



Strategic Plan Summary & Draft for Potential Action

TTUSD Board Meeting | June 7, 2023

Carmen Ghysels, Superintendent & Kerstin Kramer, Assistant Superintendent

Big Picture



Our Process →

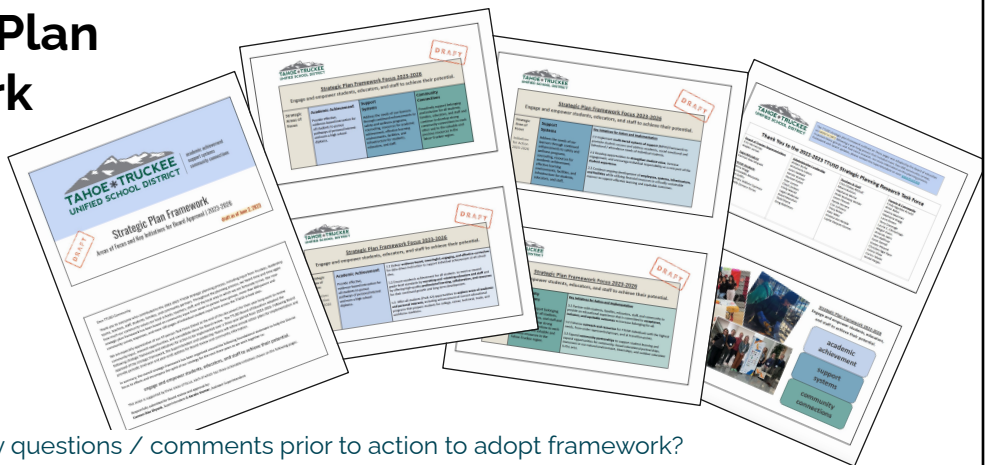


DRAFT plan for
Board Review = June



Strategic Plan Framework

for Board Approval



Do Trustees have any questions / comments prior to action to adopt framework?

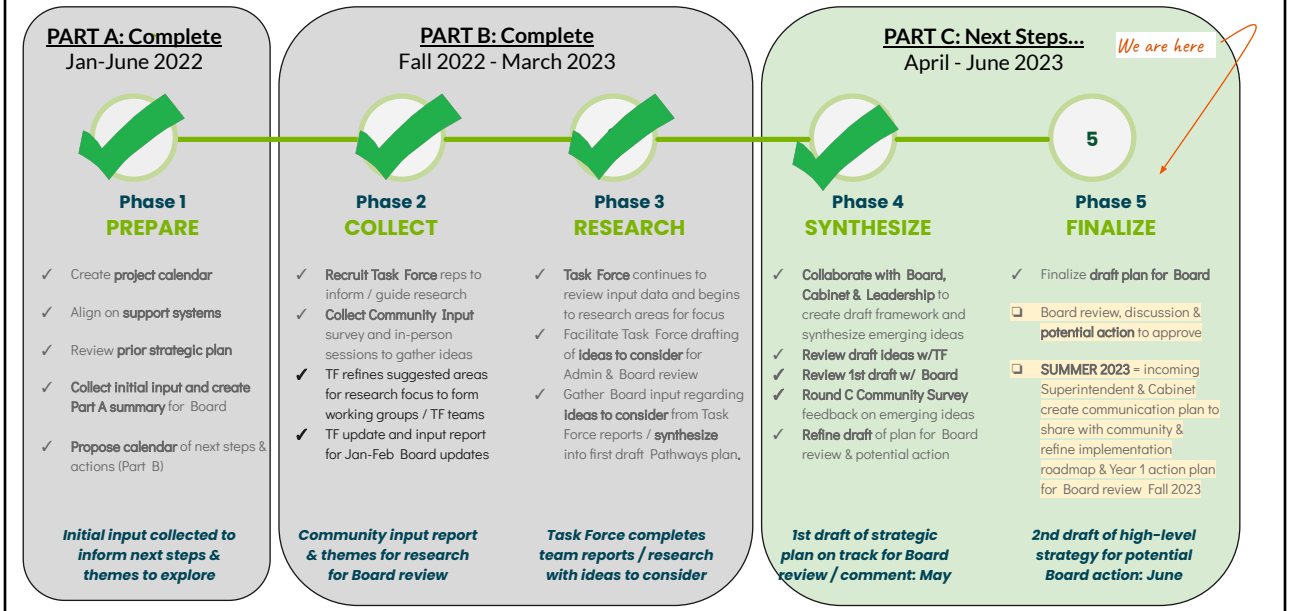
- Incoming Superintendent and Leadership will work during Summer 2023 to **refine year one action plan and milestones** for Board review in Fall 2023 to inform next steps and priorities.
- Superintendent and communications team will provide **community updates** regarding any Board action and will work during Summer 2023 to create branded communication materials.



FYI: Background Slides

Historical Overview of 2022-23 Planning Process
Attached for Board Information & Reference

Detailed Roadmap Tracking Progress Throughout



Spring 2022 | reviewed prior plan



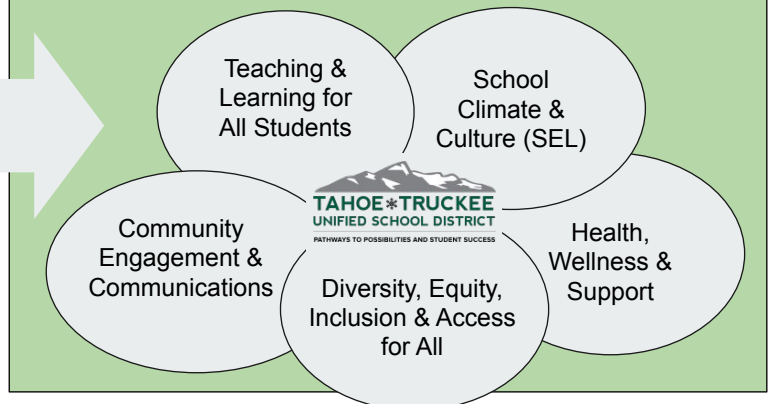
Worked with Board to identify five areas to explore for research focus & input

2020 Eight Strategic Goals

1. Teaching & Learning
2. Resources
3. Communications
4. Personal Learning Plans
5. Technology
6. Physical, Social, Emotional Support & School Climate
7. Parent & Community Involvement
8. Facilities

Opportunity for Student-Centered Strategic Planning 2022-2023

Five Possible Areas for Research based on Prior Plan and Current Context / Priorities

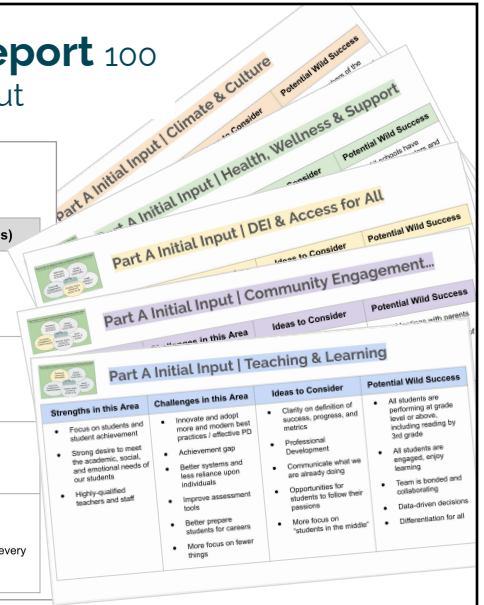


Fall 2022 Provided Part A Summary Report 100

page summary of Board / Cabinet / Leadership input

Part A Initial Input | High-Level Take-Aways

| Reflection Prompts | Input from TTUSD Board and Leadership (summarized from across all 5 areas of focus) |
|---|---|
| Strengths to Build Upon What do you value most about TTUSD? | <ul style="list-style-type: none"> Teachers & staff love what they do High percentage of students have a trusted adult on campus Mental health focus Culture of inclusion with needed support Community liaisons and GRIT |
| Opportunities to Consider How can we do more of what you value most? | <ul style="list-style-type: none"> More PD on Latino culture and literature More PD on trauma-informed practice Wellness Centers open before and after school Revive student voice efforts Increased family awareness of available support resources (drugs, wellness, gang involvement, ...) |
| Challenges to Address What will TTUSD most need to address over the next 5 years? | <ul style="list-style-type: none"> Despite many "good things," need to focus on the best Developing culture of accountability Health and wellness support for exhausted staff Lack of equity vision & training Consistent inclusion efforts across all sites |
| Visions for the Future What might wild success look like in five years? | <ul style="list-style-type: none"> Achievement gap - GONE! Happy students coming every day to class Full district-funded wellness program at ALL levels plus staff support All students know what it means to be college- and career-ready and have the desire to become so, then every student receives what's needed to be successful High levels of parent engagement and volunteering at all schools |



Note = started with Trustees & Leadership in Spring 2022 due to ongoing disruption from COVID-19 pandemic; broader community input commenced Oct. 2022 as planned.



October 2022 = Online survey, in-person focus groups

OCT – P2 | COLLECT Round A input, TF kick-off

| M | T | W | R | F | Sa | Su |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Oct. 24-26 = Community Input & TF info sessions.

NOV – P2 | COLLECT review data / begin research

| M | T | W | R | F | Sa | Su |
|----|----|----|----|----|----|----|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Task Force mtgs. on Zoom Nov-March, TBD April-May

Oct. 6 - 30 Online Survey
Open in English and Spanish

Oct. 6, 20, 27 Communications
TTUSD sent / is sending community update reminders regarding open survey and community input sessions (refreshments & translation provided)

Oct. 18 Focus Group Invitations
Superintendent & LVS to finalize focus group invitations for TTUSD to send

Oct. 24 at 5:30 pm Truckee Input
Community input session at District Office refreshments & translation provided (cafe-style tables for discussions)

Oct. 25 at 3:30 pm Focus Group @ DO
Invitations based on school-site leader recommendations for TF info session.

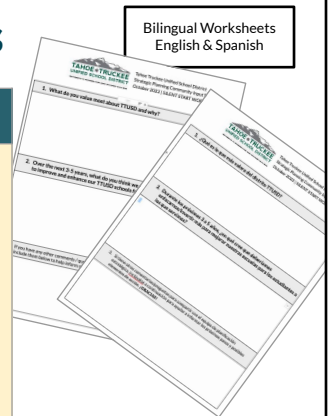
Oct. 26 at 5:30 pm Lakeside Input
Community input session @ Kings Beach Elementary with refreshments & translation

Next Board Update Report
Input Summary Nov. 16



Agenda for Community Input Sessions

| Meeting Room / Cafeteria Set-Ups | Agenda 90 minute sessions x 2 |
|---|---|
| <ul style="list-style-type: none"> 5+ cafe-style (or lunch tables) with ~ 5 people each Refreshments provided by TTUSD District Office Planned for COVID protocols Slide presentation for each session to support facilitation Chart paper, markers, easels, worksheets + pens Translation available and bilingual handouts | <p>5 min = Gathering</p> <p>5 min. = Welcome & Intro (Carmen)</p> <p>10 min. = Process Overview</p> <p>10 min. = Silent Start Worksheets</p> <hr/> <p>20 min. = Table Group Discussions</p> <p>20 min. = Share Out</p> <p>10 min. = Next Steps & Action Items</p> |



Key questions for community input / discussion:

1. What do you value most about TTUSD...?
2. What do you think we should focus on most to improve / enhance...?
3. Other questions / comments...?

Recruited 40+ Person Task Force in October

| | | | |
|------------------------------|----|-----------------------|--|
| District Office & Leadership | 1 | Amber Burke | TTUSD District Office |
| | 2 | Carmen Diaz Ghysels | TTUSD District Office |
| | 3 | Chad Lindeen | MS North Tahoe Middle School |
| | 4 | David Manahan | Sierra Expeditionary (charter) |
| | 5 | Greg Wohlman | HS Sierra High School |
| | 6 | Hien Larson | MS Alder Creek Middle School |
| | 7 | Jenni DeWald | ES Kings Beach Elementary School |
| | 8 | Logan Mallonee | HS Truckee High School |
| | 9 | Lupita Vazquez Gomez | TTUSD District Office |
| | 10 | Rachael Kuttel | ES Glenshire Elementary School |
| Teachers & Staff Reps | 11 | Cindy Maciel | HS Sierra High School |
| | 12 | Gretel Vargas | ES Glenshire Elementary School |
| | 13 | Heidi Bushway Verkler | MS North Tahoe Middle School |
| | 14 | Jason Flesock | HS North Tahoe High School |
| | 15 | Kate Teller | HS North Tahoe High School |
| | 16 | Kristina Van Winkle | HS North Tahoe High School |
| | 17 | Maura Bannon | Sierra Expeditionary (charter) |
| | 18 | Michelle Reed | ES Donner Trail Elementary School |
| | 19 | Stephanie Blume | MS Alder Creek Middle School ES Truckee Elementary |
| | 20 | Tracy Ricker | Sierra Expeditionary (charter) |
| | 21 | Yvette Herrera | HS Truckee High School |

| | | | |
|---------------------|----|-----------------------------|--|
| Board | 22 | Cris Hennessey | Board of Trustees |
| | 23 | Gaylan Larson | Board of Trustees |
| | 24 | Brian Bates | MS North Tahoe Middle School |
| | 25 | Christine Ngai Ryan | ES Kings Beach Elementary School |
| | 26 | Cindy Agudelo Arnold | ES Kings Beach Elementary School |
| | 27 | Joanna Beerman | ES Tahoe Lake Elementary School |
| | 28 | Kirsten Pekarek | Sierra Expeditionary (charter) |
| | 29 | Laura Brown (Foundation) | MS Alder Creek Middle School HS Truckee High |
| | 30 | Laurie Climenhaga | ES Tahoe Lake Elementary School |
| | 31 | Megan Evans | MS Alder Creek Middle School HS Truckee High |
| Parents & Community | 32 | Stephanie Bragg | HS Truckee High School |
| | 33 | Terry Cavanagh | HS Truckee High School |
| | 34 | Tom Kleffman | ES Glenshire Elementary School |
| | 35 | Alexandra Valdivia Espinoza | HS Sierra High School |
| | 36 | Emma Bragg | HS Truckee High School |
| | 37 | Jolie Griffin | HS North Tahoe High School |
| | 38 | Michelle Zamora-Torres | HS Truckee High School |
| | 39 | Gilbert Wai | |
| | 40 | Lana Guernsey | |
| Students | | | |
| | | | |

- Live Community Session in Truckee
- Live Community Session Lakeside / Kings Beach
- Task Force Info. Session & Community Leader Input
- 637 surveys (incl. 120 teachers-staff + 54 Spanish)

Question #1. What do you VALUE MOST about TTUSD?

Highlight Summary Comments from Parents & Community (submitted in English & Spanish)

| Community | Comments |
|-----------|---|
| | <ul style="list-style-type: none"> School sizes are small enough to get to know people We have a community that knits Infrastructure, and local schools Local schools Work |

Highlight Summary Comments from Teachers & Staff

| Community | Comments |
|------------------|---|
| | <ul style="list-style-type: none"> Small-town, family-like community feel Sense and strength of community Community support Staff / family teamwork Trusting, caring relationships |
| Teachers & Staff | <ul style="list-style-type: none"> Dedicated to teaching of all students Excellent, caring, responsive, passionate teachers Invested in kids and community |
| Student Focus | <ul style="list-style-type: none"> Prioritize students in and out of classroom High support for all students Schools try to help every student reach their full potential TTUSD is really focused on EACH individual student and each and ALL student staff really care about each student and family. This is shown by the rapid response to issues, keeping parents in the loop, and adding support where necessary, however necessary. |
| Choice / Options | <ul style="list-style-type: none"> Variety of options for local education (TWI, SELS, local schools, Independent study, ...) Students / families offered choices and can choose Wide range of academic programs offered to our students |

Opportunity for Student-Centered Strategic Planning 2022-2023

Teaching & Learning for All Students

School Climate & Culture (SEL)

Health, Wellness & Support

Diversity, Equity, Inclusion & Access for All

Community Engagement & Communications

TAHOE*TRUCKEE
UNIFIED SCHOOL DISTRICT
PATHWAYS TO POSSIBILITIES AND STUDENT SUCCESS

- Reconnecting following pandemic disruptions
- Local resources & local area (sense of place)



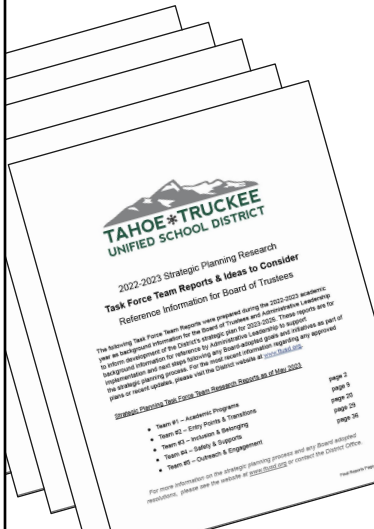
Based on Board & Community Input Formed 5 Task Force Teams Dec. 2022



| Possible Theme / Bucket: 1. Academic Program | 2. Entry Points & Transitions | 3. Inclusion & Belonging | 4. Safety & Supports | 5. Outreach & Engagement |
|--|--|--|--|--|
| Enhance the TK-12 student-centered academic offerings and increase data-driven approach to assess, support, and ensure every student is able feel a sense of belonging and inclusion and thrive at TTUSD. | Focus on opportunities to enhance, refine, and systematize toolkit of supports to enable teachers and staff to assess and support students at key entry points and in preparation of planned transitions , including from early childhood and for career training and college. | Multi-year approach to hear from and understand needs of diverse voices across the district with emphasis on increasing sense of belonging for all, equity, inclusion, and strong / supportive school climate and culture . | Examine opportunities to enhance current infrastructure, supports, systems, and safety to ensure health and wellness for all students and staff. | Identify ways to increase community engagement, enhance effective communications, and community outreach to support schools and enhance home-school partnerships / parent ed and connection to sense of place in local areas. |
| Examples of ideas to consider that might be included in this bucket: ...special attention and focus on opportunities to close equity gaps across the district to ensure academic success at or above grade-level standards for all students. | ...enhanced assessments and systems to support transitions and emphasis on early childhood education options, opportunities to increase support for transitions for those with special needs, English language learners, trade and technical training and workforce readiness , as well as college preparation. | ...diversity, equity, inclusion and belonging work, learnings, vision statements & supportive actions to increase belonging for all types of diversity (racial, ethnic & gender identity, and more), as well as focus on creating supportive, inclusive, warm and welcoming climate and culture . | ...review of and commitments in policies, practices, programs and investments to support physical and mental health, safety, and infrastructure , including: continued expansion and development of wellness centers, counseling, safe events, schedules, bus, transportation, emergency preparedness (fire / smoke / snow)... | ...connections with and that leverage local resources , increase parent engagement at school sites and across the District, family engagement and outreach (especially for English-language learners, community connections that directly benefit students, including connections to academic resources and potentially to additional supports / extracurriculars. |

These five "buckets" provided organizing structure for Task Force Team Research Reports completed in May.

Task Force Reports for Board Review May 2023



**42 pages of FYI research & recommendations shared with Board in May.
10 printed copies provided to Cabinet & for Leadership use in District Office.
Digital PDF's provide essential reference tool for implementation planning.**



Student Input Collected across sites Feb-March

Question 1. What students like most...

Question 2. Something to improve...

"We are not only learning, but we are learning in a fun way."

"Make it so more people join Green Team to learn how to protect Earth and have more clubs."

"Tahoe Lake makes you feel at home and safe"

"Every Monday when you come back all of the teachers ask how your weekend was and what you did. They care about you."

"Make snacks longer so we can finish our snack."

"More homework because some kids get home and have nothing to do because they learn at a different pace."

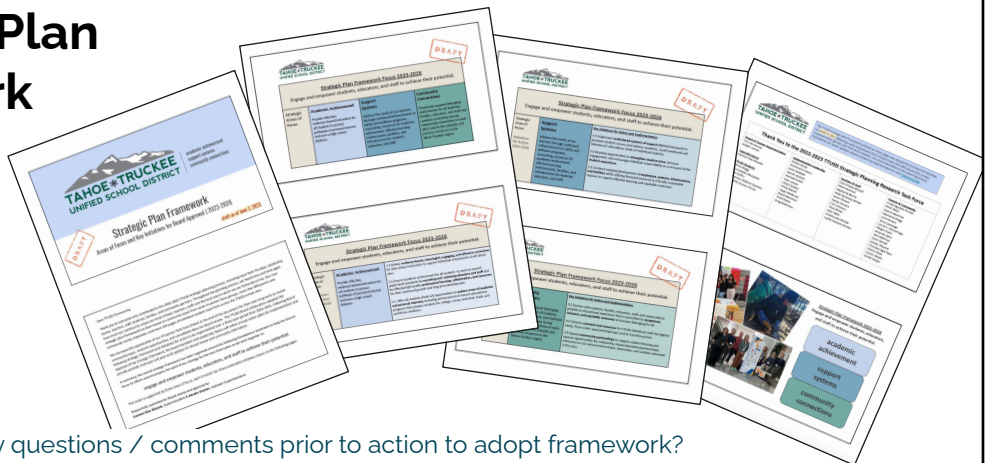


Superintendent Carmen Ghysels & Principals will collected more than 105 pages of student input from across sites in Feb-March



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