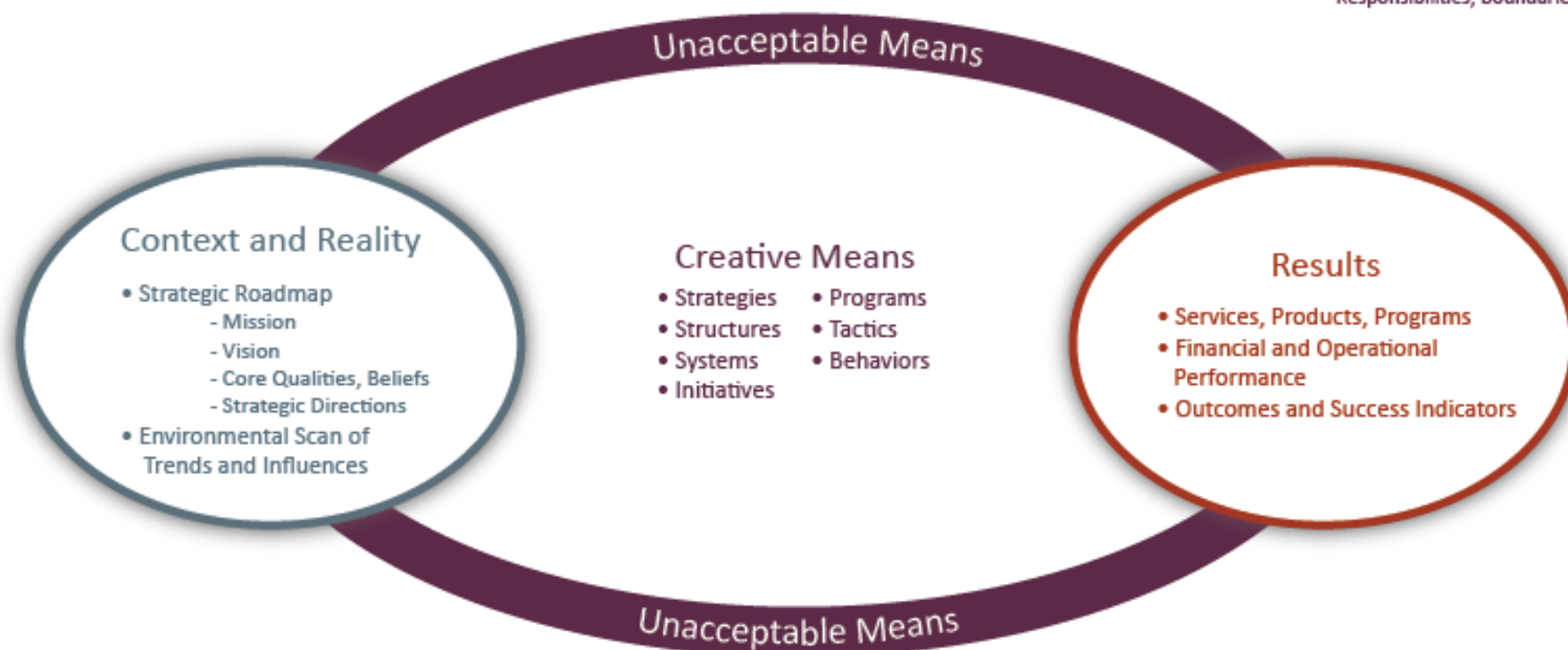
- Choice Making
- Managing Participant's Time and Roles
- Clarification of Authority



Part of the FrameWorks Series

Used For:

- Governance and Operational Leadership
- Establishing Boundaries for Creative Work
 - Clarity of Roles, Responsibilities, Boundaries

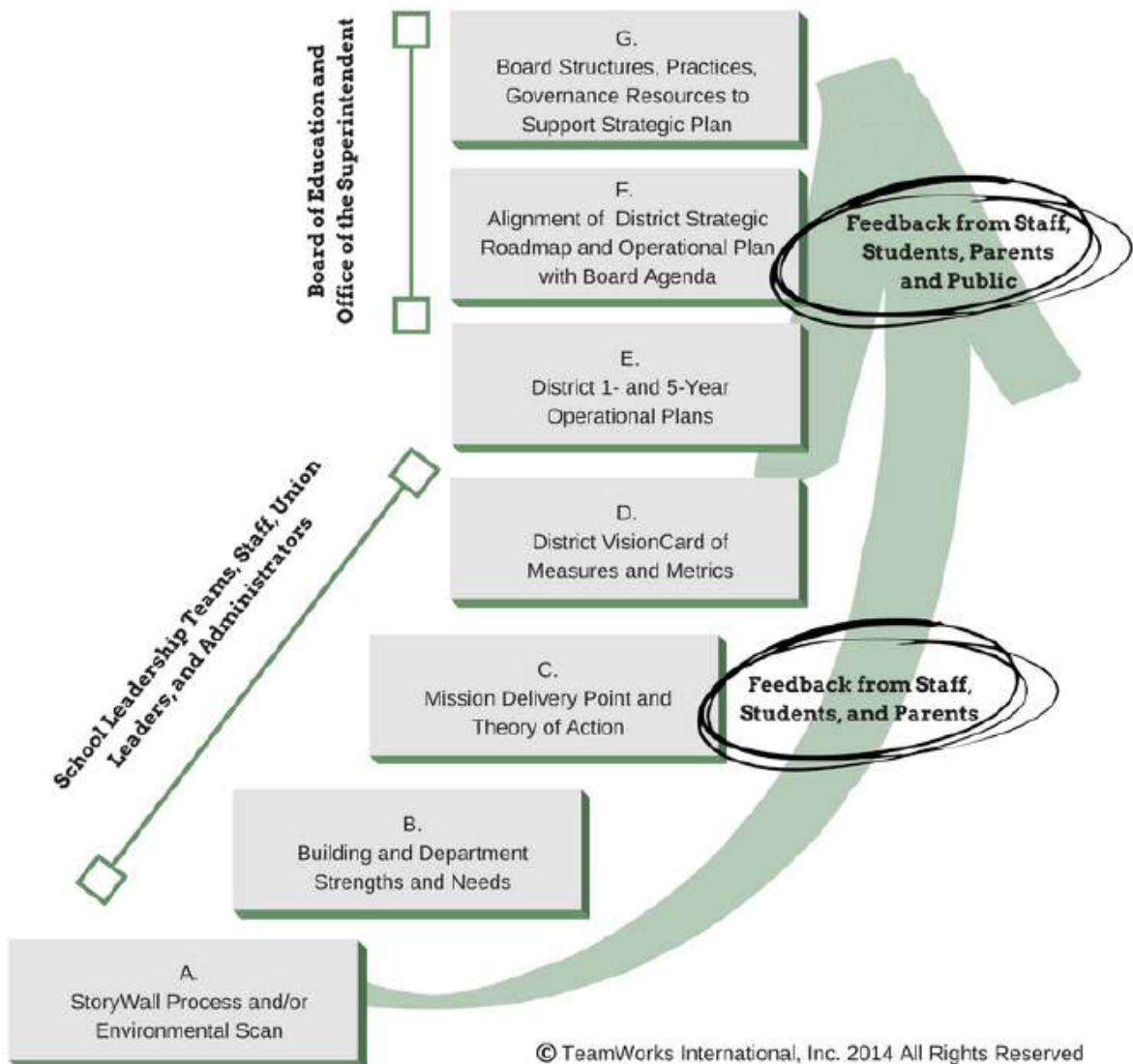


OUR “CLASSROOM TO BOARDROOM” STRATEGIC PLANNING PROCESS

This proposed process does not follow the typical public planning process in which parents and public drive the focus of the strategic and operational plans for schools and departments.

This process asks the staff and administrators to engage in, and be accountable for, a process of assessment, development, planning and prioritization as the professional educators of the district.

Parents, students, and the public provide consultation at key points in the process, the School Board engages in the development of a Strategic Roadmap in its’ governance work of oversight, policy, and community engagement rather than management work in developing the “nuts and bolts” of the District Strategic Plan for the next 3 - 5 years.



District Strategic Plan Key Elements and Ownership

The deliverables from the previous page provide the tools necessary for both the district management accomplishment of the plan and the board's governance responsibilities to provide the oversight and direction necessary for delivering on the vision of the district

