

District Strategic Plan Development Process
Strategic Roadmap and 3 Year Board Agenda
August 2, 2018





District Strategic Roadmap August, 2018

Mission	Our Core Purpose	Core Values	Ensuring Student Needs Drive Our Decisions and Action
Expect ex	cellence,	Excellence	Be my best and expect the best of others
grounded in o	compassion,	Kindness	Concern, compassion, and advocacy for others
•	-	Respect	Acceptance of self and others as we work together
to meet the need	as of all learners	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	Strategic Dire	ctions Strategies to Achieve Our Vision
		A. Expecting hi	gh achievement for all students by improving our practices and
One community of engaged in crea	ilifelong learners,	A. Expecting his building pos B. Understandi	gh achievement for all students by improving our practices and itive relationships ing and meeting everyone's social-emotional, mental health,
One community of engaged in crea where all are sa	i lifelong learners, ting our culture, fe, valued and	A. Expecting his building pos B. Understandi and cultural C. Operating w	gh achievement for all students by improving our practices and itive relationships ing and meeting everyone's social-emotional, mental health, competency needs ith and communicating clear expectations, support, and
One community of engaged in crea	i lifelong learners, ting our culture, fe, valued and	A. Expecting his building pos B. Understanding and cultural C. Operating waccountabili	gh achievement for all students by improving our practices and itive relationships ing and meeting everyone's social-emotional, mental health, competency needs ith and communicating clear expectations, support, and
One community of engaged in crea where all are sa	i lifelong learners, ting our culture, fe, valued and	 A. Expecting his building pos B. Understanding and cultural C. Operating was accountabilities D. Implementing 	gh achievement for all students by improving our practices an itive relationships ing and meeting everyone's social-emotional, mental health, competency needs ith and communicating clear expectations, support, and ty

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

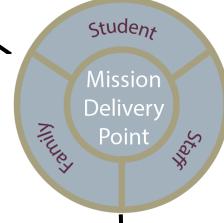


Students

- 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 %	
Couns 1) Per 2) Aca 3) Car	Whole Student Development Standards (American School selor Association) rsonal social ademic ever navior 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 %	
					D	istrict Vision Card Score		

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



District 3 Year Operational Plan

August, 2018

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

Stratogic Directions	August, 2018 2018-19 SY	2019-20 SY	2020-21 SY
Strategic Directions:			
A. Expecting high	Learning Work Initiatives	Learning Work Initiatives	Learning Work Initiatives
achievement for	District-wide STEM • District-wide	Curriculum Review Cycle, Adoption	Curriculum Review Cycle, Adoption
all students by	Increased breakfast participation •	•	•
improving our	Compassionate schools @ ALC Continuous Parison Code		
practices and	Curriculum Review Cycle Implementation of Strategic Plan		
building positive	Implementation of Strategic Plan Implementation World Initiatives	Implementation Moule Initiatives	Implementation Month Initiatives
	 Implementation Work Initiatives Breakfast in the classroom • 	Implementation Work Initiatives	Implementation Work Initiatives
relationships		 1:1 Technology • District-wide STEM • 	Curriculum Review Cycle, Adoption •
	• 1:1 Technology •		•
	English-Language Arts Curriculum Curriculum	Compassionate schools @ ALC • Lagrange de lagrantia de la compassionate de l	
		Increased breakfast participation • Considering Participation •	
	Spanish Immersion Garage Pathyraus	Curriculum Review Cycle Manufacture of Strategic Plan	
	• Career Pathways •	Implementation of Strategic Plan	
	• REACH •		
	• 1:1 and 2:1 (tech integration) •		
	• AVID 7-12 •		
	Multi-Tiered System of Supports	6. 1 114 15 1	S: 1 114 1 B ::
	Standard Work Practices	Standard Work Practices	Standard Work Practices
	K-4 Spanish Immersion	Breakfast in the classroom •	• 1:1 Technology •
	PLC Structure •	English-Language Arts Curriculum •	District-wide STEM •
	• AVID • •	• Spanish Immersion •	Increased breakfast participation •
	Common assessments •	Career Pathways •	Compassionate schools @ ALC •
	High expectations •	• REACH •	Implementation of Strategic Plan
	Career Pathways •	• 1:1 and 2:1 (tech integration) •	Curriculum Review Cycle
	• 1:1 devices@ WSHS •	• AVID 7-12 •	
	Summer meals • Summer meals •		
	• ESSA		
	• 1:1 (technology)		
	Differentiating instruction		
	 Meeting the needs of all learners 		



District 3 Year Operational Plan

August, 2018

Strategic Directions:	2018-19 SY	2019-20 SY	2020-21 SY
B. Understanding and meeting ou social-emotional, mental health, and cultural	Learning Work Initiatives Social-Emotional Learning Meeting mental health needs of students Implementation Work Initiatives	Learning Work Initiatives Implementation Work Initiatives Social-Emotional Learning Meeting mental health needs of students students	Learning Work Initiatives Implementation Work Initiatives •
competency needs	Standard Work Practices •	Standard Work Practices •	 Standard Work Practices Social-Emotional Learning Meeting mental health needs of students
C. Operating with and communicating	 Learning Work Initiatives Change readiness process Staff expectations Data management system 	Learning Work Initiatives •	Learning Work Initiatives •
clear expectations, support, and accountability	Implementation Work Initiatives PLC Two way safe and authentic conversations Change readiness process	 Implementation Work Initiatives Change readiness process Staff expectations Data management system 	Implementation Work Initiatives •
·	Standard Work Practices • PLC • • •	 Standard Work Practices PLC • Two way safe and authentic conversations • Change readiness process • 	Standard Work Practices
D. Implementing safe and	Learning Work Initiatives ■ Secure entrances •	Learning Work Initiatives •	Learning Work Initiatives •
secured schools and environments	Implementation Work Initiatives Standard Work Practices ALICE responses	Implementation Work Initiatives • Secure entrances • Standard Work Practices	Implementation Work Initiatives Standard Work Practices Secure entrance



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 Implementation Work Initiatives Community survey Standard Work Practices	Learning Work Initiatives Implementation Work Initiatives Standard Work Practices	Learning Work Initiatives Implementation Work Initiatives Standard Work Practices
	 Online registration • Referendum/Levy "talks" • Website • Online registration • 	Community survey	•
F. Securing and managing all of our resources: money, people,			Learning Work Initiatives •
facilities, time	Implementation Work InitiativesPosition budgeting	 Implementation Work Initiatives Leadership succession planning • Facility study 	Implementation Work Initiatives •
	 Standard Work Practices Boundary changes K-4 Building transitions 	• Position budgeting	 Standard Work Practices Leadership succession planning Facility study
What Needs to Leave	Culture, Identity, and Relationships 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 leve Expectations are only for students Different expectations for students/staff Inconsistent student expectations	Work, Programs, Services, Resources Spending focused away from learning because of district infrastructure Working in isolation	Structure, Protocol, Practices 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	Policy review (SP/CV/MDP filter)	•	Policy review (SP/CV/MDP filter)	•	Policy review (SP/CV/MDP filter)
-	Policy approach, design				
Operational Oversight	Stabilize budget	•	Strategic directions monitoring	•	Strategic directions monitoring
	Strategic directions monitoring		reports A - F		reports A - F
	reports A - F	•	Facility review	•	Facility review
	Facility review	•	Department updates	•	Department updates
	Department updates	•	Strategic Plan updating - 3 YR OP	•	Strategic Plan updating - 3 YR OP
	Strategic Plan updating - 3 YR OP	•	Annual budget approval	•	Annual budget approval
	Annual budget approval	•	Committee reports reviewed by	•	Committee reports reviewed by
	Committee reports review by Board		Board		Board
Board Self-Management	Board representation by district	•	Monitor reports	•	Monitor reports
	design	•	School Board development	•	School Board development
	Monitor reports	•	Professional development	•	Professional development
	 Flip board meetings (wk sessions) 	•	Goals linked to Strategic Plan	•	Goals linked to Strategic Plan
	School Board development	•	Board 3 YR Agenda update	•	Board 3 YR Agenda update
	Professional development	•	Board self-evaluation	•	Board self-evaluation
	Goals linked to Strategic Plan				
	Board 3 YR Agenda update				
	Board self-evaluation				
Superintendent Relations	 Annual review /evaluation - 360 	•	Annual review/evaluation - 360	•	Annual review/evaluation - 360
	Superintendent goal setting	•	Superintendent goal setting	•	Superintendent goal setting
	Regular updates - district, legislative	•	Regular updates - district, legislative	•	Regular updates - district, legislative
	Superintendent goals linked to	•	Superintendent goals linked to	•	Superintendent goals linked to
	Strategic Plan		Strategic Plan		Strategic Plan
	Linking policy (Gov. work) to reports				
Stakeholder Engagement	Email alerts with Board agendas,	•	Community survey	•	Community survey
	minutes, videos, supporting	•	Listening sessions - World Cafe	•	Listening sessions - World Cafe
	documents	•	Community Q and A	•	Community Q and A
	Community survey	•	Improve media relations	•	Improve media relations
	 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	minatives and i rojects	initiatives and i rojects	initiatives and 1 tojects
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			



Welcoming All Learners	Action Card Worksheet					
Name of School / Department						
Name of Initiative or Project						
Vision of Initiative of Project Completed						
Steps	When	Who	Contradictions			
Current Reality						

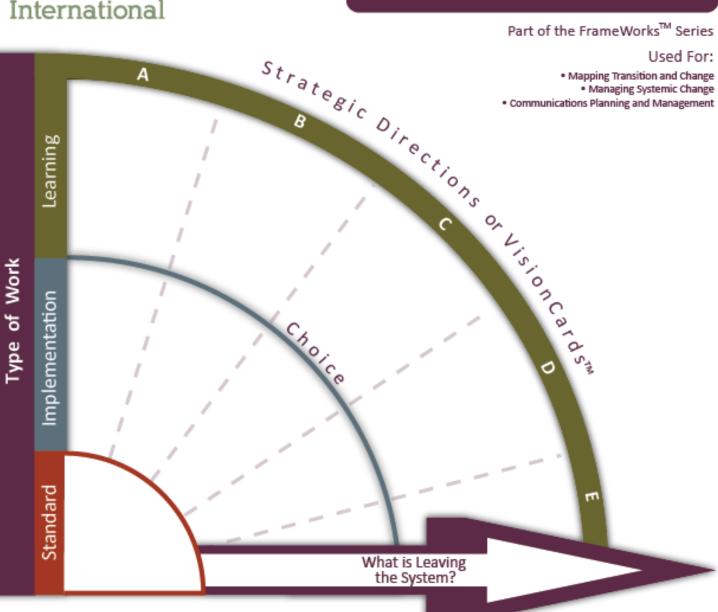


Strategic Growth and Change

Part of the FrameWorks[™] Series

Used For:

- Relevancy, fitness and competitiveness
- Defining new standard work that is better matched to a dynamic environment
- · New ways of thinking, seeing, believing and doing
- . Choosing new set points for control/standard work
- · Implementing new ways of thinking, seeing, believing and doing
- · Teaching, training and learning across organization
- · Project teams
- · Identifying and addressing what needs to "leave" the system
- . That which is publicly stated, accepted, documented and managed
- That which is quality, consistency, reliability, predictability, efficiency, and fitness





Whole System View

Part of the FrameWorks Series

Used For Assessment of:

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

Culture

(Purpose, Story and "Right Ways")

- Mission and Purpose
- Vision and Values
- · Images and Intents
- Norms and Attitudes
- Relationships

Seeing the Whole and Interdependency

of the Parts

Work

(Resources, Processes, Products/Services)

- Resources: Human, Financial, Physical
- Products, Services, Programs
- Raw Materials
- Distribution of Goods and Services

Organization

(Structures, Systems, Networks, Policies)

- · Systems and Structures
- Policies and Procedures
- Viability and Sustainability
- Communications and Linkages
- Networks: Internal and External



Decision Making

Part of the FrameWorks Series

Used For:

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

Consultation

Governance

Management

Shared Reality

- Focus Questions
- Issue, Problem, Situation
- Facts, Perceptions and Myths
- Assessments and Trends
- Influences and Implications
- Stakeholder Needs and Wants

Developing Shared

Understanding

Creating Options

- Proposals, Initiatives
- · Ideas, Concepts, Strategies
- · Products and Services
- · Policies and Procedures
- Specifications and Assessments

Choice Making

Made by Those Most Accountable for the Implications of the Choice

Implementation

- Planning and Expectations
- Allocation of Resources
- Development of Structures
- Action
- Systems of Measurement and Communication

Engaging in Continuous

Improvement

Refinement

- Measurement of Performance
- Assessment and Interpretation
- Refinement of Choice, Expectations Structures, Systems or Action
- Standardization of Practices



Guiding Change

Part of the FrameWorks Series

Used For:

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

Unacceptable Means

Context and Reality

- · Strategic Roadmap
 - Mission
 - Vision
 - Core Qualities, Beliefs
 - Strategic Directions
- Environmental Scan of Trends and Influences

Creative Means

- Strategies
 - Programs
- Structures
- Tactics
- Systems
- Behaviors
- Initiatives

Results

- · Services, Products, Programs
- Financial and Operational Performance
- . Outcomes and Success Indicators

Unacceptable Means

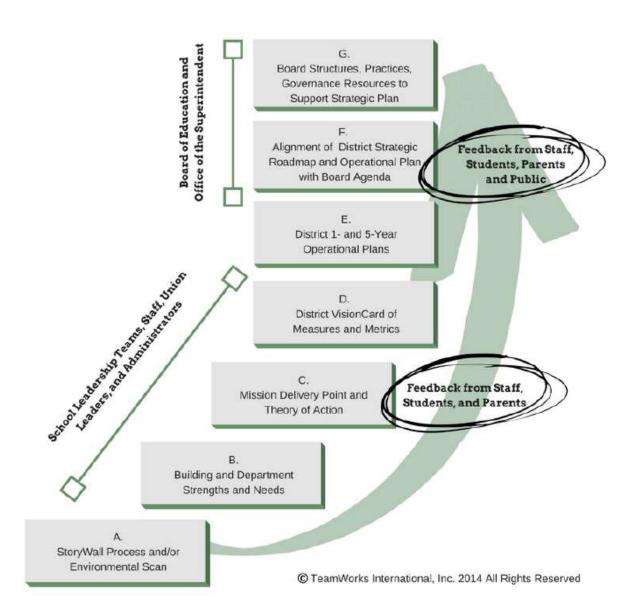


OUR "CLASSROOM TO BOARDROOM" STRATEGIC PLANNING PROCESS

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

