



Special Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
August 6, 2026
6:00 PM

Strategic Directions:

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging innovation to improve student outcomes and district culture
- Engaging our community to ensure common understanding of our Strategic Roadmap and the district work to support it

In the case of inclement weather, the Board of Education's regularly scheduled meetings will be rescheduled to the following Monday at the same time and place, unless that Monday is a holiday, in which case a special meeting may be called.

I. Call to Order

II. Welcome

Speaker(s): Abigail Alt, School Board Chair and Dr. Latanya Daniels, Superintendent

III. Item for Discussion

Speaker(s): Julie Baeb, Teamworks Senior Consultant

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Excellence in Governance is...

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Difficult When...	Enabled When...
Boards don't speak with one voice, sending mixed signals to stakeholders Board members operate in management activities Board members represent a specific political orientation/party or a portion of the civic community. Board members view Governance as theoretical and optional Board members lose sight of their authority when interacting with staff and parents.	Board members demonstrate unity and clarity in board decisions Board members operate in operational oversight through governance Board members represent all district stakeholders and ensure all voices are heard Board members view Governance as essential to effective board leadership and superintendent partnership Board members remember they carry positional authority outside the board room and exercise due care.

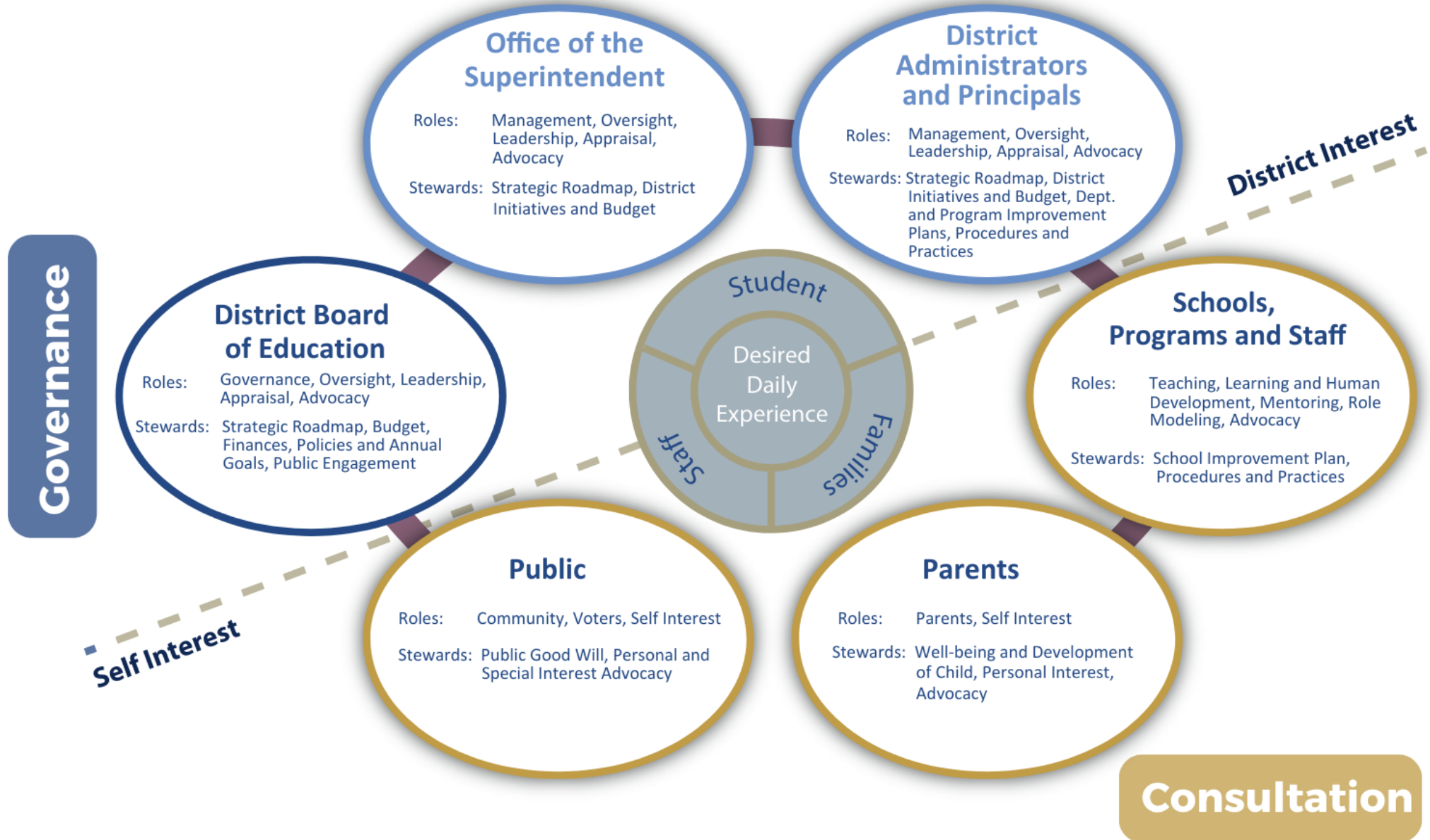
Excellence in Management is...

Difficult When...	Enabled When...
Staff are operating in isolation Staff are union members first and employees second Staff operate largely around time, not outcomes The public (and sometimes board members) expect that administration should operate with complete transparency (overlooking / not understanding privacy issues) Principals implement change to the degree their staff agrees with change Authority of principals is limited due to collective bargaining agreements that give up management responsibilities to staff There are two classes of employees: teachers and everyone else Staff is not accountable for student learning	Staff operate in collaboration and partnership Staff are student-centered and support the district priorities Staff are mission driven and outcome focused The public is educated and trusts district processes and procedures including privacy Principals are skilled change leaders Collective bargaining protects legal rights while preserving management authority and clear processes for addressing concerns. All employees feel valued and respected by one another Staff take accountability for and empower student learning

Excellence in Consultation is...

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Difficult When...	Enabled When...
The district assumes people who want to provide input will take action and do so. Those in consultation believe that their input and feedback needs to be fully adopted, unaware of constraints, capacity, legality Emotional appeals override data Parents move beyond advocacy to setting expectations and making demands on behalf of their child (as if public education were a private institution) Those in management and governance disregard consultation as less valid or important Decision making processes on broad, critical issues are not transparent, explicit, consistent and planned Communication chain is unclear and / or misused	The district makes a conscious effort in planning and decision making processes to invite and engage all interest groups. Families, staff, and students are asked for input using multiple methods (surveys, listening sessions, focus groups, affinity groups). Decision-making frameworks are made visible, and consultation participants understand whether they are contributing ideas, making decisions, or simply being informed. Feedback loops are closed - with clear communication on what was decided, how input was used (or wasn't) and what next steps are. A communication chain is communicated and enforced: start with the person closest to the issue.



Classroom to Boardroom Strategic Plan Deliverables



Desired Daily Experiences (DDE): these statements describe the desired daily experience of students, staff and families, based on focus group input and survey data. We recommend that districts measure, on an annual basis, how these needs are being met, and report the scores on the district VisionCard. Opportunities for improvement should be named as an action/initiative on the district’s 3-year continuous improvement plan. Typically districts include the DDE statements as a part of their Strategic Roadmap document.



District Strategic Roadmap: the Mission, Core Values, Vision, and Strategic Directions of the district. Adopting the roadmap is an act of governance by the Board of Education. We recommend that the board review the strategic roadmap on an annual basis (minimally). While the mission should stay the same for many years, the vision can evolve over time (every 5-7 years), as can the strategic directions. We recommend districts post their roadmap on their website. Some boards also read their mission statement at the start of every school board meeting, and the core values can be celebrated and promoted through recognitions/awards for both students and staff.



District 3-Year Continuous Improvement (Operational) Plan - this document operationalizes the strategic roadmap and creates a system of continuous improvement. This plan is a tool of management, overseen by the office of the Superintendent and can be thought of as a “table of contents” of the district’s continuous improvement initiatives and actions. These initiatives are organized over three years and aligned with the (3-5) Strategic Directions included on the strategic roadmap. On an annual basis, the district leadership team should assess the current continuous improvement plan, remove items that are complete/embedded with fidelity, and add new items based on VisionCard scores (gaps/opportunities), legislation, and an assessment of standard work.



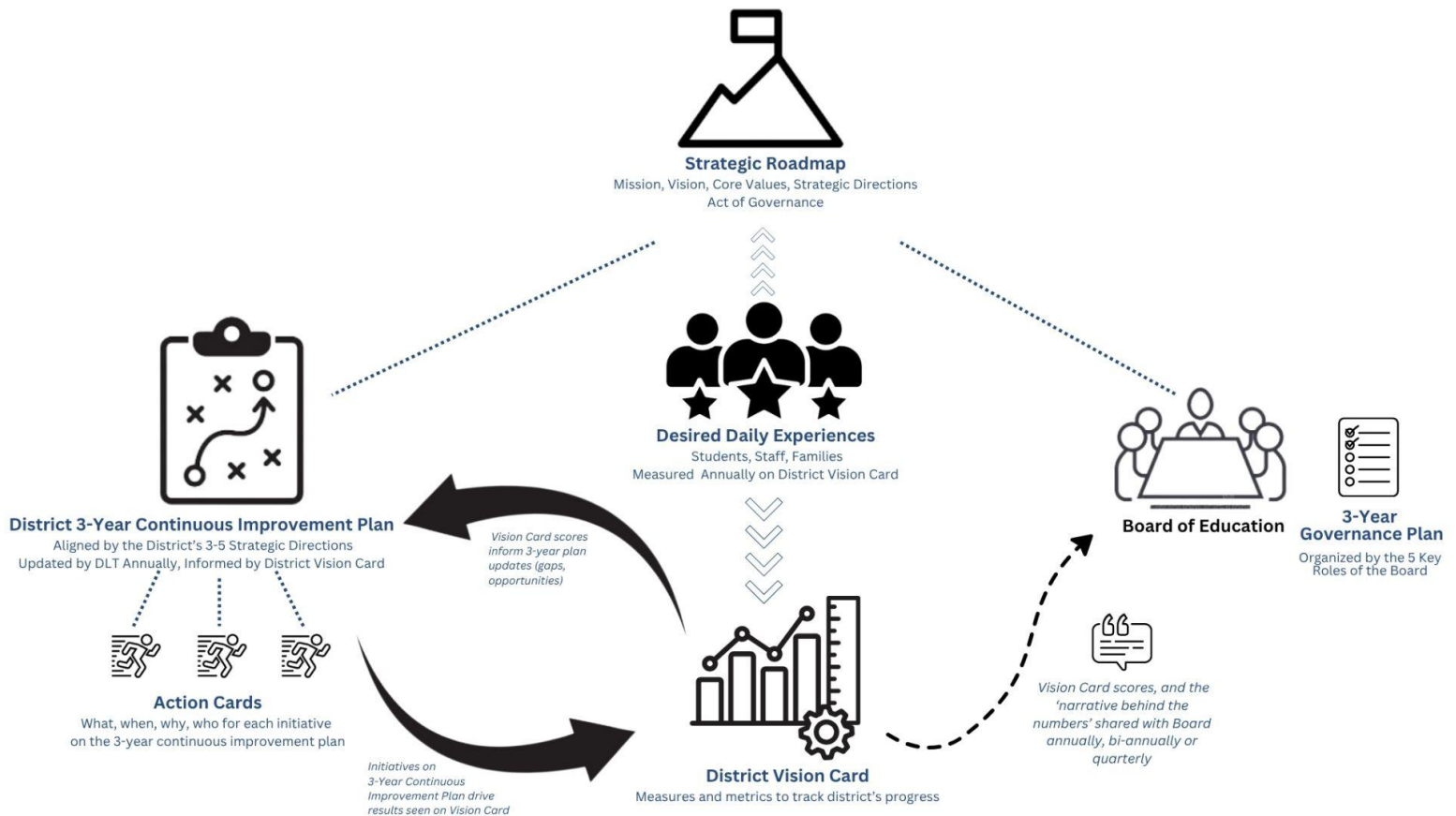
Action Cards describe who/what/when/why of each action/initiative on the district’s 3-year continuous improvement plan. Each ActionCard should have an owner. There can be several people responsible for tasks outlined on an action card. The **Strategic Planning Hub** is an organizational tool for the district leadership team to share/view all active action cards for the current school year.

District Vision Card									
Category	Item	Score	Target	Notes	Score	Target	Notes	Score	Target
Student Achievement	Math Proficiency	75%	80%	Below target	85%	85%	On target	90%	90%
	Reading Proficiency	70%	75%	Below target	78%	78%	On target	82%	82%
	Science Proficiency	65%	70%	Below target	72%	72%	On target	75%	75%
	History Proficiency	60%	65%	Below target	68%	68%	On target	70%	70%
Student Engagement	Attendance	92%	95%	Below target	94%	94%	On target	96%	96%
	Chronic Absence	8%	5%	Above target	6%	6%	On target	4%	4%
	Student Satisfaction	78%	80%	Below target	79%	79%	On target	81%	81%
	Teacher Satisfaction	75%	78%	Below target	76%	76%	On target	79%	79%

District Vision Card defines the measures of success and the metrics of district progress and improvement. The VisionCard is a tool of management, overseen by the office of the Superintendent. Scores on the Vision Card help inform what should be added to the 3-Year Continuous Improvement Plan, and also serves as a key communication tool between the office of the Superintendent and the Board of Education regarding district progress. A progress report, describing the narrative behind the numbers, should be shared with the board on a regular basis (annually, or, sections of the VisionCard at set times of year).



Board of Education 3-Year Governance Plan details the work of the Board in parallel with the District 3-Year Continuous Improvement Plan, organized by the 5 key roles of the Board of Education: 1) District Policy, 2) Operational Oversight and Long-Range Planning, 3) Board Self-Governance, 4) Superintendent Relations, and 5) Public Engagement. This plan should be reviewed and updated by the board annually, so there always is a current 3-year governance plan.



- A. Roles and Responsibilities of the Board, Superintendent, Administration, Staff, Families and the Public
- B. The Governance/Management Partnership
- C. Reflection on "what is" vs "what ought to be"

IV. Adjourn