

**Classroom to
Boardroom
Strategic Planning:**

**School Board Update
December 18, 2023**

TEAMWORKS

EDUCATION LEADERSHIP SOLUTIONS



Dr. Ray Queener

TEAMWORKS
EDUCATION LEADERSHIP SOLUTIONS

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Agenda

Overview of Classroom to Boardroom

Storywall Key Outcomes

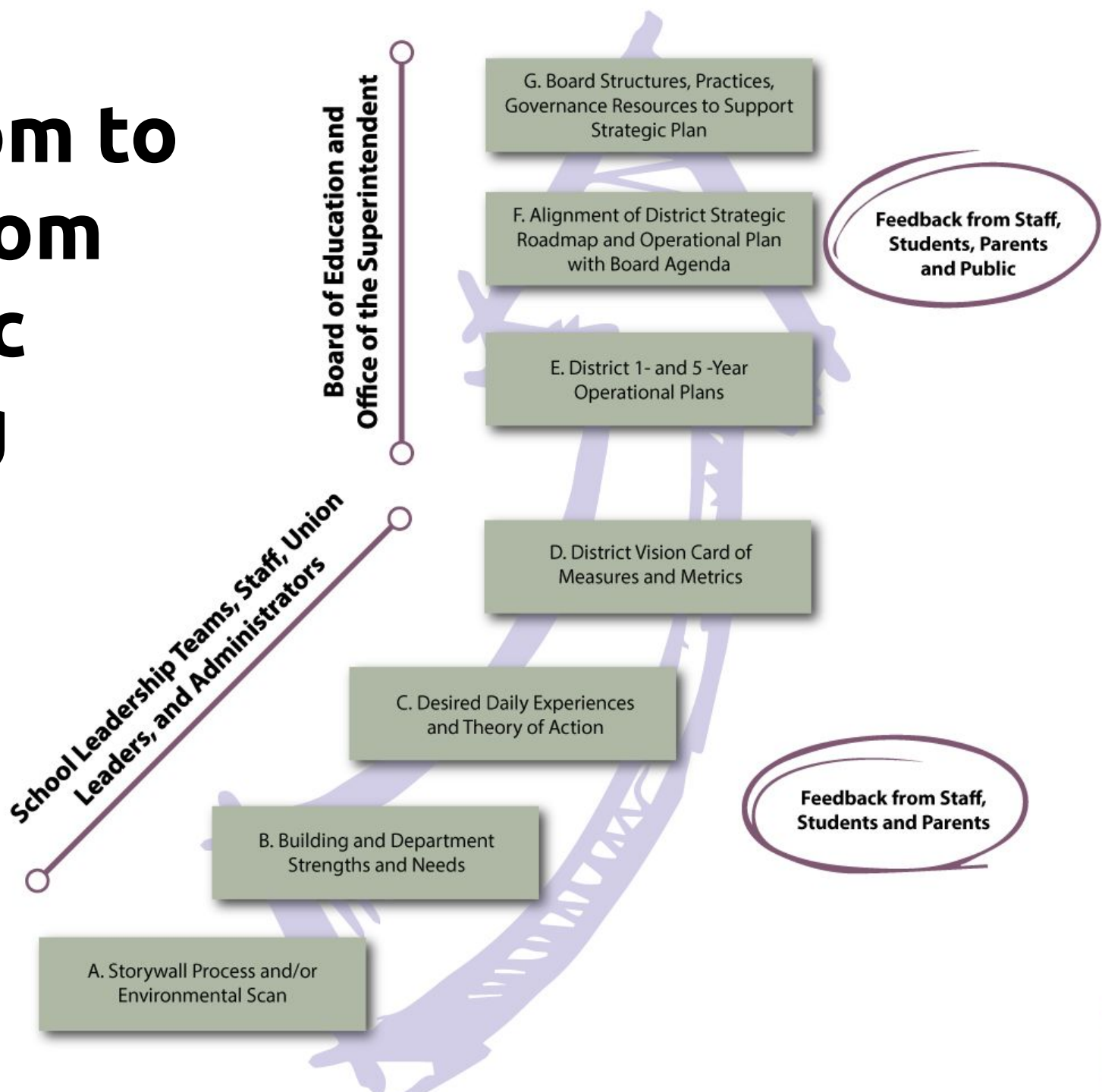
Environmental Scan Key Outcomes

Desired Daily Experiences Draft

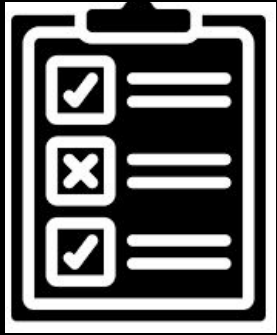
Next steps



Classroom to Boardroom Strategic Planning



Strategic Planning Team
June



Assessing Our Reality

- **Storywall** (May 22)
- **Environmental Scan** (May 22)
- **Building and Department Strengths & Needs** (Jan 17)

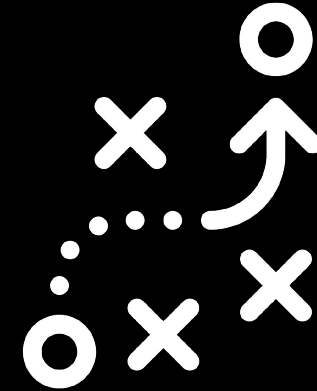
Focus Groups
Strategic Planning Team
May - June



Describing Our Vision

- **DDE** (Nov 29)
- **DDE Survey** (Nov 30-Dec 11)
- **Theory of Action** (Dec 20)
- **VisionCard** (Feb 1)

Strategic Planning Team
School Board
August, September



Setting Our Strategic Plan

- **3-yr Operational Plan** (Feb 7, 21)
- **Strategic Roadmap** (Feb 26)
- **3-yr Board Agenda** (Apr 8)
- **SB Structures & Workflow** (May 14)
- **School Improvement Plans** (June)

Storywall: May 22

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

1984-1996

1997-2000

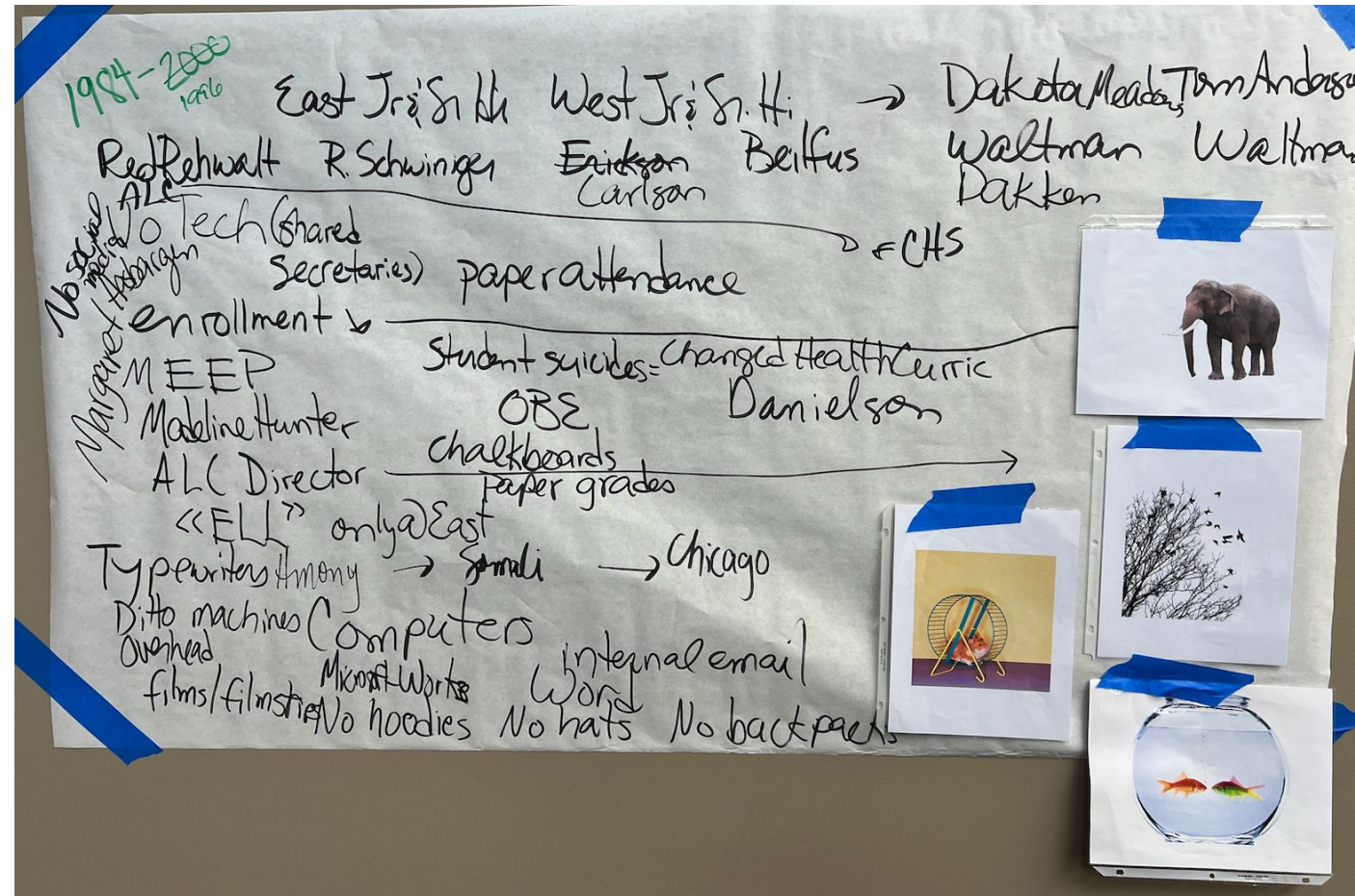
2001-2005

2006-2013

2014-2017

2018-2019

2020-2023



Storywall: May 22

Phase 2: Analysis of Storywall maps, identifying:

- Key influential events
- Influential behaviors
- Characteristics of successes
- Characteristics of challenges
- Lifecycle Phase (Adizes Corporate Lifecycle)



Environmental Scan

Process

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

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

Edge and Emerging
Key Trends and Influences

- Diverse community - growing numbers of student
- Post Pandemic influence how ppl work and learning
- Funding
- SEL Needs - addressing the social emotional needs of students in school and in the community
- Forward thinking of employment skills - what are the skills our students need for jobs that don't exist.
- Workforce Needs for a thriving community
- Social Media -
- Technology - utilizing new technologies to expand the capabilities of the classroom and learning. For example - virtual reality, augmented reality, artificial intelligence, and social media.
- Choice - school choice, programming choice
- Students having control and choice over their career/educational pathway
- Social Emotional Learning (SEL)
- Value of collaboration and community partnerships
- Culturally relevant teaching - including delivery of education in their own language (Language immersion schooling)

Environmental Scan: Key Trends & Influences

Established and Ebbing
Key Trends and Influences

- Equity focus
- Career Pathways
- Student Wellness
- Changing workforce/work expectations (flexible work schedules, work from home, etc.)
- Improving student achievement
- Custodial entity (in addition to educating students, we are feeding, clothing, etc.)
- Student engagement
- COVID led to innovation...nothing is “off the table”
- Change in mindset around personal time/work-life balance etc.
- Technology-access to the greater world
- **PBIS** dissolving in spaces and evolving into SEL Tier I instruction (2nd Step or otherwise)

Environmental Scan: Key Trends & Influences

Established and Ebbing
Key Trends and Influences

- **Trust** (influences of social media, text messaging, email primary communication and message of empathy and trust can be lost)
- Advancement via Individual determination (**AVID**) is established at the secondary level and eliminated at the elementary level. It Ebbed in elementary due to budgetary limitations, but AVID elementary schools (Monroe, Franklin, Kennedy) are interested in continuing in the practices related to career and college readiness as well as organizational and study habits
- What are the key influences of Prom, Pep-Fests, Sporting Events, **School Pride/Engagement**, reduction in school activities. Hypothesis- screen time, lack of schema developed during pandemic, larger and less personal friend networks vs. closer/deeper friendships/relationships

Desired Daily Experiences

Focus groups with students, staff and families took place in May-July. 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

STUDENTS:

- Five student focus groups took place: two middle school groups and three high school groups.
- Representation from grades 6-12, a variety of achievement levels, student involvement/activities, race, ethnicity and gender.
- 50 middle school students and 75 high school students participated.

FAMILIES:

- Eight family groups were facilitated and consisted of a total of 33 parents, representing students from a variety of grades and programs.



Desired Daily Experiences

STAFF:

- Nine groups of staff participated in focus groups. The staff represented a variety of grades/content areas; licensed, non-licensed and front office staff.
- 115 staff members participated

COMMUNITY:

- One community group was held with four participants.



Desired Daily Experiences - Survey

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

Survey running from December 12-18

Responses (to date)

- Secondary Students - 262
- Families - 411
- Staff - 189

Student Desired Daily Experiences Draft:

- I feel safe and secure everywhere in school.
- I feel comfortable being myself and valued for who I am.
- I can explore my strengths and have opportunities that will shape my future.
- I get to do things every day that are interesting and hands-on, and they help me understand and use what I learn in real life.
- I go to a school where they make it clear what they expect from me to do well, and it is consistent.
- My school supports me in making choices that affect how I learn.
- I have choices about what I do during school and my activities outside of school.
- I have strong connections with both other students and adults at school.
- In my school, what I think and say really matters in how things are done every day.



Family Desired Daily Experiences Draft:

- My child has options to meet their unique academic needs and opportunities to enhance their educational experience.
- My child feels included and represented in their learning experience.
- My child is physically, socially, and emotionally safe at school, which contributes to their overall academic and social growth.
- My child's school values the well-being of its staff to ensure a positive school culture.
- My child has convenient, accessible, safe transportation or safe walking routes to school.
- My child's school supports them as they transition into, within, and out of the MAPS system.
- My child's school partners with me.
- My child's school has clear behavior expectations and is consistent.
- My child's school provides timely, consistent, clear, and accessible communication.



Staff Desired Daily Experiences Draft:

- I am valued and respected for my experience as a professional in my field, and my work makes a difference.
- I am supported, heard, and inspired by leadership.
- I work in a safe and supportive environment.
- I experience timely, transparent, and consistent communication that is relevant to my work.
- I have a strong partnership with my student's parents.
- I have resources to effectively do my job well and engage students in their learning.
- I have opportunities for collaboration and adaptable schedules that cater to my personal needs, promote my professional development, and nurture a positive work-life balance.
- I know what is expected of me to support student academic, behavioral, and emotional development.



Next Steps

- Revise DDE Statements and Theory of Action - December 20
- Strengths and Needs - January 17
- VisionCard Draft - February 1
- Operational Plan Draft - February 7, 27
- Strategic Roadmap - February 26, March 11
- Strategic Roadmap Action - March 18
- School Board 3-yr Governance Plan - April 8
- School Board Structures - May 14
- School and Department Improvement Plans - June 2024

The board will receive a report detailing every Classroom to Boardroom session.

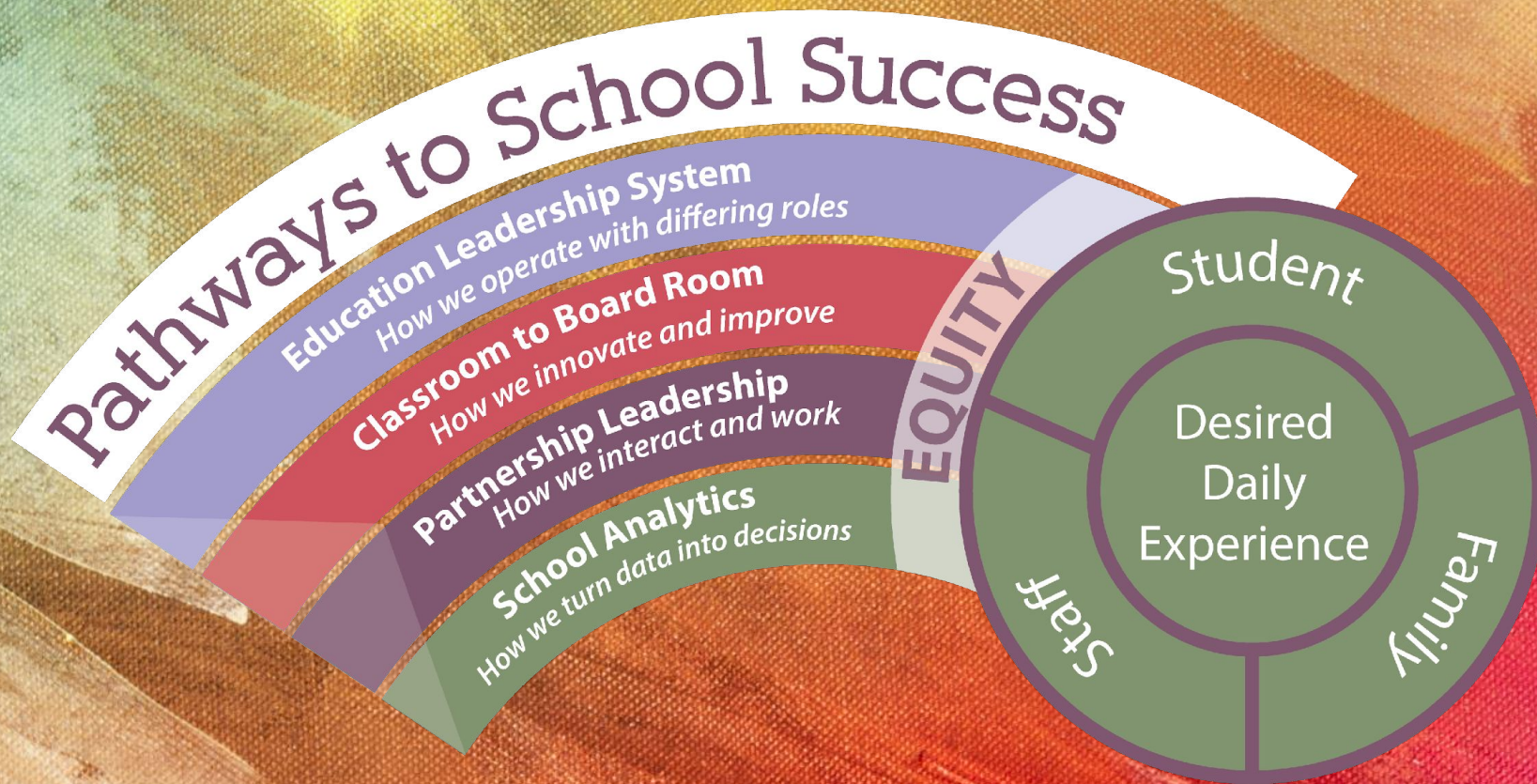


Thank you!

Ray Queener

ray@teamworks4ed.com

651.336.4015



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