



Delano  
Public Schools

# Classroom to Boardroom Update

October 28, 2024





Hello  
my name is

Dr. Ray Queener

TEAMWORKS  
EDUCATION LEADERSHIP SOLUTIONS

Hello  
my name is

Hello  
my name is

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my name is

Hello  
my name is

# Agenda

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- Overview of Classroom to Boardroom
- Storywall Key Outcomes
- Environmental Scan Key Outcomes
- Desired Daily Experiences Draft
- Theory of Action
- Strengths and Needs Session Highlights
- Next steps

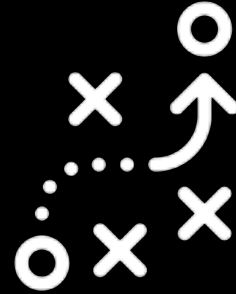
# Classroom to Boardroom Strategic Planning Phases



**Assessing  
Our Reality**



**Describing  
Our Vision**



**Mapping Our  
Plan**



**Implementing  
Our Plan**

## Assessing Our Reality



### Strategic Planning Team

- **Storywall** (February 8)
- **Environmental Scan** (April 4)
- **Building and Department Strengths & Needs** (October 24)

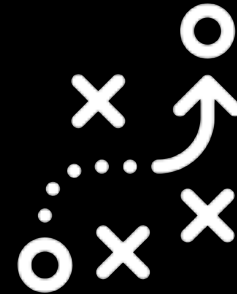
## Describing Our Vision



### Focus Groups Strategic Planning Team

- **Desired Daily Experience** (February, September)
- **Theory of Action** (September)
- **Vision Card** (November)

## Setting Our Strategic Plan

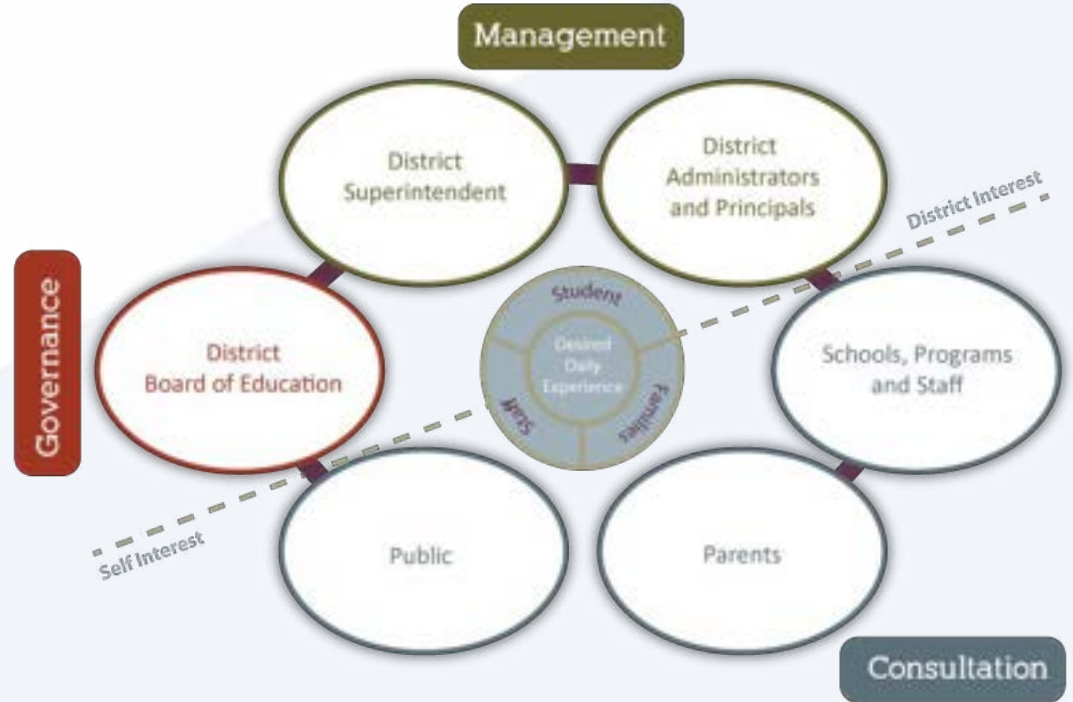


### Strategic Planning Team School Board & Superintendent

- **3-yr Operational Plan** (December)
- **Strategic Roadmap** (January '25)
- **3-yr Board Agenda** (March '25)
- **School/Dept Improvement Plans** (June '25)

# Education Leadership System: January 8

- Excellence in Governance, Management, and Consultation
- Navigating between the three authorities
- What Is...What Ought To Be



# Storywall: February 8

Phase One – map the key events/  
initiatives/facts of note during  
assigned timeframe (groups formed  
by year joined district or attended  
school in district):

1989-1998

1999-2004

2005-2008

2009-2018

2019-Present



# Storywall: February 8

Phase 2: Analysis of Storywall maps, identifying:

- Key influential events
- Influential behaviors
- Characteristics of successes
- Characteristics of challenges

Observations/ Characteristics + Lifecycle
<b>1. Most influential positive events:</b> <ul style="list-style-type: none"><li>- School fac improvement &amp; faculty morale was up</li></ul>
<b>2. Most influential negative events:</b> <ul style="list-style-type: none"><li>- 9/11 &amp; school shootings</li><li>- Society not as safe or predictable</li></ul>
<b>3. Behaviors encouraged:</b> <ul style="list-style-type: none"><li>- Student/staff involvement in activities/culture</li></ul>
<b>4. Characteristics of success:</b> <ul style="list-style-type: none"><li>- Increased school spirit/school pride</li></ul>
<b>5. Characteristics of failure:</b> <ul style="list-style-type: none"><li>- Decreased sense of security in school/society population</li></ul>

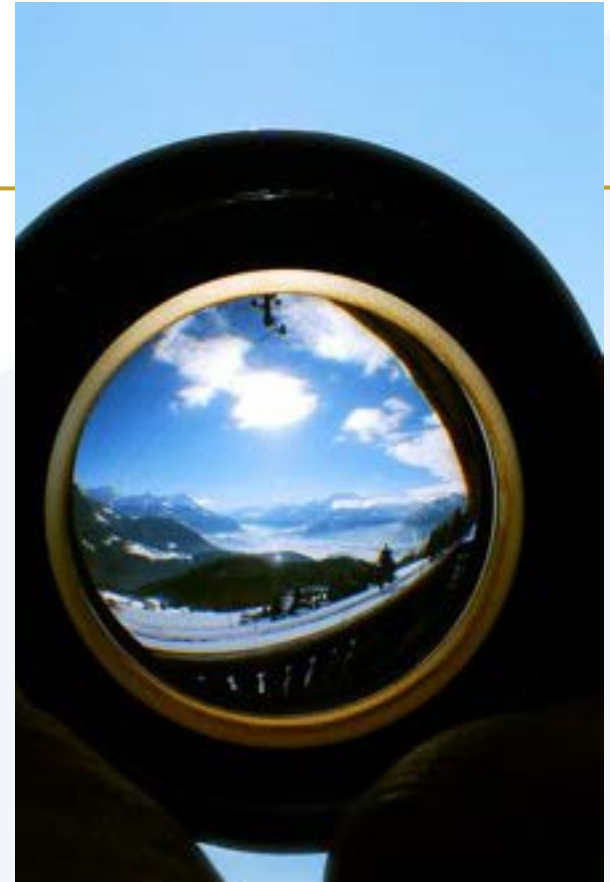


# Environmental Scan: April 4

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Phase One – Identify initiatives, systems, structures, behaviors that are Established, Ebbing, Edge, Emerging

Phase Two – Identify key trends and influences that are impacting these events/initiatives/structures/behaviors.



# Environmental Scan - Categories

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- Edge: Brand new, unestablished in this district. Could be established elsewhere. Things you've read about in journals, heard about at conferences.
- Emerging: Being tested now in district, but not fully implemented or fully established. Might be implemented/established in other districts.
- Established: Tested, accepted, embedded with fidelity. Example: PLCs
- Ebbing: Decrease in acceptance and energy, decrease in influence among students, staff, and/or families. Example: Paper Textbooks

# Environmental Scan - Key Trends & Influences

<i>Edge and Emerging</i> <b>Key Trends and Influences</b>	<i>Established and Ebbing</i> <b>Key Trends and Influences</b>
<ul style="list-style-type: none"><li>• Generational shifts in work aptitude and attitude</li><li>• Increased desire and opportunities for individualized options and learning</li><li>• Economic factors for well paying jobs / labor market</li><li>• Diversity, Equity, Inclusion efforts - resulting from both social pressures and political/legislative pressures - (influencing inclusivity/accessibility/restorative practices)</li><li>• Public push for transparency in public institutions</li><li>• Desire/demand for locating in strong school district/strong community</li><li>• School choice / consumerism in the field of education (shopping for schools to meet their individual needs/demands)</li><li>• Technological Improvements - ability to work/learn from home</li><li>• Legislation mandates determine some initiatives/additions (SOR, financial literacy requirement)</li><li>• Shift in mindset to prioritize in person attendance in school</li><li>• Changing demographics within the community influences the consideration and/or addition of programs and services both within the community and the school district</li></ul>	<ul style="list-style-type: none"><li>• Established (work): increased gun violence, security concerns, saturation of technology in every aspect of life</li><li>• Established (organization): need for staff development time, new initiatives, changing needs of students</li><li>• Established (culture): well-established small town, community traditions, need for common character traits/behavior language, limited resources require increased partnerships</li><li>• Ebbing (work): COVID</li><li>• Ebbing (organization): increased opposition to firm boundaries/expectations being set by schools</li><li>• Ebbing (culture): Decreased participation in activities (dances...) Kids don't want to socialize that way. Fewer student leaders that are pushing and spreading the word. Too much criticism to put yourself out there, everything is recorded or goes viral. Why are kids going online? Family flexibility, attendance, decreased socialization skills in kids</li></ul>

# Environmental Scan - Impact on Strategic Planning

<i>Edge and Emerging</i>	<i>Established and Ebbing</i>
<ul style="list-style-type: none"><li>● To remain relevant, we'll need to remain flexible and ready to change.</li><li>● Do we need to redefine “community” and/or how we measure culture?</li><li>● How do we maintain the small school feel while simultaneously experiencing growth.</li><li>● How do we guard ourselves from being spread too thin?</li></ul>	<ul style="list-style-type: none"><li>● Of the things that we see ebbing, or that are established, what do we want to see return or stay?</li><li>● If not, what do you want to see replace them?</li><li>● How should we be responding to increased student reliance on technology and decreased interest in traditional socialization activities?</li><li>● How should we be responding to the increased desire for school choice and school “shopping” trends.</li><li>● How will population and housing growth impact school enrollment but also school culture?</li><li>● How can we continue to partner with community groups and independent organizations to support student, staff and school needs?</li></ul>

# Desired Daily Experiences: February

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Focus groups with students, staff and families took place in February. Participants were asked to:

- Use words and phrases that describe what your experiences **will be** when the strategic plan is being successfully implemented in the future.
- **Be descriptive** - paint the picture of what you want your experience to look like, feel like, sound like...
- Describe in terms of solutions vs. problems



# Desired Daily Experiences: February

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## STUDENTS:

- Two student focus groups took place on February 20, one middle school group and one high school group.
- Representation from grades 7-12, a variety of achievement levels, student involvement/activities, race, ethnicity and gender.
- 23 middle school students and 20 high school students participated.

## STAFF:

- Two groups of staff participated in focus groups on February 20th and 27th. The staff represented a variety of grades/content areas; licensed, non-licensed and front office staff.
- Twentyseven staff members participated as follows:
- February 20 - Secondary Staff (14 licensed, non-licensed and front office staff)
- February 27 - Elementary Staff/Intermediate Staff (13 licensed, non-licensed and front office staff)

# Desired Daily Experiences: February

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## **FAMILIES:**

Three family groups were facilitated February 20, 27 and 29 and consisted of a total of 32 parents, representing students from a variety of grades and programs. The family group sessions were:

- February 20th - Secondary (grades 7+) parents (12 participants)
- February 27th - PK/Elementary/Intermediate parents (12 participants)
- February 29th - ( 7 participants) - parents of various grade levels represented, virtual session

# Desired Daily Experiences - Survey: September 12-20

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Feedback collected on draft DDE statements generated by the strategic planning team, based on focus group input.

Survey ran in September 12-20.



# Desired Daily Experiences - Revisions: September 26

## Students

### *First Draft Statements 3/11/24*

- My teachers are there for me, helping me understand things and letting me be creative. We all work together, teachers and students, to reach our academic goals.
- I have many class options and extracurricular activities available to me, from sports to academic competitions to arts.
- I feel safe, respected, and accepted by my peers and teachers.
- I can count on the adults in my school to help with my various needs.
- My school is clean and well-kept so I can effectively learn and safely participate in extracurricular activities.
- My daily schedule fits the way I learn.
- My school lunches are free. There is enough for me to eat with a variety of food options available to fit my needs.
- My school trusts me to take personal responsibility and to manage my time and choices wisely.

### *Refined Draft Statements 9/26/24*

- My teachers are there for me, helping me understand things and letting me be creative. We all work together, teachers and students, to reach our academic goals.
- I have many class options and extracurricular activities available to me, from sports to academic competitions to arts.
- I belong here; I feel safe, respected, and accepted for who I am by my peers and teachers.
- I can count on the adults in my school to help with my various needs.
- My school is clean, and designed for student movement around the building so I can learn and safely participate in classes and activities.
- My daily schedule fits the way I learn.
- My school trusts me to take personal responsibility and to manage my time and choices wisely.
- Students and staff hold each other accountable to the building norms and expectations (Tiger Way/Tiger Pride)

# Desired Daily Experiences - Revisions: September 26

## Families

### *First Draft Statements 3/11/24*

- I am valued as a partner in my child’s education through consistent, relevant, and reciprocal communication.
- My child is supported by trusted adults.
- My child is developed as a whole person (academically, socially/emotionally, athletically, and artistically).
- My child is safe and feels safe in the school environment.
- I am aware and knowledgeable of the protocols the school has implemented to ensure student safety and reinforce expected behavior.
- My child’s unique attributes are supported and nurtured.
- My child has access to a variety of activities, pathways, and opportunities to pursue their own goals.
- My child is excited to go to school and feels connected to the school community.

### *Refined Draft Statements 9/26/24*

- I am valued as a partner in my child’s education through consistent, relevant, and reciprocal communication.
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- My child is developed as a whole person (academically, socially/emotionally, athletically, and artistically).
- My child is safe and feels safe in the school environment.
- I am aware and knowledgeable of the protocols the school has implemented to ensure student safety and reinforce expected behavior.
- My child’s unique attributes are supported and nurtured.
- My child is excited to go to school and has access to a variety of activities, pathways, and opportunities to pursue their own goals.
- My child feels they belong and are connected to the school community.
- My district is transparent with information regarding curriculum and instruction.



# Desired Daily Experiences - Revisions: September 26

## Staff

### *First Draft Statements 3/11/24*

- I am and feel supported by both my administration and my co-workers, making our team environment collaborative and effective.
- My district facilities and technology are sufficient, which enhances our ability to teach and students' ability to learn.
- I know that class size, student academic needs and behavioral needs are all considered when developing class rosters because this information has been communicated to staff.
- I feel respected by all stakeholders.
- My time is respected, including preserving prep time and allowing for autonomy in determining appropriate professional development opportunities for my needs.
- My work and time is valued.
- My building has a clear and consistent behavior plan that is enforced consistently across classrooms and grade levels.
- My building is fully staffed with licensed personnel that are able to address academic, behavioral, and mental health needs effectively, including a consistent pool of subs that can teach a variety of assignments at any building.
- I feel part of a cohesive school community that supports and encourages a positive culture where everyone—students, staff, and parents—feels safe, respected, and engaged within the school community.

### *Refined Draft Statements 9/26/24*

- I am and feel supported by both my administration and my co-workers, making our team environment collaborative and effective.
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# Theory of Action - Draft: September 26

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An effective theory of action document can help **navigate the desired behaviors, actions and beliefs of the adults in the system** necessary to achieve the initiatives in the operational plan, to deliver on the desired daily experiences.

# Theory of Action - Draft: September 26

*Delano*  
*Student* *Top*

We believe all students can learn.

We believe parents are partners, and share  
Foster a sense of pride.

We believe provide diverse activities  
+ experiences

Students <sup>+ staff</sup> value the diversity / uniqueness  
of one another.

Utilize effective strategies

Support innovators

Engage in critically thinking  
↳ Foster <sup>relevant</sup> hands-on learning

Value community  
+ Collaboration

Empowering students  
to be responsible, respectful  
and compassionate individuals,  
ready to make a positive  
impact on the world.

We believe learning is an active partnership between students and teachers

We value joy and fun in the educational experiences of our students

We provide resources that staff & students need to facilitate learning

We foster belonging for all.

We value the whole child

We ensure all children's needs are met

We foster genuine connections

We foster open & honest communication

We utilize best practices to ensure success

When we...

- Value community involvement
- Foster positive relationships
- Provide clear expectations
- Support all aspects of the student's learning
- Engage in effective communication

# Building and Department Strengths & Needs: October 24

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- Assess current reality of classrooms - student engagement, achievement, PLCs, etc. within schools
- Assessment of the quality and description of the value proposition for district departments
- Development of District's Key Strengths and Needs

# Next Steps

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- Vision Card (November 21)
- 3-yr Operational Plan (December 12)
- Strategic Roadmap (January 20, 2025)
- 3-yr Board Agenda (March 3, 2025)
- School/Dept Improvement Plans (June 5, 2025)

# Questions

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# Thank You!

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