



**Strategic Planning Process Overview
& Project Update for 2022-2023**

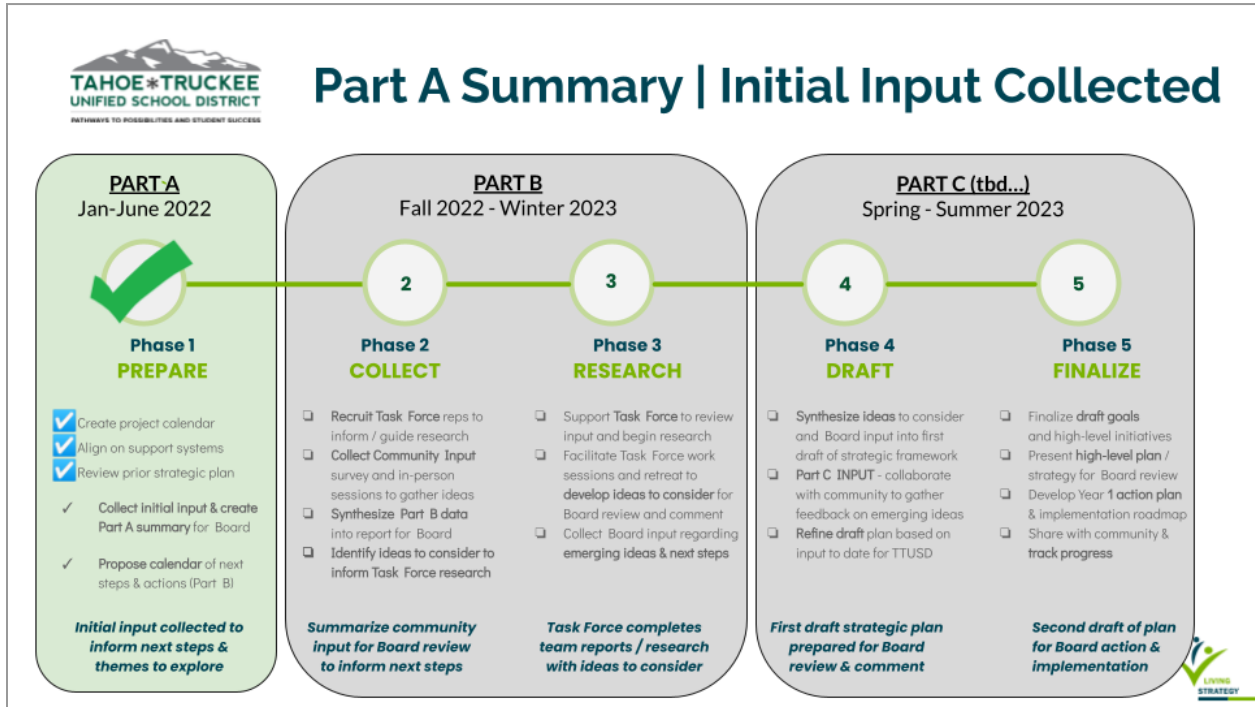
PART A SUMMARY REPORT

**Informing the Next Strategic Plan
Initial Input from District Leadership**

**Visual Highlights from the Attached Report will be
Presented to the Board on Sept. 21, 2022**

Superintendent: Carmen Diaz Ghysels
Living Strategy Facilitators: Lana Guernsey & Gilbert Wai

INTRODUCTION. In January 2022, TTUSD Superintendent Ghysels and the Board engaged Living Strategy, Inc. to support the facilitation and collection of community input to inform the District's next strategic plan. In June 2022, Part A of the planning process (PREPARE) had been completed and is summarized in this report with suggested next steps and recommended action items.



This first phase (Part A) included review of the prior plan and collection of initial input from Superintendent, Trustees, Cabinet, and Leadership from across the District.

Part A Milestones Completed in June



Superintendent & LVS met monthly to plan next steps, assess progress, review data and prepare facilitations.

Organized monthly extended work sessions to assess prior plan, synthesize insights, summarize data.

Superintendent provided Board of Trustees with ongoing updates.


Superintendent and LVS designed input sessions for Superintendent to engage and collect initial input from:

- Board members
- Superintendent's Cabinet
- District Leadership across TTUSD

Initial input collected from Board, Cabinet, Leadership and summarized in Part A report by LVS facilitators.

During Part A (January to June 2022), Superintendent Ghysels and Living Strategy for Board review and comment, completed a series of planning meetings and work sessions to assess and reflect on the prior plan, design input sessions and identify potential initial areas for exploration, focus, and continued discussion.

Opportunities for Exploration



Based on review of the past plan and opportunity to leverage insights from the previous strategy,

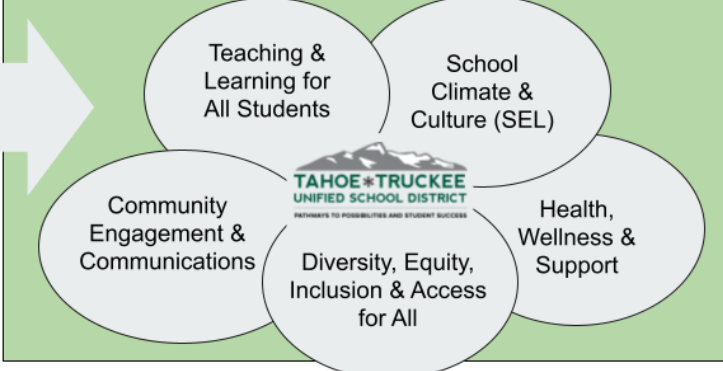
Living Strategy suggested and TTUSD Board approved organizing next steps and research around the following five areas to honor importance of past work, reflect on current priorities, and integrate recent challenges presented by the ongoing pandemic.

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




Using the five potential themes as an organizing structure, the Superintendent and Living Strategy collected initial input and reflections from Trustees, Cabinet and Leadership to inform next steps. See also Appendix for more information on input collected (Spring 2022).

Reflection Prompts	Input Collected from TTUSD Board and Leadership (across all 5 areas of focus)
<p><u>Strengths to Build Upon</u> What do you value most about TTUSD?</p>	<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
<p><u>Opportunities to Consider</u> How can we do more of what you value most?</p>	<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, ...)
<p><u>Challenges to Address</u> What will TTUSD most need to address over the next 5 years?</p>	<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
<p><u>Visions for the Future</u> What might wild success look like in five years?</p>	<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

EXECUTIVE SUMMARY INITIAL INPUT BY AREA OF POTENTIAL FOCUS

Area of Focus #1 Teaching & Learning | Summarized by Facilitators:


- **Images of Wild Success Highlights** = All students, teachers, and staff are engaged, enjoy learning, and are performing to meet high expectations set by the District.
- **Potential Metrics** = All students at or above grade level in all subjects, including reading by third grade.


 TTUSD Strategic Planning Initial Input (Spring 2022) Teaching & Learning			
Strengths in this Area	Challenges in this Area	Ideas to Consider	Potential Wild Success
<ul style="list-style-type: none"> ● Focus on students and student achievement ● Strong desire to meet the academic, social, and emotional needs of our students ● Highly-qualified teachers and staff 	<ul style="list-style-type: none"> ● Innovate and adopt more and modern best practices / effective PD ● Achievement gap ● Better systems and less reliance upon individuals ● Improve assessment tools ● Better prepare students for careers ● More focus on fewer things 	<ul style="list-style-type: none"> ● Clarity on definition of success, progress, and metrics ● Professional Development ● Communicate what we are already doing ● Opportunities for students to follow their passions ● More focus on "students in the middle" 	<ul style="list-style-type: none"> ● All students are performing at grade level or above, including reading by 3rd grade ● All students are engaged, enjoy learning ● Team is bonded and collaborating ● Data-driven decisions ● Differentiation for all



Area of Focus #2 School Climate & Culture | Summarized by Facilitators:


- **Images of Wild Success Highlights** = All members of the school community feel valued, supported, and happy and with every member contributing to the success of others in a culture of accountability.
- **Potential Metrics** = California Healthy Kids Survey & TTUSD attendance / enrollment data

 TTUSD Strategic Planning Initial Input (Spring 2022) Climate & Culture			
Strengths in this Area	Challenges in this Area	Ideas to Consider	Potential Wild Success
<ul style="list-style-type: none"> ● Focus on "Children First" ● A high percentage of students have a trusted adult on campus ● School Climate & Culture are very important at TTUSD and tied with Wellness work 	<ul style="list-style-type: none"> ● Create school environment where students want to come to school because they feel safe, challenged, and cared for ● Would look for ways to boost morale and build up school site teams ● Variety of measures of diversity and equity <ul style="list-style-type: none"> • Ethnicity • Gender & trans-gender 	<ul style="list-style-type: none"> ● Develop school climate goals ● Create systematic approach for student voice (considerate, safe, respectful ways) ● More trauma-informed training ● Continue to support while holding people accountable 	<ul style="list-style-type: none"> ● All members of the school community feel valued and supported ● Enrollment is high and attendance is great ● High expectations for all students along with culture of accountability with all students ● Happy employees who contribute to success of other staff



Area of Focus #3 Health, Wellness & Support | Summarized by Facilitators:


- **Images of Wild Success** = All schools have Wellness Centers and all positions that support students are staffed by high-quality employees and that all employees have access to a wellness program for staff.
- **Potential Metrics** = Positive ratings on wellness surveys (students, staff, and school community)



TTUSD Strategic Planning Initial Input (Spring 2022)


Health, Wellness & Support

Strengths in this Area	Challenges in this Area	Ideas to Consider	Potential Wild Success
<ul style="list-style-type: none"> TTUSD excels in student health and wellness Have MFT & social workers in schools Support is accessible and affordable at all sites 	<ul style="list-style-type: none"> Need methodology and / or MTSS program which identifies which students need support Systematize things and transition funding for social worker and MFT staff from grants to general fund Funding & staffing 	<ul style="list-style-type: none"> Screening program to identify who needs support Expand support beyond students to teachers and staff Partner with some of the organizations interested in working with TTUSD 	<ul style="list-style-type: none"> All schools have Wellness Centers and employees have a wellness program available All positions supporting students are staffed by high-quality employees Positive ratings on wellness surveys by students, staff, and school community



Area of Focus #4 DEI & Access for All | Summarized by Facilitators:


- **Images of Wild Success** = TTUSD community embraces all members, has eliminated the achievement gap, and faculty / staff diversity reflects our student population.
- **Potential Metrics** = Improvement in reduced achievement gap data for all students and sub-populations, and visual differences regarding changes in collaborative gatherings of diverse students on campuses (e.g., students of diverse backgrounds mingling together in cafeterias and other venues).



TTUSD Strategic Planning Initial Input (Spring 2022)


DEI & Access for All

Strengths in this Area	Challenges in this Area	Ideas to Consider	Potential Wild Success
<ul style="list-style-type: none"> Teaching students the value of all other cultures Desire to celebrate diversity, inclusivity, and equity Training and experience with trauma-informed practices Openness of site leadership to SpEd and gender issues 	<ul style="list-style-type: none"> Resisting external influences Not as diverse and equitable as we would like to believe Desire to be better informed leaders Students and adults are in different places Mindset of some that ELD and Long-Term EL are not their responsibility 	<ul style="list-style-type: none"> Continue to present more information about different cultures Create change, starting with adults Elevate community conversations about TTUSD future with site and district leadership Quality PD on bias Increased access to community liaison / interpreter 	<ul style="list-style-type: none"> Seeing our cafeterias with students of diverse backgrounds mingling together Our community that is embracing of all Staff that reflects our student population Achievement gap – gone!



Area of Focus #5 Community Engagement & Communications | Summarized by Facilitators

- **Images of Wild Success** = No parent says: *“I didn’t know…”* and the volunteer process is clearly communicated and engages a diverse set of dedicated volunteers; parent and community member meetings include supportive civil discourse and respect for all voices.
- **Potential Metrics** = Increasing (100%) parent participation and community support



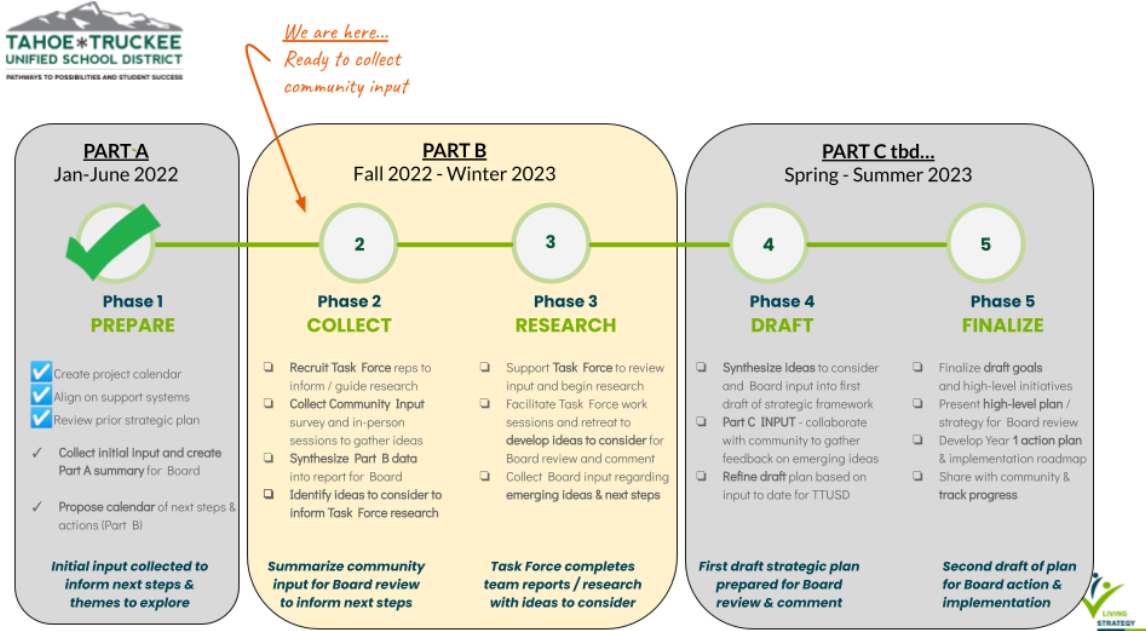
TTUSD Strategic Planning Initial Input (Spring 2022) Community Engagement & Communications

Strengths in this Area	Challenges in this Area	Ideas to Consider	Potential Wild Success
<ul style="list-style-type: none"> Communicating clearly, consistently, transparently, credibly with school community and partners Not afraid of community feedback—may not always agree but always listen Strong sense of community despite geographic size driven by sense of connection to smaller, localized areas within broader TTUSD (i.e., pockets) 	<ul style="list-style-type: none"> Building and nurturing relationships, with LatinX parents & long-time residents who might be less engaged or relocating Parent engagement is difficult at times, especially for live input Need for systems to engage community at site and district level, not dependent on one individual 	<ul style="list-style-type: none"> Staff training More awareness of available family support resources Periodic community check-ins Continue workshops for Spanish-speaking families Meetings with local businesses about what’s important to them 	<ul style="list-style-type: none"> Meetings with parents and community members consisting of rational dialogue No parent says: <i>“I didn’t know…”</i> Volunteer process that is clearly communicated and engages diverse set of volunteers 100% parent participation & community support

For additional summaries of initial input collected from across each group, click below:

- [Appendix A](#) (pages follow) at summary of all initial input across all leadership groups
- [Appendix B \(click to view\) Board member input](#) summarized from across all Trustees
- [Appendix C \(click to view\): Superintendent’s Cabinet input](#) on Teaching & Learning
- [Appendix D \(click to view\): Cabinet & Leadership input](#) regarding all five areas of focus

Next Steps & Recommended Action Items. The following two images provide an overview of the current phase of this ongoing project and provide detail for proposed events to be completed this Fall as part of the community outreach and engagement phase.



Part B | Fall 2022 – Proposed Dates & Input

TAHOE-TRUCKEE TTUSD STRATEGIC PLAN PART B 2022-23																										
JULY 2022 – Summer Break				AUG 2022 – P2 COLLECT (return to school prep)				SEPT – P2 COLLECT (recruit TF & survey)																		
M	T	W	R	F	Sa	Su	M	T	W	R	F	Sa	Su	M	T	W	R	F	Sa	Su						
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7						
4	5	6	7	8	9	10	8	9	10	11	12	13	14	12	13	14	15	16	17	18						
11	12	13	14	15	16	17	15	16	17	18	19	20	21	19	20	21	22	23	24	25						
18	19	20	21	22	23	24	22	23	24	25	26	27	28	26	27	28	29	30	31							
25	26	27	28	29	30	31	29	30	31	Part B project plan sent to CG					31											
B/15 Leadership returns 8/26 & 29 Staff PD / in-service																										
OCT – P2 COLLECT Round A input, TF kick-off				NOV – P2 COLLECT review data / begin research				DEC – P2 COLLECT continue research																		
M	T	W	R	F	Sa	Su	M	T	W	R	F	Sa	Su	M	T	W	R	F	Sa	Su						
3	4	5	6	7	8	9	3	4	5	6	7	8	9	5	6	7	8	9	10	11						
10	11	12	13	14	15	16	10	11	12	13	14	15	16	12	13	14	15	16	17	18						
17	18	19	20	21	22	23	17	18	19	20	21	22	23	19	20	21	22	23	24	25						
24	25	26	27	28	29	30	24	25	26	27	26	27	28	29	30	31										
LVS to be at TTUSD Oct. 24-26 In-person																										
JAN – RESEARCH crowdsourcing ideas				FEB – RESEARCH draft Task Force team reports				MARCH – RESEARCH finalize TF reports																		
M	T	W	R	F	Sa	Su	M	T	W	R	F	Sa	Su	M	T	W	R	F	Sa	Su						
30	31	1	2	3	4	5	30	31	1	2	3	4	5	5	6	7	8	9	10	11						
6	7	8	9	10	11	12	6	7	8	9	10	11	12	13	14	15	16	17	18	19						
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23	24	25	26	27	28	29	23	24	25	26	27	28	27	28	29	30	31									
Task Force migs. on Zoom Nov-March, TBD April-May																										
TF reports final																										

Suggested next steps, include building upon recent input (Spring) from Board, Superintendent, Cabinet, and Leadership to collect input (Fall) from TTUSD:

- Teachers and Staff
- Parents and Community
- Students and Student Leaders

Sept 21 = Part A Summary report shared with Board

Oct 6-30 = Part B Community Input Sessions

- online survey for all TTUSD community members
- Principals facilitate teacher-staff sessions at sites

Oct. 24 & 26 = Superintendent & LVS to facilitate
Suggest hosting two evening sessions one each convenient to Tahoe area / Truckee area (site TBD...)

Oct. 25 = Task Force Kick-Off & Monthly Meetings
Recruit representative Task Force team members during Sept-early Oct. Host first TF kick-off meeting in-person at District Office (Oct. 25)

Ongoing planning calls with C. Ghysels and LVS

Board meeting update opportunities every other month (approximately)



For Board Discussion: What questions or comments do Trustees have regarding the strategic planning process to date and / or suggested next steps?

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APPENDIX A: TUSD Strategic Planning Initial Input Summary Report | Summary All Responses, All Areas

OVERALL SUMMARY OF INITIAL INPUT FROM BOARD, SUPERINTENDENT and CABINET (n=16 people)
Input Reflections on Five Areas of Strategic Focus | Collected during March-April 2022

Board, Superintendent & Cabinet	1. Teaching & Learning	2. School Climate and Culture	3. Health, Wellness and Support	4. DEI & Access for All	5. Community Engagement & Communications
<p>A. What do you value most about TTUSD in each of the five areas of strategic focus?</p>	<ul style="list-style-type: none"> Focus on students and student achievement Strong desire to meet the academic, social, and emotional needs of our students Highly-qualified teachers and staff 	<ul style="list-style-type: none"> Focus on “Children First” A high percentage of students have a trusted adult on campus School Climate & Culture are very important at TTUSD and tied with Wellness work 	<ul style="list-style-type: none"> TTUSD excels in student health and wellness Have MFT & social workers in schools Support is accessible and affordable at all sites 	<ul style="list-style-type: none"> Teaching students the value of all other cultures Desire to celebrate diversity, inclusivity, and equity Training and experience with trauma-informed practices Openness of site leadership to SpEd and gender issues 	<ul style="list-style-type: none"> Communicating clearly, consistently, transparently, credibly with school community and partners Not afraid of community feedback—may not always agree but always listen Strong sense community in local areas despite overall size of broad District (i.e., pockets of connections)
<p>B. How might TTUSD do more of what you value most in each area?</p>	<ul style="list-style-type: none"> Clarity on definition of success, progress, and metrics Professional Development Communicate what we are already doing Opportunities for students to follow their passions More focus on “students in the middle” 	<ul style="list-style-type: none"> Develop school climate goals Create systematic approach for student voice (considerate, safe, respectful ways) More trauma-informed training Continue to support while holding people accountable 	<ul style="list-style-type: none"> Screening program to identify who needs support Expand support beyond students to teachers and staff Partner with some of the organizations interested in working with TTUSD 	<ul style="list-style-type: none"> Continue to present more information on different cultures Create change, starting with adults Elevate community conversations about TTUSD future with site and district leadership Quality PD on bias Increased access to community liaison / interpreter 	<ul style="list-style-type: none"> Staff training More awareness of available family support resources Periodic community check-ins Continue workshops for Spanish-speaking families Meetings with local businesses about what’s important to them

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Input Reflections on Five Areas of Strategic Focus | Collected during March-April 2022

Board, Superintendent & Cabinet	1. Teaching & Learning	2. School Climate and Culture	3. Health, Wellness and Support	4. DEI & Access for All	5. Community Engagement & Communications
<p>C. What challenges do you think TTUSD will most need to address / work to improve in each area of focus?</p>	<ul style="list-style-type: none"> • Innovate and adopt more and modern best practices / effective PD • Achievement gap • Better systems and less reliance upon individuals • Improve assessment tools • Better prepare students for careers • Focus more on fewer things 	<ul style="list-style-type: none"> • Create school environment where students want to come to school because they feel safe, challenged, and cared for • Would look for ways to boost morale and build up school site teams • Variety of measures of diversity and equity, including: ethnicity, gender, trans-gender,... 	<ul style="list-style-type: none"> • Need methodology and / or MTSS program which identifies which students need support • Systematize things and transition funding for social worker and MFT staff from grants to general fund • Funding & staffing 	<ul style="list-style-type: none"> • Resisting external influences • Not as diverse and equitable as we would like to believe • Desire to be better informed leaders • Students and adults are in different places • Mindset of some that ELD and Long-Term EL are not their responsibility 	<ul style="list-style-type: none"> • Building and nurturing relationships, with LatinX parents & long-time residents who might be less engaged or relocating • Parent engagement is difficult at times, especially for live input • Need for systems to engage community at site and district level, not dependent on one individual
<p>D. What might wild success look like for TTUSD in 5 years in each area of focus?</p>	<ul style="list-style-type: none"> • All students are performing at grade level or above, including reading by 3rd grade • All students are engaged, enjoy learning • Team is bonded and collaborating • Data-driven decisions • Differentiation for all 	<ul style="list-style-type: none"> • All members of the school community feel valued and supported • Enrollment is high and attendance is great • High expectations for all students along with culture of accountability with all students • Happy employees who contribute to success of other staff 	<ul style="list-style-type: none"> • All schools have Wellness Centers and employees have a wellness program available • All positions supporting students are staffed by high-quality employees • Positive ratings on wellness surveys by students, staff, and school community 	<ul style="list-style-type: none"> • Seeing our cafeterias with students of diverse backgrounds mingling together • Our community that is embracing of all • Staff that reflects our student population • Achievement gap – gone! 	<ul style="list-style-type: none"> • Meetings with parents and community members consisting of rational dialogue • No parent says: <i>"I didn't know..."</i> • Volunteer process that is clearly communicated and engages diverse set of volunteers • 100% parent participation & community support

APPENDIX: TTUSD Strategic Planning Part A Initial Input Summary Report | Summary All Responses, All Areas (cont.)

OVERALL SUMMARY OF INITIAL INPUT FROM TTUSD Leadership Team (n=30 people)

Input Reflections on Five Areas of Strategic Focus | Collected June 6, 2022

Leadership Team Summary	1. Teaching & Learning	2. School Climate and Culture	3. Health, Wellness and Support	4. DEI & Access for All	5. Community Engagement & Communications
<p>A. What do you value most about TTUSD in each of the five areas of strategic focus?</p>	<ul style="list-style-type: none"> Teachers & staff love what they do Teacher PD opportunities Teachers trusted & voices heard Many students successful, supported We celebrate student growth Marzano High Reliability School LETRS 	<ul style="list-style-type: none"> Culture of caring adults High percentage of students have a trusted adult on campus Allow students to be themselves Solid PBIS programs at schools Focus on “what is best for students” long-term High expectations & high support 	<ul style="list-style-type: none"> Mental health focus Strong Wellness program in high schools and now middle schools Collaboration with local wellness partners School nurses, especially in COVID Structure that supports variety of student challenges 	<ul style="list-style-type: none"> Culture of inclusion with needed support Conversations where people can openly disagree School psychologists, social workers and counselors Bilingual & translation support Highly-qualified SpEd staff 	<ul style="list-style-type: none"> Community liaisons & GRIT Increasing parent participation in EL and SED subgroups Good parent communications (calls, email, texts) Strong & positive relationships with families, community partners Significant community support
<p>B. How might TTUSD do more of what you value most in each area?</p>	<ul style="list-style-type: none"> More of a focus on “students in the middle” More PD on Latino culture & literature Align instructional framework with better evaluation tools More teacher collaboration time Clear(er) teaching / learning roadmap Clear assessment info for public 	<ul style="list-style-type: none"> Leadership focus on listening and building trust PD centered around restorative practices Can always increase (all) safety PD on trauma-informed practice PD on customer service Refresh on school expectations Share district-wide success 	<ul style="list-style-type: none"> Continue to build stronger support systems Offer health and wellness support to district staff (also discounts for gyms, massage, acupuncture, ...) Ensuring space available at all sites for wellness support Wellness Centers open before /after school 	<ul style="list-style-type: none"> Revive student voice efforts Analyzing discipline data for disproportionality Develop specific goals at all levels (school, department, district) Access to equitable education (able-bodied vs. disabled) Expand global cultural diversity development & education for all 	<ul style="list-style-type: none"> Secure and increase community liaison support Non-critical communications which showcase the district more Create more awareness of family support (drugs, gangs, wellness, ..) After COVID, re-establish equitable requirements for all volunteers

APPENDIX: TTUSD Strategic Planning Part A Initial Input Summary Report | Summary All Responses, All Areas (cont.)

OVERALL SUMMARY OF INITIAL INPUT FROM TTUSD Leadership Team (n=30 people)

Input Reflections on Five Areas of Strategic Focus | Collected June 6, 2022

Leadership Team Summary	1. Teaching & Learning	2. School Climate and Culture	3. Health, Wellness and Support	4. DEI & Access for All	5. Community Engagement & Communications
<p>C. What challenges do you think TTUSD will most need to address / work to improve in each area of focus?</p>	<ul style="list-style-type: none"> Facilities, facilities, facilities While we have many <i>good things</i>, let's focus on best Staff recruiting / retention "Alignment behind directives" Using MTSS/RTI consistently across district Say "No" Teacher evaluation to improve Assessment data warehouse 	<ul style="list-style-type: none"> Lot of hurt feelings out there Funding & staffing Providing time within contract day and contract parameters Bargaining unit pushback Creating culture of accountability High expectations for all students Entitlement Morale level 	<ul style="list-style-type: none"> Cost to provide services, as student need for service increase Create more ttUsd feel again Reflect on the past two years to reconnect with passion and remember why we got into this business (to heal and move forward) Wellness and health for exhausted staff 	<ul style="list-style-type: none"> Differentiation and UDL training Consistency across all sites related to inclusion efforts Lack of equity vision & training How to identify students and allocate resources Adequate resources and staff Believe that all students can and will learn & achieve at high levels 	<ul style="list-style-type: none"> Community liaison training Bridge COVID-created gap Make our stakeholder meetings more engaging and meaningful to families Volunteer process (how to) Communicating school bus safety rules and regulations Time to meet w/community groups
<p>D. What might wild success look like for TTUSD in 5 years in each area of focus?</p>	<ul style="list-style-type: none"> All students engaged all the time No achievement gap All students ready for college, career, life Effective, aligned assessment tools (CAASPP, screening, diagnostic...) 100% A-G readiness Fully staffed in all departments MTSS/RTI across all schools 	<ul style="list-style-type: none"> Happy employees who contribute to success of other staff Continued decrease in suspension and absentee rates All families have access to support and equal learning success Happy students coming every day to learn Wellness Center on all campuses 	<ul style="list-style-type: none"> Full district funded wellness program at ALL levels plus staff support Listen to learn Tiers of support overlap to provide what students need to increase academic focus All students feel supported All students have healthy ways of coping with difficult times. 	<ul style="list-style-type: none"> All students know what it means to be college- and career-ready and have to desire to become so Listening and honoring the dissenting voice All students and families feel included and welcome Achievement gap gone! Every student receives what's needed to be successful 	<ul style="list-style-type: none"> More counseling and Wellness Centers at elementary schools MiniGrit elementary program 100% community support High levels of parent engagement and volunteering at all schools Increase parent leadership engagement for EL and SE families All parents willing to participate in PTO, site council and committees