



South Washington County Schools

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ADMINISTRATIVE REPORT

TO: Members of the School Board

FROM: Keith Jacobus, Superintendent

DATE: July 11, 2019

TOPIC/PURPOSE OF REPORT: Approval of 2019-20 Strategic Plan

REFERENCE TO POLICY/STRATEGIC PLAN: Strategic Plan *Together we are SoWashCo*

RECOMMENDED BOARD ACTION: Approval

DATE FOR BOARD ACTION: July 18, 2019

REPORT

In May we convened strategic plan review committees with students, parents, community members, staff and stake holders to hear the progress and accomplishments of the 2018-19 school year. The committees provided feedback on our progress and priorities for the upcoming year. We have reviewed the feedback and are bringing the proposed priority statements and action plan for the 2019-20 school year forward for approval.

Together we are So WashCo

SOUTH WASHINGTON COUNTY SCHOOLS STRATEGIC PLAN 2016-2022



MISSION

South Washington County Schools is committed to igniting a passion for lifelong learning.

CORE VALUES

- Collaboration ● Continuous Improvement ● Equity ● Integrity ● Relationships ●

STRATEGIC OBJECTIVES

PERSONALIZATION: We will engage, motivate and empower each student through personal instruction creating shared ownership of learning.

1. Empower student voice through organizing, planning and initiating the first student led conference focusing on student problem-solving and decision making around personalized education and current issues of concern.
2. Empower a group of stakeholders, including students, to design and implement personalized instruction at the organizational level, the school level, the classroom level and the individual student level.
3. Engage staff to self-reflect on their own cultural identity and the impact culture has on personalization.

CLIMATE AND CULTURE: We will ensure safe, inclusive environments, and encourage diverse perspectives through engagement, innovation and creativity.

1. Ninety-five percent of all employees will participate in at least one Professional Development activity regarding cultural awareness, enhancing work climate/culture.
2. District 833 will increase the number of new hires of color, from 15% to 17%. This increase will be in looking at the number of new hires from June 30, 2019 to June 30, 2020.
3. District 833 will develop and implement a retention plan for all employees.
4. Apply student preference for learning by creating opportunities at the secondary level that involves shared ownership.
5. Demonstrate, assess and align the use of the culturally responsive teaching strategies across the district.
6. Demonstrate the use and impact of positive skills, techniques and frameworks that will enhance relationship-building strategies across the district.



2019-20 UPDATED STRATEGIC OBJECTIVES

STAFF CLIMATE AND CULTURE: We will ensure safe, inclusive environments, and encourage diverse perspectives through engagement, innovation and creativity.

1. Ninety five percent of all employees will participate in at least one Professional Development activity regarding cultural awareness, enhancing work climate/culture or work-life balance.
2. District 833 will increase the number of new hires of color, from 15% to 17%. This increase will be in looking at the number of new hires from June 30, 2019 to June 30, 2020.
3. District 833 will develop and implement a retention plan for all employees.

STUDENT CLIMATE AND CULTURE: We will ensure safe, inclusive environments, and encourage diverse perspectives through engagement, innovation and creativity.

1. Apply student preference for learning by creating opportunities at the secondary level that involves shared ownership.
2. Demonstrate, assess and align the use of the culturally responsive teaching strategies across the district.
3. Demonstrate the use and impact of positive skills, techniques and frameworks that will enhance relationship-building strategies across the district.



2019-20 PROPOSED STRATEGIC OBJECTIVES

PERSONALIZATION: We will engage, motivate and empower each student through personal instruction creating shared ownership of learning.

1. Empower student voice through organizing, planning and initiating the first student led conference focusing on student problem-solving and decision making around personalized education and current issues of concern.
2. Empower a group of stakeholders, including students, to design and implement personalized instruction at the organizational level, the school level, the classroom level and the individual student level.
3. Engage staff to self-reflect on their own cultural identity and the impact culture has on personalization.

2016-2022 Strategic Plan

We will ensure safe, inclusive environments, and encourage diverse perspectives through engagement, innovation and creativity.

YEAR FOUR (2019-20)

2019-20 Priority Statement 1 – Ninety-five percent of all employees will participate in at least one Professional Development activity regarding cultural awareness, enhancing work climate/culture.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Acquire speakers to present to employee groups on various topics related to cultural awareness, enhancing work climate/culture. <ul style="list-style-type: none"> • Paraprofessional Inservice • Bus Driver and Assistant Inservice • Nutrition Services Inservice • Maintenance, Office Professionals, Bus Mechanics, Kids Club Supervisors and paraprofessionals held during scheduled workshop days. • Teachers, System Leaders and other employees held on District Workshop days. 	All speakers scheduled and signed up for all slots. Number of employees attending (goal of 95% for all employee groups). 75% of employees participating in an employee engagement, will report positively.	HR Director, Coordinator of Professional Development, Director of Educational Achievement and Integration, and Cabinet members	All inservices completed by June 30, 2020	\$50,000

2019-20 Priority Statement 2 – District 833 will increase the number of new hires of color, from 15% to 17%. This increase will be in looking at the number of new hires from June 30, 2019 to June 30, 2020.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Recruit candidates by continuing to attend local job fairs.	Number of fairs attended and number of applications of diverse candidates.	HR Department	June 30, 2020	\$5,000
2	Recruit candidates by increased attendance and presence at out-of-state job fairs.	Number of fairs attended and number of applications of diverse candidates.	HR Department	June 30, 2020	\$10,000
3	Recruit more diverse candidates by utilizing a greater variety of recruitment resources such as job boards, social media, Indeed, etc. Also better recruitment by advertising in local papers/job boards with high diversity populations.	Number of additional job recruitment opportunities and also the number of applications of diverse candidates.	HR Department	June 30, 2020	\$15,000
4	Partner with colleges to recruit diverse candidates.	Number of applicants from schools.	HR Department	June 30, 2020	\$0

2019-20 Priority Statement 3 – District 833 will develop and implement a retention plan for all employees.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	The Recruitment and Retention Committee, comprised of staff of color, human resources, and educational achievement and integration, will meet four times a year to provide feedback on recruitment and retention initiatives.	Establish an active recruitment and retention committee.	Director of Educational Achievement and Integration, Director of Human Resources, and Recruitment and Retention Committee	June 30, 2020	\$500
2	Expand the current affinity group for teachers of color to all district employees of color.	Establish an active affinity group	Director of Educational Achievement and Integration, and Director of Human Resources	June 30, 2020	\$500

3	The Director of Educational Achievement and Integration, and the Director of Human Resources will implement a mentoring program for staff of color; anticipated implementation for the 2019-2020 school year.	Successful establishment of a mentoring program for staff of color.	Director of Educational Achievement and Integration, Director of Human Resources	June 30, 2020	\$5,000
4	The Human Resources Department will utilize data from exit interviews and engagement surveys to formulate measures to increase engagement and retention.	Successful establishment of an exit interview process.	HR Department	June 30, 2020.	\$0

Functional Support Required (explanation of needs in other areas to achieve the priority statements, ie., real costs for completion):

Finance	See costs above.
Communications	Support the monthly Climate and Culture Champions process, as well as other communications regarding inservice opportunities for the various employee groups.
Technology	
Professional Development	Listed and itemized above

2016-2022 Strategic Plan

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YEAR FOUR (2019-2020)

2019-20 Priority Statement 1 – Apply student preference for learning by creating opportunities at the secondary level that involve shared ownership.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Continue the use of secondary student focus groups to engage in communication, feedback and learning opportunities regarding student preference.	Each secondary school will identify one focus group to interact with TLS (Teaching & Learning Services)/District Administration; analyze and enhance accountability from measurement and findings.	Assistant Superintendents; Teaching & Learning Services (TLS) staff; principals; Research, Evaluation & Assessment (REA) Department	October 2019	\$0
3	Utilizing feedback from student focus groups and CAC, report the learning opportunities, learner preference and shared ownership findings to principals and TLS to implement ideas for the 2020-21 school year and beyond.	Updates from student focus groups and parent meetings at secondary principals' meetings; implement future items at May 2020 Program of Study Meeting.	District Administration; TLS; REA; secondary principals	April 2020	\$0

2019-20 Priority Statement 2 – Demonstrate, assess and align the use of the culturally responsive teaching strategies across the district.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Continue the district focus on Dr. Sharokky Hollie’s Culturally and Linguistically Responsive Teaching/Learning (CLRT), as well as implement the strategies in the supplemental binder.	100% of teaching staff will access these resources and engage via book studies, team planning or other method.	Principals; District Administration; CLRT District Coaches; Equity Teacher Leaders; Office of Educational Achievement & Integration (OEAI)	June 2020	\$120,000
2	Continue the district focus of individual schools and teachers receiving 1-1 coaching from Dr. Hollie and his CLRT Coaches.	There will be a minimum of six schools during the 2019-20 school year receiving individual coaching from Dr. Hollie and his team.	Assistant Superintendents; principals; CLRT District Coaches; Equity Teacher Leaders; TLS	June 2020	\$45,000
3	Implement the sole CLRT walk-through form created in Spring 2019 and analyze the data.	Each school administrator, CLRT coach and Equity Teacher leader will have utilized the walk-through form with their staff and will have gathered data, analyzing and sharing findings with District Administration.	Assistant Superintendents; principals; CLRT District Coaches; Equity Teacher Leader; TLS	April 2020	\$0
4	Begin planning and implementation process of teacher evaluation, adding or infusing CLRT components.	Teacher Evaluation committee will address this throughout their meetings in 2019-20 and adjust the Danielson teacher evaluation model in the future.	Human Resources Department; Teacher Evaluation Committee; CLRT District Coaches	June 2020	\$0

2019-20 Priority Statement 3 – Demonstrate the use and impact of positive skills, techniques and frameworks that will enhance relationship-building strategies across the district.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Identify the strategies/ activities that have most positively impacted the SIP from 2018-19.	SIP progress and Spring 2019 Minnesota Student Survey data.	District/School Administration; OEAI; TLS and REA support	August 2019	\$0
2	Based on the outcome of Year 3’s Action Step 1 and the MDE Student Survey, create an	After examining the results, District Administration will have	District Administration; REA	August 2019	\$0

	elementary, middle and high school list of effective relationship building strategies.	lists completed and shared with school principals prior to SIP meetings in August 2019.			
3	Institute student focus groups in addition to the staff and parent survey to gain perspective and deepened representation of strategies and activities.	Student focus groups will be formed at every level/school (ES, MS, HS), similar to Priority 1, Action Step 1.	District/School Administration	Nov/Dec 2020	\$0
4	Survey staff and parents mid-year to gauge implementation and involvement of strategies and activities.	Develop the involvement survey for staff and parents, launch survey mid-year.	District/School Administration; Communications; TLS; REA	January 2020	\$0
5	Survey students at the end of the year to measure success of SIP on select items.	Each school will have selected specific grade levels to implement the survey.	District/School Administration; TLS; REA	April 2020	\$0

Functional Support Required (explanation of needs in other areas to achieve the priority statements, ie., real costs for completion):

Finance	\$165,000
Communications	Communication with families, students, teachers and community about each area above. Survey and research support.
Human Resources	Guidance regarding walk-throughs vs. evaluation, new job descriptions on CLRT Coaches (new positions).
Professional Development/TLS	CAC invitation and participation; SIP access, implementation support and data, and participation in Advisory/Student Connection meetings.



2016-2022 Strategic Plan

We will engage, motivate, and empower each student through personal instruction creating shared ownership of learning.

YEAR FOUR (2019-2020)

2019-20 Priority Statement 1 – Empower student voice through organizing, planning and initiating the first student led conference focusing on student problem-solving and decision making around personalized education and current issues of concern.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	<p>Student advisory will plan for a Student Voice Summit to be held in October 2019. The Summit will focus on topics selected by students and vetted by their peers and the strategic planning review committees.</p> <p>Topics selected include; school safety, mental health, career and college readiness, cultural awareness, and vaping and e-cigarettes.</p> <p>Recommendations generated from the conference will be brought to district and school administration as well as the strategic planning review committee.</p>	<p>Successfully convening the conference.</p> <p>Attendance of approximately 100 students with a minimum attendance of 50 students from grades 6-12.</p> <p>At least three to five ideas for improvement coming from the students that realistically could be implemented by the fall of 2020.</p>	Superintendent	June 2020	\$500

2019-20 Priority Statement 2 – Empower a group of stakeholders, including students, to design and implement personalized instruction at the organizational level, the school level, the classroom level and the individual student level.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Transform personalized learning into an actionable design to be implemented into practice.	Create a District Personalized Learning Team that will participate in the Leadership Design Academy for Personalized Learning.	Director of Teaching & Learning	Spring 2021	\$0
2	Implement Standards Based Instruction and Reporting into the middle and high school.	6th grade ELA (English Language Arts), Math, Science and Social Studies teachers will report progress using the identified priority standards, success criteria rubric and Schoology grade book. Create a committee of stakeholders to design a plan for the impact of standards based progress reporting on traditional secondary grading structures.	Director of Continuous Improvement & Assessment	Trimester 1 and 2 of SY 2019-20 Fall 2019 – Spring 2020	\$0 \$0
3	Increase the student engagement in learning through access to technology.	Students in grades 9-12 will have access to a personal device.	Director of Technology	Fall 2019	Levy Funded
4	Increase shared ownership of learning for students, staff and families through the continued use of the Secondary (Schoology) and Elementary (Seesaw) Learning Management Systems.	Teachers in grades 6-12 will use Schoology in accordance with the District Schoology Expectations document. Teachers in grades K-3 will use Seesaw in accordance with the District Seesaw Expectations document.	Director of Continuous Improvement & Assessment	Spring 2020	\$0

5	Implement an Instructional Coaching Model to impact Student Achievement.	Each Student Achievement Specialists will provide at least six classroom teachers (6x15=90 teachers) with the opportunity to participate in an instructional coaching cycle.	Director of Teaching & Learning	Spring 2020	ATPPS Budget
6	Enhance the K-12 EL (English Learner) Learning Experience.	Examine EL (English Learner) practices K-12 100% of high school EL and World Language students will be provided the opportunity to earn college credit through language assessments.	Director of Teaching & Learning; Coordinator of EL Director of Continuous Improvement & Assessment	January 2020 Spring 2020	\$0 \$0
7	Explore non-traditional and personalized learning opportunities for students.	Offer all students in grades 9-12 the opportunity to take Online Courses through the District beginning in the 2020-21 school year.	Director of Teaching & Learning	Fall 2020	\$0
8	Connect Extended Learning/Out of School Time and SoWashCo Early Learning to K-12 programming.	Staff from Community Education will meet monthly with TLS staff to connect PreK-12 and Extended Learning/Out of School Time.	Director of Community Education; Director of Teaching & Learning	Spring 2020	\$0

2019-20 Priority Statement 3 – Engage staff to self-reflect on their own cultural identity and the impact culture has on personalization.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Engage teaching staff in professional development to help them evaluate their own racial autobiography and the impact of their culture learning and teaching.	100% of staff participating in the Content Curriculum Review Teams (CCRT) will take the Intercultural Development Inventory (IDI) and participate in the group debrief of the results to help them understand how the cultural lens used impacts the evaluation of standards and curriculum.	Department of Teaching & Learning Services	February 2020	\$0
2	Implement Year 1 of the curriculum review cycle with a focus on student voice and looking at curriculum through a cultural lens.	100% of staff participating in the Content Curriculum Review Teams (CCRT) will hear from a diverse group of students about their perspective and lived experience as it relates to classroom content. Continue to examine and evaluate curriculum to intentionally include the lens of cultures who have shaped American History.	Department of Teaching & Learning Services	Spring 2020	\$0

Functional Support Required (explanation of needs in other areas to achieve the priority statements, ie., real costs for completion):

Finance	No additional funding needed.
Communications	
Technology	Personal devices for students.
Professional Development/TLS	