



Southside Strategic Planning Statement 2022-2023

**Paul Wieneke,
Superintendent**

Southside School District Mission, Vision and Values

The mission of the Southside School District, as a small, community-centered school, is to inspire lifelong learning and to empower students of all ages to become knowledgeable, contributing citizens by meeting the diverse needs of the whole person in a safe and nurturing environment.

Board of Directors: Laurie Cox, Don Robbins, Ginny Brush and Heather Stoffle

The mission of the Southside School Board is to ensure high quality, cost effective education for students in partnership with staff and community. We will perform our duties with integrity and sincerity as informed community members.

Southside School District has a long history of excellence in schools and commitments from the community of stakeholders. The Superintendent's Strategic Planning Statement will focus primarily on building collaborative, productive relationships with the school community in order to achieve success as a team and to continue Southside's excellent community traditions.

In last year's "entry phase" we collected critical information regarding the strengths, needs, and challenges of our students, staff, organizational system, and community as a whole. We held discussions with Board members, school practitioner teams, professional associations, parent groups, community leaders/organizations and student advocacy groups.

Goal 1: Year two, post Covid-19 unfinished learning, re-connecting staff and students

It is critical that we re-engage staff and students safely under state and local requirements. We have written grants to sustain our commitment to Covid-19 mitigation, student engagement and improved student attendance, as stated in the continuous school improvement plan adopted by the Board in May, 2022.

In June, 2021, each public school district in Washington State was required by the state Legislature and by Congress to create and submit an Academic and Student Well-Being Recovery Plan. The goal of the plan is to identify which students and student groups need additional academic and well-being supports, define how those supports will be provided, and plan for recovery and acceleration of student learning and well-being over the summer, into the fall, and beyond. To review Southside Recovery/Re-engagement plan, please click the following links: [Academic and Student Well being Recovery Plan](#) [Southside Equity Tool](#)

Key practices: Assess and assure social-emotional well-being first.

- Establish a culture of connectedness.
- Install high leverage teaching strategies.
- Establish prioritized learning standards at each grade level.
- Establish an asset-based approach to unfinished learning.
- Upgrade and improve the facility so that students can learn in a safe and supportive environment; and the community may, once again, be proud of our beautiful school.

YOU ARE AN ENGINE OF HOPE FOR YOUR STUDENTS

Three constant messages:

- What we are doing here is important
- You can do it!
- I'm not going to give up on you – even if you give up on yourself



Goal 2: Building Cultures of Connectedness

Our Southside Culture will reflect a common agreement that defines us all; that heralds a collective identity. In transitioning to Southside last year, I've learned that our staff is an incredibly dedicated group of caring practitioners. They've overcome seemingly insurmountable challenges during the pandemic; and they've never let adversity overwhelm them. Instead, their belief in kids and their ability to stay positive has created a foundation that will someday define us as a **Community of HOPE**. Southside has been, and will continue to be, a district where students are learning and staff are growing professionally. This community will have access to re-connecting through traditional and new systems that ensure equity in opportunity.

During the Covid-19 re-entry phases, we established Cultures of Connectedness through relationship-building, two-way communication and mutual trust. We deployed a new leadership model called "buildership." Builders create a solid foundation first by following a blueprint and by using appropriate materials and plenty of teamwork. Builder decisions are often made in "real time," based on experience and skill. Our foundation consists of current strengths, beliefs, mission, vision, values and teamwork. We use our improvement and recovery plans as blueprints. Our actions and expenditures align with our blueprints.

Key practices: Sustain the Board and Superintendent as a cohesive leadership team to ensure the academic growth of all students.

Maximize the resources allocated for student achievement while maintaining the financial stability of the district.

Create an outline for a needs-based resource allocation that aligns with an accountability system.

Begin conversations with Board Directors and solicit input to eventually establish a new, five-year strategic plan.

Guide development of a financial plan that articulates long-term budget resources while maintaining viable reserves.

Develop transparent and proactive communications, access to data, and access to a network of community partnerships.

Sustain effective school/ home partnerships to ensure success for all students.

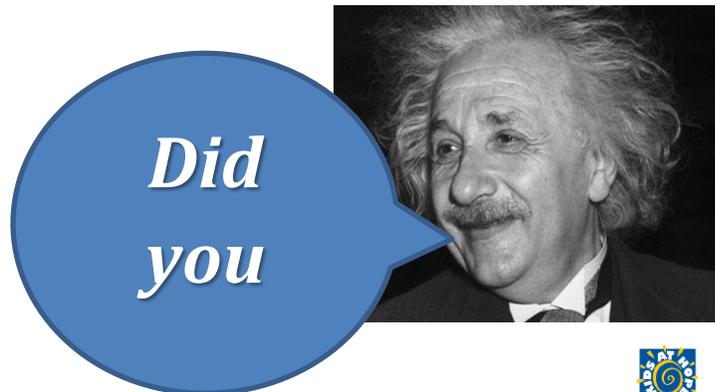
Establish positive, professional, and collaborative relationships with professional associations and labor groups.

Establish positive and productive working relationships with school teams, business leaders, faith leaders, and the media within Mason County. Conduct a relationship-building and "sharing the vision" campaign with the following:

- Mason County Sheriff's Department and Local Fire District #4
- Political Leadership (mayor, council members, city manager, others)
- State and local legislators: Dan Griffey, Drew MacEwan
- OSPI and ESD staff relevant to Southside

- Parents and Community Leadership
- Southside Booster Club
- Kiwanis, Lions, Rotarians, and other business and civic organizations
- Cultural, faith based organizations and local diversity partners
- Higher education Leadership: Evergreen State College
- Shared leadership and employee groups
- Media relations- Continue positive relations with media; articulate vision of district
- Community relations- Hold weekly “Superintendent Café” Zoom meetings
- Monitor District wide communications tools and protocols for effectiveness
- Review and update website communications
- Structure conversations with Board Directors to build relationships and understand issues and solutions.
- Monitor progress of capital facilities plan to ensure current construction projects are on time and on budget.
- Complete a thorough financial review- identify funds available for future projects
- Establish Board work sessions to broaden perspectives on issues associated with district operations
- Establish regular meetings with the Board President for reviewing Board agendas and discussing Board matters.

New Thinking...as a



Goal 3: Establish Integrated Tiered Support Systems

For the past 14 years I have participated in the establishment of Washington’s statewide model of integrated Multi-tiered Systems of Educational Support ([MTSS linked here](#)). MTSS is simply providing the instructional and material resources and supports for each student to succeed academically, behaviorally, mentally, physically and equitably. Our job will be to ensure all students reach high levels of academic achievement with a focus on mathematics

and literacy. Our job will be to ensure all students reach high levels of social and emotional competency. Our job will be to ensure all students reach high levels of physical and mental health. We will “grow” student success opportunities through shared leadership, student-centered instruction, students as assessment partners, tiered intervention supports— and a through a caring culture of continuous improvement.

Key Practices: *Creating an integrated tiered systems framework will include:*

- Levels of accountability (student, teacher, administrator, school)
- Inclusive and equitable practices
- Measures of performance targets for all grades
- Differentiated levels of support, assistance and flexibility based on needs
- Appropriate recognition of school wide and teacher specific results
- Monitor implementation of Five Dimensions (CEL 5D) and TPEP plan for practitioner improvement.
- Guide development of a curriculum review plan for evidence of effectiveness in improving student achievement
- Close the gap between all learners by aligning instruction with state standards
- Review Curriculum/textbook needs and adoption cycles
- Assess, identify and inventory priority needs
- Monitor next steps around system-wide literacy and mathematics including professional development for teachers and acceleration and intervention opportunities for students
- Continue conversations and research to create a framework for middle school transitions
- Create a steering committee to research best practices and review systems for student growth
- Establish timelines and benchmarks for systems processes, including public input and transparency planning
- Create a Superintendent Advisory group to assist in “systems thinking” about major issues, direction and initiatives
- Establish positive support systems that are conducive to learning, inspire community pride and use resources in a cost effective, fiscally responsible manner.

How to Support Students

Implement classroom-wide strategies to assist the needs of all learners

Strategies:

- Empower students to self-regulate
- Create a safe learning environment
- Provide flexibility and choice
- Foster stable relationships
- Practice self-care

I submit this document as a basis for specific, annual Board Goals and for continuous school improvement conversations. We are committed to the business of improving ourselves through shared values and proactive practices for kids. I am committed to a “Buildership Model” from the foundation to the rooftop. I will be visible, respectful, intentional, inclusive, innovative, and ethical in stewarding Southside School District from Good to Great. However, we will only be as great as we are great together.

Hopeful.

Imagine this future...

Every child in your care blossoms into an independent thinker who can take on rigorous learning...

no matter what their first language, family income, or racial background.



**How would that make you
*feel?***

