



NAPA COUNTY OFFICE
OF
EDUCATION

2021-2024

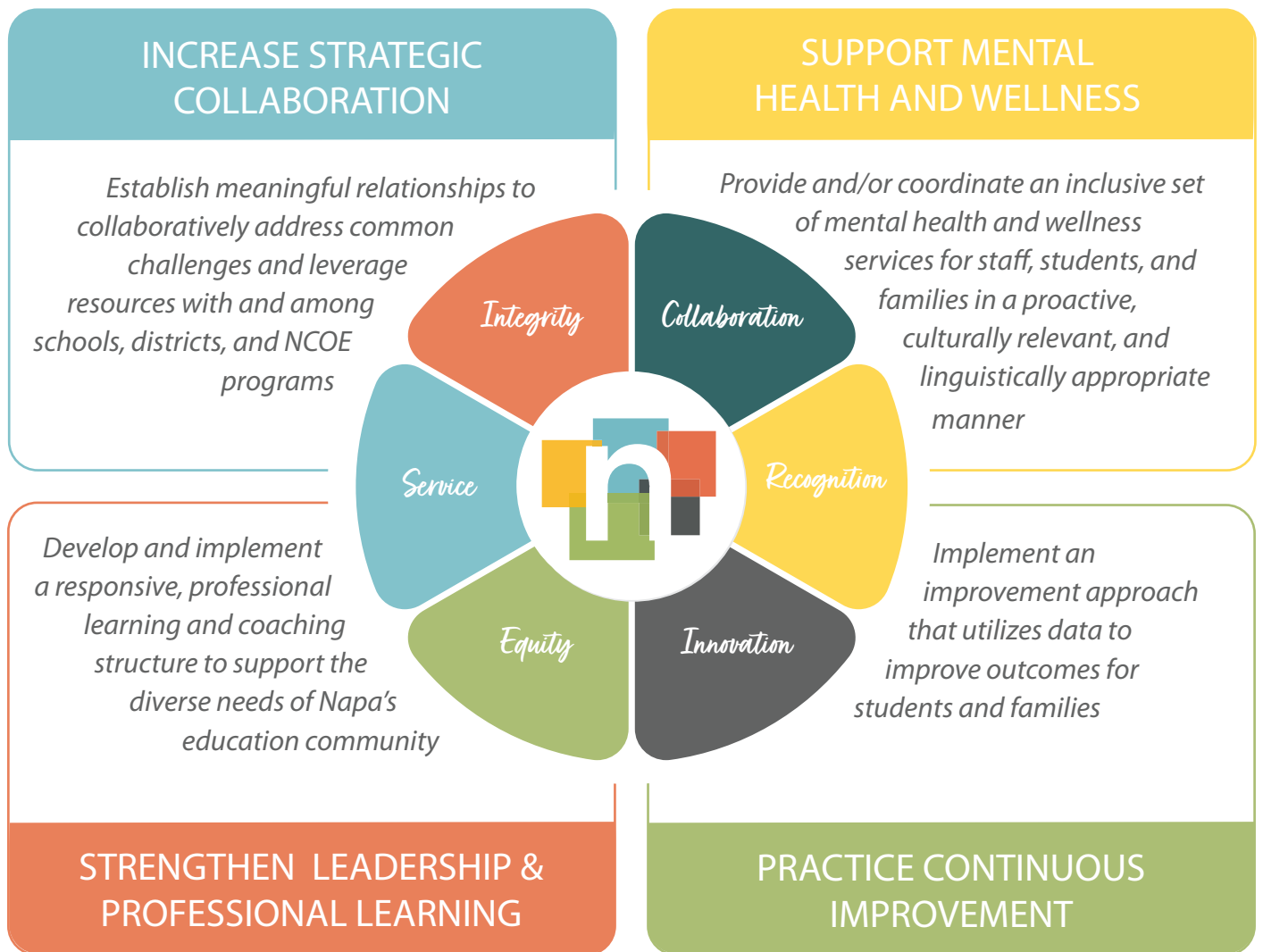
Strategic Plan



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



ncoe
CORE
Values

Service

Creating solutions for and with our community

Integrity

Operating and communicating with transparency

Equity

Recognizing individual differences and eliminating barriers

Innovation

Fostering the development of creative solutions

Collaboration

Working respectfully toward common goals

Recognition

Honoring accomplishments and acknowledging challenges

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

Priority 2

INCREASE STRATEGIC COLLABORATION

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 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.