



Strategic Planning Setting Direction Retreat

Welcome
Superintendent Steve Olson

Who are we
and what are
we here to do?

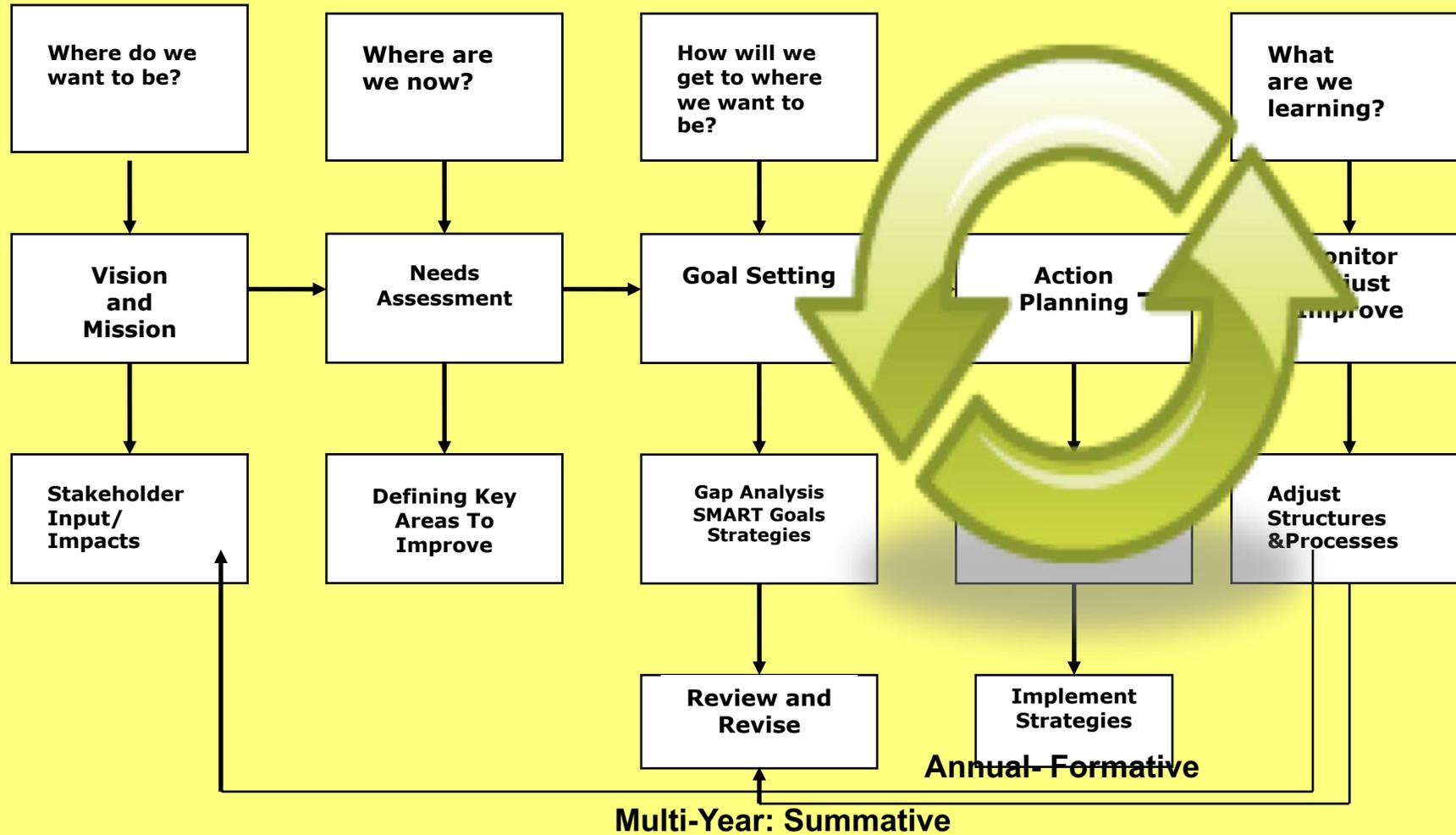


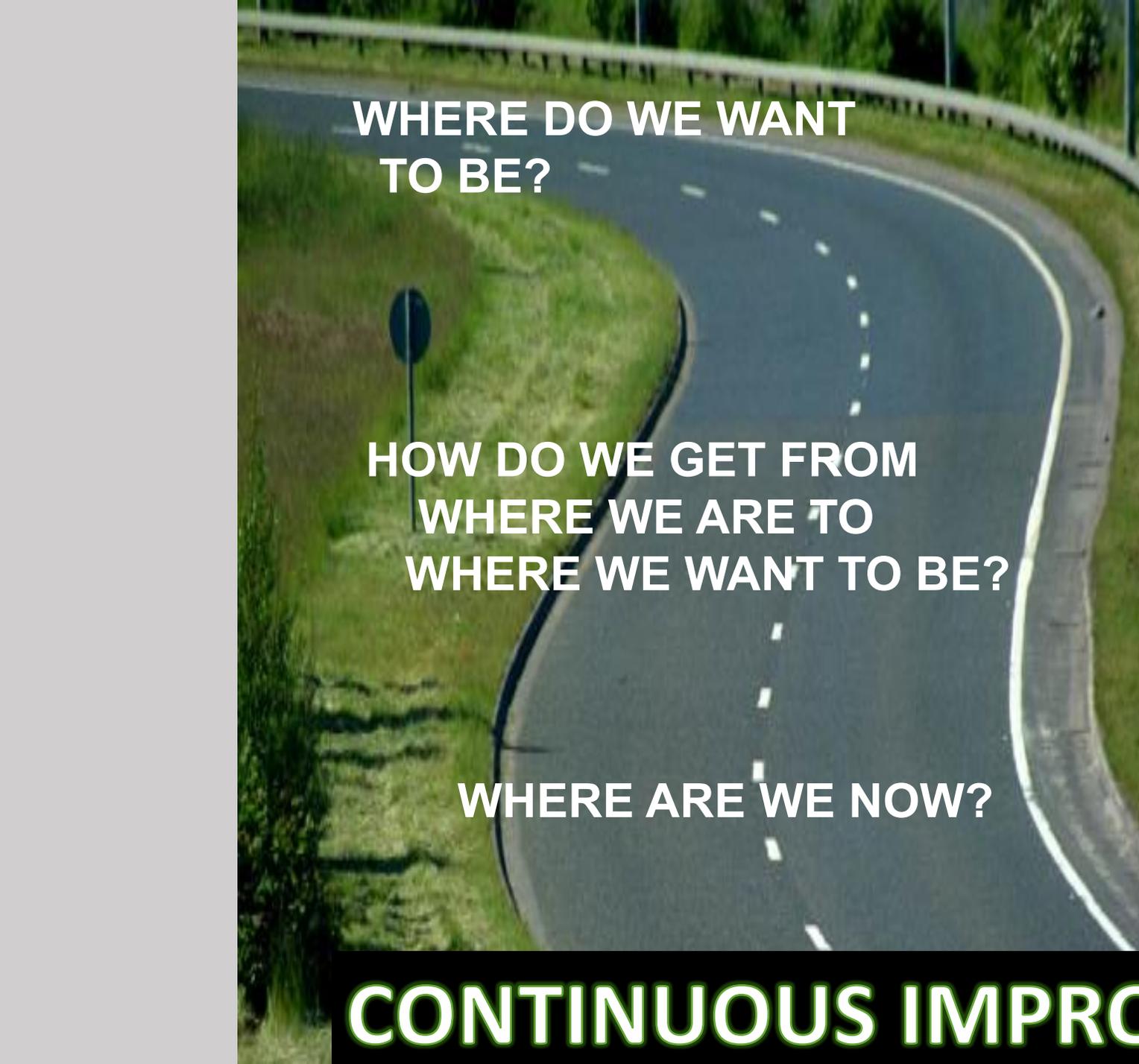


FOUNDATION OF CONTINUOUS IMPROVEMENT

Pillars	Guiding Question
MISSION	<i>What is our fundamental purpose; why do we exist?</i>
VISION	<i>What must we become in order to accomplish our fundamental purpose?</i>
GOALS	<i>How will we know if we are making a difference?</i>
VALUES	<i>How must we behave to achieve our mission, vision and goals?</i>

Strategic Planning Process





**WHERE DO WE WANT
TO BE?**

**HOW DO WE GET FROM
WHERE WE ARE TO
WHERE WE WANT TO BE?**

WHERE ARE WE NOW?

It is good to
have an end to
journey toward;

but it is the
journey that
matters in the
end.

Ursula K. LeGuin 1999

CONTINUOUS IMPROVEMENT

The FOUR Pillars of a Strategic Plan

Mission

Who we are?
Why do we
exist?

Vision

What must we
become?

Values

How must we
behave?

Goals and Objectives

How we
gauge our
success?

Definitions
Connections
Criteria for Success

Strategic Plan Foundational Questions:

1. What business are we in and why?

Mission, Vision, and Core Values

2. Where are we going?

Long-Range Goals

3. What are the key issues that are urgent to address?

Strategy

4. How will we know we are growing and improving?

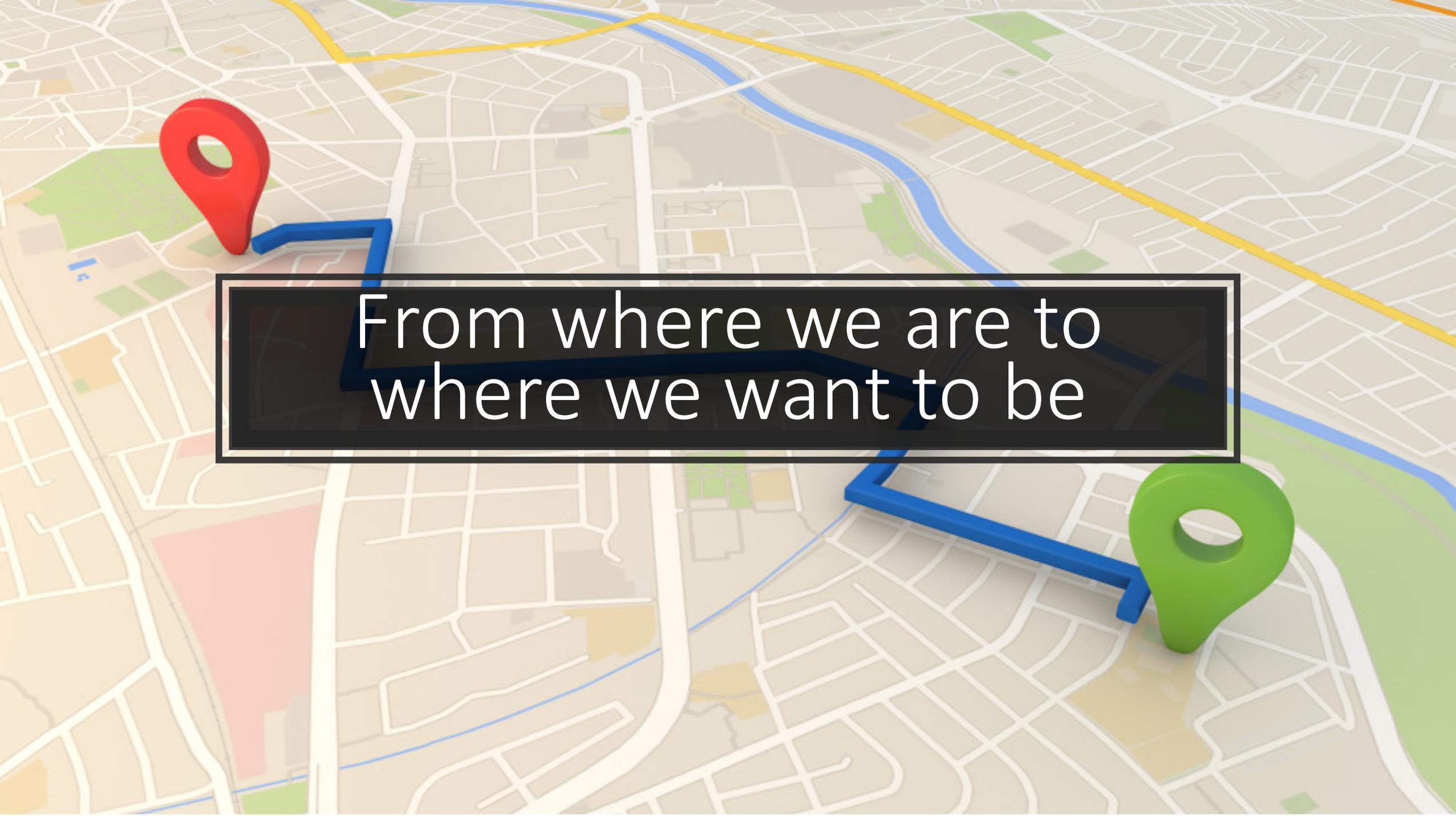
Key Indicators, measures, and targets



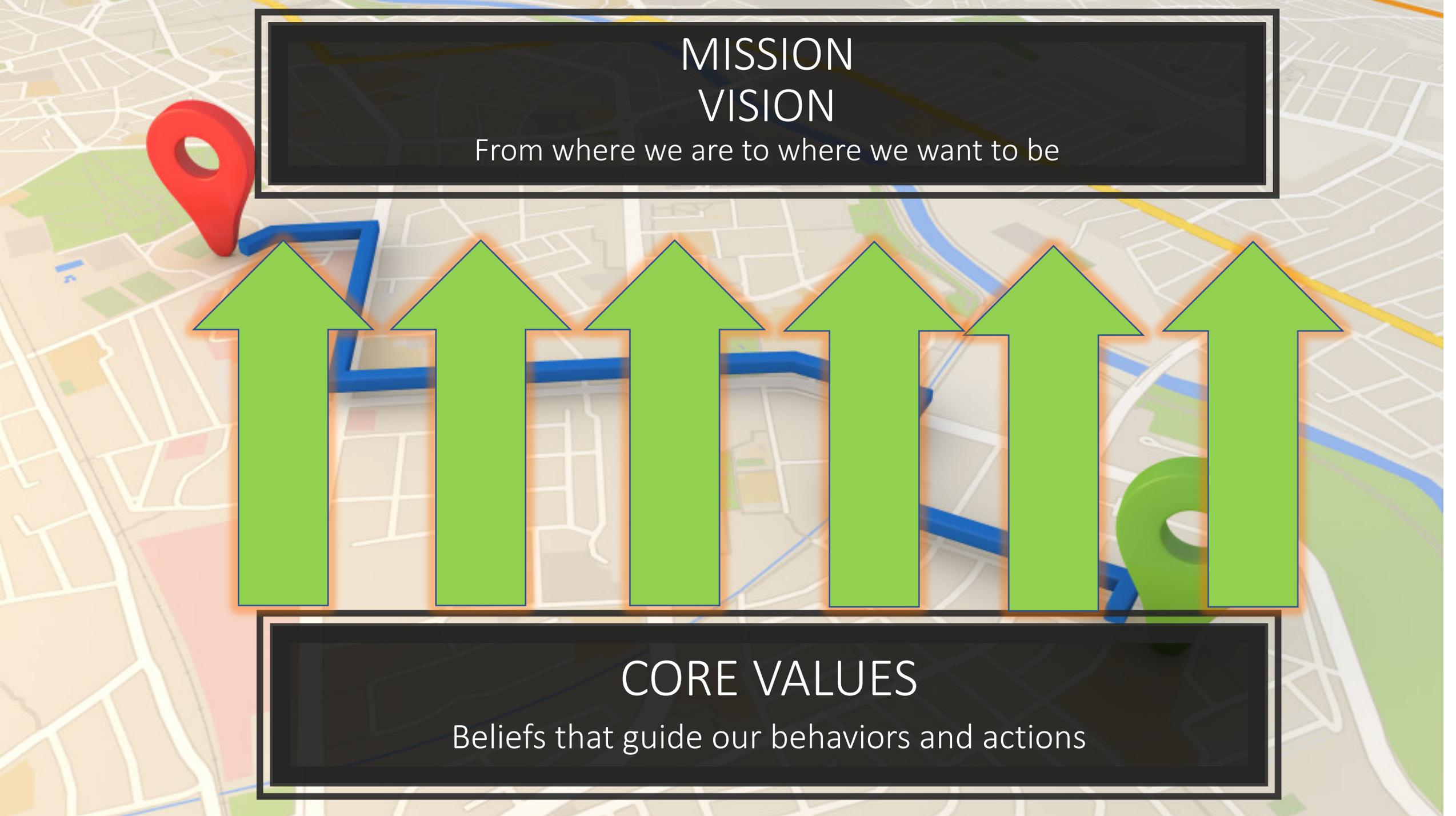
A hand holding a magnifying glass over puzzle pieces. One piece has the word 'VISION' and another has 'MISSION'. The magnifying glass is focused on the 'MISSION' piece.

VISION

MISSION

A 3D map showing a blue path from a red pin to a green pin. The path starts at a red pin on the left and ends at a green pin on the right. A blue line connects the two pins, following a route that includes a river and several streets. A central text box contains the text "From where we are to where we want to be".

From where we are to
where we want to be



MISSION VISION

From where we are to where we want to be

CORE VALUES

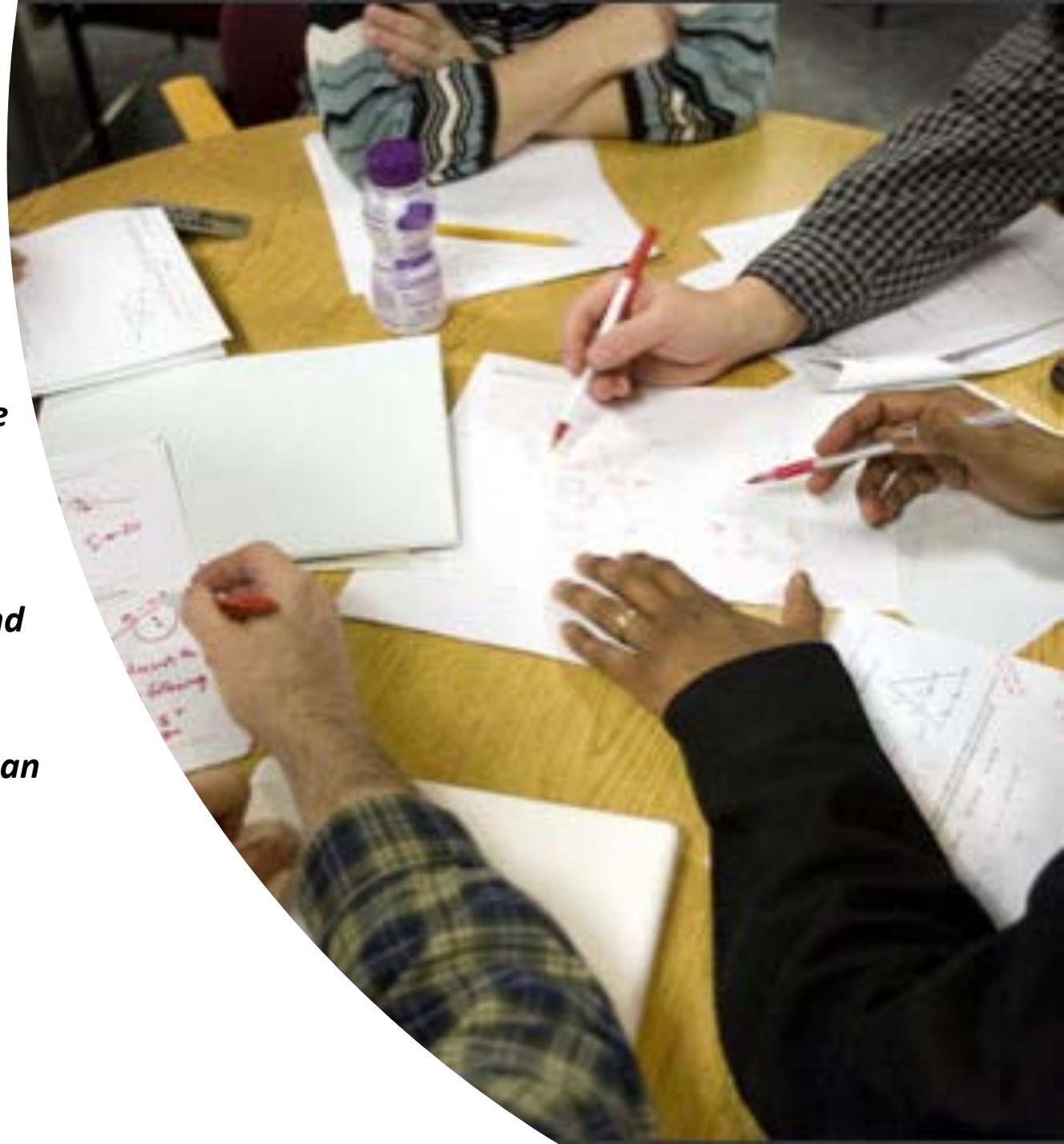
Beliefs that guide our behaviors and actions



SETTING DIRECTION OUTCOMES

Answer the question “How do we get from where we are to where we want to be?”

- **Consider** feedback to revise our Preferred Future Statement from the Vision Retreat.
- **Reflect** on articles/homework to identify key words and phrases for setting organizational direction.
- **Refine** long-range SMART GOALS (Indicators and Measures) to set targets that will move the district to an even high level of performance.
- **Develop** a set of high leverage STRATEGIES that will guide the actions and behaviors of the district as it works toward achieving its Preferred Future.
- **Preview** the Final Meeting.





Activity One: *What is going to be different?*

- **REVISE** the ***PREFERRED FUTURE STATEMENT***: Mission, Vision, Values/Commitments.
- **CHART YOUR CHANGES AND BE READY TO SHARE WITH THE GROUP.**
- **Be sure your Mission, Vision, Values and Commitments support one Another.**
- **Use the 8 Characteristics to finalize your work**

Mission

Vision

Core Values



How do we want to be different 5-10 years from now than we are today?

THE MODERN LEARNERS' LENS

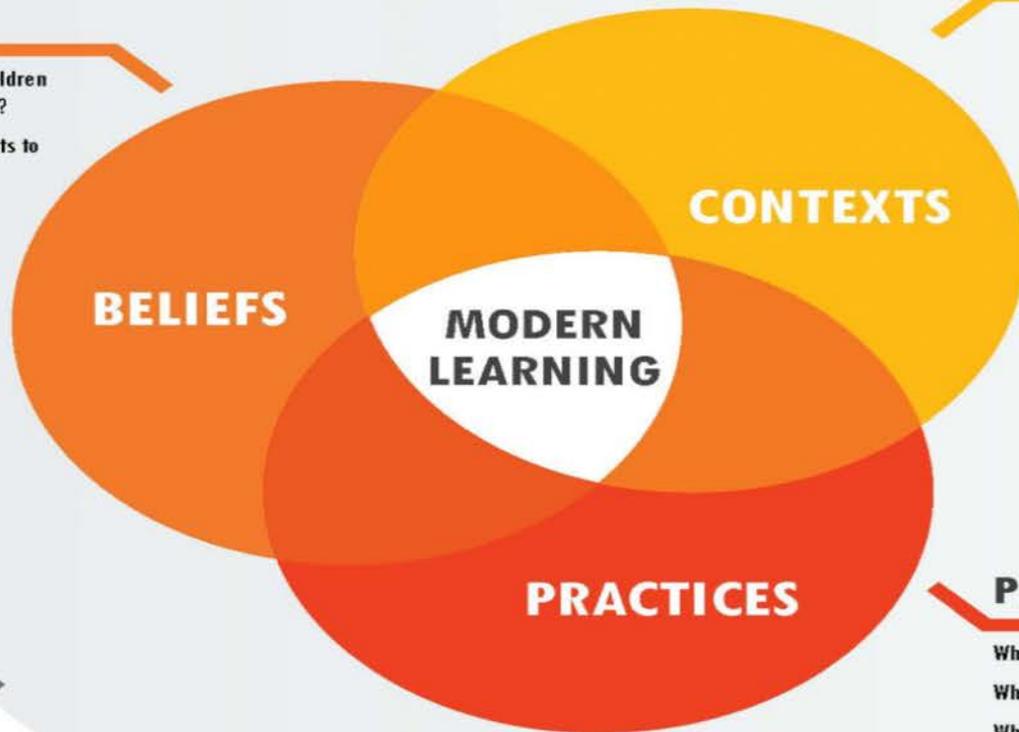
1

Beliefs

- What do we believe about how children learn most powerfully and deeply?
- What are our deepest commitments to children and their well-being?
- What matters most in our school?
- What is our mission and vision?

Learning Culture

- Are we a learning culture or a teaching culture?
- How do we support and encourage professional learning?
- Do we share a common language?
- How do we attend to the emotional aspects of change?



Contexts

2

- How well do we know the children we serve?
- What are their collective hopes, dreams, challenges, and fears?
- What are the larger global shifts that inform our work?
- What skills and knowledge do students need to thrive in the future?

Practices

3

- What is now possible in classrooms?
- What are the greatest potentials of our students?
- What is the role of the teacher?
- How do we share our work?

MISSION: Inspire. Empower. Achieve. Nurture students to be confident learners, deeply engaged in their own learning and fully prepared for their future.

VISION:

Personalized Learning.	An approach to teaching, learning, and overall school culture that focuses on knowing each student, both inside and outside the classroom, and <i>giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.</i>
Commitment to the Whole Child.	<i>Goals and outcomes that integrate academic and social-emotional learning</i> and enable students to become masters of all fundamental literacies, holders of foundational knowledge, original thinkers for an uncertain world, generous collaborators for tough problems, and learners for life.
Real World Relevance.	Innovative approaches to curriculum and teaching that use <i>real-world, interdisciplinary learning experiences, project and problem-based investigations</i> to enable students to develop and apply deep content knowledge and complex skills.
College, Career, and Life Readiness	Redefine student success, as well as to actively assess student progress and provide tools that help <i>students build the skills and knowledge they need to thrive in college, career and life.</i>
Partnerships with the Community	Powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers— that <i>provide support, real-world experiences and networking opportunities for students, enabling them to envision and set goals for the future.</i>
Targeted Resources.	Non-traditional, flexible <i>uses of time, technology, space, place, financial resources and roles to increase the effectiveness of teaching and learning.</i>
Engaged and Digital Citizens.	Masters of all fundamental literacies: compelling writers, critical readers, numeric thinkers, data and visual thinkers, ready for career and life. Leveraging technology to tailor learning to the unique needs of each student, as well as to actively assess student progress and provide tools that <i>help students build the skills and knowledge they need to be productive citizens who thrive in the future.</i>

CORE VALUES

The following core values are nonnegotiable and will guide our behaviors and actions:

Adaptability and Open to Change

We encourage flexibility, agility, innovation, and opportunities to learn from mistakes as we grow and improve

Diversity and Individual Differences

We value all students, staff, and families in our diverse, inclusive school community.

Safety and Respect

We provide a safe, nurturing learning and work environment that values trust, respect, a focus on learning

Growth and Continuous Improvement

We take responsibility for our progress through transparent evaluation and progress of student success, sta quality, and management of the community's resources.

Resilience and Perseverance

We expect all stakeholders to act in an honest, ethical, and respectful manner.

Collaboration and Communication

We support relationships among students, staff, families and the community that ensure effective communication, collaboration, voice, and choice to further our mission, vision, core values, and goals.

As we begin to make this draft better, let's not forget the characteristics of a Great Preferred Future Statement. Let's also not forget that what is in this statement will be an expectation Everywhere for Everyone. A Great Preferred Future Statement describes a district that does not exist today but provides clarity of how we want to be different in the future.

Characteristics of a Great Preferred Future Statement

- **Future Focused.** Provides the “big picture” and clearly describes what your organization will be like in several years.
- **Directional.** Serves as guide to organizational plans and strategies.
- **Specific.** Clear and focused enough to shape decision-making.
- **Relevant and Purpose-Driven.** Reflects the company’s response to the challenges of the day.
- **Values-Based.** Implies the set of values that are required to support the organization.
- **Challenging.** Inspires members of the organization to do great things and achieve a higher level of standards.
- **Unique and Memorable.** Highlights what makes the organization different and why it matters.
- **Inspiring.** Appealing and engages people to commit to a cause.

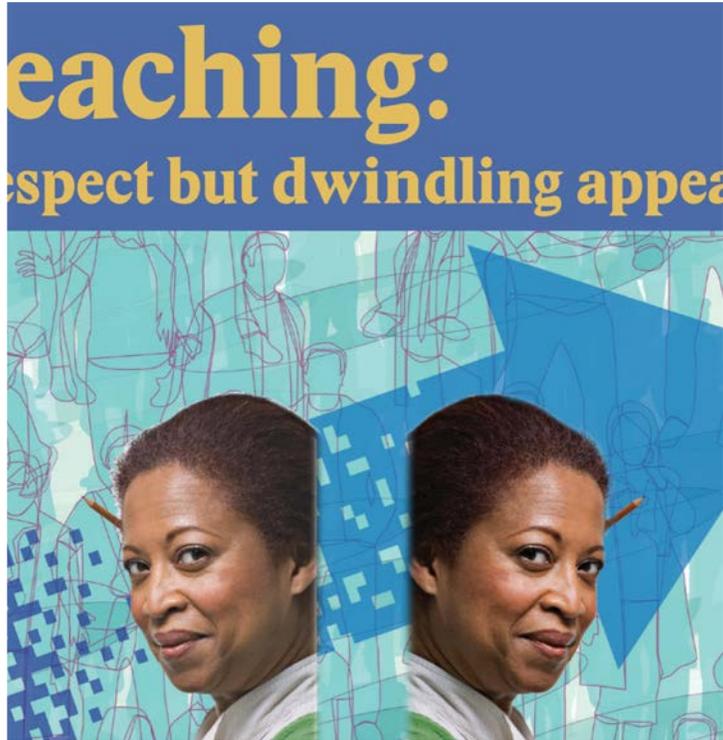
Mission, vision, and core values statements play critical roles:

- (1) Communicate the purpose of the organization to stakeholders,
- (2) Reimagine what we hope, dream, and aspire to be,
- (3) Informs culture, climate, and relationship expectations,
- (4) Shape a mindset that guides behaviors and actions
- (5) Inform strategy development, and
- (6) Develop the measurable goals by which to gauge the success of the organization's strategy.

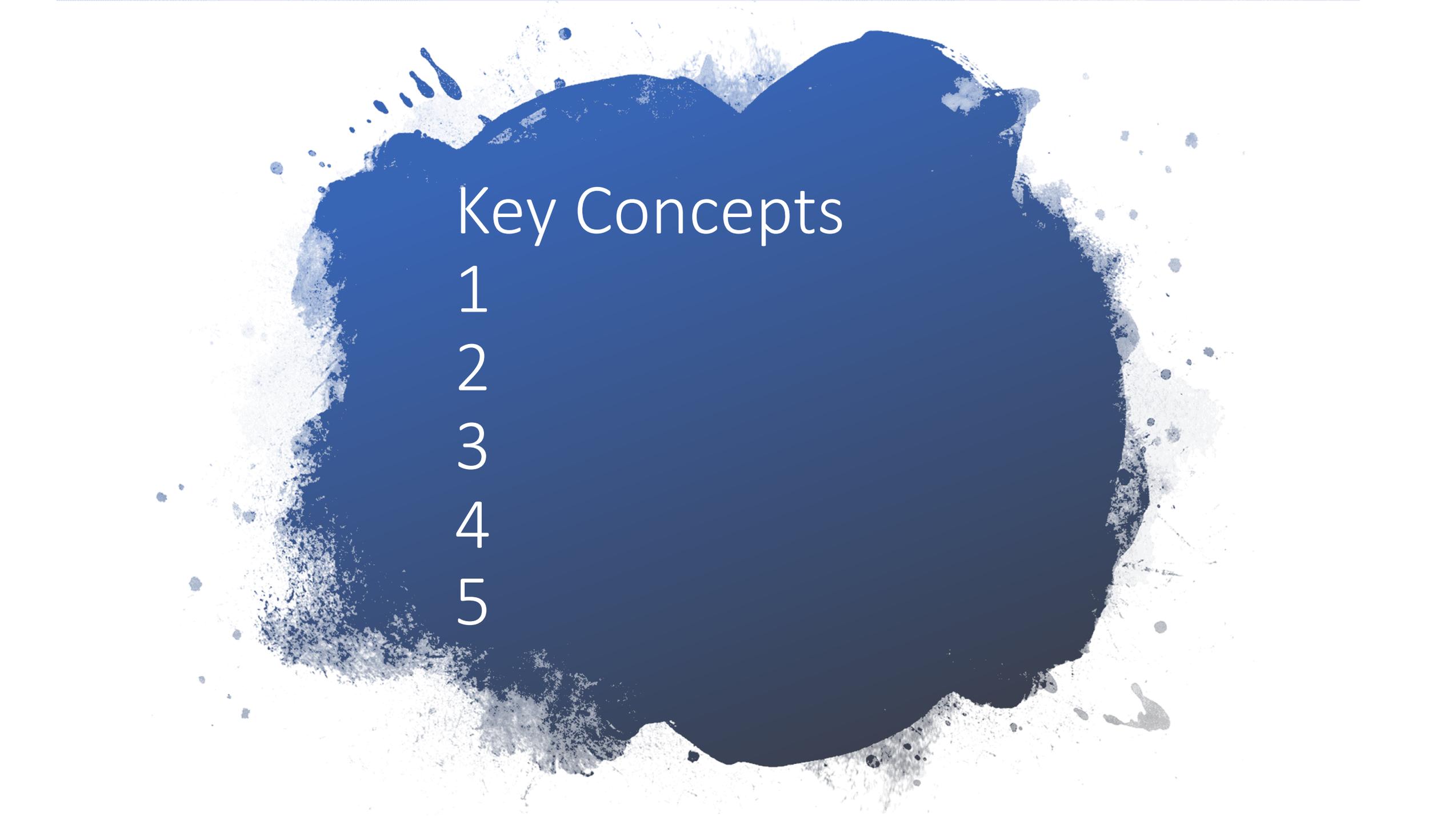
Activity Two: Reflect on the Articles Read

1. Discuss the ARTICLE YOU READ with others who read the same article.
2. Record your KEY WORDS/PHRASES
3. Be ready to share your thinking with **YOUR Table TEAM.**





Three Articles



Key Concepts

1

2

3

4

5



Identify in cohort team.
Share with table team



Activity Three:
**Refining Long-Range
Goals: Indicators and
Measures**

***Refine long-range SMART
GOALS (Indicators and
Measures) that will move
the district to an even
higher level of
performance.***



Long-Range Goals

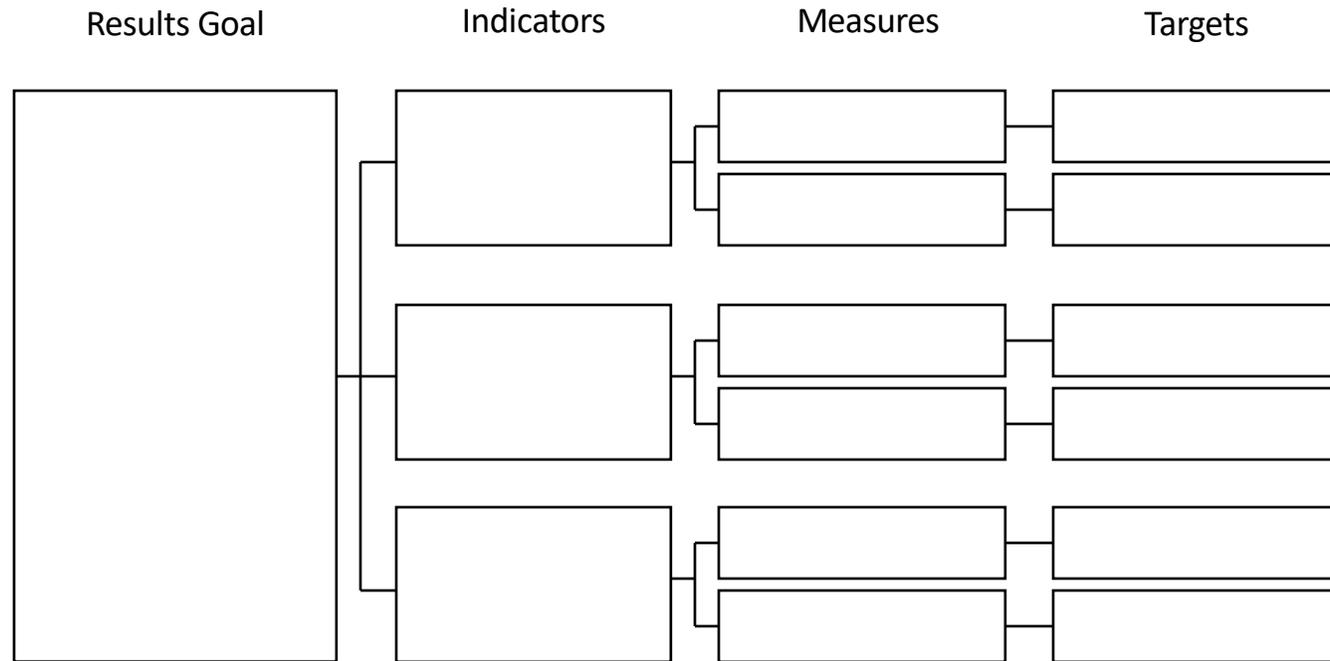
- Long-range goals define **what we strive for in an effort to achieve our mission and vision.**
- They allow us to **monitor and track our performance aligned to that mission and vision.**
- Goals foster both a **results orientation and set direction to ensure individual and collective accountability for achieving the results.**



Long-Range Goals

- Examine the definition of a **LONG-RANGE GOAL**.
- Reflect on the suggested long-range goal statements.
- Write new goals statements (Add, combine, eliminate).

SMART Goal Tree Template



S.M.A.R.T. Goal Tree Diagram

Results Goal

Indicators

Measures

Targets



Indicators

What are they?

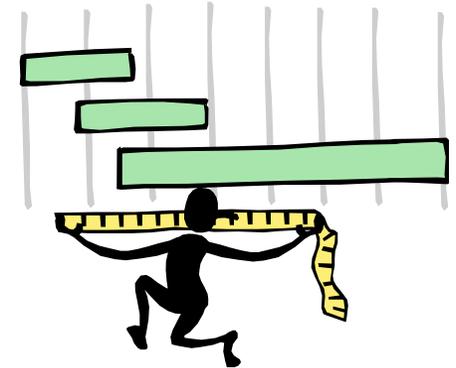
The standards, skills, or evidence of performance that comprise or lead to proficiency in the Results Goal.



Measures

What are they?

Multiple assessments which monitor progress toward the Results Goal. Measures are aligned to the Indicators.



More than a SMART Goal. Anne Conzemius and
Terry Morganti-Fisher, Solution-Tree (2011)

Targets

What are they?

Short term incremental steps measuring growth toward the Results Goal. Targets are set for each Measure.



More than a SMART Goal. Anne Conzemius and Terry Morganti-Fisher
Solution-Tree (2011)

SHORT-TERM GOALS TRANSLATE INTO ANNUAL TARGETS

- Short-term goals/targets help close the gap between the current reality and where we hope to take the district in the future (shared mission and vision).
 - They are usually annual goals/targets.
 - They provide a roadmap to get to the long-term goals.
 - They often are targets.



PREVIEW: Indicators and Measures

- *Review the possible indicators for the long-range goal assigned to your team.*
- *Discuss with your table team:*
 - *Do you have measures currently for each indicator?*
 - *Would monitoring progress on that indicator be worth the time?*
 - *Is there data available to monitor the indicator both at the school and at the grade level areas?*
 - *Which indicators are your top priorities?*
 - *Are there any you would eliminate?*
 - *Are there any you would add?*



Activity FOUR: Selecting High-Leverage Strategies for Action



IF GOAL = *WHAT*, *STRATEGY* = HOW (Action)

STRATEGIES

are not just statements of desire
or where you hope to end up...



...STRATEGIES

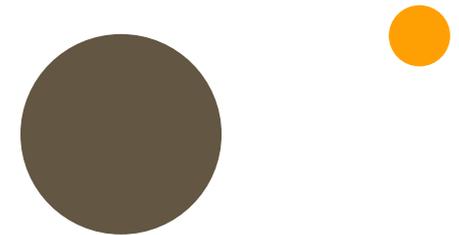
are about identifying what we
will all *DO* differently to
get a different result.

STRATEGIES: Strategies address the gaps that need immediate attention in order to move the district from where it is to where it wants to be.

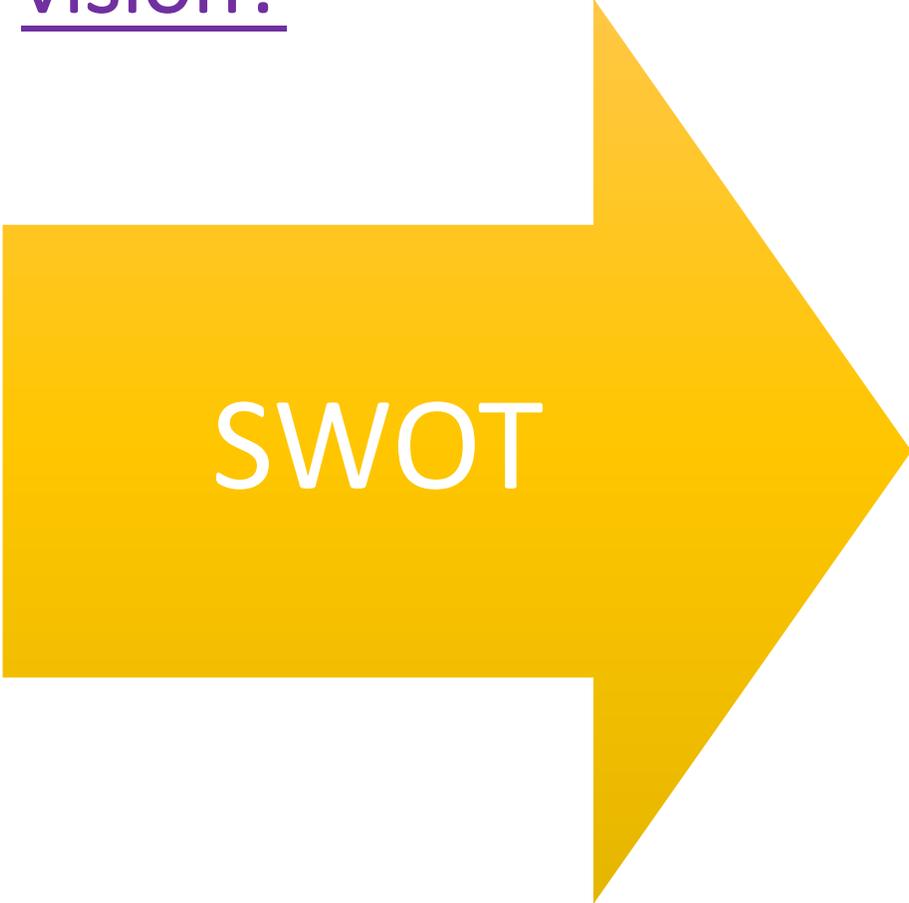
- Action plans will be developed by the district for each of the strategies.
- These strategies will address the initiatives of focus for the next 3-5 years.
- They represent the major challenges that need attention.
- Strategies identify specifically what need to be addressed.
- They are few in number so that they can be addressed with quality resources.



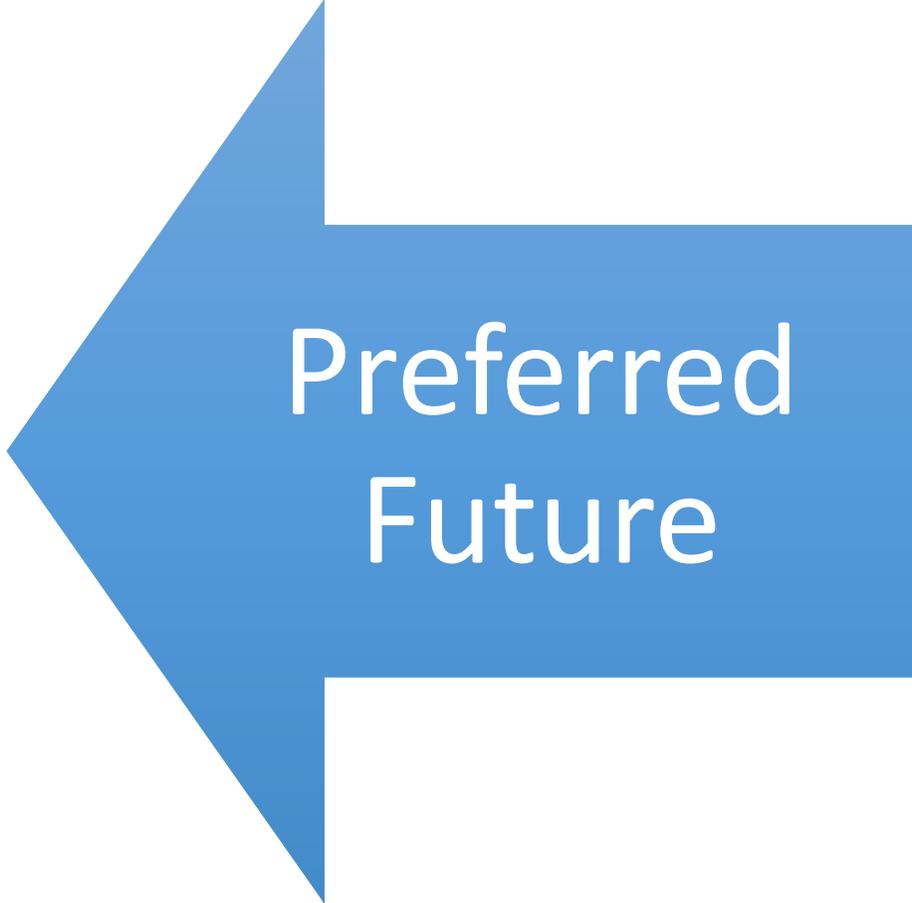
Strategies



What are our **greatest challenges**? What needs our **immediate attention**? What must we **do differently** the next 4-5 years to move us toward our mission and vision?



SWOT



Preferred
Future

WHAT ARE SOME OF THE THEMES THAT HAVE BUBBLED TO THE TOP AS NEEDING OUR ATTENTION?

STRATEGIES ADDRESS THE ***MOST URGENT BIG WEAKNESSES, OPPORTUNITIES OR THREATS*** THAT WE MUST ADDRESS IN THE NEXT FEW YEARS TO ADVANCE THE DISTRICT TO A HIGHER LEVEL OF PERFORMANCE.





Strategy Activity

- Write 6-8 strategy statements
- Consider which long range goals they address.
- Chart your strategies and be ready to share with everyone.

Gallery Walk



- Identify ***strategies that are in common*** across table teams
- ***Combine and connect*** related strategies.
- ***Prioritize*** strategies to be certain they are ***manageable and will have a high impact on results.***

Seek Stakeholder Feedback





Final Meeting of Strategic Plan Team

- Time- AM?
- Date- Dec 12
- Location- same