



**Challenging. Empowering.
Loving.**

... for the next generation

The King's Daughters' School Strategic Plan: 2021-26

412 W. 9th St., Columbia, TN 38401

tkds.org



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CHALLENGING. EMPOWERING. LOVING.

... for the next generation.

Our Legacy

In 1911, a group of volunteers began to serve others “In His Name” in Maury County, Tennessee, wanting only to help their fellow man. In 1955, that group of volunteers took on a new and staggering plan of work: to provide quality, life-changing education to children with special needs. Their resolve and their work were revolutionary, and it led to the birth of The King's Daughters' School (KDS). Since then, KDS has grown and changed to meet the ever-evolving needs of children, families, schools, and agencies who entrust their loved ones to its care. The KDS legacy of service is a testament to the change that can occur when people with a vision for impact and a heart for service commit their time, talent, and resources to Challenge, Empower, and Love those around them.

Our Mission & Vision

The King's Daughters' School has a vision that the lives of individuals with cognitive challenges can be continually improved through caring, goal-oriented service, delivered by dedicated staff in a safe, warm learning environment. To that end, the mission of KDS is to promote independence through educational, residential, and community services for individuals with developmental disabilities, continuing a 100-year legacy of service.



Our Students

The heart of The King's Daughters' School—its students—has always been the same: individuals who can thrive and grow in a group environment with careful structure and support. Other aspects of the student population have changed over the years: from a handful of students to hundreds, from students who are primarily residents of Tennessee to students from across the world. For example, in 2020, KDS served more than 130 students in school- and adult-aged programs, ranging in age from 8 to 78, with nearly 1/3 identifying as minorities, nearly 1/3 identifying as females, and spanning international origins of birth and religions. Additionally, KDS served over 200 early intervention children during the 2020 calendar year.

The ways that our students engage and grow are constantly shifting, due to world events, technological advances, governmental mandates, changing familial needs, and more. However, the end goals for our students remain universal: to access as much independence as possible, to learn and grow beyond what others may have thought possible, and to feel loved and accepted for who you are and proud of what you can do.

Our Resources

Challenging, empowering, and loving are only possible if there are those willing to commit to the hard work of changing lives. The greatest resource at KDS has always been its people: the direct-care staff who work hands on with students, the support staff who ensure that students are well-fed or have access to the best tools and facilities, the administrative staff who support operations, and the Board members and supporters who offer leadership and support. These are the greatest resource of The King's Daughters' School.

KDS can help students learn to “live and learn in community” only because KDS enjoys whole-hearted support from Columbia and Maury County, TN. From financial gifts to enabling access to simply being kind and welcoming, our community makes life at KDS rich for our students.

Finally, KDS benefits from a large physical plant and facilities that are functional, home-like, and debt-free. The school enjoys fiscal stability, thanks to a commitment to a balanced annual operating budget, as well as endowment and scholarship resources to help ensure the future.

“Change is inevitable. Growth is optional.”
- John Maxwell

Our Next Steps

KDS is blessed with a strong past and a vibrant present... but we must never forget to work to ensure the future. To that end, every five years, KDS engages in a strategic visioning and planning process. The result of that most recent process is this Strategic Plan. We are proud to present it to you, and even more proud to present it to our students, to commit to them not just our desire but also our plan to Challenge, Empower, and Love... for future generations.

-The Executive Committee of the Board of Directors of The King's Daughters' School

David Bell, Board Chair

Gina Wolfe, Board Vice Chair

Marty Smith, Board Treasurer

Jamie McKnight, Board Secretary

-The Senior Leadership Team of The King's Daughters' School

Shauna Pounders, Executive Director

Dr. David Craig, Clinical Director

Robyn Graham, Operations Director

Landon White, Residential Director

Dr. Jennifer Ballard, Principal

Annette Hatfield, Center for Autism Director

Debbie Michael, Finance Director

Megan Fralix, Staff Development Coordinator

Ellen Ludwig, Early Learning Program Coordinator

THE PLANNING PROCESS AND FINDINGS

This plan is the result of a 8-month planning process, with the following components:

- **June-July 2020:** Evaluating the previous plan; engaging a facilitator.
- **July-August 2020:** Visioning sessions with the facilitator for the Board and all staff.
- **September 2020:** Visioning session feedback aggregated and presented by the facilitator.
- **October 2020:** Parent and case manager surveys released, aggregated.
- **November 2020:** Results from visioning sessions shared with Board and throughout the organization.
- **December 2020:** Senior Leadership retreat for strategic plan development.
- **January 2020:** Strategic plan finalized, then formally adopted by Board of Directors.



This process revealed trends in strengths and opportunities across three main areas; the complete feedback can be found in [Appendix 4](#):

Area 1: Preparation of Students for Adulthood	
Strengths: <ul style="list-style-type: none"> - Quality and passionate staff - Positive behavior supports - Ability to individualize work, goals 	Opportunities: <ul style="list-style-type: none"> - Student self-advocacy - Neurotypical adult/young adult activities - Vocational programming
Area 2: Employee Experience & Culture of Transparency, Accountability, Excellence	
Strengths: <ul style="list-style-type: none"> - Communication - Processes that share knowledge - Commitment to mission/vision - Desire from staff for accountability 	Opportunities: <ul style="list-style-type: none"> - Models of employee engagement - Changing demands of licensure, gov't, contracting agencies, families, etc.
Area 3: Continuous Improvement in Tools and Processes	
Strengths: <ul style="list-style-type: none"> - Positions, processes that create efficiencies - Continuous improvement models already in use 	Opportunities: <ul style="list-style-type: none"> - Constant evaluation and refinement of structure, tools, & processes - Facilities, resources must ensure they constantly meet changing needs

From these three main areas, the KDS leadership team identified three key initiatives, with corresponding concrete goals, outcomes, and outputs, that were identified during the visioning process as truly transformative to KDS students, staff, and programming:

1. Vocational Success.
2. Employee Experience.
3. Continuous Improvement.

INITIATIVE 1: VOCATIONAL SUCCESS

Background

“Vocation” is about much more than a job; it is about having a purpose for your day, and feeling valued for the ways that you contribute. Every student age 14 and over is required to have vocational or “transitional” goals that prepare them for adulthood, and KDS has long included vocational or prevocational goals in every IEP. However, changes in legislation over recent years have forced the closure of the KDS sheltered workshop and have dried up subcontracting work for students. KDS has attempted multiple vocational activities, as a subsidiary of the school day, but has struggled at sustainability and access for all students.



Based upon the visioning feedback, preparation for adulthood—advocating for yourself and learning the skills necessary to have a full, purposeful day—is vital to KDS students, and was affirmed repeatedly. As a result, vocational and pre-vocational activities, along with the corresponding self-advocacy skills, constitute the first initiative, specifically through the engagement of a Vocational Director and the development of a vocational program designed for and accessible by KDS students.

Goal

To create a robust vocational/prevocational program that provides at least 30-120 minutes of corresponding high-quality, student-centered engagement per student per week.

Implementation

Year 1	Introduce self-advocacy curriculum, goalwork, programming.
Year 2	Vocational Coordinator will be hired. Each student will have at least one self-advocacy goal.
Year 3	Vocational program exploration, development will begin. All students will have a pre-vocational or vocational benchmark and/or goal.
Year 3-4	Vocational program development will continue. 90% of students will receive 30-120 minutes of structured, pre-vocational and/or vocational and/or self-advocacy training per week.
Year 5	Vocational program will be assessed. 85% of parents responding to surveys will report they are satisfied with vocational training.

Note: A Logic Model with more complete outcomes, objectives, and activities can be found in [Appendix 1](#).

INITIATIVE 2: EMPLOYEE EXPERIENCE



Background

A service organization can only be as strong as its providers, and the tireless, caring employees at KDS are its greatest resource. As our community has grown, though, demand for employees has increased, and as the workforce has proven more fluid, training and retention have become more challenging. KDS has passionate employees who work toward a higher mission, but identifying, training, mentoring,

communicating with, and appreciating them has necessarily changed from previous models, at KDS and in the workforce at large.

This was the most-often cited area of feedback in the visioning sessions: the tremendous strength found in the commitment of staff, but also the opportunity to continually bolster our dedication to ever-improving safety, transparency, accountability, mentorship, and excellence. This is imperative not just to nurture staff, but also to serve students: well-equipped, engaged employees are the single most important component of student success and family satisfaction. Therefore, employee experience is the second initiative; it is defined by the development of a high-quality employment culture, driven by organizational values, and evidenced by the development and implementation of values-driven and reciprocal assessment, communication, and appreciation between the employee and the organization.

Goal

To design & implement a values-driven employee experience, with activities and metrics that nurture an employee culture of continuous expectations, supervision, feedback, & reinforcement.

Implementation

Year 1	Values system completed and implemented at all levels.
Year 2	Rubric of skill progression completed for every employee position.
Year 3	New, measurable models of employee feedback, mentorship, and supervision developed and put into place.
Year 3-4	New models of employee evaluation put into place. 85% of parents will report that they are pleased with staff engagement and expertise.
Year 5	Employees will report key engagement metrics at least 10% greater than baselines.

Note: A Logic Model with more complete outcomes, objectives, and activities can be found in [Appendix 2](#).

INITIATIVE 3: CONTINUOUS IMPROVEMENT

Background

The world is littered with organization who did great things... but failed to change and grow, and so they died. The work and the people of The King's Daughters' School are far too important to follow that path; the organization and its people must never be content with “good,” but must constantly aspire toward “great.”

Throughout the KDS visioning session, stakeholders reported significant satisfaction with improvement areas over the past several year: program expertise development, process improvement, and tool acquisition. The end result of investment in processes and tools is increased student success. Now is the time to apply that same philosophy in even more areas: service delivery methodologies, facilities, and more. KDS is answering the call to move from “good” to “great” through the 3rd initiative: examining areas of service delivery and organizational operations through external benchmarks, making necessary adjustments, and ensuring that KDS has processes in place to constantly change and adapt as needed.



Goal

To ensure continuous improvement in service delivery and organizational operations through the development of assessments that meet or exceed external benchmarks in key areas.

Implementation

Year 1	Assessment for continuous improvement in structure. External benchmarks and needs for external input to be identified.
Years 2-5	Areas for continuous improvement to be identified. Plans for continuous improvement to be developed, implement. Leadership Team plan of work to be continuously updated, refined.
Year 3-4	Rubric of compliance between benchmarks and assessments to be developed, implemented.
Year 4-5	75% of areas assessed will meet or exceed external benchmarks. 85% of students in school-day programs will see a data-driven increase in key skills annually.

Note: A Logic Model with more complete outcomes, objectives, and activities can be found in [Appendix 3](#).

...FOR THE NEXT GENERATION

The work of The King's Daughters' School changes lives. Every day. Children learn, grow, and develop independence that allows them to thrive at home or in less restrictive environments. Adults and young adults find a home that is truly theirs, with peers and activities that meet their unique needs. Individuals find true acceptance, as they grow into their potential. The King's Daughters' School is a special place.

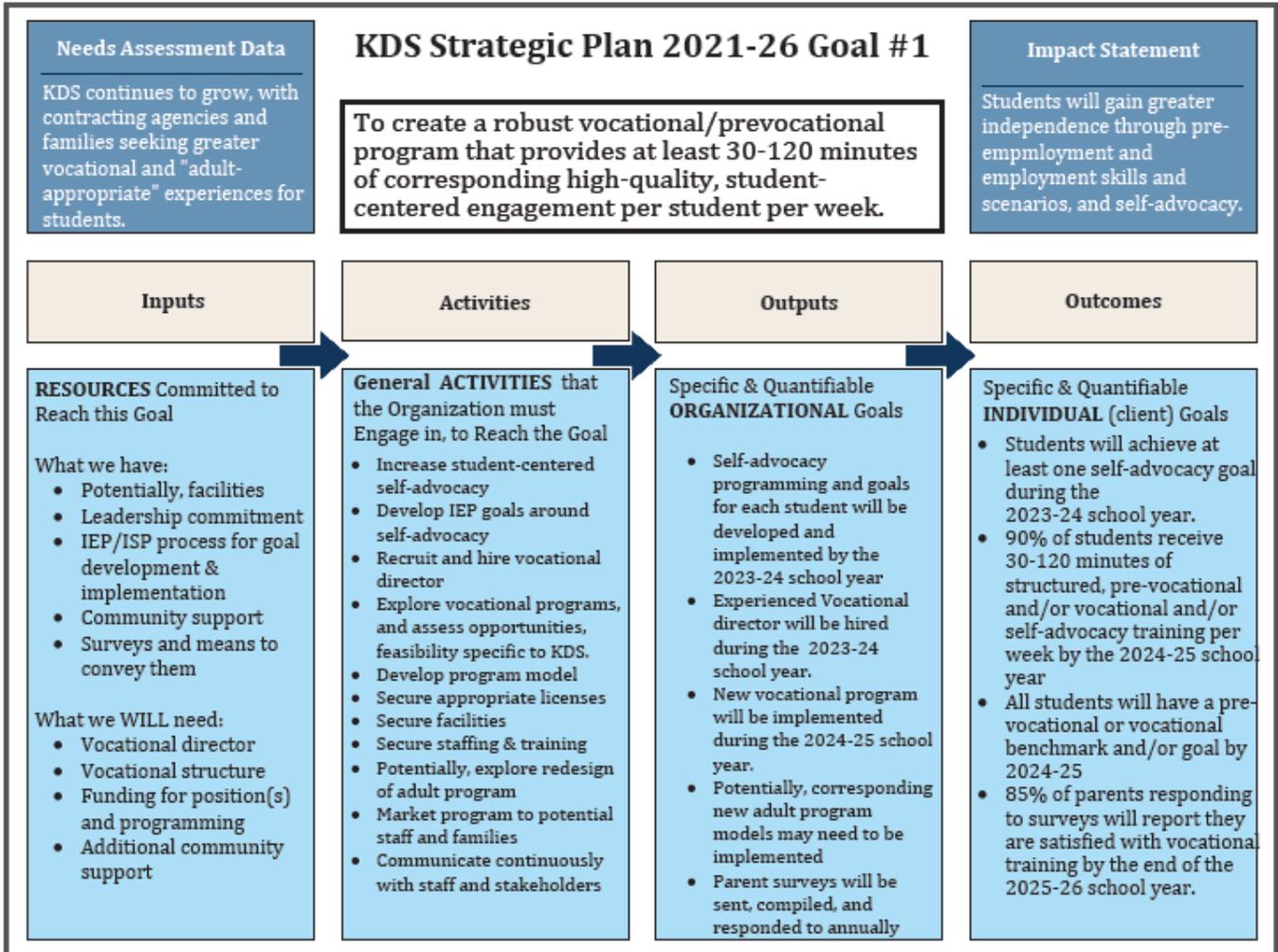
Those who are blessed to be a part of this special place have both the responsibility and the privilege of ensuring that KDS not only meets the needs of its current students, but also is poised to provide even more and greater outcomes for students who will call it home in years to come. KDS boasts a mission that is second to none, and people who serve with the dedication that can only come from hearts on fire with vision. Not just for today. Not just for tomorrow. But for the next generation, and every generation to come.

The King's Daughters' School will grow strategically and faithfully, in line with its mission, thanks to the tenacity, support, and vision of those who decide, every day, to lend their time and talent to invest in others. To love others unconditionally. To make sure that the future is brighter for others. **To Challenge, Empower, and Love... for the next generation.**

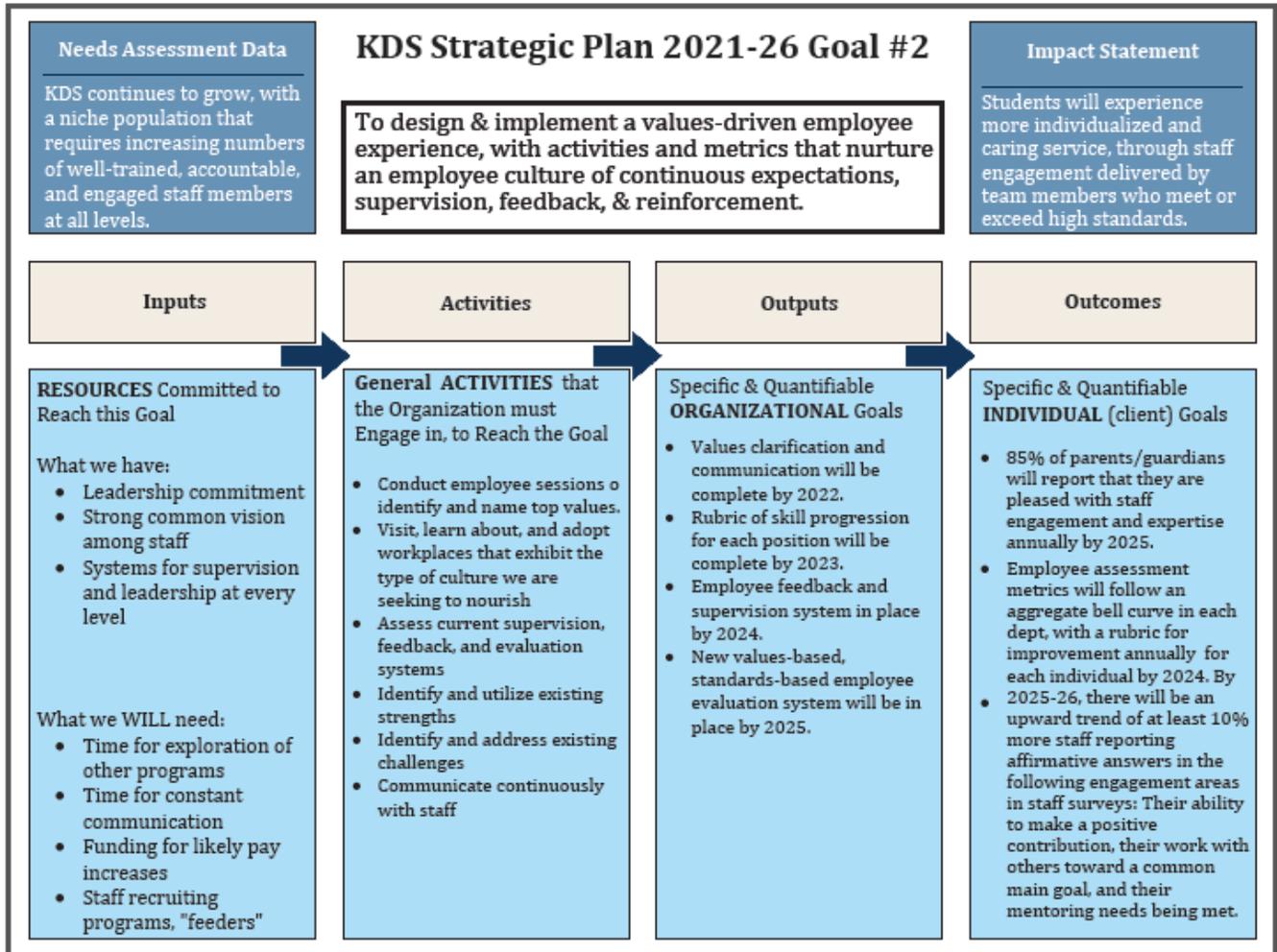
“
**THE BEST WAY
TO PREDICT YOUR
FUTURE IS TO
CREATE IT**”

Abraham Lincoln

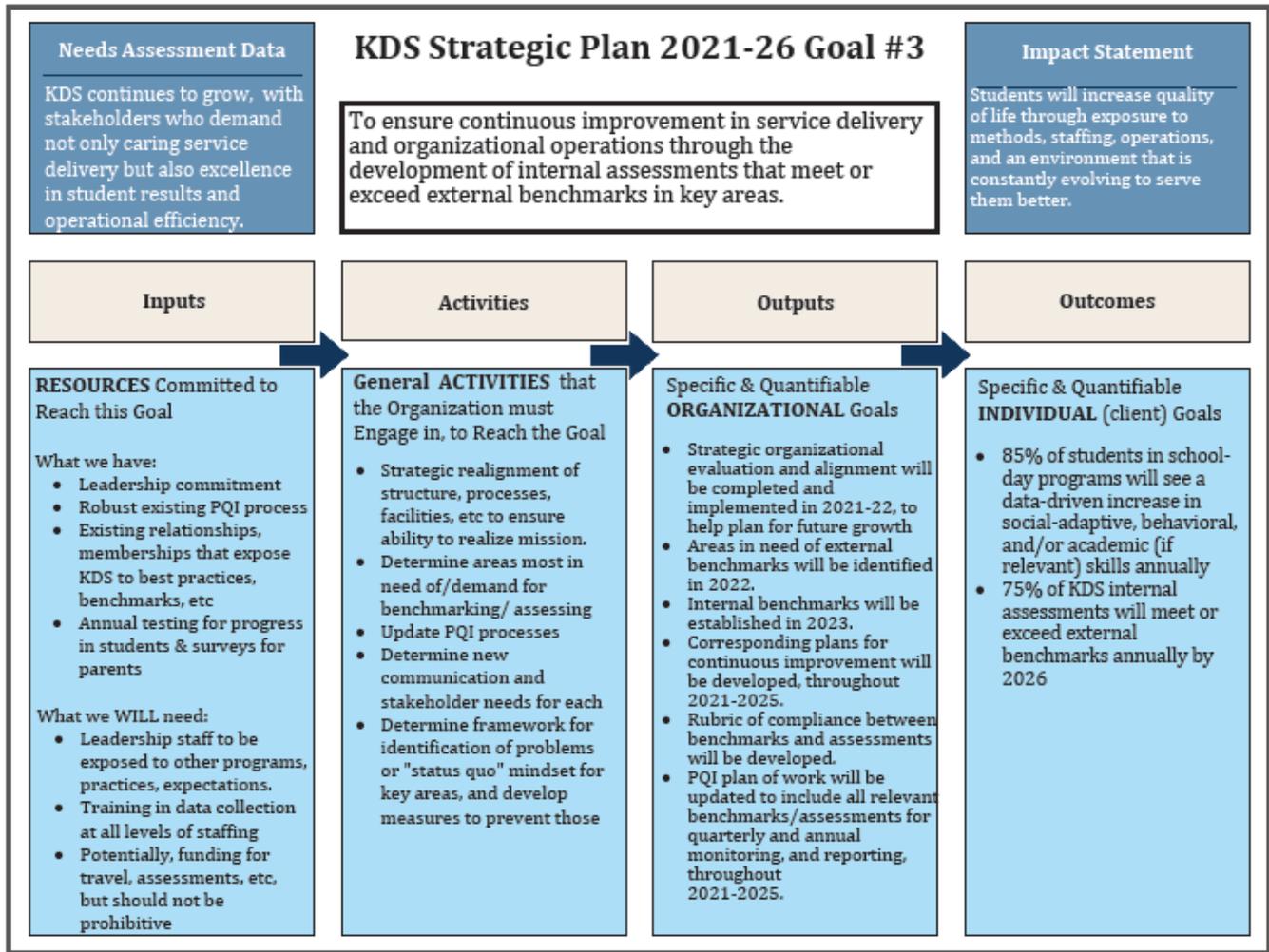
APPENDIX 1: LOGIC MODEL FOR VOCATIONAL SUCCESS



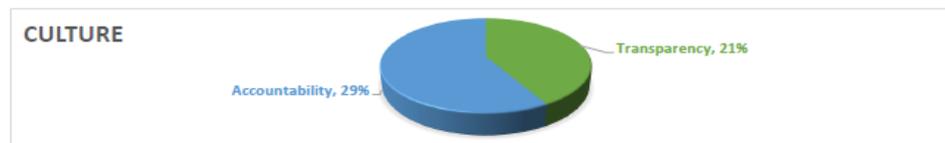
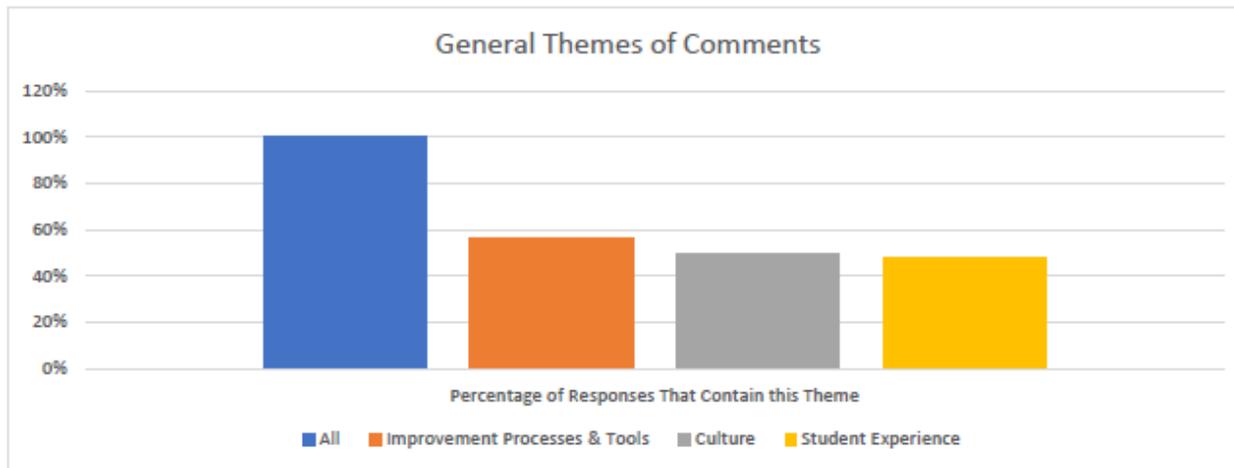
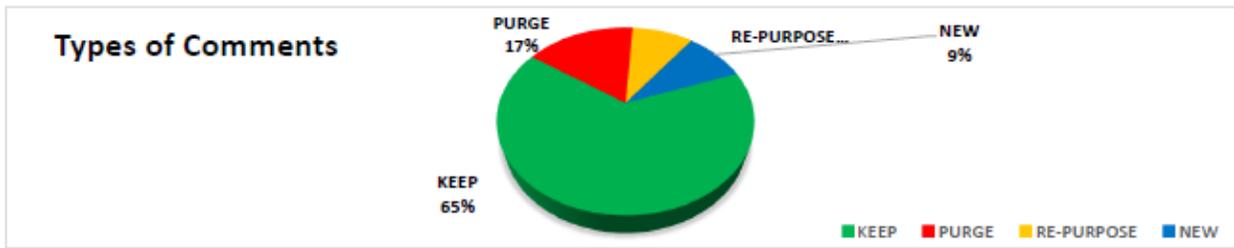
APPENDIX 2: LOGIC MODEL FOR EMPLOYEE EXPERIENCE



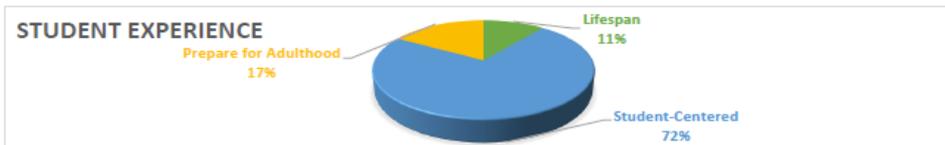
APPENDIX 3: LOGIC MODEL FOR CONTINUOUS IMPROVEMENT



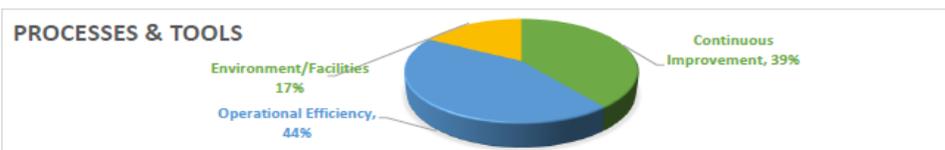
APPENDIX 4: VISIONING FEEDBACK SYNOPSIS



Excellence: Staff recruitment, retention, training, benefits; telling our story; funding
 Accountability: Quality, results-driven
 Transparency: Communication, leadership



Lifespan: Overall student population, adults, ELP
 Student-Centered: Caring, positive, individualized
 Prepare for Adulthood: Vocational, interest-driven



Continuous Improvement: Quality, change
 Operational Efficiency: Tools, staff positions, staff practices & processes
 Environment/Facilities