School Board Work Session
Tuesday, February 15, 2022 4:30 PM

Dakota Room, First Floor, West End of DCTC
130 145th Street East
Rosemount, MN 55068

<u>Agenda</u>

I. **Call to Order - Chair Melissa Sauser**
II. **Conduct Pledge of Allegiance - Chair Melissa Sauser**
III. **New Business - Chair Melissa Sauser**
    III.A.   Review Strategic Plan - Ray Queener, Teamworks, Int'l.
IV. **Adjournment - Chair Melissa Sauser**

The Strategic Plan so far

The strategic planning has been going very well, especially during the pandemic. Staff have continuously brought their best ideas and thoughts to the table during incredibly challenging times. The planning team is to be commended for their efforts.

As such, the planning process shifts from the planning team to the board. At the January 26th board work session, 4:30-6:30pm, the board will begin its work as part of the process. Specifically, the board governance work is the strategic roadmap which includes the mission, vision, core values and strategic directions. See page 2 and 3 of the attached document. You will note that the current and a proposed statement for each are listed for your review. The desired outcome of the board session will be to finalize the proposed statements.

For background and awareness, several components of the management's work are included in the document to inform the discussion of the board in development of the strategic roadmap. Specifically on page 4 you will see the Desired Daily Experiences for students, families and staff. This work was the foundation of the planning. On pages 5 and 6 you will find the administration's draft VisionCard. This tool is used to measure the progress of the Operational Plan in delivering the Desired Daily Experiences. Lastly, on pages 7-10 you will find the draft Operational Plan for 2022-23 through 2024-25. While this is still a draft, it will provide a direction of the management work to be completed.

Please review the entire document prior to the board session and come specifically with comments, questions and suggestions for improvements for the Strategic Roadmap (mission, vision, core values and strategic directions).

Strategic Plan

Strategic Roadmap Development

Board Work Session

January 18, 2022

In partnership with

District Strategic Roadmap

District Mission *Our Core Purpose*	**Core Values** *Drivers of Our Words and Actions*
<u>Current</u> Intermediate School District 917 serves as a quality, cost effective resource for member school districts committed together to success and equity for all learners. <u>Proposed</u> In partnership with member districts, Intermediate School District 917 provides high quality, equitable and unique programming to meet the needs of all students.	<u>Current</u> **"Collaboration"** means working together to achieve more collectively than individually. **"Passion for Service"** means solving problems considering the perspective of member districts, students and families. **"Continuous Improvement"** means ongoing improvement of programs and services, including being both innovative, breakthrough improvement and adaptable, incremental improvement. **"Stewardship"** means managing financial and human resources carefully and responsibly. **"Equity"** means fairness and impartiality to others. Giving as much advantage, consideration and latitude to one person as to another. A continued effort at all levels of the organization to identify and reduce or eliminate barriers to success. **"Open Communication"** means directly, clearly, and transparently sharing information and engaging in dialogue. **"Integrity"** means being honest and fair. <u>Proposed</u> ● **Collaboration:** Working together to achieve more collectively. ● **Compassion for service:** Solving problems considering the perspective of member districts, students and families. ● **Continuous Improvement:** Ongoing improvement of programs and services, including incremental, adaptive, breakthrough and innovative improvement. ● **Stewardship:** Managing financial and human resources carefully and responsibly. ● **Open Communication:** Directly, clearly, respectfully, and transparently sharing information and engaging in dialogue. ● **Integrity:** Align our actions with our values and beliefs. ● **Adaptability:** Willingness to be flexible especially in the face of challenges ● **Equity:** Fairness and impartiality to others. Giving as much advantage, consideration and latitude to one person as to another. A continued effort at all levels of the organization to identify and reduce or eliminate barriers to success. ● **Equity:** Fairness and impartiality to others. Giving as much advantage, consideration and latitude to one person as to another. A continued effort at all levels of the organization to identify and reduce or eliminate barriers to success. ● **Diversity:** Celebrating everyone's unique selves

2022-2025
STRATEGIC PLAN

| **Vision:** *What We Intend to Create*	**Strategic Directions:** *Focus of Our Improvement Efforts*
Current Intermediate School District 917 will be a community of students, families, teachers, staff members, school districts, regional organizations and associations actively engaged in ensuring student learning success. Proposed Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.	A. Increase student achievement and engagement B. Increase social/emotional learning and skills for students and staff C. Support and lead staff through continuous improvement D. Increase support for ALL through inclusive practices E. Deepen engagement of stakeholders through quality, equitable communication practices

Desired Daily Experiences

- I have opportunities for different learning and hands on experiences.
- Teachers know me and want to work with me.
- I am part of the decision-making process for my current and future education.
- I have a different set of course offerings like mental health and elective courses.
- My learning environment is safe.
- My school has activities for me to participate in

Student / Desired Daily Experience / Staff / Families

- I am valued, respected and trusted as a professional regardless of my position and my work makes a difference.
- I feel safe, accepted and welcomed as a member of my sites, school and district community
- I feel supported and respected, and my work is recognized.
- I can contribute to a culture that is inclusive, positive, and student focused.
- I have the time and resources to meet goals, deadlines and make an impact with students.
- I am heard and encouraged.
- I receive clear and timely communication from the district.
- I am a member of a collaborative district that supports students and staff success.
- I work in an environment that is fun, engaging and supportive.
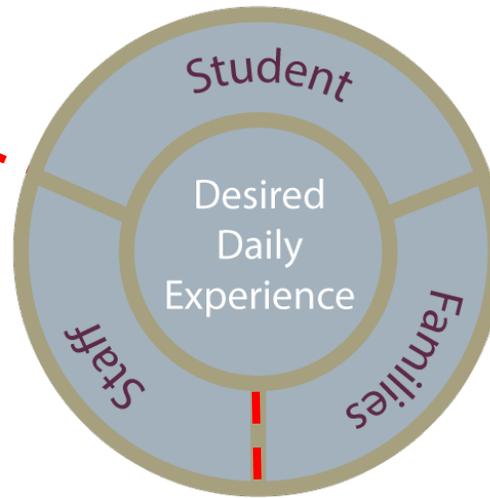
- My child receives real world expectations and guidance towards a meaningful, real career path and an understanding of what that means.
- I have open communication with my child's educational team.
- I have information about my child's performance and assignments.
- My child's team has high expectations and also recognizes my child's individual needs.
- My child has caring and quality staff.
- My child's program is appropriately staffed to meet their needs.
- My child's team, program and district are inclusive (seen, valued and heard) for all.

District VisionCard

Area	Measure	Wt. %	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Minimally Acceptable 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +
S T U D E N T S	Course offerings meet desire of students for college and career ready			70 – 75% of students agree			Greater than 90% of students agree
	Hands on or project-based learning experience.			60 – 65% of students agree			Greater than 85% of students agree
	CAREI Student Wellbeing and Engagement Checklist (THERE 19 MEASURES – WHICH ONE(S) SHOULD BE INCLUDED HERE???)						
	Student – teacher connection			60 – 65% of students report connecting with a teacher 60 – 65% of teachers reporting connecting with a student			Greater than 90% of students report connecting with a teacher Greater than 90% of teachers report connecting with a student
	Student led IEP meetings where appropriate			70 – 75% student led IEP meetings			Greater than 90% student led IEP meetings
	Restrictive procedures			Reduction of 10-15%			Reduction of more than 75%
	Social / Emotional Learning fidelity checklists			20 - 25% implementation			80% implementation
F A M I L Y	I feel informed and can easily access information from teachers, school and district or conference attendance data, IEP attendance data			70 -75% of parents agree			Greater than 90% of parents agree
	My child receives real world expectations and guidance towards a meaningful real career path and an understanding of what that means			70 -75% of parents agree			Greater than 90% of parents agree
	I have open communication with my child's educational team			70 -75% of parents agree			Greater than 90% of parents agree
	My child's team has high expectations and recognizes my child's individual needs			70 -75% of parents agree			Greater than 90% of parents agree
	My child has caring and quality staff			70 -75% of parents agree			Greater than 90% of parents agree
	My child's program is appropriately staffed to meet their needs			70 -75% of parents agree			Greater than 90% of parents agree
	My child's team, program and district are inclusive for all			70 -75% of parents agree			Greater than 90% of parents agree

S T A F F	Staff attendance (Disaggregated by employee group and programs) *Suggestion to break this item apart by categories – sick leave, personal leave, medical leave, etc.*			80 – 84 % daily attendance for licensed 75 -79% for non-licensed staff			Greater than 90% daily attendance for licensed Greater than 85% daily attendance for non-licensed
	Staff Satisfaction (Survey of staff - % report respected, accepted, heard, and positive environment)			75 – 79 % of staff are satisfied to highly satisfied			Greater than 90% of staff are satisfied to highly satisfied
	Staff safety			75 – 79 % of staff report feeling safe physically and social/emotionally XX injury reports			Greater than 95% of staff report feeling safe physically and social/emotionally YY injury reports
	Staff retention (Disaggregated by employee group and programs)			75 – 79% staff retention for licensed 65 - 69% staff retention for non-licensed			Greater than 90% staff retention for licensed Greater than 85% staff retention for non-licensed
	Staff Efficiency and Utilization (Survey of staff - % report have time and resources, effective communication, collaborative, and able to meet goals and deadlines)			70 -75% of staff agree			Greater than 90% of staff agree
	Staffing of programs (disaggregated by programs)			80-85% fully staffed			Greater than 95% fully staffed

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2022-2025
STRATEGIC PLAN

INTERMEDIATE SCHOOL DISTRICT 917
District 3 Year Operational Plan
November 2021

Strategic Directions:	2022-23 SY	2023-24 SY	2024-25 SY
A. Increasing student achievement and engagement	**Learning Work Initiatives** ● Explore opportunities to offer CTE classes to meet member district needs ● Setting 4, 18-21 transition program	**Learning Work Initiatives** ● Setting 4 focus on practical application and experiential learning	**Learning Work Initiatives** ● Setting 4 work-based program on site
	Implementation Work Change Readiness ● Curriculum accessibility ● ELL Support plan ● MTSS	**Implementation Work Change Readiness** ● ELL Support plan ● MTSS	**Implementation Work Change Readiness** ● MTSS
	Implementation Work Change Management ● Learning intentions	**Implementation Work Change Management** ● Learning intentions	**Implementation Work Change Management** ●
	Standard Work Practices ● Articulation of instructional framework ● Refine curriculum cycle	**Standard Work Practices** ● Articulation of instructional framework	**Standard Work Practices** ●
B. Increase social / emotional learning and skills for students and staff	**Learning Work Initiatives** ●	**Learning Work Initiatives** ●	**Learning Work Initiatives** ●
	Implementation Work Change Readiness ● Mental health supports - students	**Implementation Work Change Readiness** ●	**Implementation Work Change Readiness** ●

	Implementation Work Change Management ● Conscious discipline ● Nurtured Heart implementation ● Crisis plan	**Implementation Work Change Management** ● Mental health supports - students ● Conscious discipline ● Nurtured Heart implementation	**Implementation Work Change Management** ● Mental health supports - students ● Conscious discipline ● Nurtured Heart implementation
	Standard Work Practices ● Zones of regulation ● Mental health support - staff	**Standard Work Practices** ● Crisis plan	**Standard Work Practices** ●
C. Support and lead staff through continuous improvement	**Learning Work Initiatives** ● Initiative Implementation framework ● Stay interviews	**Learning Work Initiatives** ● Establish student data collection system ●	**Learning Work Initiatives** ● Stakeholder communications ● Staff value and recognition work
	Implementation Work Change Readiness ●	**Implementation Work Change Readiness** ●	**Implementation Work Change Readiness** ●
	Implementation Work Change Management ● Exit Interviews	**Implementation Work Change Management** ●	**Implementation Work Change Management** ●
	Standard Work Practices ● Continuous Improvement plans ● PLCs ● Professional Development	**Standard Work Practices** ●	**Standard Work Practices** ●
D. Increase support for ALL through inclusive practices	**Learning Work Initiatives** ● Equity ● Consider holiday recognitions ● Transportation for ALC/CTE to increase enrollment	**Learning Work Initiatives** ● Equity ● Cultural Liaisons	**Learning Work Initiatives** ●
	Implementation Work Change Readiness ● Support of LGBTQ+ ● Parent involvement Groups ● Story circles	**Implementation Work Change Readiness** ● Parent involvement Groups	**Implementation Work Change Readiness** ● Parent involvement Groups

	Implementation Work Change Management ●	**Implementation Work Change Management** ●	**Implementation Work Change Management** ●
	Standard Work Practices ●	**Standard Work Practices** ●	**Standard Work Practices** ●
E. Deepen engagement of stakeholders through quality, equitable communication practices	**Learning Work Initiatives** ● Communications/website ● Google Suite with standards for sharing ● Inclusive communication ● Inclusive strategies in planning	**Learning Work Initiatives** ● Intake forms in different languages ● All communications in different languages ● Makes all forms available in large print ● All district forms in same system – standard or uniform	**Learning Work Initiatives** ●
	Implementation Work Change Readiness ●	**Implementation Work Change Readiness** ●	**Implementation Work Change Readiness** ●
	Implementation Work Change Management ● Website revision and implementation ● Online form for parents to fill out – special education	**Implementation Work Change Management** ●	**Implementation Work Change Management** ●
	Standard Work Practices ● CTE Marketing ● Referral / Intake process	**Standard Work Practices** ● Secondary enrollment process (online forms updated - Campus?)	**Standard Work Practices** ●

District and School <u>Standard Work</u> (*Recent Initiatives and Improvements now completed*)		
<u>Standard Work</u>		
- Safety and threat assessment - PCM - IT ticketing system - Online Options for ALC - Carl Perkins Funding - Cognitive coaching - Mentoring	- CTE - Advisory Board CTE - EDE (Educator Development and Evaluation) - Policies - Benefits - LOA Processes - Budget Process	- Individualized Programming - Get all information to be aware for most successful achievement of new goals - Individualized Programming - Back to school training - Investigation process - Hiring process
<u>What Needs to Leave</u>		
Work, Resource, Services	**Organizational Structure, Practices, Protocol**	**Cultural Beliefs, Assumptions, Identity**
Redundancy	- Contract language that limits hiring - Conference travel form	- College staff that don't value our presence - Mindsets of the past - Belief that we don't teach academics for transition-aged students, especially reading - Adults who are not willing to learn new things - Sp. Ed/Secondary separation - ALC/CTE/Sp. Ed. – not three but one district - Belief that to be successful kids need to go to four years of college