Strategic Planning
Strategic Thinking

July 22, 2019
Rochester School District

- 21% Hispanic/Latino
- 10% ELL
- 3% Native American
- 17% Special Education
- 5% Homeless
- 55% Low Income

2323 Students

138 Classroom Teachers
Together from the Beginning
What is strategic planning?

Strategic planning is the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions. A strategic plan describes how goals will be achieved through the use of available resources.
"I am hard pressed to think of any organization that has sustained some measure of greatness in the absence of goals, values, and missions that become deeply shared throughout the organization."

Peter Senge, The Fifth Discipline
J. Timothy Waters and Robert J. Marzano found five district-level leadership responsibilities with a statistically significant correlation with average student academic achievement.

- An inclusive goal-setting process;
- Non-negotiable goals for achievement and instruction;
- Board alignment with and support of district goals;
- Monitor progress on goals for achievement and instruction; and
- Use of resources to support the goals for achievement and instruction.
Are you inheriting a strategic plan you can embrace?
Rate the Strategic Plan You’re Inheriting

1. The board, administrators, staff, students and community know of and embrace the strategic plan. It is relevant, referenced regularly, and reflects the current needs and values of the district.

2. The district has a strategic plan that is known by the board and administrators, it is referenced occasionally, and reflects the current needs and values of the district.

3. The district has strategic plan that is known by few and rarely referenced.

4. The district either does not have a strategic plan or you don’t know if a strategic plan exists.
What’s right for your district?

One size does NOT fit all.
The Structure of Our Strategic Plan

Our 2018-2024 strategic plan is comprised of the following key elements:

1. **Vision, Mission, Core Beliefs** – the core purpose and ideals that give meaning to our existence as a compassionate learning community.

2. **Goals and Measures of Student Success** – the aspirational outcomes we desire for all students and the indicators of student progress towards those aspirations.

3. **Professional Practices** – the day-to-day habits of mind and behaviors of our teachers, leaders, and staff, as they progress towards mastery of their craft and continuous improvement in student outcomes.

4. **Educational Strategies** – the major programs and initiatives that we must implement effectively and efficiently in order to become a high-performing school system where all students will learn, grow, and succeed.

More than 2,000 North Thurston stakeholders – students, teachers, parents/caregivers, administrators, support staff, community members, and board members – participated in the planning process.

This is our community’s roadmap for the next phase of our continuous improvement journey as a Compassionate Learning Community!
CORE BELIEFS
We believe:
• High-quality teaching is essential to student achievement.
• Compassionate attitudes and actions create a culture of service.
• Student voice incites meaningful engagement and belonging in our learning community.
• Investing in our staff is critical to student success.
• Healthy relationships are built on collaboration, respect for diversity, accountability, and trust.
• Family and community partnerships are essential to meet the needs of our students.

MISSION
Committed to excellence: Preparing all students for rewarding careers, fulfilling lives, and compassionate global citizenship.

2018-2024 Strategic Plan
A Compassionate Learning Community
Lacey, Washington

OUR FOUR PILLARS OF PROFESSIONAL PRACTICE
Our five Goals define what we want for students; i.e., the ends. The Four Pillars are the building blocks of what we must do well to produce the student outcomes; i.e., the means to the ends. They frame our day-to-day teaching practices, leadership practices, and organizational practices.

1. Standards-aligned, Culturally Responsive Teaching & Learning
2. Safe Climate and Strong Relationships with Students, Families and Community
3. Results-focused Professional Learning for All
4. Collaboration and High Expectations

FIVE GOALS
What we want for students:
• Learning & Development
• Health & Wellness
• Social & Emotional Development
• Career & College Readiness
• Safe, Supportive Environment

Five Goals framework for the strategic plan covers all that North Thurston Public Schools does to achieve our mission and vision.

FOUR PILLARS
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2. Safe Climate and Strong Relationships with Students, Families and Community
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Our Promise

Our Vision

We, as a community, make a collective commitment to Bellingham’s children. We will empower every child to discover and develop their passions, contribute to their community, and achieve a fulfilling and productive life.

Core Beliefs

- All children should be loved
- The whole child is important
- Every child can learn at high levels
- Early learning and development are critical
- Learning is lifelong and essential to a high quality of life
- Compassion and service build community
- Teaching children to do their best involves self-reflection and reaching higher
- Diversity enhances a strong and healthy community
- Together we achieve more than alone

Our Mission

We collectively commit that our students are cared for and respected, and that they will graduate from our schools prepared for success. All students will be exceptional in their own way, with strong character, a passion for learning, and ready for the widest range of educational and vocational options to support a diversity of life choices.

See Board Policy E-1 »

See Board Policy GP-1 »
Bellingham Public Schools, working in partnership with our community, engaged in the development of The Bellingham Promise, our strategic plan.

A first draft was generated in January 2012 and shared with staff at all 22 schools, the Student and Parent Advisory Committees, the Bellingham Public Schools Foundation Board, employee association leaders, and a variety of other parent and community groups. Thousands of comments were collected at meetings and through an online survey. Themes were identified from those comments and that feedback helped build The Promise.

The Bellingham Promise reflects our School Board’s policy governance policies, which set desired outcomes for current students and graduates. The School Board meets regularly with parent, community and staff groups through linkages to gather additional input on our future direction.

Every school year, school and district leaders use input to develop a work plan called Priorities for Progress that support the five key strategies of The Promise. This is also a living document that is continuously updated and improved based on feedback. It helps drive resource allocation through our budget process. We are currently working on evidence and measures of The Bellingham Promise with an emphasis on the whole child.
POINT B

In general terms Point B is where we want our kids to finish. It is equated with our mission, vision, and core value statements. Every career our students enter after high school require the same base skills, knowledge, and character qualities needed for success. All students need a foundation of math, reading, writing, and computer skills. Also necessary are character qualities such as honesty, hard work, perseverance, and kindness. The students cannot get there without the support of concerned parents.

Skills + Knowledge + Values = Prepared Graduate

WHAT IS A STRATEGIC PLAN?

A strategic plan is the “how” we get to Point B. It defines exactly where our Point B is, outlines the exact steps it takes to accomplish our goal, and defines how we are evaluating our students to see if they are on track to reach Point B.

WHATEVER PATHWAY YOUR CHILD CHOOSES, WE WILL PREPARE THEM. TO THE TOP!

EATONVILLE SCHOOL DISTRICT

260 LYNCH STREET WEST, PO BOX 298, EATONVILLE, WA 98328

Phone: 360.879.1000 Fax: 360.879.1086

www.eatonville.wednet.edu

Email: Info@eatonville.wednet.edu
GOAL 1: Academic Excellence
Provide the opportunity for each student to achieve, engaging actively in learning and develop the knowledge and skills to reach their full potential.

How do we do that?
The following "strategies" explain how to accomplish each need or goal.
Strategy 1: Using best practices research, align all academic programs to research based pedagogy and curriculum
Strategy 2: Provide for the academic, social and emotional needs of each student in our diverse community
Strategy 3: Provide strong co-curricular/extra-curricular programs

GOAL 2: Supportive Learning Environment
Create safe, supportive, and nurturing learning environments for students and staff.

How would that help?
Safe places for students and staff provides security and rest so students can learn what is important.
Strategy 1: Develop and implement programs that result in a positive school climate for students & staff
Strategy 2: Ensure that district facilities are safe, maintained and adequate for our needs
Strategy 3: Provide on-going professional development for all employees
Strategy 4: Ensure that Eatonville staff have and use the resources, materials, and strategies necessary to support excellent instruction and student learning

GOAL 3: Partner with families
Create, in partnership with parents and community, an innovation education system for all ages, encouraging engagement and creativity.

Why is this important?
The parents and community play a huge role in the learning development of a child.
Strategy 1: Develop partnerships that support student learning
Strategy 2: Develop programs for life-long learning

GOAL 4: Communication
Continue to develop strong communication systems to ensure that the Eatonville Community is well-informed and that the district is accountable.

Why is this important?
Better informed staff members = better teaching methods. Better informed parents = more assured community and informed parents.
Strategy 1: Review progress on district goals annually and provide a report to the community.
Strategy 2: Create communication systems and strategies to ensure accurate and timely information sharing within the district.
Strategy 3: Enhance communication with parents and community members

VALUES we want to infuse
Curiosity: Students should have the opportunity to wonder, create and innovate in schools every day.
Excellence/Work ethic: Students engage in work that allows them to learn persistence and develop grit in an environment where it is OK to fail and learn. We believe in strong work ethic.
Responsibility: Encouraging students to learn accountability and become self reliant through rigorous coursework and relevant opportunities to grow.
Character: Respect, honor, truth and tradition are integral parts of a student’s learning.
Equity: Children need each of us to act as their advocate. All children can succeed in their pursuits: college, work, & community.
Diversity: Children of differing cultures and backgrounds must have the same opportunities and will be supported by the community.

GOAL 5: Fiscal Responsibility
Provide educational programs for all students while maintaining transparent, accountable fiscal responsibility for the community.

How do we do that?
Fiscal Responsibility is vital to the survival of our school systems. We must thrive within our means and at the same time provide students with all the opportunities they need to be prepared.
Strategy 1: Continue to budget for student achievement and opportunity as number one priority.
Strategy 2: Maintain adequate financial position to provide stability for the district and mitigate funding shortfalls.

Did you know?
Eatonville Schools have been recognized for excellence in education and innovation at the local, state, and national level. Eatonville (K-5), Weerhaeuser (K-5), Columbia Crest (K-8), Eatonville Middle School (6-8), and Eatonville High School (9-12) have received grants, awards, and state titles!

STRATEGIC PLAN
Check out the full strategic plan at www.eatonville.wsd.net
EATONVILLE

4th Elevation:
What do we offer beyond the core?

Athletics → Activities → Clubs → Special Programs → Summer Camps

Students are provided opportunities to experience a wide range of school activities.

RTI: System Interventions

Basic Ed → Title I/LEP → Special Ed → Gifted → ISC

3rd Elevation:
What do we do if they have not learned it?
All interventions are based in research. Student growth is monitored and interventions are adjusted as needed.

Challenge

Highly Capable → After School Enrichment → Advanced Placement

3rd Elevation:
What do we do if they have learned it?
Students have the opportunity to expand their studies and broaden their academic skills.

District Assessment/Data Program

Benchmark Assessments
SRI - SMI
AIMSweb
DIBELS

Progress Monitoring
Research Based Curriculum Based

Balanced Assessment Systems
Formative Interim Summative

Balanced Assessment Systems Cont. Inform Instructional Practice

Required State/Federal Standards
Based Smarter Tests Smarter Balances

2nd Elevation:
How do we know that our students have learned it?

Staff are committed to teaching the District adopted Guaranteed and Viable Curriculum. All instruction is based upon appropriate standards and is firmly grounded in best practice research.

Vision/Mission

Shared Belief Statements

Board Goals

Fiscal

EATONVILLE SCHOOL DISTRICT SUPPORT:

Eatonville High School • Eatonville Middle School • Eatonville Elementary • Columbia Crest STEM • Weyerhaeuser Elementary

"TOGETHER, WE COMMIT TO INSPIRING LIFE LONG LEARNERS CREATING A BETTER FUTURE."
Preparation for...
Lifelong Learning, Rewarding Careers & Productive Citizenship

By embracing...
Accountability, Adaptability & Academic Excellence

**SUCCEED**
- Ensure all students acquire the knowledge and skills necessary to achieve success.

**ENGAGE**
- Create engaging learning experiences based on caring relationships, high academic standards and relevance to the changing world.

**INVOLVE**
- Involve families and community in promoting high levels of student achievement, respect and pride in our schools.

**INVEST**
- Promote and protect the community's investment in resources that optimize student achievement.
We envision a district where...

1. There is pride in self, school and community.
2. Students, parents, Students, parents, and the school district are invested in securing a safe, healthy learning environment based on mutual respect, trust, shared responsibility and accountability.
3. Staff members are motivated leaders committed to continuous improvement.
4. Curriculum is aligned to state standards and is coordinated K-12 to meet the needs of all students.
5. Instruction is personalized, relevant and engaging for each student.
6. Support systems provide the necessary leadership, training, flexibility, and funding for success.
7. Relevant, reliable data is used to make informed decisions.
8. Parents provide support and encouragement to both their children and the educational process.
9. Graduates are equipped with the academic, social and personal skills necessary to pursue career goals and participate as contributing members of our society.
10. Guiding principles promote equity and excellence.
Significant Growth For Each Student
WARRIOR ATHLETICS

Motto - Mission
Developing champions for life.

Vision
RSD athletic and music programs develop champions for life in the critical areas of academic achievement, social responsibility, strong work ethic and competitive excellence.

Goals
Facilities Establish a prioritized comprehensive long-term facilities plan, incorporating a needs assessment with related costs, land use, maintenance requirements, and options for improving facility accessibility.

Coaching/Director Quality Hire, train, evaluate and retain quality coaches and program directors. Provide on-going professional development and coordination opportunities for coaches and directors.

Alignment Support a coordinated system, from community sports/activities through the middle school and on to high school level. High school coaches/directors will provide clear and realistic guidance for feeder programs and enhance preparation though clinics, training materials and mentoring.

Community Engagement Establish effective outreach to stakeholders, fostering increased attendance, a vibrant volunteer program, strong communication and community support.
SCAVENGER HUNT
“One interesting thing I noticed....”
Strategic Plan Considerations

- Is a strategic plan revision a high priority of the Board?
- As you’re meeting with stakeholders as part of your transition plan, what might you ask them related to the strategic plan?
- Do you have the financial resources to hire a facilitator?
- Who should be involved in developing/revising the various parts of the strategic plan?
- Based on what I know right now, it appears my district’s strategic plan needs to be … revisited? revised? recreated?
Strategic Thinking
Keeping the Strategic Plan as the Focus
How is this connected to our strategic plan?
Leadership Questions

- How does the new work connect to our strategic plan?
- How does the new work connect to previous work?
- How is the new work responding to an expressed need or desire?
- How can previous work be strengthened through the new work?
- How will the resources assigned to the new work reflect its priority as part of the strategic plan?
GOALS

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RSD Traditions
Systematic Implementation Plan

Train
Provide on-going systematic Professional development

Implement
100% of teachers use the strategy in instruction-
continued professional development focus

Maintain
100% of teachers regularly use strategy in instruction-
differentiated professional development

Refine
Strategy is part of school-wide culture-
support is provided as needed
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- **2019-20**: Implement
- **2020-21**: Maintain
- **2021-22**: Refine
- **2022-23**: Refine

**Implementation Plan**

- **Refine**
- **Maintain**
- **Implement**
- **Train**
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- **INVEST**
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2018-19 RSD Big Darn Deals

Succeed
- Improve Academic Growth
- Enhance the Effectiveness of Behavior Interventions & Discipline Systems

Engage
- Provide Meaningful Structured Student Talk Every Period - Every Day
- Listen to Our Students – Relational Capacity

Involve
- Break Down Barriers for Students & Families – Equity & Access
- Exercise our Attendance Influence

Invest
- Facilities Planning
- Find Ways to Reduce Waste
- Seek New Funding
- Renew Trust
Succeed

Academics
- Habits of Mind & Interaction
- Critical Reading Strategies
- New Curriculums
- Depth of Knowledge
- Rigorous Learning Tasks

GRIT - Growth Mindset
- Interventions
- AVID

Social Emotional
- New Legal Requirements & Standards
- Safe & Civil Schools
- District-Wide Steering Committee
Engage

- Meaningful Structured Student Talk
  The Brain Needs to Hear Itself Speak

- Relational Capacity Building
  - The Brain Must Feel Safe
  - Being Valued - Means Being Heard
  - NOT Just Listened To
Involve

Exercising Our Attendance Influence

Don’t give up your power.

Billy Crystal
Invest - Facilities Planning

- Facilities Advisory Committee
  - Community Survey
  - Chamber of Commerce Meeting
  - Public Forum
  - Recommendations to the Board in October

Thanks
Pam Johnson & Jody Ashton
Superintendent’s Bulletin

Week of Sept. 4, 2018
Warrior Spirit at Friday Night’s Football Game Against Taunton
Warriors 83 Beavers 20

Kim

Upcoming Meetings & Trainings
THIS WEEK...

Academic Collaboration Time Fri. Sept. 7
Release Times
RMS 12:55, RHS 1:00, P:6 2:50

NEXT WEEK...
Highly Capable Team Mtg.
Mon. Sept. 10 2:30
GAMES WILL

New Teacher Mentor Framework Training
Mon., Sept. 10 4:00-6:00
DO PD Pttn.

Poor Attendance ➔ Low Achievement

Common sense tells us that students can’t learn if they are not at school. Research confirms that school attendance affects student achievement, especially absences not due to illness. We also know that students are far more likely to have poor attendance rate if they are anxious when at school, have social issues, are performing poorly, lack the drive to do well at school and/or have a parent who doesn’t value education in general, and school attendance in particular. However, there are other factors that impact student attendance that are within our control. They include:

- School climate
- Staff morale
- The relationships that exist between teachers and their students

In fact, chronically absent students view their relationships with their teachers (or lack thereof) as the most important factor of all.

What can you do to increase school attendance?

The good news is that the research shows it is possible to dramatically improve school attendance – especially if students existing attendance is higher than 40%. Over the next few weeks, we’ll focus on:

- Things that we can control (or at least influence)
- Those strategies that have a proven and positive impact on school attendance

That said, teachers and other school staff should be able to point certain students towards external help. For example, the attendance rate of students with anxiety issues rises dramatically when they receive a combination of medical intervention and cognitive behavior therapy.

Attendance Strategy: Be Passionate About Teaching & Learning

You need to show your students that you are passionate about the subjects you teach. Even more importantly, you must show your students that you are just as passionate about helping them to do well in those areas.

When you make this explicit, through both actions and words, students see the other strategies you will use in a far more positive light. They understand that you are in them with them, trying to help them succeed.

Source: http://www.educationandlearning.org/educators-school-principals/sch

Superintendent’s Bulletin

Week of January 28, 2019
RHS’s 1st Bowling Team facing with our school board after challenging them to friendly game of Wii bowling.

Kim

Upcoming Meetings & Trainings
THIS WEEK...

El Meeting
Fri. Feb 1 1:15-2:15 RMS Rm 104

RPS Academic Language PD Fri. Feb. 1 12:00-2:00 RMS

NEXT WEEK...

2nd Grade PD Day
Mon. Feb. 4 1:30-3:30 RMS

Hi-Cap Meeting
Mon. Feb. 4 2:50 RMS

Kindergarten PD Day
Tues. Feb. 5 8:30-10:30 RMS

1st Grade PD Day
Wed. Feb. 6 8:30-10:30 RMS

District Curriculum Comm. Wed. Feb. 6 1:30 RMS

District Professional Dev. Wed. Feb. 6 1:30 RMS

Family Literacy Night (P4)
Thurs. Feb. 7 5:00-7:00 RMS

RHS Academic Language PD Fri. Feb. 8 1:00-3:00 RMS

Thank you to everyone who has submitted cost saving suggestions. I’ve created a google doc called Possible Cost Savings ideas to Explore so everyone can see what has been shared so far. Please continue to share your ideas via email to either Jill or me or add them to the list.

Social Emotional Learning

SOCIAL EMOTIONAL LEARNING

What is Social Emotional Learning?

Researchers generally agree upon five key competencies of SEL (Goleman, 2001; Greenberg, Reivich, Panlilio & Turyn, 2010). These competencies provide the foundation for maintaining high-quality social relationships and for responding to the challenges of life.

1. Self Awareness:
   - What are my thoughts and feelings?
   - What causes those thoughts and feelings?
   - How can I express my thoughts and feelings respectfully?

2. Self Management:
   - What different responses can I have to an event?
   - How can I respond to an event as constructively as possible?

3. Social Awareness:
   - How can I better understand other people’s thoughts and feelings?
   - How can I better understand why people feel the way they do?

4. Relationship Skills:
   - How can I adjust my actions so that my interactions with different people turn out well?
   - How can I communicate my expectations to other people?
   - How can I communicate with other people to understand and manage their expectations of me?

5. Responsible Decision Making:
   - What consequences will my actions have on myself and others?
   - How do my choices align with my values?

These days the evening news and educational communications are filled with chatter about Social Emotional Learning (SEL). Over the next few weeks we’ll be exploring what SEL is and why Washington state has joined others in adopting SEL standards as part is believed to be as crucial to our students’ success in reading, writing and math.

Dunham, Taylor & Schellinger, 2011; Wistuba, Durlak, Camburn & Flannery, 2001. These competencies provide the foundation for maintaining high-quality social relationships and for responding to the challenges of life.

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   - How do my choices align with my values?
District Learning Model

Common Focus
Shared Vision with SMART Goals

Continuous Improvement
Mindset
Collaborative culture focused on results

Alignment of Resources
Time, staffing, PD, and materials reflect priorities

Data

Variance Reduction
Fidelity with curriculum, consistency in instruction, clear systems

Data

Defined Autonomy
Freedom within non-negotiable parameters

Data

Cyclical Inquiry Model
Consistent structure for solving problems

Data

Improved Student Learning

So what’s your Theory of Action?
“Often you need to go slow in order to go fast. The culture of your district evolved over time, and will be very resistant to change. As an incoming superintendent, you have the opportunity to observe the culture of the district as an outsider for a few months. You should consider entering the district with an inquiring mind, seeking to understand the context, history, values, and beliefs that have created the systems and results you see. Your strategic plan can be a significant lever for shifting the district culture, while also serving as your platform for articulating how you think about exemplary district characteristics.”

Dana Anderson, Capital Region ESD 113 Superintendent
Resources

- Strategic Planning In Education - 3 Keys to Success
- Making Strategic Planning Work – ASCD
Reflection & Action Planning
Model what you want

What you do speaks so loudly, I can hardly hear what you're saying.
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