Together WE impact...

Culture Workgroup

Jill Clark, Heartwood

Dillon John, Ingham Academy

Karen Keel, Emotionally Impaired Programs

Amy Kilbridge, Capital Area Career Center

Scott Koenigsknecht, Superintendent

Nicole LaRue, Business Unit

Corrie Mervyn, Early Childhood

Micki O'Neil, Public Relations and Communications

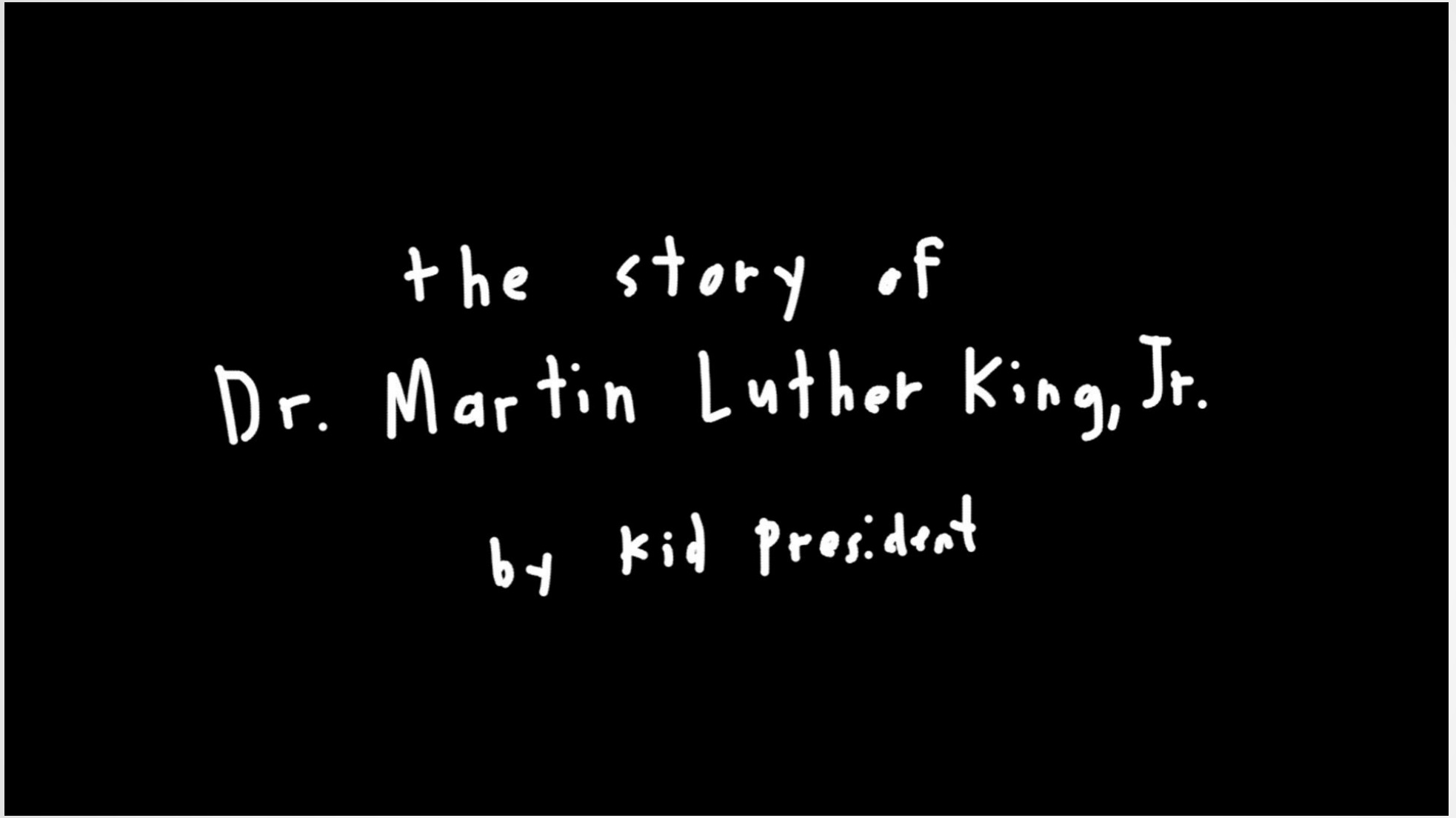
Tom Pease, Information Technology Services

Blanche Schaudt, Early Childhood/Early On

Susan Tinney, Human Resources

Stacy Turke, Student Support Services

Mary Jo Wegenke, Student Support Services



https://www.youtube.com/watch?v=4xXZhXTFWnE

Together WE impact...

Diversity

- Employment
- Environmental
- Experiences
- Generations
- Genders
- Geographical Differences - city, suburbia, country
- Health Differences
- Heritage
- Learners
- Religions

Weighted Ball Skit

Table Talk:

Discuss at your table and write down your ideas

- What “weighted ball” are you carrying around?
- What kind of things do you think your department could do differently?
- How can we leverage our collective strengths so that the weight is manageable, and we are working better together as a team?

Share one table idea on Poll Everywhere. To start, text LARASLEE605 to 22333, then share your idea on the second text.

e idea about leveraging our collective strengths to work better tog team.

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

Strategic Planning Update

All Staff Meeting
January 16, 2017

Why does an organization need a Strategic Plan?

REASON 1:

To ensure that we, as an organization, are all moving in the same direction.

0:00 / 1:22

REASON 2:

To ensure that our work, as an organization, is tightly aligned and we are all aware of the alignment.

0:53 / 1:22

REASON 3:

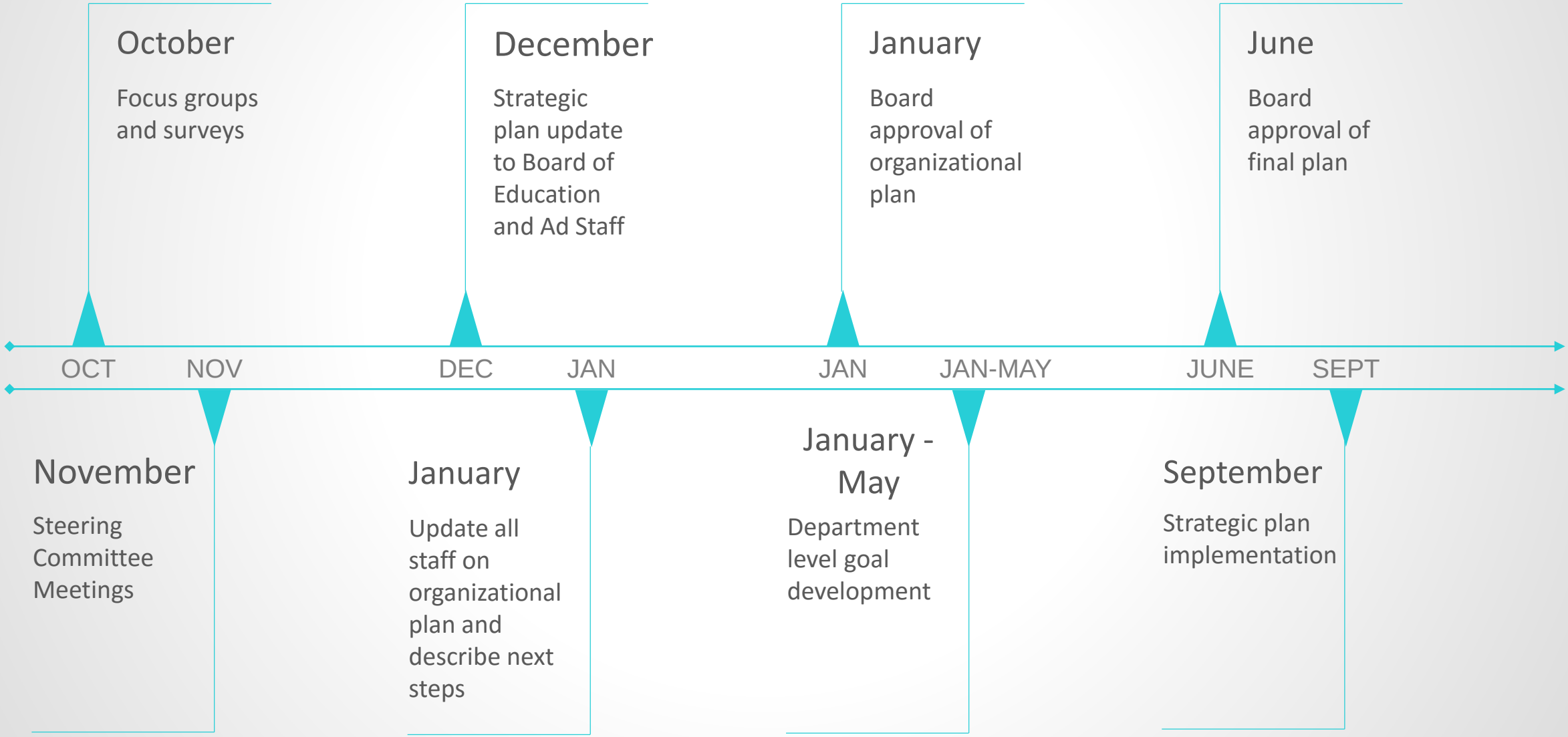
To ensure that we, as an organization, are working as a team and not in silos. We are stronger together.

0:27 / 1:22

BASIC PREMISES OF STRATEGIC PLANNING

- This is not meant to add an additional layer of work
- Great things are already happening in the organization
- Current initiatives may become departmental goals
- This forces us to ask ourselves "Is what we are doing working?"
- The answer to this question is meant to drive change

TIMELINE


October
Focus groups and surveys
December
Strategic plan update to Board of Education and Ad Staff
January
Board approval of organizational plan
June
Board approval of final plan
OCT
NOV
DEC
JAN
JAN
JAN-MAY
JUNE
SEPT
November
Steering Committee Meetings
January
Update all staff on organizational plan and describe next steps
January - May
Department level goal development
September
Strategic plan implementation

STEP 1:
Data gathering

STEP 2:
Data review and organizational plan development

STEP 3:
Departmental plan development

STEP 4:
Organizational implementation

STEP 5:
Progress monitoring

DATA GATHERING

- 89 stakeholders attended focus groups
- Over 200 internal staff surveys returned
- 24 Steering Committee Members participated in plan development

Cabinet	Erin Schor
Danielle Redman	Abby Allen
Corrie Mervyn	Brad Erickson
Edythe Hatter-Williams	Kristin Beltzer
Anu Atre	Temple Martinez
Toni Glasscoe	Ron Drzewicki
Yvonne Caamal Canul	Brian Friddle

To realize Michigan becoming a Top 10 education state within the next 10 years, the existing structure and system of education must be challenged and reshaped. Michigan must establish an educational system that grants indelible rights for all stakeholders to succeed – a system focused more on what is best for children and their learning. This is a framework of the strategic goals necessary to move Michigan forward.

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

STRATEGIC GOALS

1. Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education–to maximize lifetime learning and success.

2. Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

3. Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.

4. Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.

5. Ensure that parents/guardians are engaged and supported partners in their child's education.

6. Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.

7. Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).

Local district goals

District	Goals
Dansville	1. Establish excellent communication with all stakeholders and work to increase enrollment 2. Implement research-based strategies to improve student achievement 3. Develop long term plan for the district's buildings/assets with an emphasis on safety
East Lansing	No goals shared
Haslett	1. Provide an A+ learning community that promotes excellence for all students 2. Enhance the A+ learning experience through effective use of technology 3. Be a fiscally responsible A+ district 4. Provide effective A+ communication 5. Provide a safe, respectful and disciplined A+ environment for all
Holt	1. Holt Public Schools teachers will effectively teach, measure, and continuously improve instruction aligned to state standards for increased student achievement and college and career readiness. 2. Holt Public Schools will build and maintain partnerships of integrity and trust with the Holt Community. 3. The Holt Public Schools financial status will be strong and viable to support student learning. 4. Holt Public Schools will create and sustain a learning environment that understands, respects and celebrates diversity.
Lansing	1. Student Achievement – all students will achieve or exceed state performance targets and graduate career and college ready. 2. Community Outreach – The district will maintain and grow strong relationships with greater Lansing's diverse communities, agencies, organizations, and businesses. 3. Learning Environment – The district will provide a safe and nurturing learning environment. 4. Support Systems – The district will identify, improve and implement effective and efficient support systems. 5. Finance – The district will monitor and adjust resources in order to maintain and improve financial stability.
Leslie	1. Student achievement 2. Finance 3. Facilities 4. Environment 5. Communication 6. Excellence and pride

Local district goals

District	Goals
Mason	1. Strategic planning 2. Student achievement 3. Financial 4. Facilities/technology/transportation
Okemos	1. Create a culturally competent and responsive school environment where students, staff and community recognize, embrace, celebrate, appreciate and value the diverse attributes and identities of each other 2. Evaluate current practices and procedures and implement necessary changes within the area of Human Resources to ensure compliance with State and Federal laws, as well as agreements with bargaining units 3. Student achievement/Growth
Stockbridge	1. Stockbridge Community Schools will convey a positive image within the school district and in the community. 2. Stockbridge Community Schools will integrate relevant curriculum and technology to develop 21st century skills for all students. 3. Stockbridge Community Schools will develop a needs assessment and implement a plan of improvement.
Waverly	1. Improve academic achievement 2. Develop and design a marketing plan 3. Develop a sound financial plan 4. Embed effective technology within the instructional process
Webberville	1. Improve student achievement 2. Maintain fiscal stability 3. Facilities improvement 4. Communication/Marketing 5. Student count
Williamston	No goals shared

One-Page Strategic Plan

Ingham Intermediate School District

Organization Name	Ingham ISD
Your Name	Scott Koenigsknecht, Superintendent
Date	November 29, 2016

MISSION: Ingham ISD exists to serve and lead through collaboration, innovation and advocacy.

VISION: Ingham ISD, in partnership with all stakeholders, will transform our community by fostering the success of all learners in preparation for college, work and life.

Core Values/Beliefs
(Should/Shouldn't)

- Collaboration
- Innovation
- Compassion
- Integrity
- Student-focus

Sandbox

- Community Services and Programs
- Regional Partnerships
- State Collaboration

Purpose
(Why)

Ingham ISD:

Collaborate

Innovate

Advocate

Actions
To Live Values, Purpose, BHAG

1	Introduce Mission, Vision, Purpose, BHAG & Core Values
2	Define key words so all staff members have the same vision in mind.
3	Individual departmental discussions in addition to Scott's dissemination, metrics, baseline, goals, actions.
4	Involve local districts through newsletter articles & presence in buildings

Big Hairy Audacious Goal (BHAG)

As a service provider, Ingham ISD will be the first choice in our community and a leader in the State and Nation.

Brand Promise

Inspiring innovation one learner at a time.

Targets (3-5 yrs.)
(Where)

1	Community – Increase awareness of our services and programs
2	Culture – Live our core values
3	Collaboration – Provide, create, promote opportunities for collaboration
4	Communication – Implement a reciprocal communication process for both internal and external stakeholders
5	Cost/Quality- Maximize our school and community resources

Key Thrusts/Capabilities
3 – 5 Year Priorities

1	One page plan
2	Proactive communication system
3	MTSS – Continuous Improvement
4	Systematic data-driven decision making
5	Marzano Instruction Model
6	Special Education Program Review/4 focus areas
7	Culture work

Smart Numbers

A smart number is typically some kind of off-beat measure or ratio that gives insight into future performance and aligns with the strategic anchors. Smart numbers offer predictive value.

Community
Culture (internal/external)
Collaboration
Communication
Cost/quality

Goals (1 yr.)
(What)

Key Initiatives
Annual Priorities

1	
2	
3	
4	
5	

1 or 2 Critical #s

Critical numbers should represent key weaknesses at the heart of your education model or operations that, if addressed successfully, will have a significant positive impact on the business.

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Opportunities to exceed plan

1	Political landscape
2	Differentiation of supports and services (can't be all things to all people)
3	Having a strategic plan
4	Stakeholder perception
5	Transparency
6	Family, community engagement
7	Change in leadership – ISD and local districts
8	Succession planning
9	Shared leadership (internal/external)
10	Funding systems to allow for collaboration, innovation and advocacy

Threats to making plan

1	Political landscape
2	Differentiation of supports and services (can't be all things to all people)
3	Stakeholder perception
4	Ability to attract and retain quality staff
5	Change in leadership – ISD and local districts
6	Resources – financial, staff to deliver
7	Substitute teacher shortage
8	Mindsets – fear of change

Actions (Qtr)
(How)

Qtr. #	

Pillars
Organizational Priorities

1	Advocacy/Leadership • Legislative • Business Partnerships	
2	Collaborative Service • Early Childhood • Special Education • Career and Technical Education • Business, Human Resources, Communication, Technology, Transportation • Data Access/Utilization • Professional Learning • General Education	
3	Maximize Resources	

1 or 2 Critical #s

Critical numbers should represent key weaknesses at the heart of your education model or operations that, if addressed successfully, will have a significant positive impact on the business.

Theme (Qtr/Annual)

Deadline	
Measurable Target/Critical #	

Theme Name

Scoreboard Design
Describe and/or sketch your design in this space.

Celebration/Reward

Your Accountability
(Who/When)

	Your Quarterly Priorities	*Due*
1		
2		
3		
4		
5		

For Editable Word Document
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DATA REVIEW AND PLAN DEVELOPMENT

MISSION

Current:

Ingham ISD creates and enhances educational opportunities for all learners.

Proposed:

Ingham ISD exists to serve and lead through collaboration, innovation and advocacy.

DATA REVIEW AND PLAN DEVELOPMENT

VISION

Current:

Ingham ISD will improve the community it serves by ensuring success of all learners.

Proposed:

Ingham ISD, in partnership with all stakeholders, will transform our community by fostering the success of all learners in preparation for college, work and life.

DATA REVIEW AND PLAN DEVELOPMENT

Attributes

- Customer Service Orientation
- Accountable
- Collaborative
- Innovative
- System Thinking/No Silos
- High Skills/High Competency/High Performing Staff
- Data Driven/Evidence Based
- Common Focus/Common Message
- Flexible
- Courageous Leadership
- Continuous Process Improvement
- Respectful

DATA REVIEW AND PLAN DEVELOPMENT

Proposed Core Values

- Collaboration
- Innovation
- Compassion
- Integrity
- Student-focus

DATA REVIEW AND PLAN DEVELOPMENT

Sandbox

DATA REVIEW AND PLAN DEVELOPMENT

PURPOSE

Current:

- Enhance the achievement and success of all learners.
- Maximize school and other community resources.
- Increase community support for public education.

Proposed:

- Collaborate
- Innovate
- Advocate

ACTIONS THAT BRING THE PLAN TO LIFE

- Introduce Mission, Vision, Purpose, Big Hairy Audacious Goal (BHAG) & Core Values.
- Define key words so all staff members have the same vision in mind.
- Departmental discussions in addition to Scott's dissemination, metrics, baseline, goals, actions.
- Involve local districts through newsletter articles and presence in buildings.

Big Hairy Audacious Goal

As a service provider, Ingham ISD will be the first choice in our community and a leader in the state and beyond.

Brand Promise

Inspiring innovation
one learner at a time.

Targets (3-5 Years)

The 5 Cs

- **Community** – Increase awareness of our services and programs
- **Culture** – Live our core values
- **Collaboration** – Provide, create, promote opportunities for collaboration
- **Communication** – Implement a reciprocal communication process for both internal and external stakeholders
- **Cost/Quality** – Maximize our school and community resources

Key Thrusts

1. One page plan
2. Proactive communication system/plan
3. MTSS – Continuous Improvement
4. Systematic data-driven decision making
5. Marzano Instruction Model
6. Special Education Program Review/4 focus areas
7. Culture work

Next Steps

STEP 2:
Departmental plan development
January - May

STEP 3:
Board of Education Adoption
June

STEP 4:
Organizational implementation

STEP 5:
Progress monitoring

Questions

- Please take some time and talk at your tables.
- Utilize the 3 x 5 cards and submit questions, points of clarification, or general thoughts.
- These will be answered on a FAQ page on our website under the Strategic Planning tab.
- All of these materials will be available there.

15 minute break

Strategic planning is a path to improvement.

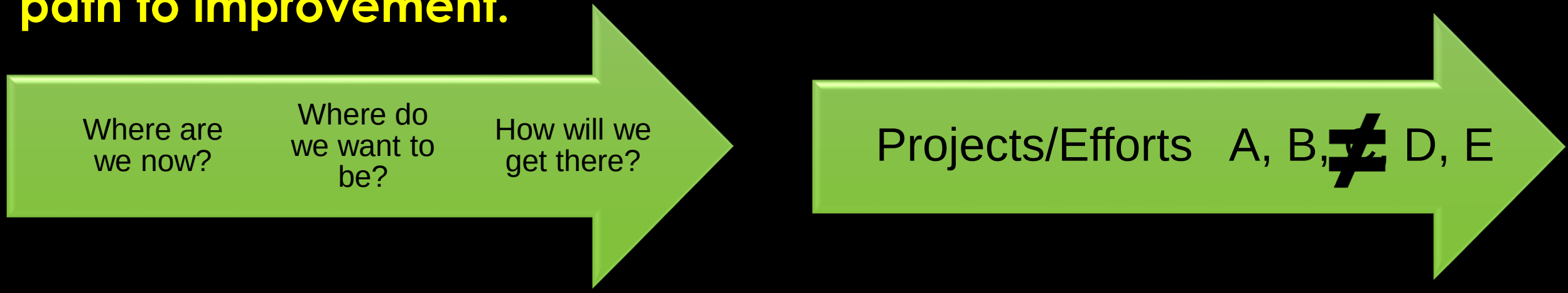
Strategic planning is a path to improvement.

Where are we now?

Where do we want to be?

How will we get there?

Strategic planning is a path to improvement.



Strategic planning is a path to improvement.

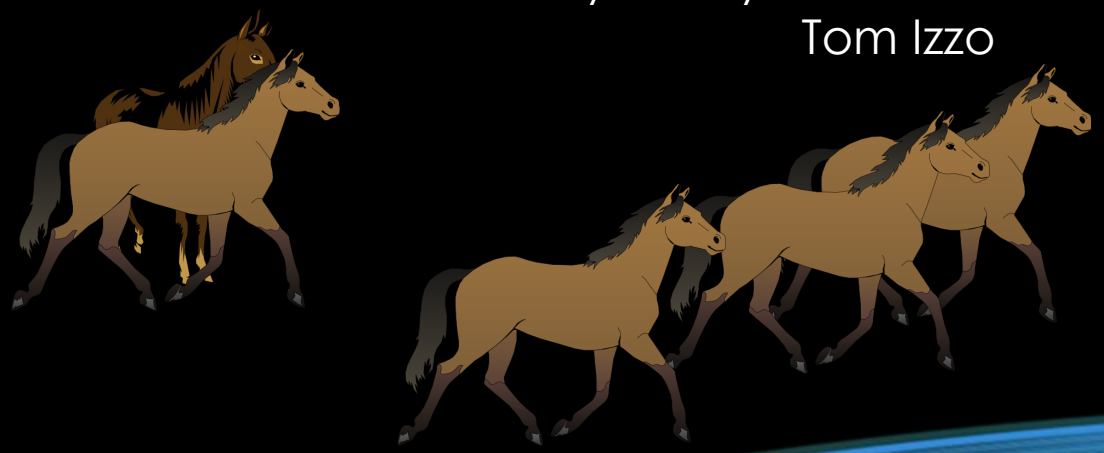
Where are we now?

Where do we want to be?

How will we get there?

"You can't train a mule to run the Kentucky Derby"

Tom Izzo



Strategic planning is a path to improvement.

Where are we now?

Where do we want to be?

How will we get there?

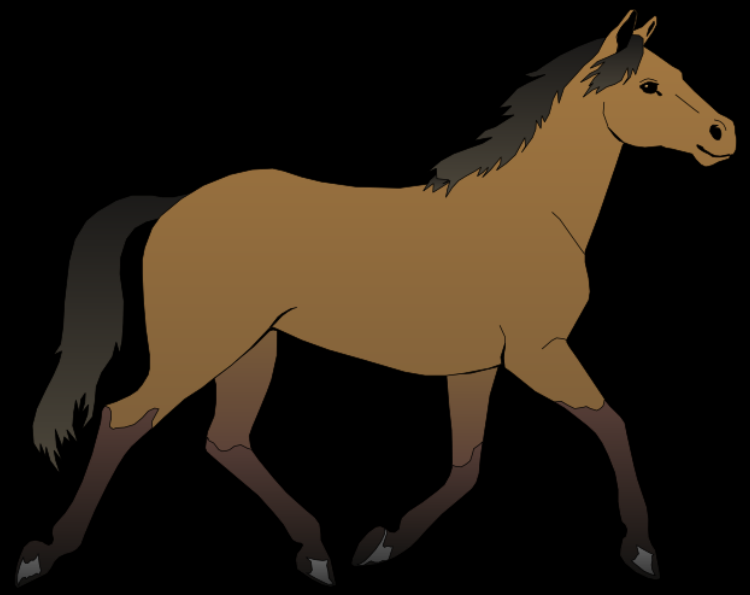
CAGE BUST!!!

Strategic planning is a path to improvement.

Where are we now?

Where do we want to be?

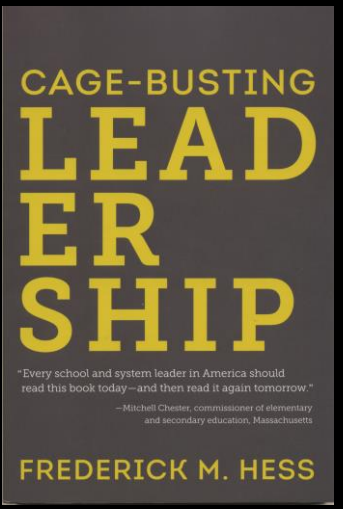
How will we get there?



As organization, we build mental and political cages that sometimes prevent us from making the changes we need.

What is Cage-Busting?

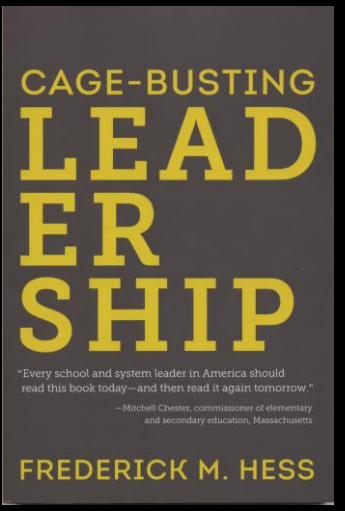
Challenging the status quo, leading new and challenging innovations.



What is Cage-Busting?

Challenging the status quo, leading new and challenging innovations.

Author Rick Hess says "..in order organizations to reach the highest levels …existing barriers and mindsets must be overcome through Cage-Busting collaborative and strategic planning"

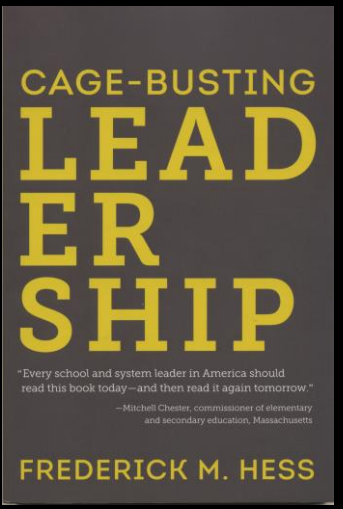


What is Cage-Busting?

Barriers to Change are usually policies or at least the perception of policies :

Big "P"s: Actual Laws and/or regulations that take a lot of organized effort to change. In many cases the understanding of Big "P"s is incorrect.

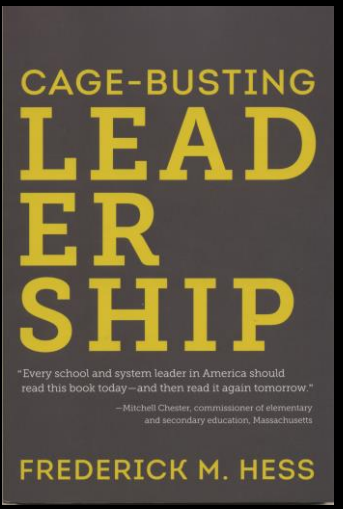
Little "p"s: Organizational codes, rules, norms of operation that can be changed but more often are not. Sometimes these little "p"s don't even exist and are more or less lore passed along within the organization over time.



What is Cage-Busting?

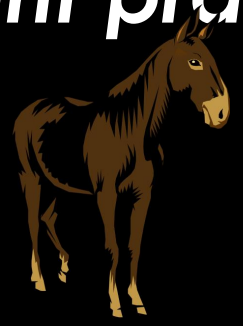
A Cage Busting Mind-Set Asks:

- Is X *important*?
- If so, how well *should* we be doing when it comes to X?
- How well *are* we doing with X?
- If we're not doing as well as we should, how can we *improve* X?
- What's *stopping* us from improving X?
- How do we *remove, elude, or blast through the bars* stopping us from improving X?
  - Are there things we should stop doing to in order to maximize X?



As an organization, we have improved our efforts significantly over the past 7 years.

However, if we don't keep moving forward, we easily can slide backwards!

As an organization, we need to examine our current practices and identify where we can improve, and perhaps, ***Cage Bust*** *by questioning some of our current practice that may be a*  *and won't get us where we want to go.*

Ingham ISD

We all know that data is critical for making strategic decisions. How we use data both as an organization and in our departments influences our ability to make decisions that will improve the quality and function of our efforts.

Data → Knowlege → Action

By examining our use of data within our organization and our departments, we can identify areas where we can improve and perhaps identify the efforts and programs that need a little more support, or the mules that we may have to replace with something better.

INFORMATION AND ANALYSIS

Needs Improvement — *Effective Practice*

Approach	One	Two	Three	Four	Five
	Data or information about departmental performance and needs are not gathered in any systematic way; there is no way to determine what needs to change based on data.	There is no systematic process, but some outcome or process information is collected and used to problem solve and meet accountability expectations.	The department collects all types of data, including demographics, outcomes, perceptions, and departmental processes. The information is used to drive a strategic plan for improvement.	There is a systematic reliance on data as a basis for decision making at both the service and the organizational level. Changes are based on the study of data to meet the needs of all customers and partners.	Information is gathered in all areas of interactions within the organization and with districts. The department engages all staff in gathering information on the performance of the department. Accessible to all levels, data is comprehensive in scope and an accurate reflection of productivity and quality.

*At your tables, you each should have a continuum for **Information and Analysis**.*

*1. Consider your own department and complete the continuum on your own first by **circling the level you would rate your department** for the approach, implementation, and outcomes of the use of **Information and Analysis..***

*2. Then discuss your thoughts about the **opportunities and challenges** of using a tool like this to identify areas of improvement.*

INFORMATION AND ANALYSIS

	One	Two	Three	Four	Five
Approach	Data or information about departmental performance and needs are not gathered in any systematic way; there is no way to determine what needs to change based on data.	There is no systematic process, but some outcome or process information is collected and used to problem solve and meet accountability expectations.	The department collects all types of data, including demographics, outcomes, perceptions, and departmental processes. The information is used to drive a strategic plan for improvement.	There is a systematic reliance on data as a basis for decision making at both the service and the organizational level. Changes are based on the study of data to meet the needs of all customers and partners.	Information is gathered in all areas of interactions within the organization and with districts. The department engages all staff in gathering information on the performance of the department. Accessible to all levels, data is comprehensive in scope and an accurate reflection of productivity and quality.
Implementation	No information is gathered with which to make changes. Staff dissatisfaction with the departmental process is seen as an irritation, not a need for improvement.	Some data are tracked, such as budgets and personal evaluations. Only a few individuals are asked for feedback regarding the department's quality of service.	The department collects information on present and historical data and uses it in conjunction with future trends for planning. Identified areas for departmental improvement are tracked over time.	Data are used to improve the effectiveness of the department and it's impact within the organization. Historical data are graphed and utilized for diagnostics. Evaluations and outcomes are analyzed by department leaders, along with process data	Innovative processes that meet the needs of organization are implemented to the delight of the organization and districts. Information is analyzed and used to prevent miss-steps. Contributing causes are known through analyses. Problems are prevented through the use of data.
Outcome	Only anecdotal and hypothetical information are available about department performance and satisfaction. Problems are solved individually with short-term results.	Little data is available. Change is limited to some areas of the department and dependent upon individual staff and their efforts.	Information collected about the impact of the department and is shared with staff and used to plan for change. Information helps staff understand pressing issues, analyze information for "contributing causes" and track results for improvement.	A comprehensive information system are in place. Positive trends begin to appear in many areas of the department. There is evidence that results are produced by understanding and effectively using data across the department.	Staff is delighted with the inter-departmental processes and proud of their success. Good to excellent evidence of impact is the result all staff's efforts. No departmental functions are overlooked. The department uses data to predict and prevent potential problems and optimize results.

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Now find your department's poster and place a dot-sticker where you rated your department's use of Information and Analysis.

INFORMATION AND ANALYSIS

	One	Two	Three	Four	Five
Approach	Data or information about departmental performance and needs are not gathered in any systematic way; there is no way to determine what needs to change based on data.	There is no systematic process, but some outcome or process information is collected and used to problem solve and meet accountability expectations.	The department collects all types of data, including demographics, outcomes, perceptions, and departmental processes. The information is used to drive a strategic plan for improvement.	There is a systematic reliance on data as a basis for decision making at both the service and the organizational level. Changes are based on the study of data to meet the needs of all customers and partners.	Information is gathered in all areas of interactions within the organization and with districts. The department engages all staff in gathering information on the performance of the department. Accessible to all levels, data is comprehensive in scope and an accurate reflection of productivity and quality.
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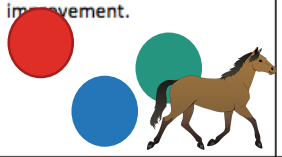
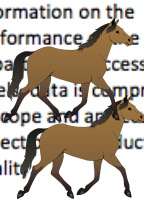
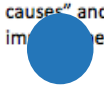
Report OUT

INFORMATION AND ANALYSIS

	Two	Three	Four	Five
Approach	There is no systematic process, but some outcome or process information is collected and used to problem solve and meet accountability expectations.	The department collects all types of data, including demographics, outcomes, perceptions, and departmental processes. The information is used to drive a strategic plan for improvement. 	There is a systematic reliance on data as a basis for decision making at both the service and the organizational level. Changes are based on the study of data to meet the needs of all customers and partners.	Information is gathered in all areas of interactions within the organization and with districts. The department engages all staff in gathering information on the performance of the department. Data is accessible to all levels, is comprehensive in scope and accurate reflecting productivity and quality. 
Implementation	No information is gathered with which to make changes. Staff dissatisfaction with the departmental process is seen as an irritation, not a need for improvement.	Some data are tracked, such as budgets and personal evaluations. Only a few individuals are asked for feedback regarding the department's quality of service.	The department collects information on present and historical data and uses it in conjunction with future trends for planning. Identified areas for departmental improvement are tracked over time.	Data are used to improve the effectiveness of the department and it's impact within the organization. Historical data are graphed and utilized for diagnostics. Evaluations and outcomes are analyzed by department leaders, along with process data	Innovative processes that meet the needs of organization are implemented to the delight of the organization and districts. Information is analyzed and used to prevent miss-steps. Contributing causes are known through analyses. Problems are prevented through the use of data.
Outcome	Only anecdotal and hypothetical information are available about department performance and satisfaction. Problems are solved individually with short-term results.	Little data is available. Change is limited to some areas of the department and dependent upon individual staff and their efforts.	Information collected about the impact of the department and is shared with staff and used to plan for change. Information helps staff understand pressing issues, analyze information for "contributing causes" and track results for improvement. 	A comprehensive information system are in place. Positive trends begin to appear in many areas of the department. There is evidence that results are produced by understanding and effectively using data across the department.	Staff is delighted with the inter-departmental processes and proud of their success. Good to excellent evidence of impact is the result all staff's efforts. No departmental functions are overlooked. The department uses data to predict and prevent potential problems and optimize results.

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Poll Everywhere

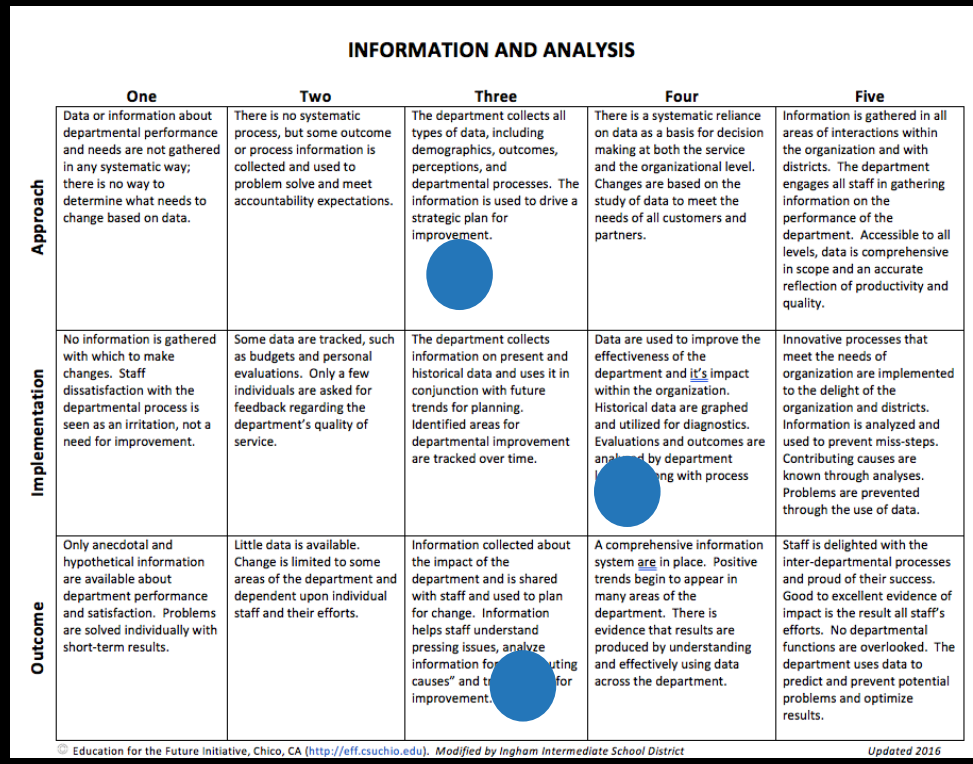
Now let's aggregate all of our data by department with our directors or principals submitting their department's average from each poster.

Example:

Approach = 3

Implementation = 4

Outcomes = 3



INFORMATION AND ANALYSIS

	One	Two	Three	Four	Five
Approach	Data or information about departmental performance and needs are not gathered in any systematic way; there is no way to determine what needs to change based on data.	There is no systematic process, but some outcome or process information is collected and used to problem solve and meet accountability expectations.	The department collects all types of data, including demographics, outcomes, perceptions, and departmental processes. The information is used to drive a strategic plan for improvement.	There is a systematic reliance on data as a basis for decision making at both the service and the organizational level. Changes are based on the study of data to meet the needs of all customers and partners.	Information is gathered in all areas of interactions within the organization and with districts. The department engages all staff in gathering information on the performance of the department. Accessible to all levels, data is comprehensive in scope and an accurate reflection of productivity and quality.
Implementation	No information is gathered with which to make changes. Staff dissatisfaction with the departmental process is seen as an irritation, not a need for improvement.	Some data are tracked, such as budgets and personal evaluations. Only a few individuals are asked for feedback regarding the department's quality of service.	The department collects information on present and historical data and uses it in conjunction with future trends for planning. Identified areas for departmental improvement are tracked over time.	Data are used to improve the effectiveness of the department and it's impact within the organization. Historical data are graphed and utilized for diagnostics. Evaluations and outcomes are analyzed by department with process	Innovative processes that meet the needs of organization are implemented to the delight of the organization and districts. Information is analyzed and used to prevent miss-steps. Contributing causes are known through analyses. Problems are prevented through the use of data.
Outcome	Only anecdotal and hypothetical information are available about department performance and satisfaction. Problems are solved individually with short-term results.	Little data is available. Change is limited to some areas of the department and dependent upon individual staff and their efforts.	Information collected about the impact of the department and is shared with staff and used to plan for change. Information helps staff understand pressing issues, analyze information for causes" and t for improvement.	A comprehensive information system are in place. Positive trends begin to appear in many areas of the department. There is evidence that results are produced by understanding and effectively using data across the department.	Staff is delighted with the inter-departmental processes and proud of their success. Good to excellent evidence of impact is the result all staff's efforts. No departmental functions are overlooked. The department uses data to predict and prevent potential problems and optimize results.

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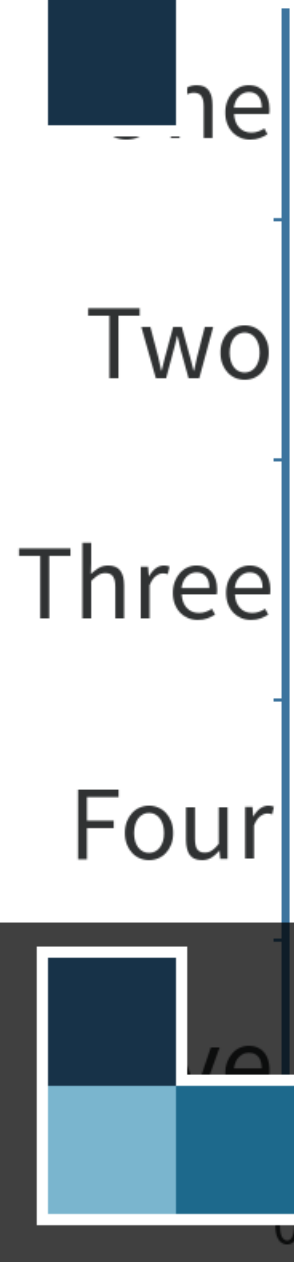
s a department, we rated APPROACH of information and data as a..



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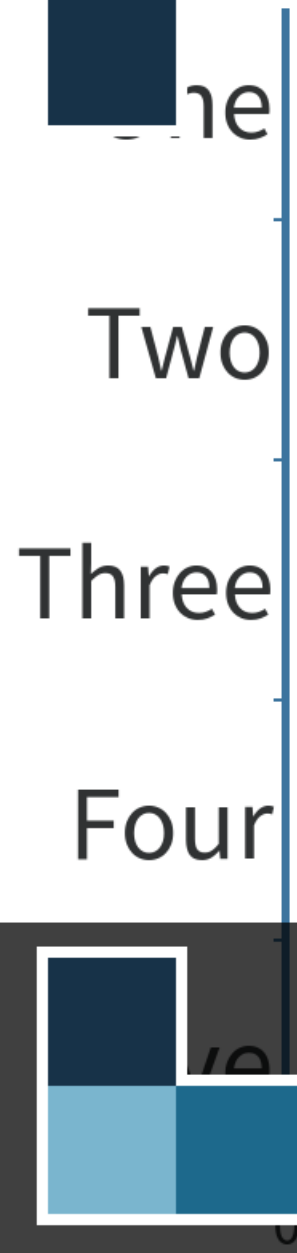
department, we rated IMPLEMENTATION of information and data as



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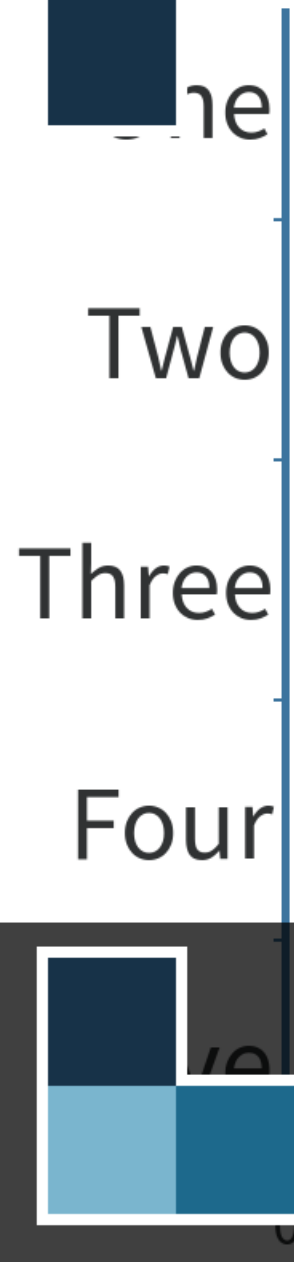
s a department, we rated OUTCOME of information and data as a..



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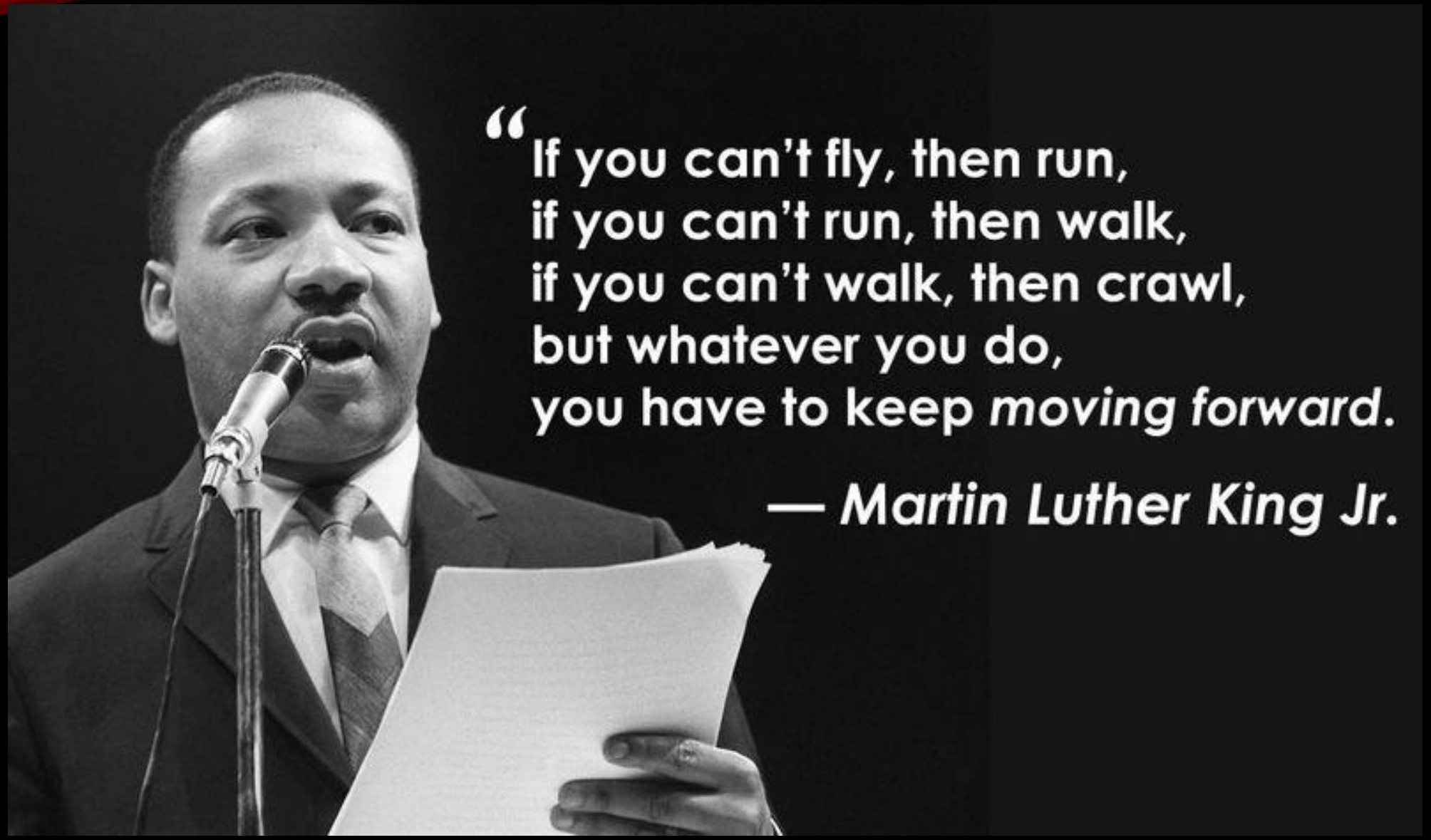
“If you can’t fly, then run,
if you can’t run, then walk,
if you can’t walk, then crawl,
but whatever you do,
you have to keep *moving forward*.
— *Martin Luther King Jr.*

Wrap Up

schools
students
families
Together WE impact...
futures
communities

Culture Workgroup

Jill Clark, Heartwood

Dillon John, Ingham Academy

Karen Keel, Emotionally Impaired Programs

Amy Kilbridge, Capital Area Career Center

Scott Koenigsknecht, Superintendent

Nicole LaRue, Business Unit

Corrie Mervyn, Early Childhood

Micki O'Neil, Public Relations and Communications

Tom Pease, Information Technology Services

Blanche Schaudt, Early Childhood/Early On

Susan Tinney, Human Resources

Stacy Turke, Student Support Services

Mary Jo Wegenke, Student Support Services

Wrap Up

https://youtu.be/aCJQAm_uKyg?t=5s

Have a wonderful afternoon!

Reminders:

- Life Touch – available from 11am-12pm in the hallway
- Teachers attending the Marzano Training will meet in the Executive Training Room
- Student Support Services staff staying for the Trauma training, they will stay in the ballroom.
- A buffet lunch for these two groups will be in the ballroom.
- All other teams report to their pre-designated areas.

Together WE impact...