



Strategic Plan

Steering Committee Meeting 5

November 29, 2023



Welcome!

Dr. Carmine Peluso
Superintendent of Schools



Today's Focus

Feedback on
Core Values,
Vision &
Mission

Portrait of a
Graduate

Priorities,
Goals, &
Strategies



Meeting Norms

Engage

Seek to understand others' views

Think short-term and long-term



Revised Strategic Plan Timeline



District Project Plan

JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB
Project Planning							
Steering Committee Meetings							
	Data Analysis						
	Stakeholder Surveys						
				District Leadership Drafts Sections for Feedback			
						Focus Groups	
						Draft Shared	
						Final Plan to the Board	



Survey Response Follow-Up



Survey Response Follow Up

Parents		Students		Staff	
Priorities	Total Count	Priorities	Total Count	Priorities	Total Count
Mental health/so	179	Mental health/so	49	Mental health/so	401
High school reac	142	Positive School C	38	Positive School C	277
Positive School C	125	Educational equi	37	Reading by 3rd C	266
Educational equi	108	High school reac	31	Educational equi	194
Reading by 3rd C	80	Reading by 3rd C	24	Employee recrui	187
Expanding schoo	71	Expanding schoo	23	Academic Interv	181
Employee recrui	66	Accelerating stu	19	High school reac	171
Accelerating stu	65	Professional and	18	Accelerating stu	146
Early childhood c	64	Early childhood c	17	Early childhood c	142
Managing schoo	60	Managing schoo	17	Restorative Prac	90
Professional and	53	Academic Interv	17	Managing schoo	88
Academic Interv	52	Employee recrui	16	Career Technica	73
Career Technica	47	Age and mainter	16	Age and mainter	63
Opportunities for	38	Opportunities for	15	Opportunities for	62
Age and mainter	29	Career Technica	14	Professional and	59
Restorative Prac	26	Multilingual and	11	Multilingual and	55
Multilingual and	25	Restorative Prac	11	Expanding schoo	51
Pipeline for Teac	15	Instructional Lea	8	Instructional Lea	25
Instructional Lea	7	Pipeline for Teac	4	Pipeline for Teac	15



Feedback on Core Values, Vision & Mission



What are the elements?

Core Values	Set of beliefs that drive all behaviors of the district.
Vision	Describes what the district hopes to achieve or be in the future.
Mission	Articulates what is unique about who the district is, what the district does, and who the district serves.



Feedback from the Steering Committee - Core Values

achievement assets_based culture
resilience academic_excellence
accountability welcoming diversity inclusive
student_centered empathy critical
cultural_humility safety family trust engagement equity
truth excellence village pride determined joy integrity
transparency inclusion empowering resourceful restorative
leadership thinking compassion community relationships
high_expectations success family_focused activism
students_first passion perseverance collaborative
acceptance



Draft Core Values

- Excellence
- Diversity, Equity, and Inclusion
- Student-Centered
- Relationships
- Safety



Discussion

In small groups, discuss the proposed core values and identify key areas of strength and considerations for improvement.



Vision

Describes what the district hopes to achieve or be in the future.



Sample Vision Statements

“Making the best possible ice cream, in the nicest possible way.”

- Ben & Jerry's

“To organize the world's information and make it universally accessible and useful.”

- Google

“To make people happy.”

- Disney

“To develop leaders who will one day make a global difference.”

- Harvard

“We will help people live longer, healthier, happier lives.”

- CVS

“To reduce human trauma and economic costs associated with automobile accidents.”

- Progressive



Steering Committee Feedback - Sample Visions

- We are a tight knit community that activates dreams and unlocks potential.
- Creating healthy, joyful spaces (schools and programs) for individual students so that they are prepared for life.
- Ensure all students have a high-quality education, reach their highest potential, and become contributing citizens.
- Graduate students who are prepared for life through equitable access to high quality education and student-centered support.



Draft Visions Based on Board Feedback

Option 1: We will create a high-quality educational experience that nurtures liberated thinkers, instills social and emotional balance, and ensures on-time graduation.

Option 2: We will provide a high-quality education that fosters liberated thinkers, cultivating socially and emotionally balanced high school graduates.



Discussion

In small groups, discuss the proposed visions and identify key areas of strength (things you like about the language) and considerations for improvement.



Mission

Articulates what is unique about who the district is, what the district does, and who it serves.



Mission

Describes what is
unique about
who we are

Describes what is
unique about
who we serve

Describes what is
unique about
what we do



Steering Committee Feedback - Sample Missions

- We tap into and honor individuality and voice in all RCSD families and community members by creating a supportive, collaborative, and safe environment.
- We commit to utilizing all resources available in the district and community to help our scholars reach (or unlock) their highest potential.
- As stewards of Rochester's youth, we create a community of empathy, equity, and accountability that encourages the development of empowered students who are prepared to succeed beyond graduation.
- We are a tight knit community that activates dreams and unlocks potential.



Draft Missions Based on Board Feedback

Option 1: We embrace our diverse community and commit to providing educational programs that prepare all to graduate with a deep sense of empathy, a passion for equity, and a strong commitment to accountability.

Option 2: As stewards of Rochester's youth, we commit to creating a culture of academic excellence for all, a community of empathy, equity, and accountability that encourages the development of empowered students who are prepared to succeed beyond graduation.



Discussion

In small groups, discuss the proposed missions and identify key areas of strength (things you like about the language) and considerations for improvement.



Portrait of a Graduate

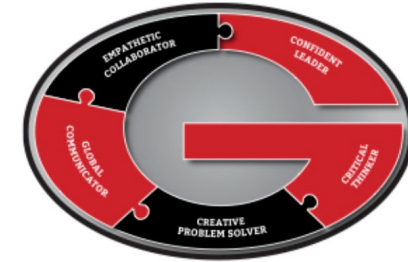


What is a Portrait?

- Articulates the hopes, aspirations, and dreams the community has for its young people.
- Identifies and describes the skills and mindsets needed for success in our rapidly changing and complex world.
- No more than six words or phrases with descriptions.



PORTRAIT OF A GRADUATE



Gainesville Independent School District is committed to providing all students with the knowledge, experiences and opportunities necessary for them to develop the competencies required for success in school, in the workforce, and in life.

CONFIDENT LEADER

GISD graduates will develop a strong work ethic and leave our district grounded in a purpose enabling them to lead, embrace challenges and persevere to achieve their goals.

EMPATHETIC COLLABORATOR

GISD graduates will leave the district with a foundation for effective collaboration grounded in empathy and a desire to understand differing viewpoints and learn from others' experiences and cultures.

GLOBAL COMMUNICATOR

GISD graduates will be prepared to navigate a complex, ever-changing global society and economy via effective communication grounded in global thinking, digital literacy, and the understanding that communication includes verbal and non-verbal modes that are unique across cultures.

CREATIVE PROBLEM SOLVER

GISD graduates will develop creative minds that solve real-world problems that we are unable to predict in an ever-changing society.

CRITICAL THINKER

GISD graduates will develop critical thinking and curiosity about the world to foster life-long learning for themselves and service to others.

Portrait of a Graduate Examples

PORTRAIT OF A GRADUATE



In RCPS, we aspire to have graduates who are . . .

Innovative

- Approach challenges with a growth mindset
- Nurture their curiosity and creativity
- Are open-minded and responsive to new and diverse perspectives

Resilient

- Adapt to evolving job opportunities in a changing world
- Think critically and collaboratively to solve complex problems
- Persevere to reach their maximum potential

Dedicated

- Lead by example and with integrity
- Contribute to their communities and on a global scale in meaningful ways
- Authentically engage with others and always seek to find understanding

Empowered

- Can imagine a life they envision for themselves
- Inspire others to act
- Possess all the tools needed to achieve their dreams



The Profile of a JPS Graduate

describes Jackson Public Schools' aspirations for each and every one of its graduates.

JPS aspires that each graduate will embody many of the qualities and achieve several of the accomplishments described below. These qualities and accomplishments fall under three competencies—Communication & Critical Thinking, Collaboration & Citizenship, and Content Mastery & Digital Literacy—that reflect the fast-changing world in which JPS graduates will become productive citizens and compassionate leaders.



Content Mastery & Digital Literacy

JPS graduates always operate with a growth mindset and exhibit excellence in all they do. Thus, they seek out and successfully complete individually challenging coursework, proficiently utilizing technology and media to do so. Content Mastery & Digital Literacy may be evidenced by:

- Successful completion of rigorous coursework (AP, IB, and higher level mathematics/science courses)
- Performance in academic competitions and extra-curricular activities (science fairs, debate, etc.)
- Ability to draw from various content areas to establish and defend a coherent point of view



Communication & Critical Thinking

JPS graduates connect to one another, to Jackson, and to the world in relevant ways and are active agents in creating and maintaining a positive and respectful culture. Thus, they are active readers by choice, write effectively in multiple genres, communicate clearly, and solve problems. Communication & Critical Thinking are evidenced by:

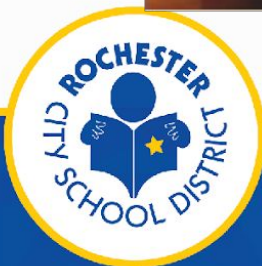
- Successful oral presentation based on independent research or analysis
- Working proficiency in second language as evidenced by course credit, college credit, or AP score of 3 or higher, or completion of IB curriculum
- Successful completion of a substantial analytical research paper



Collaboration & Citizenship

JPS graduates nurture positive relationships and strive for equity. Thus, they are team players who embrace diverse ideas, accept feedback as opportunities for growth, and advocate for the betterment of the larger community. Collaboration & Citizenship are evidenced by:

- Voter registration and working understanding of local, state, national and international political issues
- Active membership in a civic club, faith community, or service group
- Successful completion of a significant community service project



Informing the Rochester City School District Portrait

Complete this sentence with a short phrase: “My hope for Rochester CSD graduates is that they...”

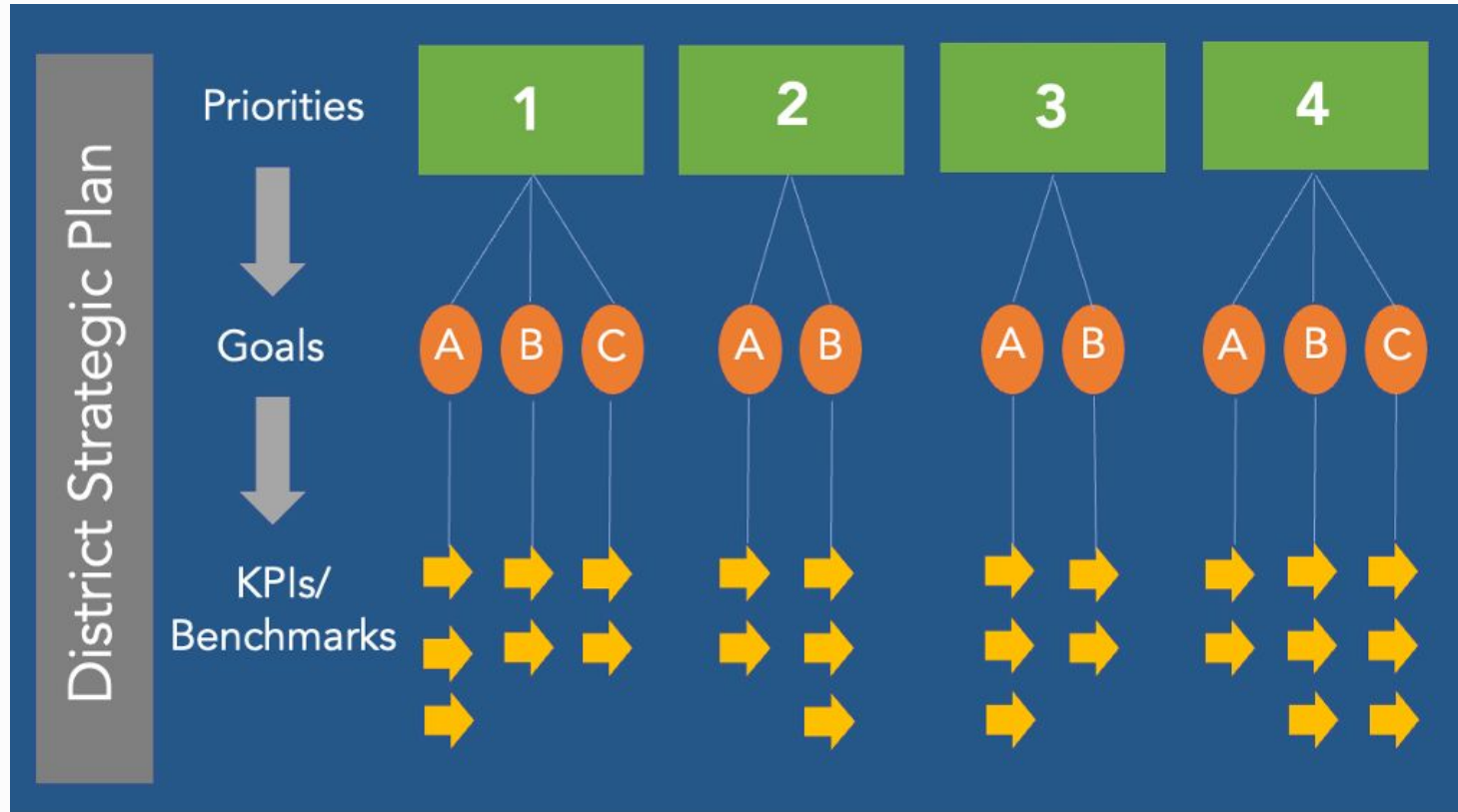
What are the characteristics, skills, and/or competencies that you believe are essential for Rochester CSD graduates’ success after high school?



Priorities, Goals & Strategies



Reminder of Goal Setting Structure



Priorities

- Broad focus areas for the district
 - Typically there are 3-5 priority areas
- Aligned to state requirements and district vision
- Capture the district's core functions. Examples:
 - Academics (Ensure Excellent Schools)
 - Human Resources (Recruitment / Retention)
 - Social Emotional Learning (Educate the Whole Child)
 - Operations & Finance (Continuously Improve Efficiency)
 - Families & Communities (Engage Families & Community)
- Include a short description of each priority and its importance



Steering Committee Proposed Priority Areas

- Academics (8)
 - Academics (1)
 - Academic success (4)
 - Student achievement (1)
 - Student achievement & foundational skills (1)
 - Personalize and support the academic and SEL needs of students (1)
- Human Resources (3)
 - Staff development (2)
 - Recruit/develop/support the most valuable staff (1)
- Whole Child (3)
 - Educate the whole child (1)
 - Extracurricular activities (1)
 - Whole child & community approaches (1)
- Equity & Inclusion (1)
- School Culture & Climate (4)
 - School culture (2)
 - School culture & relationships (1)
 - School climate & relationships (1)
- Mental Health / SEL (4)
 - Mental health (1)
 - Mental health & well-being (1)
 - Social emotional health (1)
 - Personalize and support the academic and SEL needs of students (1)
- Family & Community Engagement (5)
 - Family & community engagement (2)
 - Increased parent involvement & accountability(1)
 - Whole child & community approaches (1)
 - Partnerships beyond the school (1)



Cabinet Proposed Priority Areas

- Academics (8)
 - Academics (1)
 - Academic success (4)
 - Student achievement (1)
 - Student achievement & foundational skills (1)
 - Personalize and support the academic and SEL needs of students (1)
- Human Resources (3)
 - Staff development (2)
 - Recruit/develop/support the most valuable staff (1)
- ~~● Whole Child (3)~~
 - ~~○ Educate the whole child (1)~~
 - ~~○ Extracurricular activities (1)~~
 - ~~○ Whole child & community approaches (1)~~
- ~~● Equity & Inclusion (1)~~
- District Culture & Climate (4)
 - District culture (2)
 - District culture & relationships (1)
 - District climate & relationships (1)
- Mental Health / SEL (4)
 - Mental health (1)
 - Mental health & well-being (1)
 - Social emotional health (1)
 - Personalize and support the academic and SEL needs of students (1)
- Family & Community Engagement (5)
 - Family & community engagement (2)
 - Increased parent involvement & accountability (1)
 - Whole child & community approaches (1)
 - Partnerships beyond the school (1)



Feedback on Priorities

- **Academics (8)**
 - Academics (1)
 - Academic success (4)
 - Student achievement (1)
 - Student achievement & foundational skills (1)
 - Personalize and support the academic and SEL needs of students (1)
- **Human Resources (3)**
 - Staff development (2)
 - Recruit/develop/support the most valuable staff (1)
- **District Culture & Climate (4)**
 - District culture (2)
 - District culture & relationships (1)
 - District climate & relationships (1)
- **Mental Health / SEL (4)**
 - Mental health (1)
 - Mental health & well-being (1)
 - Social emotional health (1)
 - Personalize and support the academic and SEL needs of students (1)
- **Family & Community Engagement (5)**
 - Family & community engagement (2)
 - Increased parent involvement & accountability(1)
 - Whole child & community approaches (1)
 - Partnerships beyond the school (1)



Academics

- Instructional Excellence
- Eliminate Opportunity and Achievement Gaps
- Accelerate Learning
- Increase Academic Achievement
- Ensure Excellent Schools
- Learning, Growth, and Equity
- Innovative Teaching & Learning
- College, Postsecondary, and Career Success
- Instructional Excellence: Preparing Students for Life
- Maximize Opportunity & Achievement
- Academics & Post-Secondary Success



Human Resources

- Attract and Retain Outstanding Educators and Staff
- Empower Our People
- Invest in Our People
- Investment in Our People
- Talented & Empowered Teams
- Premier Workforce
- Empowering, Equipping, and Investing in Our People
- Recruit, Grow & Retain
- People and Culture / Human Capital



District Culture & Climate

- Cultivate Trust
- Provide a Safe School Environment that Supports the Whole Child
- Connection, Communication, and Advocacy
- Joyful Learning & Working Environments
- Culture of Accountability and Excellence
- Creating a Culture of Safety and Wellness
- Safe, Happy & Healthy Environments



Mental Health / SEL

- Creating a Culture of Safety and Wellness
- Well-Being
- Overall Well-Being and Sense of Belonging



Family & Community Engagement

- Activate Partnerships
- Strengthen School, Family & Community Engagement
- Engage Families and Community
- Mutual Communications
- Strengthening Family & Community Engagement
- Culture of Relationships
- Community Engagement & Communications
- Communications & Community Involvement



Discussion

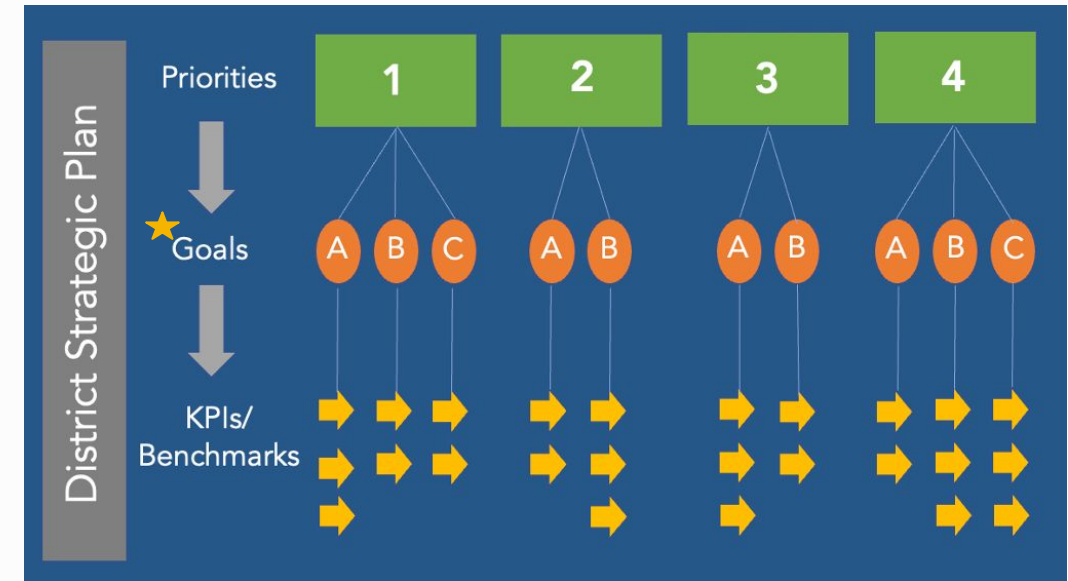
In small groups, discuss the proposed priority areas and identify potential names for the priority areas. Should any categories be combined? Are there other priorities that should be considered?



Goal Setting

Goals

- Provide more specific focus on a priority
 - Typically, multiple goals for each
- Based on specific areas of improvement
 - Needs assessment or other data analysis
- Long-term and measurable
 - Not yet broken into quarterly or annual measures



PRIORITY 1 Increase Academic Achievement

GOAL 1A

BY 2023, at least 90 percent of all Durham Public Schools will meet or exceed standards for year-to-year academic growth as measured by the state model.

% DPS schools meeting/exceeding growth

2019	2020	2021	2022	2023
75%	79%	83%	87%	90%
(39 of 52)	(41 of 52)	(43 of 52)	(45 of 52)	(47 of 52)

Baseline: 75 percent of DPS schools (39 of 52) met or exceeded growth in 2016-17.

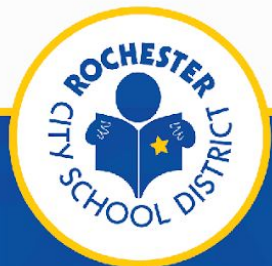
Sample Goals

(Clockwise)

Durham Public Schools

Alexandria City Public Schools

District of Columbia Public Schools



GOALS

DCPS will use these goals to measure our progress toward our vision, mission, and priorities.

1

DOUBLE THE PERCENT
of students who are
COLLEGE AND CAREER READY
AND TRIPLE THE PERCENT
of at-risk and students of color who
are college and career ready.

2

100 PERCENT
of K-2 students are
READING ON OR
ABOVE GRADE LEVEL.

3

85 percent
OF STUDENTS
GRADUATE
WITHIN FOUR YEARS
AND 90 PERCENT
graduate within four or five years.

4

100 percent
OF STUDENTS
FEEL LOVED
CHALLENGED & PREPARED.

5

100 PERCENT
of schools are
HIGHLY RATED
or are improving.

6

90 percent
OF STUDENTS
RE-ENROLL
AND DCPS SERVES
54,000 STUDENTS.



INSTRUCTIONAL EXCELLENCE

ACPS will ensure that all students have access to and engagement with high-quality instruction.

ACPS instruction will:

- be aligned to a Division-wide instructional framework and high-quality curricula
- be engaging and rigorous
- be culturally relevant
- be differentiated to students' strengths
- be responsive to students' social, emotional, and academic needs
- be supported and monitored by school and Division administrators and instructional coaches, creating a culture of substance, depth, and critical thinking in curriculum and instruction

Goals & Strategies



Activity

Each group will be assigned one priority area.

Brainstorm thoughts/considerations for goals and strategies related to your assigned priority area.

Your notes will be shared with the central office teams from each department who will develop the goals and strategies for each priority/goal.



Closing



The background of the image consists of four diagonal stripes of different colors: gold, green, orange, and blue. The text 'Q&A' is centered horizontally and spans across the green and orange stripes. The 'Q' is white and positioned on the green stripe. The ampersand '&' is white and positioned on the orange stripe. The 'A' is white and positioned on the orange stripe.

Q&A

Meeting Feedback



I appreciate...



I wonder...



Next Steps

Steering Committee Meeting #6

- December 20, 2023 - 5:30-7:30 pm
(In-person)
- Focus
 - Review draft goals and strategies

