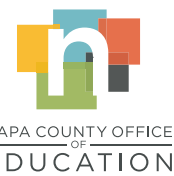


2021-2024  
*Strategic Plan*



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**Napa County Board of Trustees:**

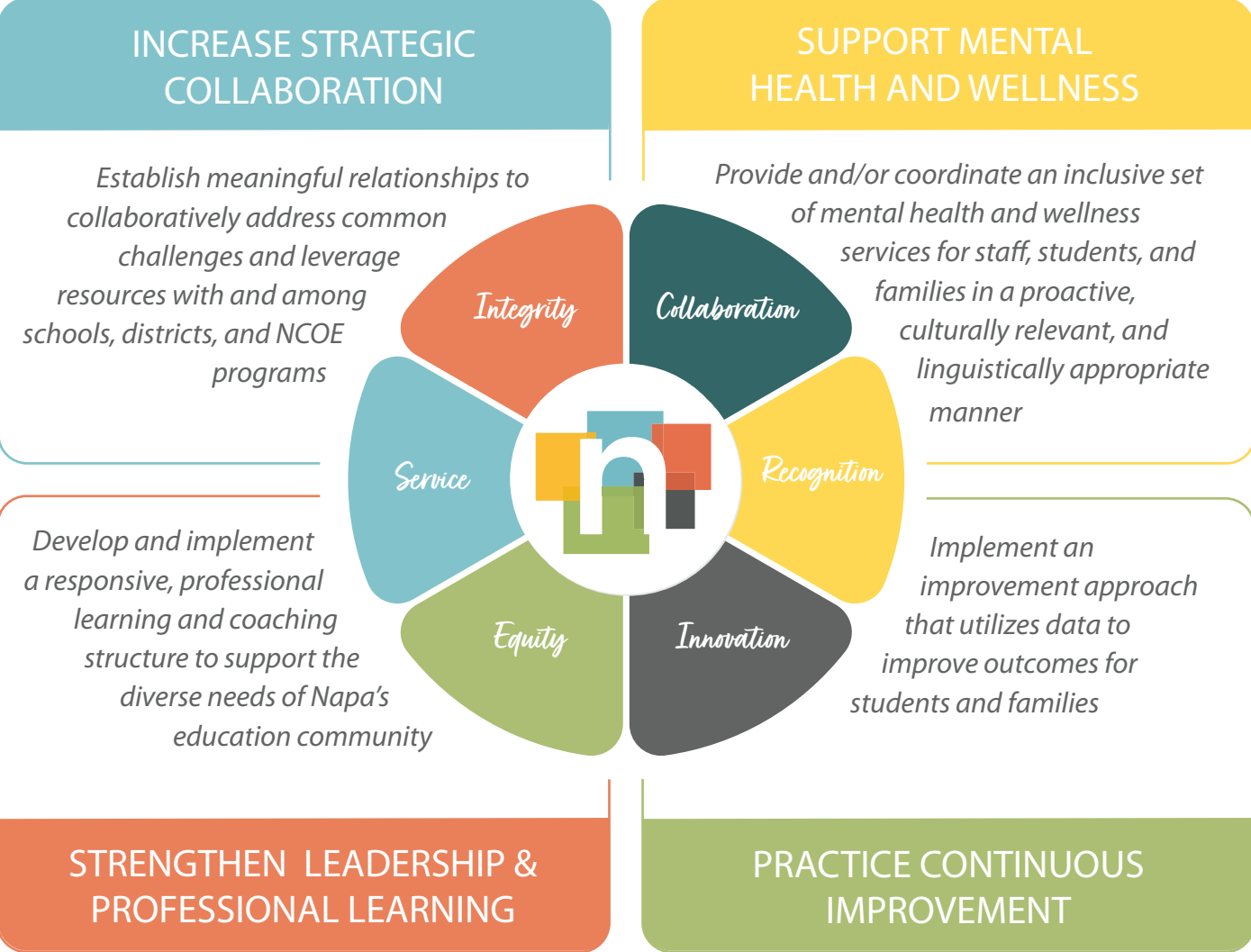
- Sindy Biederman
- Ann Cash
- James Haslip
- Don Huffman
- Jennifer Kresge
- Gerald Parrott
- Janna Waldinger



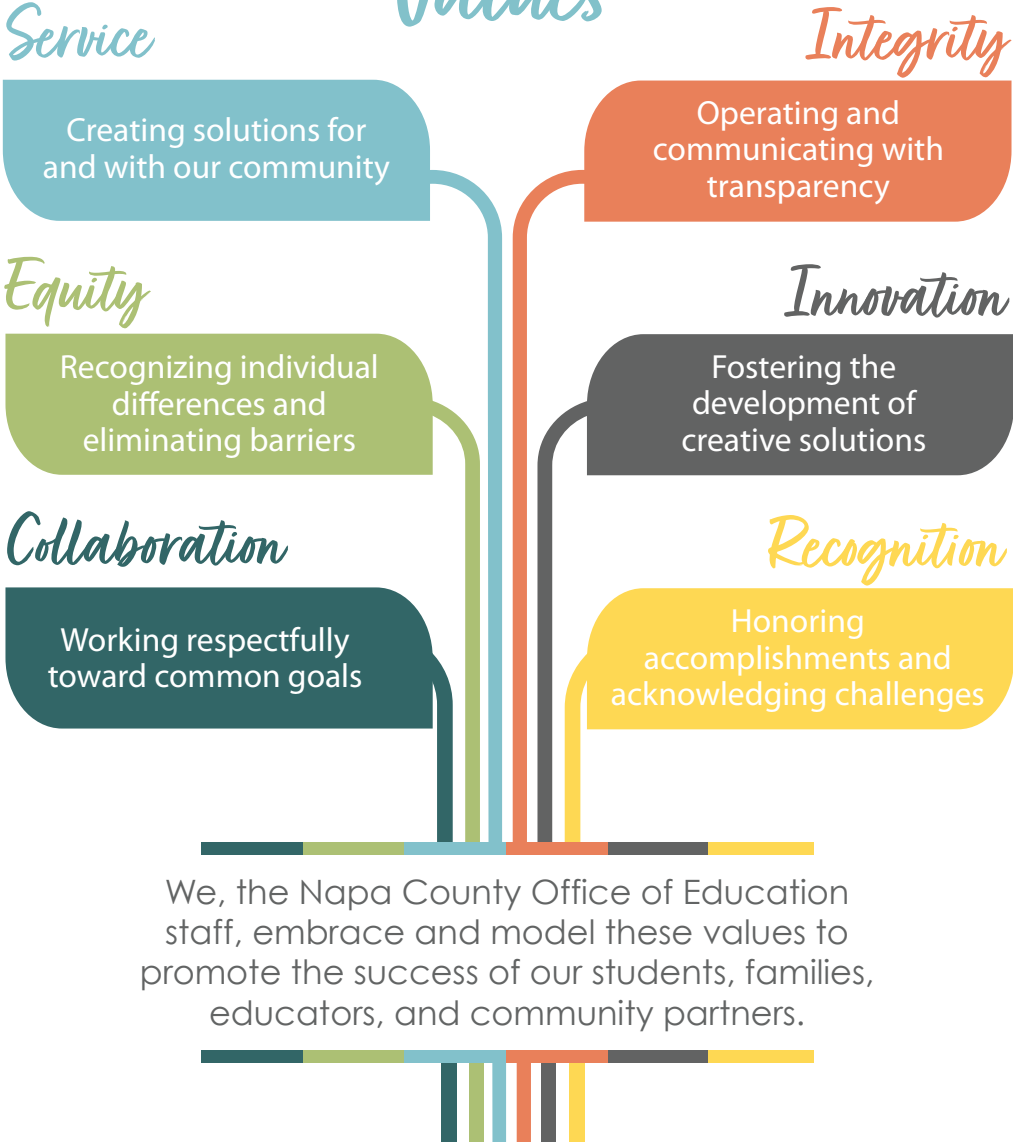
# STRATEGIC PLANNING AND PRIORITY DETERMINATION

A team of NCOE staff from throughout the organization, working in coordination with leadership, went through an extensive process to develop a set of core values and design a strategic plan. Beginning in early 2020, the team reviewed data related to organizational and student outcomes, generating a number of questions for further investigation. Informed by this analysis the team developed tools to collect feedback and data (e.g. surveys, interviews, focus groups, report analysis, program data, etc.) from a variety of stakeholders including internal staff, school and community partners, families, and students. This information was utilized to develop a framework outlining clear strategic strengths and challenges for the organization. Through a series of work group sessions with leadership teams, NCOE developed work plans, actions, and goals for four strategic priorities to guide internal and external work through 2024.

## NCOE STRATEGIC PRIORITIES



## ncoee CORE Values



We, the Napa County Office of Education staff, embrace and model these values to promote the success of our students, families, educators, and community partners.

**Vision and Mission**

An educated, equitable, and thriving community of learners

Provide exceptional academic and social-emotional services to children and families, proactive support to educators and community partners, and innovative leadership for the education community at the local, state and national level.



# Strategic Priorities

## Priority 1

### STRENGTHEN LEADERSHIP AND PROFESSIONAL LEARNING

#### What do we want to do?

Develop a responsive, professional learning and coaching structure to support the diverse needs of Napa's education community

#### How are we going to do it?

- EXTERNAL**
  - Regularly assess the needs of districts/schools and design training and coaching experiences that meet their specific needs.
  - Provide consistent leadership coaching and training as requested to school and district leaders, and accredited induction programs to new teachers.
  - Leverage technology to provide just-in-time and easily accessible training on important topics.
- INTERNAL**
  - Create a fully-developed onboarding, training, and coaching structure for new and transitioning employees within the organization, with differentiation by department and key positions.
  - Cultivate a coaching and peer-to-peer training strategy to increase skill development and ensure knowledge is institutionalized.
  - Incorporate Diversity, Equity and Inclusion topics into staff training.

#### FOCUS AREAS:

- Meeting school partners' identified professional learning and coaching needs.
- Providing onboarding, training, and coaching to prepare new employees to support and retain diverse staff

#### How do we know it's working?

- EXTERNAL**
  - Demonstrate an expansion in relevant professional development provided to districts through jointly developed plans.
  - Exhibit an increase in school site/district leaders and teachers that report being provided consistent, relevant professional learning and coaching.
  - Achieve a goal developed with each district to improve professional learning outcomes.
- INTERNAL**
  - Exhibit an increase in staff reporting on an annual survey that they received regular professional learning to help them do their job better.
  - Improve the staff retention percentage in key positions and demographic groups that experience frequent turnover.

## What do we want to do?

Establish meaningful relationships to collaboratively address common challenges and leverage resources with and among schools, districts, and NCOE programs

#### FOCUS AREAS:

- Aligning services strategically to the specific goals of district and community partners
- Establishing structures for departments to collaborate across programs to increase effectiveness and innovation

#### How are we going to do it?

- EXTERNAL**
  - Create a framework to coordinate and align student programs provided to schools/districts.
  - Convene and coordinate support around emerging topics impacting our schools, including a diverse set of community partners/voices.
  - Develop an inventory of each district/school site's individual needs/resources and collaboratively establish district/school goals.
  - Expand upon opportunities to recognize effective collaboration and collaborative outcomes.
- INTERNAL**
  - Collaborate across departments by establishing topic specific meetings, joint training, and information sharing opportunities to improve programming.
  - Provide consistent opportunities for staff to collaborate via cross-department improvement projects that are timely and relevant.

#### How do we know it's working?

- EXTERNAL**
  - Exhibit an increase in opportunities to coordinate needed student services provided to districts.
  - Demonstrate deeper and more effective collaboration through an increase in the number of district staff reporting improvement in indicators of partnership on an annual survey.
  - Achieve a goal developed collaboratively with each district to improve district/school outcomes.
- INTERNAL**
  - Exhibit an increase in the number of staff reporting they have improved their effectiveness through collaboration on an annual staff survey.
  - Demonstrate increased usage of collaborative tools.
  - Achieve multi-year improvement with an identified essential outcome.

## Priority 2

### INCREASE STRATEGIC COLLABORATION

# Priority 3

## SUPPORT MENTAL HEALTH AND WELLNESS

### What do we want to do?

Provide and/or coordinate an inclusive set of mental health and wellness services for staff, students, and families in a proactive, culturally relevant, and linguistically appropriate manner

### How are we going to do it?

- EXTERNAL**
  - Establish or expand existing countywide partnerships centering on student/family and adult mental wellness.
  - Provide regular and robust professional learning around mental well-being for students and adults.
  - Provide access to mental wellness resources through communities of practice and web resources for stakeholders to utilize.
- INTERNAL**
  - Proactively identify, intervene and support families whose children are not thriving, through universal screening and providing wraparound services, including home visits.
  - Restructure key positions to incorporate an ongoing mental health and wellness focus into position duties.
  - Provide mental health resources and professional learning for staff based on regular assessment.
  - Provide professional development for management staff focused on addressing mental health needs of team members through regular coaching and check-ins on staff well-being.

### How do we know it's working?

- EXTERNAL**
  - Exhibit an increase in trainings and supports connected to behavioral health, social-emotional learning, and/or non-cognitive skills for students and families.
  - Demonstrate an increase in the utilization of community collaborative partnerships to address family needs/mental health challenges.
  - Achieve a countywide goal of improved student mental health outcomes developed with districts and community partners.
- INTERNAL**
  - Show an increase in the number of students exhibiting improvements on culturally responsive mental health screeners, surveys and school indicators.
  - Exhibit an increase in the number of staff reporting increased access to mental health resources on an annual survey.
  - Improve the staff retention percentage in key positions and demographic groups that experience frequent turnover.

### FOCUS AREAS:

- Prioritizing mental health and wellness for staff, students, and families
- Providing training and support on trauma-informed practices for students and families

# What do we want to do?

Implement an improvement approach that utilizes data to improve outcomes for students and families

# Priority 4

## PRACTICE CONTINUOUS IMPROVEMENT AND DATA MANAGEMENT

### How are we going to do it?

- EXTERNAL**
  - Build capacity of professional learning network members and other district/school leadership for using improvement methods/tools to solve problems.
  - Provide coaching and training on data literacy, platforms, and management to districts and school teams.
  - Provide technical assistance to districts and a cohort of school sites to more effectively and routinely measure academic/educational progress.
  - Use local and actionable measures to shift practices with direct student service programs.
  - Provide technical assistance to districts on strategic planning/budgeting that align resources to goals to help focus efforts and guide improvement.
- INTERNAL**
  - Create a position or project team focused on organizational learning.
  - Build capacity of NCOE workforce for using improvement methods and tools to solve problems.
  - Provide coaching and training on data literacy and management with an equity focus.
  - Increase access to, and use of, education data (at the program and organizational levels) to make informed decisions.
  - Adopt an annual improvement project by program/department.
  - After receiving technical assistance, programs/departments create annual improvement stories that outline their experience implementing a solution or set of solutions and present their learnings to Cabinet and the Board.

### FOCUS AREAS:

- Measuring and understanding the impact and outcomes of programs
- Creating a culture of improvement and ability to use data management tools and supports

### How do we know it's working?

- EXTERNAL**
  - Demonstrate an increase in application of continuous improvement methods by district and school leadership on an annual survey.
  - Demonstrate an increase in application of data management/analytical principles by district and school leadership on an annual survey.
  - Exhibit an increase in DataZone usage.
  - Report growth on applicable indicators among districts identified for Differentiated Assistance.
  - Expand development and implementation of district and school plans to address student performance of low performing groups.
- INTERNAL**
  - Demonstrate an increase in application of continuous improvement methods and tools by staff on an annual survey.
  - Report an increase in staff skills with data literacy and management by internal departments on pulse-check/annual surveys.
  - Demonstrate multi-year improvement with an identified essential outcome selected by each department.