



"To Build Knowledge and Skills for Success Today and Tomorrow"

**AGENDA for January 9, 2025**  
**5:00 PM Special Board Meeting - Executive Session**  
**Williams Administrative Building - Training Room**  
**Zoom Link:**

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1. Call meeting to order/roll call
  2. Pledge of Allegiance
  3. Agenda
  4. Open Forum
  5. Receive Proposals and Presentation on Strategic Planning.
    - 5.a. Presentation by RVM Consulting.
    - 5.b. Presentation by Studer Education LLC.
  6. SDCL 1-25-2 Executive or closed meetings--Purposes--Authorization--Violation as misdemeanor. Executive or closed meetings may be held for the sole purposes of : View SDCL 1-25-2 for all reasons for executive session.
    - 6.a. School board members will enter into executive session to discuss Personnel (SDCL-1-25-2.1); board member interviews.
  7. Adjournment



"To Build the Knowledge and Skills for Success Today and Tomorrow"

## Meade 46-1 Request for Proposal Comprehensive Strategic Plan

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### 1. Introduction

- **Purpose:** Meade 46-1 is looking to hire a strategic planning company to assist the school board in developing a comprehensive strategic plan for the school district that will span the next 5 years.
- **Scope:** Items 2 through 6 will outline our scope and expectations for the project.

### 2. Qualifications and Experience

- **Required Qualifications:** To be considered your firm must meet the following qualifications:
  - Proven track record of successful strategic planning projects in education
  - Expertise in educational leadership and governance
  - Knowledge of current trends and best practices in education
- **Desired Qualifications:** Other qualifications or certifications that would be advantageous are:
  - Familiar with the governance structure for SD K-12 schools
  - Accreditation or certifications related to strategic planning
  - Experience working with diverse populations
  - Familiarity with the specific needs and challenges of the school district
    - Combination of rural and urban
    - Physical size of the district
    - Diversity of needs of the district

### 3. Project Deliverables

- **Strategic Plan Development:**
  - **Support during writing:** Specify the level of support provided during the writing process, including facilitation, guidance, and expertise.
  - **Support after writing:** Define the expected support post-plan development, such as implementation assistance, monitoring, and evaluation.
- **Stakeholder Engagement:**
  - **Input from staff, administration, and community:**
    - Detail how the company will engage stakeholders to gather their input and ensure their buy-in.

- Define how the company will ensure a cross-sectional data collection of the different communities the district serves.
  - **Facilitation and data collection:** Describe the methods and tools the company will use to facilitate stakeholder meetings and collect relevant data.
- **Customization:**
  - **Tailored strategic plan:** Emphasize the importance of a customized plan that addresses the unique needs and priorities of the school district.
- **Leadership Development:**
  - Work with leadership team to develop for sustainability past contract.
  - Coach leadership to use tools and process for school improvement with their staff.

#### 4. Project Timeline

- **Timeline:** We would like to begin the process of creating a Strategic Plan by Spring 2025, and have a plan in place to begin the 2025-26 academic year.

#### 5. Evaluation Criteria

- **Evaluation factors:** Outline the criteria that will be used to evaluate proposals, such as:
  - Qualifications and experience
  - Approach to stakeholder engagement
  - Project timeline and budget
  - Alignment with the school district's goals and priorities
  - References and case studies

#### 6. Proposal Submission Instructions

- **Submission deadline:** January 1, 2025.
- **Required documents:** List the documents that must be included in the proposal, such as:
  - Company profile
  - Relevant experience and case studies
  - Proposed project approach and timeline
  - Budget proposal
- **Presentation of Proposal:** January 6-10, 2025

#### 7. Contact Information

- **Point of contact (email all three contacts with questions):**

Wayne Wormstadt, Superintendent  
[Wayne.Wormstadt@k12.sd.us](mailto:Wayne.Wormstadt@k12.sd.us)

Justin Jutting, School Board President  
[Justin.Jutting@k12.sd.us](mailto:Justin.Jutting@k12.sd.us)

Aaron Odegaard, School Board Vice-President  
[Aaron.Odegaard@k12.sd.us](mailto:Aaron.Odegaard@k12.sd.us)



December 31, 2024

Meade School District Board of Education,

Thank you for the opportunity to submit a proposal for your Strategic Planning and Leadership Development process. RVM Consulting stands ready to assist you for a successful outcome in both critical areas.

As our resumes indicate, Lindsey Kimber and I have backgrounds in areas that will assist the district in establishing a strategic plan that will meet the needs of the internal and external stakeholders of your district. While our expertise lies in leadership development, we have assisted three large non-profits in the last two years with their Strategic Planning needs.

- Northern State University Foundation – 2022
- Build Dakota Scholarship Fund – 2024
- Watertown School District – 2024

Below are two testimonials that speak to the work of RVM Consulting in strategic planning.

□ *The Build Dakota Scholarship program used RVM Consulting to assist us in our Strategic Plan development. Rick and Lindsey provided excellent guidance on the process that included surveying our stakeholders, hosting virtual focus groups and facilitating a full day meeting that resulted in the plan that we have today. I would recommend Rick and Lindsey for any strategic planning needs your organization may have. **Deni Martin - Program Manager - Build Dakota Scholarship Fund***

□ *The Watertown School District used RVM Consulting to facilitate our Strategic Planning process in 2024. Rick and Lindsey worked well with all our audiences, which included our administrative team, teachers, aides, school board and community members. Ultimately, we came away with a solid plan that will guide our district in the years to come. I recommend RVM Consulting for a school district that is looking for a competent and affordable team to assist with its planning efforts. **Jeff Danielsen - Watertown School District Superintendent***

As noted earlier, RVM Consulting has also been engaged in leadership development work for several years. In addition to working with school districts and state organizations such as the School Administrators of South Dakota (SASD), we have successfully implemented leadership

development work in the private sector as well. Some of the clients who have benefitted from our leadership development are listed below.

- KAJ Hospitality (18 hotel properties in the Midwest)
- City of Yankton
- City of Madison
- Glacial Lakes Area Development (GLAD)
- American State Bank
- Reliabank
- South Dakota Department of Transportation
- South Dakota Trust Company
- Oglala Lakota School District

In closing, we look forward to an opportunity to present to the Meade School District Board of Education on January 9, 2025. We will prepare a Powerpoint presentation for the meeting on the 9th. In the meantime, best wishes for a blessed holiday season and a bright and productive new year.

Sincerely,

Rick Melmer

RVM Consulting



**STRATEGIC  
PLANNING  
PROPOSAL  
2025-2029**



**PROPOSED TO:**  
Meade School District

**PREPARED BY:**  
RVM Consulting



# Description of Services



RVM Consulting is proposing facilitation of the strategic planning process and leadership development program for Meade School District for a total investment of \$28,000. Services will be provided by Dr. Rick Melmer- RVM Consulting Director and Lindsey Kimber- Kimber Consulting, LLC.



# Consultants Backgrounds



The strategic planning process will be facilitated by Dr. Rick Melmer and Lindsey Kimber. Dr. Melmer is the Founder of RVM Consulting and Founder and former Director of Leadership South Dakota. Lindsey Kimber is the owner of Kimber Consulting, LLC and Executive Director for Glacial Lakes Area Development. Lindsey has over 15 years of experience providing consulting services in the nonprofit sector. Her experience includes new business and leadership development, instructional design, and strategic planning.

RVM Consulting specializes in leadership development, strategic planning, and team building. The strategic planning services provided by RVM have focused on non-profit organizations that are based in South Dakota. The planning services are tailored to the needs of the organization and its stakeholders.

# Dr. Rick Melmer

2805 W. Bitterroot St. • Sioux Falls, South Dakota • C – 605 202-0961 • rvmelmer@gmail.com

## EDUCATION

- 1998 – 1991 University of Wyoming, *Ed. D., Educational Admin.*  
1982 – 1984 South Dakota State University, *M.A., Elementary Admin.*  
1975 – 1979 Dakota Wesleyan University, *B.A., Elementary Ed. & Psychology*

## EMPLOYMENT

- 2014 – 2023 Leadership South Dakota  
*Director*
- 2013 – Present RVM Consulting  
*Director*
- NAEP Ambassador – 13 states
  - Leadership South Dakota
  - Leadership Training and Executive Coaching
- 2013 – 2015 CCSSO – MCEC - SDBOR  
*Senior Advisor*
- 2008 – 2013 University of South Dakota  
*Dean – School of Education*
- 2003 – 2008 State of South Dakota  
*Secretary of Education*
- Appointed by Governor Mike Rounds, August 2003
- 1995 – 2003 Watertown School District 14-4, Watertown, SD  
*Superintendent of Schools – 4000 Students (K-12)*  
*Lake Area Technical Institute – 1000 Students (Post Secondary)*
- 1991 – 1995 Sioux Center Community Schools, Sioux Center, IA  
*Superintendent of Schools – 1000 Students*
- 1987 – 1991 Laramie County School District #1, Cheyenne WY  
*Dildine Elementary Principal – 550 Students*
- ▲ 1984 – 1987 Mitchell School District, Mitchell, SD  
*Whittier Elementary School Principal – 300 students*
- 1980 – 1984 Mitchell School District, Mitchell, SD  
*Classroom teacher – Grades 5 – 8*
- 1979 – 1980 Elk Point School District, Elk Point, SD  
*Classroom teacher – Grade 5*

## PROFESSIONAL ORGANIZATIONS

CCSSO (Council of Chief State School Officers)  
*Board of Directors, 2004 – 2008*  
*President, 2008*

### McRel

*Board of Directors, 2003 – 2008*

NCATE (National Council of Accreditation for Teacher Education)

*Presidential Search Committee member*

## PROFESSIONAL TRAINING

- People Keys, Inc Certified  
DISC Instructor
- Selected Researchers Inc. (SRI)  
Teacher Perceiver
- Selected Researchers Inc. (SRI)  
Administrator Perceiver
- Dale Carnegie Human  
Relations Training
- Teacher Expectations and  
Student Achievement (TESA)
- Franklin – Covey Certified  
Trainer – Time Management

## GRADUATE INSTRUCTOR

- Public School District  
Administration  
*University of South Dakota,  
2005*
- Introduction to the  
Superintendency  
*University of Sioux Falls, 2000,  
2002, 2004*
- Intergovernmental  
Relationships  
*University of Sioux Falls –  
2003, 2005*
- Human Relations  
*Morningside College – 1994,  
1995, 1997, 1998, 1999*
- Evaluator Approval Training –  
Level II  
*Iowa Area Education Agency  
4 – 1994 – 1995*
- Administration and Operations  
of Elementary Administration  
*South Dakota State University  
– 1985 & 1986*

# Dr. Rick Melmer

2805 W. Bitterroot St. • Sioux Falls, South Dakota • C - 605 202-0961 • rvmelmer@gmail.com

## PROFESSIONAL ACCOMPLISHMENTS

Watertown School District 1996 – 2003

- Initiated Learning Without Limits Technology Initiative
- Introduced Junior Kindergarten Program
- Introduced Junior Achievement and Adopt-a-School Programs
- Initiated Arrow Education Foundation

State of South Dakota 2003 – 2008

- Education Service Assessment (ESA's) - 2004
- 2010 Education Initiative (2010E) - 2005
- Classroom Connections Program - 2005
- GEAR UP Program - 2006
- South Dakota Virtual School - 2007
- Compulsory attendance to 18 - 2009
- State Aid Task Force - 2008
- South Dakota Counts - 2008
- South Dakota Reads - 2003
- Graduation Requirements - 2006
- State Library Transition Plan - 2007
- Teacher Compensation Assistance Program (TCAP) - 2007
- End of Course Exams - 2007
- Career and Technical Education Initiatives
  - CTE Grants - \$1.5 million
  - High Schools that [Work](#)

University of South Dakota - 2008 - 2013

- Bush Foundation Grant - Teacher Education Redesign - \$4 million
- GO TEACH GRANT - USDOE - \$2.5 million

## PUBLICATIONS

Book Reviews - Journal of Educational Research

- Glenn, C. (2011). [Contrasting Models of State and School](#)
- Farber, K. (2010). [Why Great Teachers Quit And How We Might Stop the Exodus](#)
- Lortie, D.C. (2009). [School Principal: Managing in Public](#)

## PROFESSIONAL HONORS

Associated School Boards of South Dakota

- School Bell Award - 2013

Dakota Wesleyan University

- Outstanding Young Alumnus - 1992
- Outstanding Educator - 2007

Sioux Center Chamber of Commerce

- Commerce Citizen Award - 1993-1994

## SPEAKING / TRAINING OPPORTUNITIES

Led strategic planning efforts

- Yankton United Methodist Church - 2021
- Southeast Technical College - 2021
- Northern State University Foundation - 2022
- Mission Haiti, Sioux Falls - 2023
- Embrace Church, Sioux Falls - 2023

Commencement speaker

- University of Sioux Falls, May 2001
- Dakota Wesleyan University
- University of South Dakota, December 2004
- Northwestern College - May 2017

Speaker at state conference

- South Dakota Association of Elementary Principals
- South Dakota Association of School Business Officials
- South Dakota Counselors Association
- School Administrators of South Dakota
- Associated School Boards of South Dakota

NCLB congressional testimony - 2007

Speaker - National Teacher of the Year Conference - 2009 - 2012

Chairperson - Teacher and Principal Evaluation Work Groups - 2012

## CHURCH INVOLVEMENT

- Member - Embrace Church - 2013 - Present
- Member - Grace Baptist Church - 2008 - 2013
- Member - Grand Avenue Wesleyan Church - 2005 - 2008
- Member - Cornerstone United Methodist Church - 1996 - 2003
- Pastor Parish Relations Committee - 1997-1999, Chairman - 1998
- Adult Sunday School Instructor - 1997 - 2003
- AWANA Youth Instructor - 1996 - 2002
- Fellowship of Christian Athletes - 1996 to [present](#)
- FCA - State Board member - 2008 - 2013

## COMMUNITY INVOLVEMENT

- Sioux Falls Rotary Club - 2018 - Present
- Vermillion Rotary Club - 2008 - 2013
- Watertown Rotary Club - 1995 - 2003
- Watertown Community Foundation - 1995 - 2003
- Watertown Community Foundation President - 2001 and 2002
- Watertown Chamber Board of Directors - 1997 - 2000
- Watertown Rec Center Board of Directors - 1995 - 2003

## STATE INVOLVEMENT

- Member - South Dakota Education Task Force - 2000-2002
- Member - South Dakota Junior Achievement Board of Directors - 2003 - Present
- Chair - South Dakota Next Generation Accountability Task Force - 2011 - 2012
- Chair - South Dakota Teacher Evaluation Work Group - 2012
- Chair - South Dakota Principal Evaluation Work Group - 2012

# LINDSEY KIMBER

PO Box 615 Britton SD 57430

763-688-0830

[lindseykimber01@gmail.com](mailto:lindseykimber01@gmail.com)

## SUMMARY

- Accomplished business professional with a MBA and a proven track record of success in leadership, financial management, non-profit administration, and community engagement.
- Effective leader with the ability to utilize problem solving skills to develop and implement systems and solutions while ensuring programs and services run efficiently.
- Experienced in public speaking, coaching, and consulting.
- Detail oriented self-starter possessing excellent communication and analytical skills; experienced in fostering stakeholder and community partnerships, asset development, and strategic planning.
- Extensive knowledge of and experience in fundraising, consulting, and working collaboratively with individuals from diverse backgrounds.
- Utilize business acumen and critical thinking skills to evaluate risk, meet deadlines, and determine appropriate course of action.

## EXPERTISE

- Leadership Development
- Strategic Planning
- Employee & Customer Relations
- Financial Management
- Business Planning
- Philanthropy
- Fundraising
- Grant Management
- Program Development
- Public Speaking
- Economic Development
- Lending
- Community Engagement
- Training & Development
- Project Management

## EXPERIENCE

### KIMBER CONSULTING, LLC

Britton, South Dakota

#### Owner

2022-Present

Provide consulting and training services to organizations in the areas of financial management, strategic planning, instructional design, and leadership development.

- Facilitate strategic planning sessions to assist businesses in developing vision/mission, goals, and objectives.
- Provide financial consulting and oversight in budget development, fundraising, and grant management.
- Develop and design course curriculums, learning activities, instructional manuals, and assessments.

### GLACIAL LAKES AREA DEVELOPMENT

Britton, South Dakota

#### Executive Director

2017-Present

Oversee the administration, fundraising, and strategic plan for a 501C3 economic development organization. Serve as a Marshall County community representative at the local, regional, state, and federal levels.

- Develop and implement strategic plans to meet business goals and objectives created in partnership with the Board of Directors.
- Manage rural economic development projects related to business and community development, youth engagement, tourism, and housing.
- Coordinate fundraising campaigns, marketing initiatives, and community outreach.
- Oversee revolving loan funds and loan application process; provide technical assistance to local entrepreneurs.
- Planning and operation of annual budget, monthly financial statements, grant applications, and accounts.

### SECURITY HEALTH PLAN

Eau Claire, Wisconsin

#### Wellness Account Manager & Health Educator

2015-2017

Developed relationships with employer groups, planned, designed, implemented, and evaluated worksite wellness programs.

- Served as wellness account manager and managed all aspects of worksite wellness program.
- Developed and managed group wellness websites, employer group newsletter, and marketing materials.
- Tracked reward program completions, analyzed results, and developed worksite health improvement action plans.
- Facilitated enrollment meetings, committee meetings, educational seminars, and coaching sessions.

### CAP CARPET AND FLOORING, INC

New Brighton, Minnesota

#### Sales & Marketing Manager

2014-2015

Managed all aspects of the day-to-day operations of sales, marketing, and customer service departments.

- Completed process assessments to identify gaps; developed and implemented performance improvement solutions.

- Developed and implemented social media and marketing campaigns to assist in meeting business goals and objectives.
- Managed and trained all sales support and outside sales staff on job duties, responsibilities, and day to day activities.
- Created training manuals and content, implemented and oversaw employee training and development plans.
- Oversaw all stages of the sales process ensuring sales activities were completed according to company policy and procedures.

STAR SERVICES, INC

St. Paul, Minnesota

**Executive Consultant & Operations/Consulting Services Manager**

2010-2013

Consulted with entrepreneurs and senior executives on strategic planning, financial management, product and service development, marketing, and business process management. Supervised and managed the day-to-day operations of consulting, health & wellness, and nursing departments.

**Executive Management**

- Completed operational assessments and client interviews to identify process gaps and develop performance improvement solutions.
- Assisted in tracking employee performance, developing training programs, career development, and succession planning.
- Oversaw implementation of projects and financial management systems to ensure that deadlines and targets are met.
- Facilitated strategic planning process and assisted in the development of goals and objectives that supported continued business growth.
- Researched and analyzed new markets and products, developed marketing plans, provided ongoing support and evaluation of product development.
- Developed and wrote proposals, policies, grant applications, contracts, trainings, and presentations. Lead client meetings, interviews, and presented recommendations.

**Operations & Consulting Services Management**

- Developed and monitored department budgets, priced new products, completed billing, and financial forecasting.
- Oversaw development of new products and services, analyzed and managed growth initiatives, and assisted in the marketing of products.
- Screened, interviewed, supervised, and trained staff. Lead team meetings, developed staff training programs, and completed employee evaluations.

## EDUCATION

HAMLIN UNIVERSITY SCHOOL OF BUSINESS

St. Paul, Minnesota

**Master of Business Administration**

August 2010

BEMIDJI STATE UNIVERSITY

Bemidji, Minnesota

**Bachelor of Science Degree**

May 2001

- Applied Psychology Major

## ASSOCIATIONS

- Britton City Council (2019-Present)
- South Dakota Change Network (2022)
- AARP Walking College Fellow (2021)
- Billie Sutton Leadership Institute (2021)
- Leadership South Dakota (2020)
- Economic Development Professionals Association- Policy Committee (Present)
- National Small Business Association-Leadership Council (2020-2021)
- Marshall County Working on Wellness Coalition Board of Directors (2017-Present)

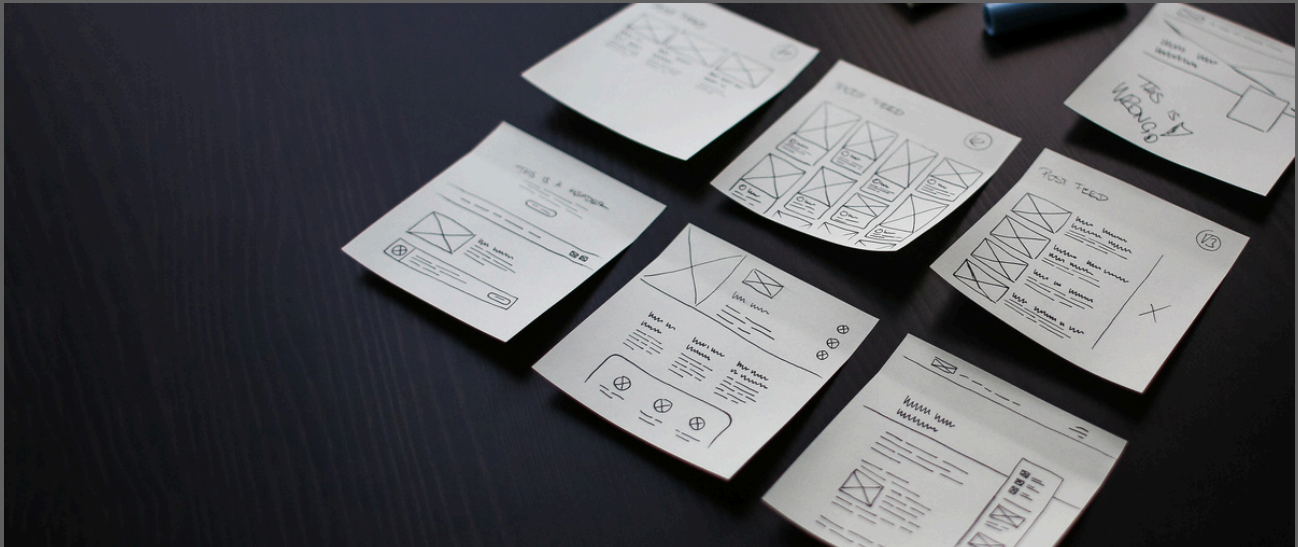
## CERTIFICATIONS

- Technology of Participation-Strategic Planning Certification-July 2023
- Association for Talent Development-Instructional Design Certification- April 2023
- Technology of Participation-Facilitation Methods Certification-January 2023
- Co.Starters-Facilitator Certification-December 2022
- Indiana University Lilly School of Philanthropy- Fundraising Management Certification- September 2022
- People Keys, Inc- Certified Behavioral Consultant- DISC training- March 2022
- The Entrepreneurial Learning Initiative- Entrepreneurial Mindset Facilitator Training- July 2021
- Fort Hayes University- Certificate in Grant Writing- February 2018



# Services & Timeframe

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**01**

Organize planning committee  
January 2025

**02**

Survey stakeholders  
January 2025

**03**

Facilitate focus groups  
February 2025

**04**

Facilitate strategic planning  
meeting  
April 2025

**05**

Present results to Board of  
Directors  
May 2025

**06**

Leadership Development Program  
August/September 2025



SERVICES	FORMAT	NOTES
Planning Committee	Meade School District staff identify planning committee participants. Committee members make decisions and assist with selection of survey recipients, focus groups and strategic planning committee.	Meade School District staff identifies members, RVM facilitates monthly meetings. Planning committee determines mission, vision, values integration.
Survey Stakeholders	Survey is sent via Survey Monkey. RVM compiles the results and presents them to focus groups and strategic planning group.	Planning committee will assist in the development of survey. RVM provides intro email and survey link.
Focus Groups	RVM facilitates focus group meetings for stakeholders. The planning committee identifies and selects focus group participants.	Focus groups will be held in person. RVM facilitates meetings, compiles notes, and shares information with the strategic planning group.
Strategic Planning Meeting	RVM facilitates a 4-6 hour strategic planning meeting in Sturgis. Meade School District planning committee selects participants and assists with meeting venue and communication with members.	RVM provides all meeting materials, facilitates meeting, and compiles notes following the meeting.
Board Meeting	RVM presents strategic planning results to the Meade School District Board of Directors.	RVM presents results of strategic planning meeting along with recommendations for implementation.
Leadership Program	RVM will facilitate a quarterly leadership development program during the 2025-2026 school year. The program will include a DISC assessment, group sessions, and individual coaching. Sessions will focus on leading self, leading others, leading a team, and leading with purpose.	RVM will provide all program materials, facilitate sessions, and schedule 1:1 sessions with participants. Time will also be spent monitoring the implementation of the strategic plan.



# Comprehensive Strategic Plan

Request for Proposal  
Meade School District 46-1

January 1, 2025

SUBMITTED BY:

Victoria Wells

Partner Development Director, Studer Education

[vwells@studereducation.com](mailto:vwells@studereducation.com) | (703) 336-9616

# **Studer** Education

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# Company Profile

**By partnering with Studer Education, Meade 46-1 can develop a comprehensive, customized, and tailored strategic plan for the school district that will span the next 5 years with implementation assistance, monitoring, and evaluation that builds leadership capacity to address the unique needs and priorities of the school district.**

## Understanding Your Needs and How We Align

Meade School District 46-1 is a broad school district currently serving 3,028 students across 3,100 square miles, making the district one of the top ten of the largest square mile districts and serving one student per every square mile. Meade 46-1 has a rich tradition of excellence in serving its diverse urban and rural students, from its 3 rural schools to its student population near the largest city in western South Dakota, Rapid City (a neighboring Studer Education partner). The district is looking for an experienced organization that can assist the school board in developing a comprehensive strategic plan that will span the next five years and address the unique needs and priorities of the school district. Specifically, Meade 46-1 seeks a company that can act as a thought partner for strategic planning and implementation with a proven track record of successful strategic planning projects in education, expertise in educational leadership and governance, knowledge of current trends and best practices in education, familiarity with the governance structure for SD K-12 schools, accreditation or certifications related to strategic planning, experience working with diverse populations, and familiarity with the specific needs and challenges of the roughly 3,000 student school district with a combination of rural and urban populations and diversity of thought.

The current Meade School District Action Plan was developed to position the district to achieve success through a series of leadership and board transitions. After reflecting on the executed core strategies within that plan, Meade 46-1 now seeks a strategic planning facilitator *and* coaching partner that can build leadership capacity to implement the strategic plan by working to develop the leadership team for sustainability past contract and by coaching leadership to use tools and processes for school improvement with their staff.

Studer Education is pleased to submit a response to your request for proposal. **Our experience and offerings directly align with Meade 46-1's specific needs as shown in Figure 1.**

Service	Application	Outcome
Strategic planning	District	5-year strategic plan for the district guided by a vision, mission, core values, and 4-5 priorities each with a set of strategic actions and measures, informed by stakeholders.
Organizational excellence coaching to implement the strategic plan and provide leadership development	<ul style="list-style-type: none"> <li>• District</li> <li>• Department</li> <li>• School</li> </ul>	Alignment of goals, actions, and processes across the district to build leadership team capacity and accelerate achievement of outcomes that matter most by using best practice, high-leverage leadership strategies and systems.

**Figure 1. Studer Education Aligns with Meade 46-1's Needs.** Meade 46-1 can improve districtwide outcomes through Studer Education's tailored strategic planning and organizational excellence coaching.

## Why Studer Education – Experience and Qualifications

Studer Education was founded in 2010 as a division of The Studer Group LLC, established in 1999. We are a leading service provider nationwide and in South Dakota, focused on improving outcomes in school districts and higher education institutions. Studer Education works with 160-200 school districts annually to advance district alignment and outcomes. Our team has successfully facilitated 100+ strategic plans, which have included accreditation and certifications related to strategic planning, and/or built leadership capacity to implement strategic plans with 160+ districts nationwide and 5+ districts across South Dakota each year – including *Dakota Valley School District #61-8*, *Deuel School District*, *Douglas School District*, *Rapid City Area Schools*, *Tea Area School District*, *Todd County School District*, and *Tri-Valley School District*. We leverage best practice continuous improvement and organizational excellence practices to accelerate the district's ability to achieve the measures that matter most to the district through strategic plan development and organizational excellence coaching, tools, and resources that sustainably develop leaders.

Our organizational excellence coaching model – which begins with strategic planning facilitation – is rooted in our Evidence-Based Leadership<sup>SM</sup> (EBL) execution framework and informed by 20 years of observing and researching the behaviors of high-performing leaders who are steering high-performing organizations. Embedding our organizational excellence strategies and continuous improvement frameworks in Meade 46-1's strategic planning journey advances the district's capacity to:

- Effectively engage community and stakeholder voices to set vision and direction
- Build ownership into the implementation process
- Deploy systems and structures to align strategies with resources
- Develop leadership and organizational capacity for achieving meaningful results

Our Evidence-Based Leadership<sup>SM</sup> execution framework, shown in Figure 2, facilitates the development of the new strategic plan and supports the district's effective deployment of the newly refined strategic plan to align annual and short-cycle goals, behaviors, and processes to the strategic priorities to annualize and operationalize the plan.

## Align Goals, Behaviors and Processes



Figure 2. Studer Education’s EBL framework supports the creation and deployment of Meade 46-1’s Strategic Plan. *Meade 46-1 can sustainably develop leaders to achieve its mission, values, strategic priorities, and goals.*

Further, as an organization that has experienced a series of both leadership and board transitions, we understand Meade 46-1’s concurrent focus on developing leaders in core strategies for enabling a best-in-class culture where employees recommend and choose Meade 46-1 as a great place to work, teachers as a great place to teach, parents as their first choice to send their children for a high-quality education, and students as a great place to learn and achieve, regardless of who is in leadership.

To achieve the Meade 46-1’s goals and strong commitment to developing a system so that no matter who enters or leaves the district the team is able to achieve and sustain success, we recognize the alignment of our Nine Principles® for Organizational Excellence framework, shown in Figure 3, for organizational excellence coaching that will provide strategic plan implementation assistance, monitoring, and evaluation and build leadership capacity to address the unique needs and priorities of the school district, including both its populations served and diversity of thought.

## The Nine Principles® Framework



Figure 3. The *Nine Principles*® framework underpins and guides the leadership development approach for working with the leadership team to develop for sustainability past contract. *Meade 46-1 can leverage the Nine Principles*® framework to define and advance the way leaders and employees engage each other and those they serve to advance culture and organizational outcomes.

Studer Education's EBL and Nine Principles® organizational excellence framework create alignment across the system in developing strategic plans and executing strategic plan priorities to achieve the outcomes that matter most to students; employees; service to family, caregivers, and community; and across finance, resources, and operations. We are qualified, both with required and desired qualifications, to facilitate the development and execution of strategic planning and leadership development as outlined in the RFP based on:

- Our successful facilitation of **100+ district strategic plans** for diverse populations, including in South Dakota and with accreditation/certifications related to strategic planning
- The **caliber of our coaches** who are locally and nationally recognized for the impact they have had as former superintendents and/or for the impact they facilitate as coaches working with our partners, and their familiarity with the governance structure for SD K12 schools
- Our **interdisciplinary body of best practice research** in student-centered teaching and learning, continuous improvement, K-12 leadership, and organizational management that provides ongoing and updated knowledge of current trends and best practices in education
- Our ability to **embed organizational excellence coaching** into the strategic planning and execution processes to develop the leadership team and enable Meade 46-1 leadership to **implement, monitor, and evaluate the strategic plan to accelerate results** in the district, including **past contract**

Studer Education's combination of strategic planning capabilities, organizational excellence coaching, and demonstrated history of providing these services to school districts across South Dakota and the country allow us to meet and exceed Meade 46-1's requirements and support you in delivering invaluable service to your community.

# Relevant Experience & Case Studies

## Studer Education Experience

Studer Education's mission is to create best places to work, to learn, and to succeed in K-12 education and higher education institutions since 2010.

We support a diverse range of districts (current partners can be found on our [Partners Page](#) on our website) who serve between less than 1,500 students (*Campbellsville Independent School District in Kentucky, Central Linn School District in Oregon, and Dunellen Public Schools in New Jersey*, among others) to more than 30,000 students each year (*Jefferson County Schools in Alabama, San Ramon Valley Unified School District in California, and Sarasota County Schools in Florida*, among others) and face challenges across a rural, suburban, and urban spectrum, many of which are experienced within the same school district. Most of the districts we serve partner with Studer Education to both develop strategic plans and

receive organizational excellence coaching that builds sustained leadership capacity to execute the plan.

As leaders in educational leadership and governance, we support these districts' strategic planning and organizational excellence leadership development journey with proprietary research and frameworks informed by an ongoing interdisciplinary body of educational research that spans over two decades. We are constantly enhancing our approach based on this research. We observe, research, and conduct a meta-analysis of third-party research about the knowledge, skills, practices, and dispositions of high-performing leaders and the characteristics of the high-performing organizations they steer. Our expansive body of research includes:

- **Published proprietary research focused on education:** *Organizational Change Process in High-Performing Organizations* (2004), *Straight A Leadership Assessment* (2013), *Maximize Performance* (2015), and *Hardwiring Excellence in Education* (2023).
- **Organizational and management excellence:** Well-known national examples include Baldrige Excellence Framework (Studer Education is a 2010 Baldrige National Award Recipient), Gallup Employee Engagement, Harvard Business Review, Wallace Foundation, Jim Collins, Steven Covey, Peter Senge, John Kotter.
- **District and school improvement research:** Well-known national examples include the Carnegie Foundation for the Advancement of Teaching Improvement Science and the Learning Policy Institute.
- **K-12 leadership:** Well-known national examples include National Policy Board for Educational Administration's (NPBEA) Professional Standards for Educational Leaders (PSEL) standards and National Education Leadership Preparation (NELP) standards, and New Leaders Transformational Leadership Framework.
- **K-12 teaching and learning:** Well-known national examples include John Hattie Visible Learning and Teaching, Marzano, Charlotte Danielson, and The New Teacher Project (TNTP).

Our research- and evidence-based frameworks are recognized by national organizations including AASA and CCSSO as well as regional state organizations including PASA in Pennsylvania and MASA

in Minnesota. These relationships and our partnership success have made Studer Education a premiere, trusted resource for organizations looking to build strategic plans and sustainable leadership skills, as you can see across South Dakota as well as in the examples and case studies below.

## Experience in South Dakota

Our coaching team brings familiarity with the governance structure for South Dakota K-12 schools, which have included developing strategic plans in alignment with accreditation and certification needs. We currently partner with 7 districts across South Dakota, with starred districts having also developed or are developing strategic plans with Studer Education:

### 1. **Dakota Valley School District #61-8**

- a. Partner since: January 2022
- b. Services provided: Organizational Excellence Coaching with Survey Administration and Rollout as well as Digital Resources

### 2. **Deuel School District**

- a. Partner since: July 2024
- b. Services provided: Organizational Excellence Coaching

### 3. **Douglas School District**

- a. Partner since: June 2024
- b. Services provided: Organizational Excellence Coaching

### 4. **Rapid City Area Schools\***

- a. Partner since: December 2022
- b. Services provided: Strategic Planning, Organizational Excellence Coaching with Surveys and Survey Rollout as well as Digital Resources, Leading School Improvement

### 5. **Tea Area School District**

- a. Partner since: February 2020
- b. Services provided: Organizational Excellence Coaching with Surveys and Survey Roll-Out as well as Digital Resources

### 6. **Todd County School District\***

- a. Partner since: May 2024
- b. Services provided: Strategic Planning, Organizational Excellence Coaching with Survey Administration and Rollout as well as Digital Resources

### 7. **Tri-Valley School District\***

- a. Partner since: April 2022
- b. Services provided: Strategic Planning, Organizational Excellence Coaching with Survey Administration and Roll-Out as well as Digital Resources

## Partnership Experience Examples

We encourage Meade 46-1 to see the following Studer Education supported strategic plans as examples.

- [Mayfield City School District in Ohio's Strategic Plan](#)
- [North Clackamas School District in Oregon's Strategic Plan](#)

Two districts of similar size and demographics to Meade 46-1, Estacada in Oregon and Tea Area in South Dakota, have also documented their organizational excellence coaching partnership journey

with Studer Education on their website and can help give you an idea of what the holistic strategic planning and organizational excellence coaching partnership we recommend can look like for Meade 46-1.

- [Estacada School District's Continuous Improvement Journey](#) – Estacada shares how they moved from a 54% graduation rate and declining enrollment to 89% with families moving into the district in 4 years in partnership with Studer Education.
- [Tea Area's Organizational Excellence Story](#) – Tea Area documents its partnership with Studer Education to become a model continuous improvement district measuring growth in the school board's strategic plan's pillars and navigate its position as one of the fastest-growing school districts in the state and region with average growth greater than 5 percent, requiring leadership to be adept at addressing a population with diversity in thought.

## Case Studies

For a full list of case studies – consisting of articles, podcasts, and formal case study formats – we encourage the Meade 46-1 team to visit our [Partners Page](#) on our website, which includes a list of up-to-date Partner Success Stories and Highlights for hundreds of districts related to the recommended services. The below lists provide curated case studies in specific areas of interest for Meade 46-1.

### Strategic Planning

Our strategic plan development process includes support during and after writing; input from staff, administration, and community; facilitation and data collection; and the creation of a tailored strategic plan that addresses the unique needs and priorities of the school district. Select case studies related to strategic planning completed with Studer Education include:

- [Building Bridges: A Superintendent's Journey to Create a Community-Driven Strategic Plan](#) – Superintendent Dr. Candace Pelt of Central Linn School District in Oregon highlights how the strategic planning process with Studer Education provided a roadmap for guiding decision-making and ensuring alignment with community values. She shares how the process aligned communication with pillars to provide a consistent narrative for staff, board members, and the community – and increased transparency with a public scorecard to share successes and challenges as well as built trust and a sense of collective responsibility.
- [Cascade and Execute Your Strategic Plan](#) – Superintendent Todd Antony and Principal Jared Schaffner from the School District of Onalaska in Wisconsin share how clarity and alignment in their strategic plan created with Studer Education, and implementation leadership development from the Studer Education team to implement the plan, fostered engagement across all levels.
- [Mastering the Art of Reflection: A Superintendent's Guide to Progress and Impact](#) – Superintendent Mark Martin of Meade County Schools in Kentucky shares valuable insights into the strategic planning and progress monitoring practices he and his team have partnered with Studer Education on. Most recently, Superintendent Martin shared at the

What's Right in Education 2024 Conference how these efforts have resulted in the district's achievement gap being completely eliminated.

- [Plan and Execute for Organizational Excellence](#) – Superintendent Brian Sica of Banks School District in Oregon shares how he initiated the strategic planning process with Studer Education and began regularly implementing short cycles of improvement during his first year as superintendent. He answers how the strategic planning process established trust within the community, intertwined culture and strategy to support organizational success, and built trust and fostered professional growth within the leadership team.

### Organizational Excellence Coaching

Our organizational excellence coaching develops leaders with skills for sustainability past contract and coaches leadership to use tools and processes for school improvement with their staff using the Nine Principles® framework. This framework includes dozens of leadership strategies, tools, and tactics. A handful are particularly high-leverage and foundational within the Organizational Excellence Coaching framework that build districtwide leadership capacity.

Select case studies related to organizational excellence coaching for each of the highest-leverage leadership strategies with Studer Education include:

- **Scorecard:** [From First Year Scorecards to Achieving Alignment Across Departments](#) – Hemet Unified School District and Burton School District in California share at the 2024 Carnegie Summit for Improvement how scorecards created a line of sight for everyone in the organization to carry out the strategic plan, identify what matters most, and cascade priorities throughout divisions and school sites. Results included a 40% reduction in acts of student aggression, a 30% reduction in suspension incidents, and significantly improved math proficiency.
- **Standards of Excellence:** [Develop and Apply Standards of Excellence](#) – Jon Malone, Regional Director and Chief Executive for the Northwestern Illinois Association, and Alicia Hulin, Executive Director for Human Resources and Strategic Engagement at South Louisiana Community College, share how they developed and applied the Standards of Excellence to inform onboarding, recruit qualified candidates, navigate performance conversations, and increase employee morale.
- **Cascading Communication:** [Enhance Communication with Scorecards and Huddles](#) – Dr. Ryan Carpenter, Superintendent of Estacada School District in Oregon, discusses how he and his team establish two-way communication through implementation of daily huddles and scorecards, using scorecards to drive success and enhance communication while huddles allow teams to build culture, and chemistry, and ensure alignment with strategic goals.
- **Reward and Recognition:** [Transform Culture with Reward and Recognition](#) – Superintendent Dr. Jennifer Lowery from Tea Area School District in South Dakota shares how she and her team have integrated Reward and Recognition into the organization's culture by using employee feedback to identify and define organizational values and consistently celebrate what "right" looks like. She also shares how this has informed a unique

onboarding approach that aligns new hires with the district's values and provides guidance for building an elevated culture based around rewarding and recognizing at all levels.

- **Performance Coaching:** [Performance Conversations and Ensuring Employees Reach Their Highest Potential](#) – Diedre Roemer, the West Allis-West Milwaukee School District's Director of Leadership and Learning at the time of the article and now Superintendent in Wisconsin, shares how the leadership team's work across performance conversations has contributed to the district's success, including connecting employees back to the strategic plan and becoming part of calibration around school practices and teacher evaluation.
- **Survey Rollout:** [Rolling Out Engagement Results from District to Classroom](#) – The School District of Altoona in Wisconsin shares how they used the survey rollout process to gain useful feedback regarding strong and weak points, and also get a better idea of the "why" behind the scores and possible solutions to improve results.
- **Rounding:** [Rounding for Results](#) – Dr. Shawn Tennenbaum, Superintendent of San Benito High School District, and the district's Board President, Joh Corrigan, discuss how rounding has allowed them to understand how their constituents feel about developing a new school, engage in one-to-one conversations with employees to gather feedback, and allow board members to have productive dialogue with community members.
- **Service Excellence:** [Service Excellence Always Behaviors that Increase Performance Excellence](#) – Oklahoma City Public Schools discusses how they have changed culture using the 10'-5' Rule and hardwired service excellence tools and tactics that increased stakeholder level of satisfaction in the district.

Each partner district has different goals with their organizational excellence coaching, but every district develops leadership capacity in each of the highest-leverage leadership strategies above. Select big picture case studies related to organizational excellence coaching and strategic planning include:

- [Oxford School District in Mississippi](#) – The district experienced a 12% proficiency increase in English language arts, 13.7% proficiency growth in math, 7.1% proficiency improvement in science, and 27.1% proficiency surge in history across 4 years by focusing on developing districtwide alignment and cascading the strategic plan.
- [Manitou Springs School District in Colorado](#) – In its first year of partnership, the district created a shared understanding of excellence, empowered leaders in bold decision-making, and generated momentum for future success by developing a strategic plan and scorecard.
- [Tea Area School District in South Dakota](#) – The district focused on providing leadership development, an emphasis on culture, strategic plan alignment, and implementing short-term cycles of improvement in the classroom to create an environment where all students can grow and thrive without over-reliance on teacher dependency given district enrollment doubled in 10 years. The district has been a featured Destination High Performance site, where K-12 leaders nationwide have gathered to observe high-performing practices in action.

## References

We are pleased to offer the following references across South Dakota: Douglas School District, Rapid City Area, and Tea Area School District. These districts have received all services recommended for Meade 46-1's requested scope of services, with the exception of Tea Area which has received all services except strategic plan development (strategic plan development including support during writing and support after writing; stakeholder engagement including input from staff, administration, and community as well as facilitation and data collection; customization with a tailored strategic plan; and leadership development).

### 1. Douglas School District, SD

- a. Mr. Kevin Case, Superintendent
  - i. Email: [kevin.case@k12.sd.us](mailto:kevin.case@k12.sd.us)
  - ii. Phone: (620) 727-2328

### 2. Rapid City Area School District, SD

- a. Dr. Cory Strasser, Acting Superintendent
  - i. Email: [cory.strasser@k12.sd.us](mailto:cory.strasser@k12.sd.us)
  - ii. Phone: (605) 304-5147

### 3. Tea Area School District, SD

- a. Dr. Jennifer "Jenn" Lowery, Superintendent
  - i. Email: [jennifer.lowery@k12.sd.us](mailto:jennifer.lowery@k12.sd.us)
  - ii. Phone: (605) 498-2700

# Proposed Project Approach & Timeline

As our Company Profile outlines, our approach to engaging with Meade 46-1 in this work is highly collaborative and includes an initial planning and customization component – both at the start of our engagement and throughout our engagement – to enable alignment with the district's goals, objectives, and expectations for this engagement. This section outlines our proposed services and our response to the Project Deliverables included in the RFP.

## Project Approach

We recommend meeting the Project Deliverable requirements through two major workstreams: **(1) Strategic Plan Development** and our aligned **(2) Organizational Excellence Coaching** strategic plan implementation and leadership development approach through a continuous improvement framework. Below we provide a detailed explanation of the activities and tasks involved in each workstream to meet Meade 46-1's requirements and expectations for this engagement.

### Strategic Plan Development

The first workstream in our partnership will focus on **Strategic Plan Development** to assist the district and board in developing a comprehensive strategic plan that will span the next 5 years. Studer Education's strategic planning services and approach are designed to engage district and community stakeholders in a customized, structured, and research-based process to collaboratively develop a student-centered vision for next-level district success. Our approach is a holistic one. We recommend and support broad stakeholder engagement and take a comprehensive view of success measures (academic and operational) across the district. The resulting plan is designed to enable leaders and boards to have a visionary and implementable plan for realizing the collaboratively developed vision for success. The plan typically includes a new or renewed mission, vision, set of values or core beliefs, and aligned strategies and actions to achieve measurable meaningful results.

Stakeholder engagement is a crucial component of the strategic plan development process. Methods and tools to facilitate and collect data include a cross-sectional strategic plan steering committee, surveys, townhalls, and/or focus groups as well as co-presentations during the strategic planning process to ensure community alignment with a strategic plan draft created with stakeholder feedback. We ensure cross-sectional feedback through a variety of on-site and virtual components and methods to obtain feedback in conjunction with the board, strategic plan steering committee, and the superintendent and his designees' further understanding of the district's unique needs and challenges and as makes sense, both in format and timeframe, for each specific stakeholder group. For example, in our work with tribal populations, we have worked with the district's understanding of the community to ensure that we are observing tribal customs and communicating – such as coming to visit a reservation on-site – in the best method possible to maximize participation and ensure that all stakeholder group voices are heard.

We recommend a 6-8 month strategic planning process, depending on the start date of the partnership – and which aligns with our recommended strategic planning timeline – to meet the district's goal to have a strategic plan in place to start the 2025-26 school year.

**Studer Education’s Tailored Strategic Plan Development Approach for Meade 46-1**

The strategic plan development process is a key first phase to establish a strong foundation for the next 5 years across Meade 46-1. While the resulting strategic plan is highly significant, the process itself is a critical one for engaging the community and stakeholders (including staff, administration, and students) in developing and owning a shared vision for success.

To confirm the development process and resulting strategic plan meet the District’s expectations and specific needs with regard to stakeholder engagement and other considerations, we engage with the superintendent and designee(s) to develop a customized work plan upon commencement of the engagement together. Each component below includes facilitation, guidance, and expertise from Studer Education. A sample timeline and approach are depicted below in Figure 4, which we can further modify and refine in collaboration with district leadership.

**Draft/Potential Strategic Planning Timeframe and Process, Customized with Meade 46-1**



**Figure 4. Example 6-month timeline for Strategic Planning Process.** Studer Education’s strategic planning process is customized and includes a tailored timeline to meet your unique needs and address your priorities.

**Phase I: Commencement, planning and data collection**

- Conduct an initial session with the superintendent, leadership team, and board (as desired) for process overview and input
- Engage with the superintendent and designees to develop a high-level work plan to customize the planning process and timeline, including the identification of key stakeholder groups to confirm broad and diverse inclusion of community and stakeholder groups
- Complete a targeted review and analysis of existing assessment and planning documents and other data to gather information around the current state, organizational and student outcomes, and other priority areas (e.g., the current strategic plan, current and prior district/board goals and priorities; student data; prior or recent stakeholder engagement survey data, etc.)
- Form a strategic plan steering committee to serve as an advisory body throughout the process and collaboratively develop the draft plan components with input from focus groups, surveys, and other input processes

- Facilitate focus groups, interviews, and/or town hall sessions with leaders, the board, faculty, staff, parents, students, business, and community stakeholders (as desired—with the stakeholder groups to be determined in consultation with the district to confirm broad representation) to supplement survey data and provide additional qualitative input

### **Phase 2: Analyze, share, and iterate**

- Analyze survey and focus group data and present findings
- Review the findings with the strategic planning committee and facilitate working sessions with the committee to refine or develop the draft strategic plan components, including mission, vision, core values statements, draft goals and metrics, and draft strategic initiatives (as desired – components may vary and can be branded or renamed with Meade 46-1)
- Optionally support and facilitate sharing the draft plan components with stakeholders and create a feedback loop to inform revisions (potential methods include an additional employee and/or community forum and/or an online review via custom survey—survey method is highly recommended if this component is desired)

### **Phase 3: Finalize and present**

- Finalize the strategic plan with the committee using input from all stakeholders
- Present, or support the committee in presenting the finalized strategic plan to the board for approval and adoption
- Prepare for next steps in the implementation process to communicate and deploy the plan

Following the strategic planning development process, we seamlessly transition to the second workstream, the Organizational Excellence Coaching strategic plan implementation and leadership development approach, to leverage continuous improvement frameworks and tools to successfully deploy the new strategic plan and build leadership and organizational capacity to achieve results.

## Organizational Excellence Coaching

The second workstream of our partnership, **Organizational Excellence Coaching**, begins concurrently alongside the Strategic Plan Development and continues following the newly completed strategic plan to drive sustainability throughout the district. Organizational Excellence Coaching utilizes a comprehensive, system-wide continuous improvement model designed to achieve priority student, school, and district results. We work alongside leadership teams to create educational systems where students and staff are empowered to excel. Our approach aligns with research and evidence-based models used by high-performing organizations to execute strategic plans and organizational priorities successfully, building culture, engagement, communication, and trust to achieve measurable mission-centered outcomes to advance and realize the district vision.

Based on our experience working with districts, we recommend a 3-year multiyear partnership for the team to hardwire leadership skills for sustainability past contract.

### **Studer Education’s Organizational Excellence Coaching Approach for Meade 46-1**

For this work, we recognize that Meade 46-1’s priorities begin with the strategic planning development process and achieve high-performing results through the subsequent deployment of the refined plan. We also recognize your desire to instill sustainable leadership skills given the unique rural and urban populations the district serves across an expansive space, as well as in light of leadership transitions.

As we move into the strategic plan implementation and leadership development phase, we leverage our EBL and Nine Principles® frameworks (described in Company Profile) to build leadership and organizational capacity to advance overall district culture and execute the newly refined strategic plan to achieve results based on our interdisciplinary body of research, as shown in Figure 5.



Figure 5. Studer Education, like Meade 46-1, recognizes the outsized role leaders play in building and advancing organizational culture and developing and deploying strategy to achieve results. *Meade 46-1 can engage leaders in a well-balanced integrated development approach to enable their exemplary leadership of people and culture while also engaging with teams in the important work of moving strategies and actions forward to implement strategic district, department, and school priorities to advance results.*

Our approach throughout the implementation phase, following the strategic planning process, is developed on an ongoing basis in close collaboration with the Studer Education team, superintendent and other district designee(s). The multiyear scope of services below provides an example of some of the work actions that may be considered in each work plan. (For specific high-leverage strategies that are learned across the multiyear scope of services below, please see Relevant Experience and Case Studies – Organizational Excellence Case Studies).

**Multiyear Scope of Services**

Service Areas	Engagement Activities and General Actions
<p><b>Diagnosis and annual work plan development to customize and guide the approach</b></p>	<ul style="list-style-type: none"> <li>● Complete a targeted environmental scan to collect and review existing data to assess current constituent perceptions, conditions and district priorities and needs</li> <li>● Engage with the superintendent, leadership team, and designees to develop a deep understanding of priorities for the upcoming school year, in alignment with the district’s refined strategic plan and related board/district improvement planning goals</li> <li>● Collaboratively develop a draft annual plan to guide the implementation approach and work together, gather feedback, and revise as needed to fully align with the superintendent’s priorities and expectations related to the scope of work together</li> </ul>
<p><b>Align core practices and processes for implementing a continuous improvement approach across the district</b></p>	<ul style="list-style-type: none"> <li>● Facilitate an initial strategy review and implementation session with the cabinet to review progress towards achieving strategic priorities and:                             <ul style="list-style-type: none"> <li>○ Identify areas working well/on track and those where adjustment may be necessary to achieve the desired outcomes</li> <li>○ Prioritize/set goals for the school year aligned to the refined strategic plan and related continuous improvement priorities</li> <li>○ Back map current programs and initiatives to the district’s goals and complete a start/stop/continue activity to identify gaps and support the prioritization of district resources aligned to the potentially highest-yield actions for the year</li> </ul> </li> </ul>

Service Areas	Engagement Activities and General Actions
	<ul style="list-style-type: none"> <li>● Facilitate the prioritization and planning of key actions related to the annual goals</li> <li>● Introduce the concept of 90-day strategy review cycles aligned to the strategic plan/priority implementation process to develop action and execution plans; support the cabinet in developing their implementation plan for the next 90 days</li> <li>● Establish a schedule for continuing and advancing the strategy review and implementation sessions with the leadership team for the upcoming school year</li> </ul>
<p><b>Implement the organizational scorecard to align district, department and school action planning and execution</b></p>	<ul style="list-style-type: none"> <li>● Implement an organizational scorecard process to operationalize the strategic plan</li> <li>● Identify annualized goals for inclusion on the district scorecard</li> <li>● Create and cascade the district scorecard to leaders throughout the organization to support aligned action planning and implementation</li> <li>● Provide training to leaders on using the scorecard process to create aligned school and department scorecards with emphasis on identifying time-bound strategic actions and lead measures aligned to key measurable goals for improvement</li> <li>● Update and review progress monitoring measures and actions throughout the year in alignment with data and outcomes (see next row)</li> </ul>
<p><b>Short cycle strategy and action planning process</b></p>	<ul style="list-style-type: none"> <li>● Train on short cycle meeting processes to create a continuous improvement process and cadence with the cabinet</li> <li>● Facilitate meetings with the cabinet to support and debrief on progress measures and actions, such as (though not limited to):               <ul style="list-style-type: none"> <li>○ Annual strategy development sessions to review data from the prior year, develop annual goals (aligned to the strategic plan) for the upcoming year, and determine key actions and initiatives</li> <li>○ Quarterly strategy (action and outcome) review and adjustment sessions</li> </ul> </li> <li>● Support leadership in replicating a similar approach to short cycle meeting and planning processes with school leaders in the district</li> </ul>
<p><b>Stakeholder survey administration and analysis (integrated and ongoing)</b></p>	<ul style="list-style-type: none"> <li>● Administer one or more of Studer Education's stakeholder surveys to inform leadership actions for creating best-place-to-work cultures and to provide additional tools and metrics for implementing a District-wide approach to continuous improvement. Surveys may include:               <ul style="list-style-type: none"> <li>○ Employee experience</li> <li>○ Parent/caregiver experience</li> <li>○ Student experience</li> <li>○ District services survey</li> </ul> </li> <li>● Provide survey administration services for Studer Education surveys, to include:               <ul style="list-style-type: none"> <li>○ Administration of online surveys and provision of URLs for sharing with and completion by designated audiences</li> </ul> </li> </ul>

Service Areas	Engagement Activities and General Actions
	<ul style="list-style-type: none"> <li>○ Draft emails with URL announcing the surveys</li> <li>○ Access to online survey results reports, with analysis at the District, Department, and School levels</li> <li>● Train leaders to communicate / roll out the results</li> <li>● Incorporate results into scorecards (once implemented) to create improvement plans</li> </ul>
<p><b>Integrated leadership development (data driven and ongoing)</b></p>	<ul style="list-style-type: none"> <li>● Identify, based on survey results and other data, the greatest opportunities for leadership development and provide aligned training on evidence-based leadership practices to improve leader skills while creating best-place-to-work environments. Topics include survey results rollout training, leader rounding, high-middle-low performance conversations, communicating using key words at key times, reward and recognition, 30/90-day new employee meetings, etc.</li> <li>● Provide training to leaders on developing measurable annual goals (aligned to district, department, and school priorities and needs), identifying intra-year and annual monitoring measures, and implementing strategic actions to accomplish goals</li> <li>● Hold leadership development institutes with leaders (district-based, school leaders, academic, operational leaders, etc.) to teach and practice tactics to develop high performing leaders throughout the organization</li> <li>● Provide licensed access to Studer Education’s digital leadership development resources for leaders in the District to reinforce core concepts for learning in between onsite visits</li> <li>● Provide coaching to the superintendent (and others as identified by the superintendent. to join calls) in between formal sessions (via video and teleconferencing)</li> </ul>
<p><b>Validation tools</b></p>	<ul style="list-style-type: none"> <li>● Create validation tools for strategic actions aligned to strategic plan/priority pillars</li> <li>● Work with the superintendent to validate areas of need and highest priorities</li> <li>● Apply validation process with leaders</li> </ul>
<p><b>Board development and annual goal setting (optional and customizable)</b></p>	<ul style="list-style-type: none"> <li>● Hold an annual board retreat as desired to agree on key annual success measures</li> <li>● Gain board insight for setting annual scorecard goals, targets, and general direction in alignment with the strategic priorities</li> <li>● Complete a mid-year and/or annual report of results and support the superintendent/leadership team in presenting to the Board</li> </ul>

## Timeline

To execute on Meade 46-1's identified priorities, you require an experienced and proven organization with familiarity with the governance structure for SD K-12 schools, accreditation or certifications related to strategic planning, experience working with diverse populations, and familiarity with the specific needs and challenges of the school district as well as a history of delivering tailored and need-aligned strategic planning, implementation, and leadership development services. We

recommend a three-year timeframe for this engagement that includes, within that timeframe, a 6-8 month strategic planning process to have a plan in place for the 2025-26 school year.

**The timeline table that follows provides a summarized annual overview of how our approach addresses each item in the Project Deliverables, with each Project Deliverable containing embedded Customization to address the unique needs and priorities of the school district and aligns with Meade 46-1's requirements.** The tables depict the components of the approach we are proposing to achieve results, which we further customize and tailor with you as an initial and ongoing element of the engagement through our annual work planning process.

**Annual Timeline of Project Deliverables  
With Embedded Customization Across Each Project Deliverable**

	<b>Year one actions and deliverables</b>	<b>Year two actions and deliverables</b>	<b>Year three actions and deliverables</b>
<b>Meade 46-1's Goals and Expectations</b>	Launching the new, tailored strategic plan for the 2025-26 school year and establishing a shared vision for success and core structures for implementation	Building leadership team capacity and developing a culture of excellence, continuous improvement, and aligned strategic plan execution	Embedding and hardwiring continuous improvement leadership practices to accelerate outcomes and continue leadership skills developed post contract
<b>Strategic Plan Development, Support During Writing</b>	Facilitate a community-engaged process for visioning and refining the Meade 46-1 Strategic Plan across a 6-month timeframe, as more fully described in the "Strategic Plan Development" section of this document, for launch by the start of the 2025-26 school year	Engage in the strategic plan implementation process, which includes monitoring and evaluation, in year 2 as more fully described below	Engage in the strategic plan implementation process, which includes monitoring and evaluation, in year 3 as more fully described below
<b>Strategic Plan Development, Support After Writing</b>	Facilitation of initial strategy sessions (after the strategic planning process) to:  Prioritize and set goals for the first year of implementation of the new plan	Implement an organizational scorecard process with the cabinet (and with connections with the board as desired) to:  Annually review progress from the prior year and set annual measurable goals for the upcoming year for inclusion on the district scorecard to operationalize the strategic plan  Define progress monitoring measures and key strategies and actions to achieve results	

	Year one actions and deliverables	Year two actions and deliverables	Year three actions and deliverables
	<p>Back map current programs and initiatives to the district goals and complete a start/stop/continue activity to support the prioritization of strategies and resources aligned to goals</p> <p>Develop the first annual district scorecard to operationalize the strategic plan</p>	<p>Engage in quarterly (as desired) strategy sessions to monitor progress at key times throughout the year and to determine potential adjustments to actions in alignment with the data and desired outcomes</p> <p>Support the cabinet in cascading the district scorecard to create annual school and department scorecards (over time) and replicate the action planning, execution, and progress monitoring approach with school and department leaders throughout the organization to build alignment and accelerate the achievement of priority outcomes</p>	
<b>Stakeholder Engagement</b>	<p>Integrated into the strategic plan refinement process in year 1, as more fully described in the “Strategic Plan Development” section of this document (surveys, focus groups, and/or town halls)</p>	<p>Annual online administration, reporting, results roll out, and action planning support for Studer Education feedback surveys to incorporate the “voice of the customer” in decision making to enable leaders to make informed decisions to sustain and improve performance as measured by the results from:</p> <ul style="list-style-type: none"> <li>• Employee Experience</li> <li>• Parent/Caregiver Experience</li> <li>• Student Experience</li> <li>• District Support Services</li> </ul>	
<b>Leadership Development (Work with leadership team to develop for sustainability past contract)</b>	<p>Facilitation of quarterly, as desired (cadence is flexible) leadership development institutes (LDIs), which may be delivered onsite in one-day increments or virtually in variable lengths to provide professional development in key EBL practices and tactics for continually building and advancing culture, trust, communication, and engagement within schools and departments to create best-place-to-work and service-oriented cultures. Topics include survey results rollout training, leader rounding, high-solid-low performance conversations, communication using key words at key times, reward and recognition, 30/90 day new employee meetings, etc.</p>		

	Year one actions and deliverables	Year two actions and deliverables	Year three actions and deliverables
<p><b>Leadership Development</b> <b>(Coach leadership to use tools and process for school improvement with their staff)</b></p>	<p>Monthly 60-minute one-on-one virtual coaching with the superintendent (and others to join calls as desired) to provide integrated support, coordination, and progress updates on the strategic planning process, and plan for initial leadership development and strategy sessions</p>	<p>Monthly 60-minute one-on-one virtual coaching sessions with the superintendent (and others to join calls as desired) to provide support, confirm districtwide alignment, and plan for quarterly (as desired) LDIs, strategy sessions, and virtual huddles with the cabinet</p> <p>Quarterly 60-minute virtual huddles and group coaching sessions with the cabinet to support the strategic plan and district scorecard implementation process, and the cascading of the approach to additional leaders supported by the cabinet</p>	

# Budget Proposal

The proposed budget below includes all fees, expenses, and costs associated with the project based on our recommendation for your district size. All agreements include a 30-day opt-out clause and standard agreements are invoiced on a quarterly basis. Should Meade 46-1 decide to move forward with Studer Education, we can discuss how to structure an agreement to best meet the district's preferences and needs.

## **Strategic Plan Development and Organizational Excellence Coaching with Surveys and Self-Paced Resources**

- Up to 4 days dedicated to the Strategic Plan Development process, concurrent with Organizational Excellence Coaching, to facilitate the creation and roll-out of strategic plan ahead of the 2025-26 school year
- Up to 5.5 days per year for 3 years, concurrent with the Strategic Plan Development process, dedicated to Organizational Excellence Coaching to develop leadership to implement the strategic plan and hardwire high-performing leadership skills that will sustain past contract
- Twice annual survey administration, analysis, and roll-out of up to 4 surveys
  - District Support Services
  - Employee Engagement
  - Family Satisfaction
  - Student Experience
- Up to 25 leaders per year with access to Studer Education digital learning resources to provide self-paced learning resources that will be used to implement leadership strategies and alongside Organizational Excellence Coaching
- Up to 25 copies of *Hardwiring Excellence in Education* to provide self-paced learning resources that will be used to implement leadership strategies and alongside Organizational Excellence Coaching
- Up to three (3) registrations for select Studer Education hosted events per year which might include What's Right in Education Destination High Performance, or other Studer Education hosted events to learn with and from other Studer Education team and partners.

**Total proposed cost for strategic planning and implementation, inclusive of all fees, travel and material expenses, and other associated costs = \$71,633 per year.**



**PEOPLE  
FIRST**



**SERVICE IS  
EVERYTHING**



**STRATEGY  
EXECUTION**