

Groton Board of Education  
Special Meeting Minutes  
January 19, 2017 @ 6:00 p.m.  
School Administration Building, Room 11

**Members Present:** Kim Shepardson Watson-Chairperson, Andrea Ackerman-Vice Chairperson, Gary Baker, Katrina Fitzgerald, Gretchen Newsome, Rosemary Robertson, Jay Weitlauf

**Members Absent:** Rita Volkmann, Lee White

**Also Present:** Michael Graner, Susan Austin, Tom Jokubaitis (Facilitator), Beth Horler, Peter Bass, Chris Dauphinais, Scott Newsome (RTM Moderator)

Chairman Shepardson Watson called the meeting to order at 6:00 p.m. The Chairman stated that the purpose of the meeting was to develop a Board of Education strategic plan.

The workshop began with an overview of the strategic plan process presented by Tom Jokubaitis. Tom showed a PowerPoint presentation (attached) which provided guidance for the Board's development of its strategic plan in accordance with the current Board goals.

Dr. Graner and Susan Austin then shared a chart representing the various strategies proposed to achieve the Board's three goals (attached). Susan and Dr. Graner highlighted that these strategies are currently being implemented; therefore, they should be key elements of the strategic plan.

Tom Jokubaitis also shared with the Board the format for a detailed action plan that could be carried out by the action teams assigned to each strategy (attached).

Susan Austin distributed a five column strategic planning chart identifying five elements: (1) Goals, (2) Rationale, (3) Actions, (4) Outcomes, and (5) Resources/Funding Source.

The meeting ended by identifying several follow-up steps:

- Identify action teams.
- Use the structures of the Curriculum and Instruction Council, Teaching and Learning Collaborative, and Data Team to support the strategic plan.
- Give action teams the charge for each area.
- Report action team status to the Curriculum and Instruction Council and to the Board.

**MOTION:** Ackerman, Fitzgerald; to adjourn at 8:34 p.m.

**MOTION PASSED UNANIMOUSLY**



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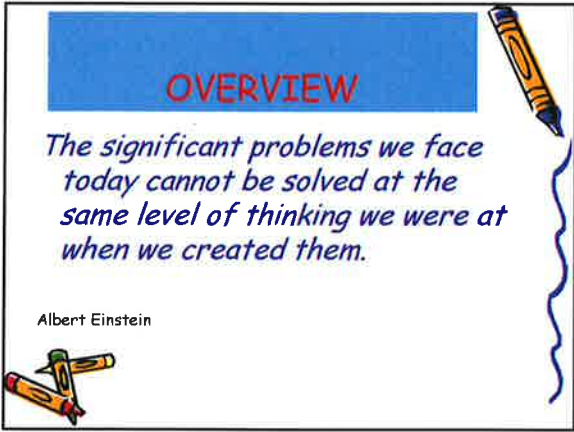
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**Everyone has high hopes and aspirations...**

Community  
School  
Parents

It is in the area of convergence of beliefs, hopes and aspirations where the consensus of a viable strategic plan is achieved.

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**Steps in the planning process:**

1. Establish district priorities
2. Define expected outcomes
3. Build action planning teams
4. *Create 3-5 year action plans*
5. *Approval of action plans*
6. *Implement action plans*
7. *Monitor progress; evaluate outcomes*

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**Strategic planning components:**

- Beliefs
- Mission
- Internal & external analyses
- Critical issues & competition
- Objectives
- Strategies

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## BELIEFS

- What the organization is at its best
- Moral imperatives
- A composite of the personal values of the people that make up the organization
- Describes the character of the organization
- A formal written expression of the organization's fundamental values



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## MISSION

- A clear, concise, one-sentence statement expressing the district's purpose, function and context.
- Reflects the clarity of thinking and vision of leaders
- Expresses the district's loftiest expectations for students



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## INTERNAL ANALYSIS

1. What are the strengths of the organization?
2. What are the weaknesses of the organization?
3. Organizational critique



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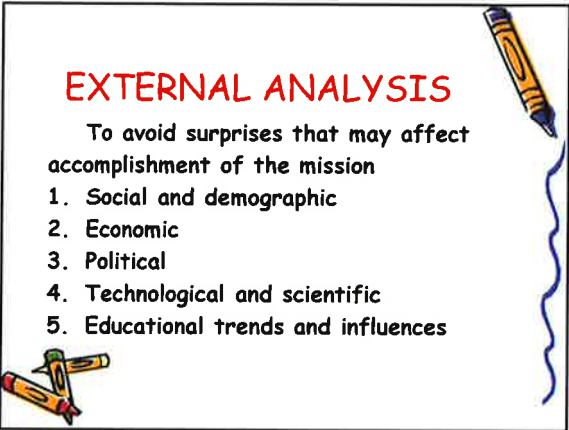
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**EXTERNAL ANALYSIS**

To avoid surprises that may affect accomplishment of the mission

1. Social and demographic
2. Economic
3. Political
4. Technological and scientific
5. Educational trends and influences




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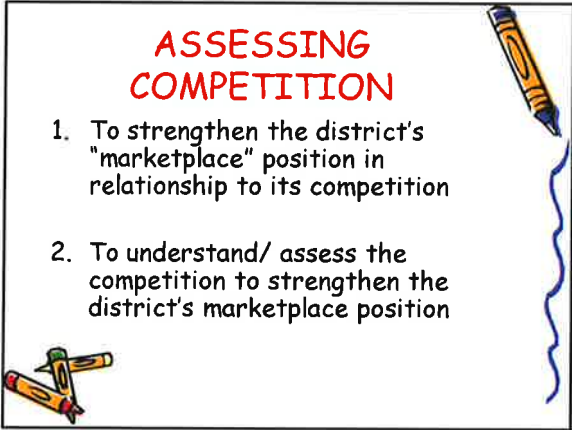
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**ASSESSING COMPETITION**

1. To strengthen the district's "marketplace" position in relationship to its competition
2. To understand/ assess the competition to strengthen the district's marketplace position




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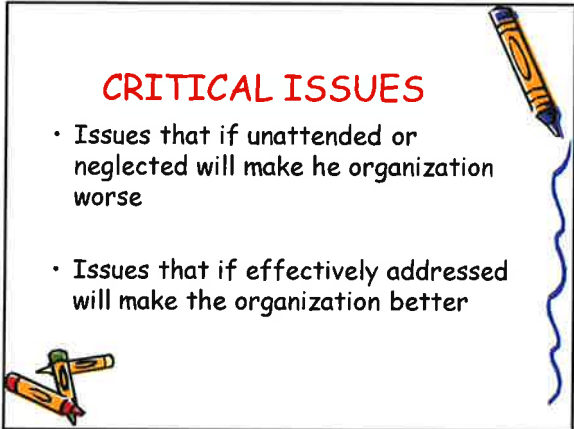
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**CRITICAL ISSUES**

- Issues that if unattended or neglected will make he organization worse
- Issues that if effectively addressed will make the organization better




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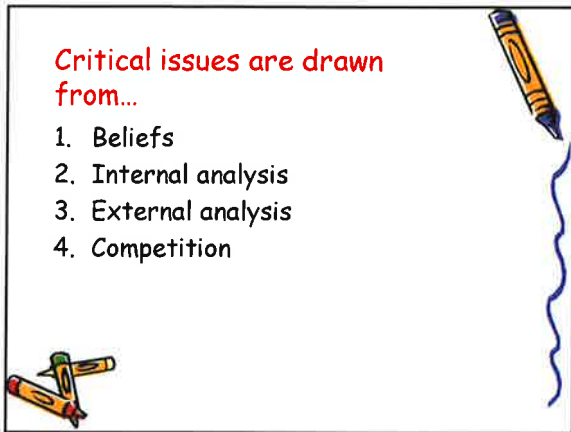
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**Critical issues are drawn from...**

1. Beliefs
2. Internal analysis
3. External analysis
4. Competition



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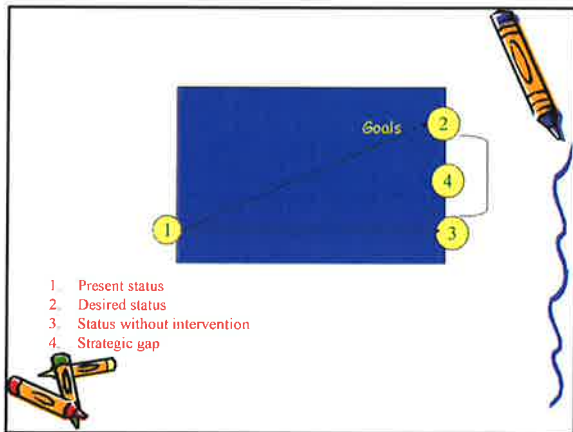
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1 Present status  
2 Desired status  
3 Status without intervention  
4 Strategic gap

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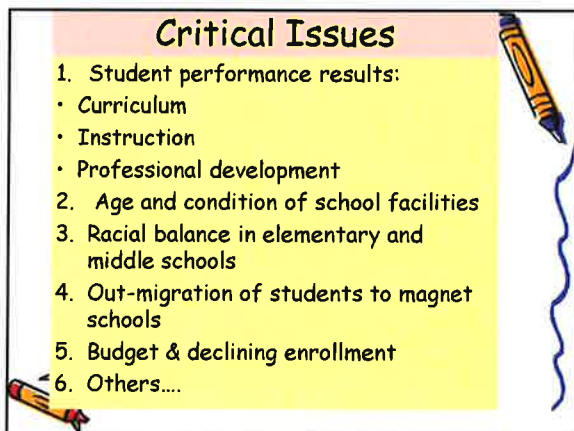
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**Critical Issues**

1. Student performance results:
  - Curriculum
  - Instruction
  - Professional development
2. Age and condition of school facilities
3. Racial balance in elementary and middle schools
4. Out-migration of students to magnet schools
5. Budget & declining enrollment
6. Others....



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## OBJECTIVES

- A commitment of the district to achieve specific, measurable results.
- Strategic objectives should deal primarily with student achievement
- Strategic objectives are what the district must do to achieve its mission and be true to its beliefs



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## STRATEGIES

- State how the district will achieve its objectives
- Are bold commitments to deploy organizational resources
- Are translated into "action plans"
- Must possess inherent power to move the district toward its objectives
- Are indicative of district priorities



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## Action plans are...

- Plans of action to make each strategy come alive in the district
- Recommendations for Board of Education consideration
- Linchpins between strategic and operational planning
- Details of what, when, who and what cost for each strategy



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**Steps to completing actions plans are...**

1. Strategy analysis
2. Information gathering
3. Moving to action
4. Writing action plans
5. Cost-benefit analysis
6. Scheduling approval of action plans




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*"People of goodwill who are working for the common good, will always make good decisions."*




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**District Mission & Goals**

**Review & affirm commitment to:**

1. Providing dynamic & rigorous written curriculum in a 21<sup>st</sup> Century learning environment
2. Ensure rigorous & relevant instructional practices
3. Provide excellent learning environments for all students




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**Process:**

- BOE members divide into three groups, one group for each of the three district goals
- 1. Review goals; revise as desired
- 2. Review strategies and desired outcomes; revise as desired
- 3. Report suggestions to all BOE members
- 4. BOE come to consensus on district goals and outcomes; affirm strategies



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**Action Planning Template**

**BOE review & discussion**

1. District Goal
2. Objectives - expected outcomes
3. Strategies
4. Action planning steps (What, Who, When, Results)
5. Five-year budget (1<sup>st</sup> year detailed)
6. Cost-benefit analysis
7. Annual report to the BOE on results attained and plan for the following school year



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**Action Planning Team members are...**

- Persons of good will
- Articulate
- Willing to pursue consensus
- Willing to subordinate special interests and personal interests to that of the district and the students served



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Who should participate? How should they participate?

- BOE members
- Administrators
- Teachers
- Parents
- Community members
- Students



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DISCUSSION

- Questions...
- Comments...
- Adjournment...



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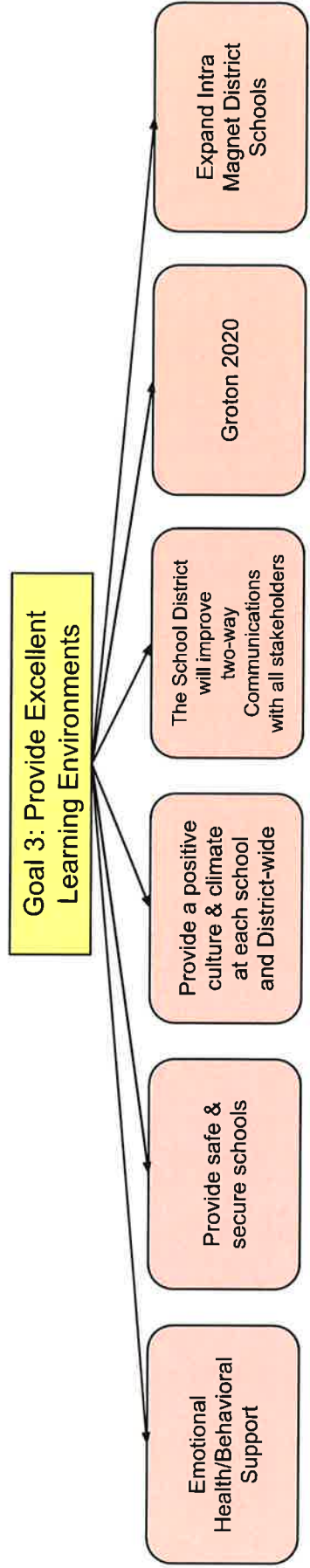
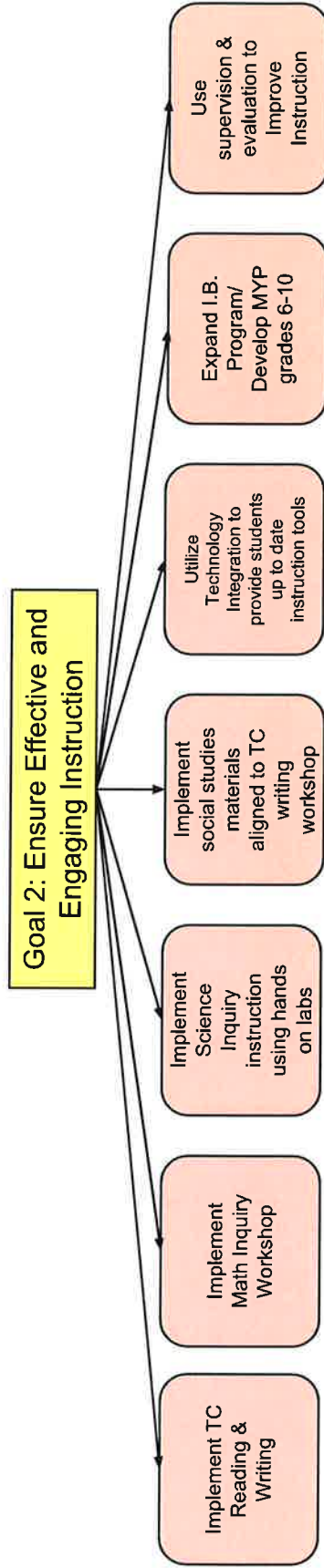
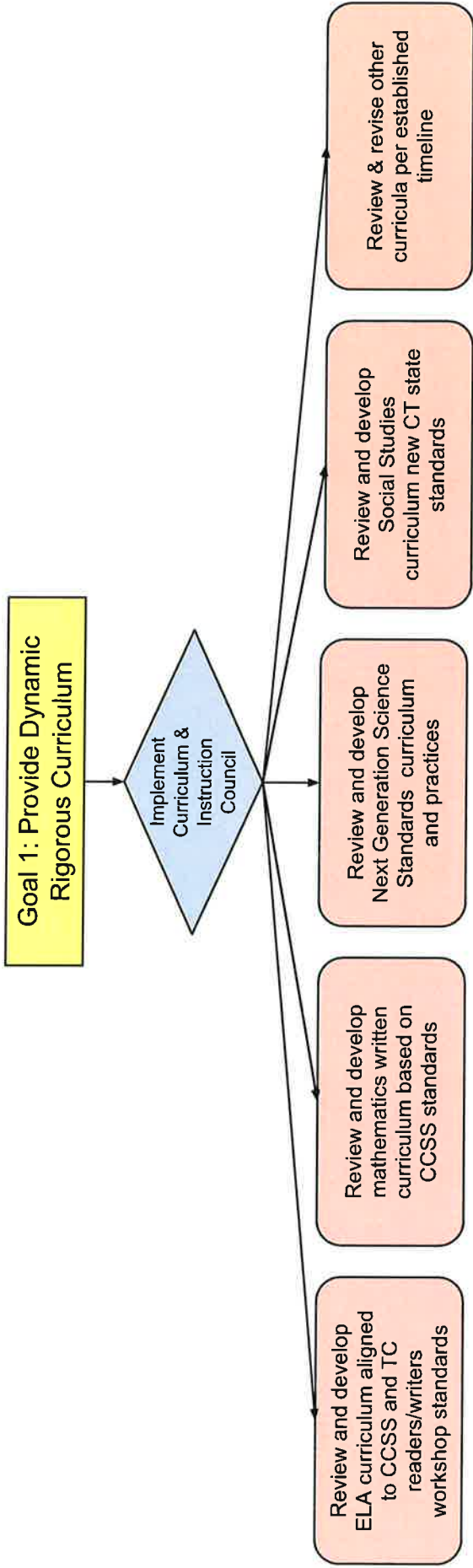
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**DRAFT -ACTION PLANNING TEMPLATE - DRAFT**

**District Goal:**     *Ensure rigorous and relevant instructional practice by all teachers in all classrooms*

**Objective 1:** *Improve student literacy as measured by increased student performance on reading and writing measures [both formative and summative measures to be defined]*

**Strategy 1:** *Implement the Columbia University Reading and Writing Workshop for all classroom teachers, grades K-8*

**Outcomes expected:**

- 1a. All K-8 teachers will become “proficient” in the use of the Readers & Writers Workshop pedagogy [as measured by a rubric that describes levels of implementation from novice - competent – proficient - expert]
- 1b. All K-8 students will show increased performance in reading and writing by the following measures (TBD)
- 1c. Identify and train expert users to become teacher leaders for training new teachers, mentoring and coaching developing teachers, and supporting proficient teachers [there is a need to build internal capacity to sustain and support continued development of the program]

**Action Plan for Readers & Writers Workshop**

**YEAR ONE: A focus on developing teacher competence and proficiency**

Action Step	Who is responsible	When	Participants	Evaluation
1.				
2.				
3.				
4.				
5.				

**YEAR TWO:**

Action Step	Who is responsible	When	Participants	Evaluation
1.				
2.				
3.				

**YEAR THREE:**

Action Step	Who is responsible	When	Participants	Evaluation
1.				
2.				
3.				

**YEAR FOUR:**

Action Step	Who is responsible	When	Participants	Evaluation
1.				
2.				
3.				

**YEAR FIVE:**

Action Step	Who is responsible	When	Participants	Evaluation
1.				
2.				
3.				

## Five-Year Budget Plan

The following chart provides an estimate of the required resources and budget to effectively implement the Readers & Writers Workshop over the next five years.

Resource Required	Year One Cost	Year Two Cost	Year Three Cost	Year Four Cost	Year Five Cost
Materials					
• Texts					
• Supplies					
• Equipment					
Services					
• Consulting					
• Coaching					
• Substitutes					
Personnel					
• Teacher leaders					
• Coaches					
<b>Total Annual Cost:</b>					

## Cost-Benefit Analysis

**Cost-Benefit Analysis:**

A “benefit” is defined as desirable consequences. Benefits may be tangible, that is quantifiable, such as test scores and attendance. Benefits may also be intangible, non-quantifiable, such as morale or camaraderie. “Costs” are defined as allocation of resources. There are tangible costs such as time, money, facilities and other expenditures. There are also intangible costs such as stress, resistance to change, and fear.

The first task in cost-benefit analysis is the assignment of resources required to complete each action plan step and the estimated cost of those resources (Budget Worksheet - above). The entire action team should engage in developing the cost-benefit analysis for one action plan together. Other plans could then be assigned to individuals or groups for completion and subsequent presentation to the entire team for critique and refinement prior to reaching full-agreement on the cost-benefit analysis.

The next task in cost-benefit analysis is to summarize the costs and benefits of the each action plan (Worksheet below). The final task is to project the costs of the action plan over the five-year duration of the strategic plan (Worksheet VIII).

The action team should not reject an action plan for cost alone. The plan may be rejected only if the benefits are insufficient to justify the costs. A more prudent course of action would be to determine whether or not there are alternative, less costly ways to achieve the result without sacrificing the benefits. Thorough cost-benefit analyses are essential for the deliberations of the Action Planning team. Cost-benefit analyses should accompany the action plans recommended to the planning Board of Education.

COSTS	BENEFITS
<p><i>Tangible:</i></p> <p><i>Intangible:</i></p>	<p><i>Tangible:</i></p> <p><i>Intangible:</i></p>

**Conclusions:**