SETTING DIRECTION RETREAT
Participant Handout

Setting Direction Retreat Purpose

The Setting Direction Retreat provides an opportunity for the Strategic Plan Team to develop a shared understanding of the current mission, vision, core values and strategic themes and build upon those ideas to move the district forward in answering the question, *"Where do we want to be five years from now that is different than where we are today?"*

The outcome for the afternoon is for the Strategic Plan Team to verify <u>Long-range Goals and Measures and Prioritize the Strategies</u> that need most attention to move the district toward continuous improvement. The product of the day will be a DRAFT of the Strategic Plan.

Common Vocabulary

Goal	Long-range goals provide clarity in what the district hopes to achieve throughout the duration of the strategic plan timeline. They foster a results orientation and help close. They help identify the targets and timelines that enable a staff to answer the question, "How will we know if all of this is making a difference?"
Strategy	Strategies are the actions required to guide plans to move the organization from where it is to where it wants to be. *Strategies are gaps that currently are not yielding the results that are necessary and if addressed would present the most probable return on the investment of time, people and other resources.* Strategies must be *few in number and comprehensive in action.*
Indicator	*The standards, skills, or evidence of performance that comprise or lead to attainment of a goal. Lagging indicators are summative in nature. Leading indicators are formative in nature. Indicators indicate what will be used as evidence for goal progress monitoring and reporting.*
Measure	*Measures are the instruments or tools aligned to the indicators that define success. Often there are multiple measures for one indicator. Measures may be quantitative or qualitative.*
Target	Targets are *short term incremental steps measuring growth toward the goal. Targets are set for each measure. Goals without targets lack power and usefulness.*
Action Plan	*An action plan defines the sequence of steps that must be taken, or activities that must be performed well, for a strategy to succeed. An action plan has four major elements (1) Specific tasks: what will be done and by whom, (2) Resource allocations: what specific funds are available for specific activities; timelines; people responsible, (3) Professional Learning and Support: what will people need to know and do for effective implementation, and (4) Evidence: what will serve as the products for progress monitoring and strategy attainment.*
Key Performance Indicator (KPI)	*A **Key Performance Indicator** is a measurable value that demonstrates how effectively a company is achieving **goals and strategies.** Organizations use **KPIs** at multiple levels to evaluate their success at reaching targets.*

Activity One: Update the Strategic Foundation or Preferred Future
Statement Based on Stakeholder Feedback.

Draft Preferred Future Statement: CHSD 155
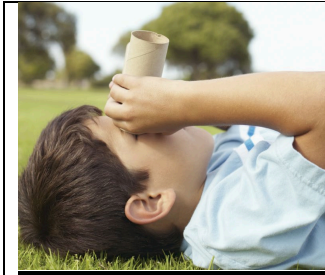
	Mission: **Reach agreement regarding the** **fundamental purpose of the** **organization.**

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

Mission Feedback/Changes:

Vision: **Create a compelling, attractive, realistic future that describes how the district will be different 5 years from now.**	

Vision:

We reimagine our future and position CHSD 155 as one of the premier high school districts in the country through:

Personalized Learning.	An approach to teaching, learning, and overall school culture that focuses on knowing each student, both inside and outside the classroom, and *giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.*
Commitment to the Whole Child.	*Goals and outcomes that integrate academic and social- emotional learning* 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 *real-world, interdisciplinary learning experiences, project and problem-based investigations* 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 *students build the skills and knowledge they need to thrive in college, career and life*.
Partnerships with the Community.	Powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers— that *provide support, real-world experiences and networking opportunities for students, enabling them to envision and set goals for the future*.
Targeted Resources.	Non-traditional, flexible *uses of time, technology, space, place, financial resources and roles to increase the effectiveness of teaching and learning.*

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 *help students build the skills and knowledge they need to be productive citizens who thrive in the future*.

Vision Feedback/Changes:

Core Values:
Clarity beliefs and aligned commitments everyone must share and be responsible and accountable for to move the district forward.

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, and a focus on learning.

Growth and Continuous Improvement
We take responsibility for our progress through transparent evaluation and progress of student success, staff 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.

Core Values Feedback/Changes:

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.

Activity Two: Reflect on the homework articles read. Identify key concepts the Strategic Plan Team can use as it identifies long-range goals and key strategies to set direction.

Article	Notes
Teaching: Respect but dwindling appeal	
Leadership Perspectives on Public Education	

Redefining Ready	

Activity Three: Update the district's long-range goals.

STRATEGIC GOALS: The final pillar of the foundation asks members to clarify the specific goals they hope to achieve as a result of their improvement initiative. The goals pillar identifies the targets and timelines that enable a staff to answer the question, *"How will we know if all of this is making a difference?"* Goals provide a sense of priorities and the steps to achieve the benchmarks.

Effective goals foster both the results orientation and the individual and collective accountability for achieving the results. They help close the gap between the current reality and where the organization hopes to move performance to a higher level (the shared vision). Goals must have a results-orientation.

A goal tells us what we want to achieve.   A strategy tells us what we might do differently to see if we can achieve the goal. A goal is a **"WHAT"!**   A strategy is a **"HOW"!**

(adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing,* Second Edition: Solution-Tree, 2010)

Criteria for evaluating a goal statement:
- Does it manifest our mission and vision?
- Is it specific and strategic?
- Is it measurable?
- Is it actionable and aligned?
- Is it results-oriented?
- Is it time bound and target-oriented?
- Will it guide the work of school improvement?
- Will it guide the work of team/department and classroom improvement?
- Can it be aligned to leader and employee performance goals?
- Will it provide a data system to monitor and report performance at all levels?

Reminder: The difference between a goal and a strategy is . . .

Goal: What we want to achieve and if we achieve all goals we will fulfill our mission and vision.

Strategy: What is most urgent for us to address and do differently to achieve our goals. While a strategy is aligned directly to a goal, a strategy may have impact on more than one goal. Action plans will be developed following strategic planning for all strategies.

SUGGESTED STRATEGIC THEMES	DRAFT OF STRATEGIC LONG-RANGE GOALS ALIGNED TO THEMES BASED ON SWOT AND PREFERRED FUTURE STATEMENT
GOAL ONE: Student Success **Suggested Theme: Intense focus on Student Learning.**	*We will provide a rigorous education for all students to ensure college, career, and life success. OR* *We will encourage the personal growth and the academic performance of each student. OR* *We will create and implement a system that will result in our students being among the state's leaders in academic achievement.* ***Make it better.***
GOAL TWO: Learning Environment **Suggested Theme: Safe, nurturing, innovative and engaging learning environment.**	*We will foster a safe, nurturing, innovative, and engaging learning environment to meet the needs of the "whole child." OR* *Build safe, positive, healthy climates for learning and working to nurture student and staff well-being. OR* *Inspire and nurture learning, confidence, creativity, engagement, innovation, technology, and entrepreneurship through a stimulating learning environment. OR* *We will measure and report student performance utilizing academic and non-academic metrics aligned to a system of support.* ***Make it better.***

GOAL THREE: High-Quality Staff **Suggested Theme: Professional Learning Communities OR High-Quality Staff.**	*We will foster effective professional learning communities to ensure high-quality staff consistency, collaboration, communication, innovation and accountability. OR* *We will create and implement a system of selection, retention, and professional development that will ensure every student has an exemplary teacher in the classroom. OR* *We will create a positive work environment in a self-renewing organization. OR* *Promote a system-wide culture of safety, innovation, cultural competence, engagement, and customer service.* *Make it better.*
GOAL FOUR: Family and Community Connections **Suggested Theme: Family and Community Connections.**	*We will engage families and our communities to partner in extending learning opportunities beyond the school day and year. OR* *We will strengthen productive partnerships for education. OR* *We will cultivate partnerships with families, businesses, agencies, and other community organizations to provide a sustainable system of support and care for each student.* *Make it better.*

GOAL FIVE: Stewardship of District Resources	*We will be stewards of the resources of people, time, and money to achieve district mission, vision and goals. OR*
Suggested Theme: Resource Efficiency OR Effective and Efficient Use of Resources.	*We will be operationally efficient and effective and digitally managed to integrate our resources to support personalized learning. OR*
	We will make effective and efficient use of our resources to ensure educational success of our students. OR
	Optimize performance and accountability at all levels by managing and optimizing use of district resources.
	Make it better.
Other:	**Add another goal if necessary**

Activity Four: Preview and provide feedback on possible indicators/measures to be used to measure, progress monitor and report performance.

HIGH SCHOOL GOALS	POSSIBLE INDICATORS/MEASURES
Student Growth and Achievement	- GPA: 2.8 out of 4.0 - Performance on College and Career Readiness Exam: SAT Suite: Growth and Above State Average - Enrollment in Advanced Placement Courses: Grade of A, B or C - Enrollment in Dual College English and/or Math courses: Grade of A, B or C - Enrollment in Algebra I: Grade of A, B or C - Passage of course exams: Grade of A, B or C - Graduation Rate

Learning Environment	- Attendance: Above 90% - Community Service: 25 hours or more - Engagement - Workplace learning experiences: Evidence of work experience - Co-Curricular Activities: Two or more - Student Satisfaction: Strongly Agree, Agree on all Questions - Career pathway course sequence: Enrollment with a written plan - College academic advising: Minimal Counseling Appointments - Success of interventions and enrichment support: Entrance and exit criteria
Staff and Organizational Effectiveness	- Leader Retention: Above 5 years - Staff Retention: Above 5 years - Certification; Dual language - Demographics - Continued Learning: Advance degree, Professional Development - Staff Satisfaction: Strongly Agree, Agree on all Questions - Staff Performance: % Proficient and Distinguished in each of the four Danielson Framework for Teaching areas
Family and Community Connections	- Family Satisfaction - Family Engagement in decision-making - Volunteer Expectations - No of Internships - No of service learning opportunities - Community Partnerships - Community Support and Satisfaction
Resources and Partnerships	- State Rating: Recognition status (5 factors) - Balanced Budget: Revenues exceed expenditures - No significant audit findings - Safe, clean and well-maintained Facilities: - Life-Safety Requirement Met

K-8 GOALS	POSSIBLE INDICATORS/MEASURES
Student Growth and Achievement	- Students meet or exceed state standards in reading and mathematics - Students are Kindergarten ready - Students read on grade level by the end of third grade - Students achieve annual growth targets in reading and mathematics - Students achieve learning standards/outcomes as defined by the district in all core curricular areas - Students make a successful transition to middle school - Middle school students GPA 2.8 or higher - Students make a successful transition to high school - Achievement gaps close
Learning Environment	- Attendance: Above 90% - Community Service: 5 hours or more grades 7-8 - Engagement - Workplace learning experiences: Evidence of work experience - Co-Curricular Activities: One of more 5-8 - Student Satisfaction: Strongly Agree, Agree on all Questions - Success of interventions and enrichment support: Entrance and exit criteria

Staff and Organizational Effectiveness	• Leader Retention: Above 5 years • Staff Retention: Above 5 years • Certification; Dual language • Demographics • Continued Learning: Advance degree, Professional Development • Staff Satisfaction: Strongly Agree, Agree on all Questions • Staff Performance: % Proficient and Distinguished in each of the four Danielson Framework for Teaching areas
Family and Community Connections	• Family Satisfaction • Family Engagement in decision-making • Volunteer Expectations • Community Partnerships • Community Support and Satisfaction
Resources and Partnerships	• State Rating: Recognition status (5 factors) • No significant annual audit findings • Balanced Budget: Revenues exceed expenditures • Safe, clean and well-maintained Facilities • Life-Safety Requirement Met

Activity Five: Identify the most urgent strategies for action.

Strategies: Strategies are the actions that are required to guide plans to move the organization from where it is to where it wants to be. *Strategies are gaps that currently are not yielding the results that are necessary and if addressed would present the most probable return on the investment of time, people and other resources.* Strategies must be *few in number and comprehensive in action*.

Strategies are identified by the Strategic Plan Team at the district level but are turned over to action plan teams who are best qualified and certified to identify how the organization will go about closing the gaps. Action planning must follow the Plan-Do-Study-Act process to ensure consistency in approach and quality in research-based practice.

A goal is what we hope to achieve. A strategy is something we are going to do differently to achieve the goal.

(adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing,* Second Edition: Solution-Tree, 2010)

Criteria for evaluating a strategy statement and related SMART Action plan:
- Is it an urgent gap or need that must be addressed to achieve our goals?
- It is supported by data and information from stakeholders?
- Is it a mandate that must be accomplished within a timeframe that demands we do it now?
- Is it a high priority?
- Is there buy in and ownership from stakeholders as to the urgency for our alignment of time, money and people resources?
- Do we know what had been done in the past to address this strategy that has not worked?
- Do we know what is required to do this strategy differently?
- Can this strategy be measured and progress monitored?
- Will it guide the work of school and district improvement?

Examples of Strategy Ideas:

- ✓ Engaging, Motivating, and Challenging Educational Program
- ✓ Inquiry-Based Learning; Problem-based Learning
- ✓ STEM or STREAM
- ✓ Technology Integration
- ✓ Aligned, Articulated Curriculum and Assessment
- ✓ High Impact Instruction; Differentiated Professional Development
- ✓ Standards Based Reporting
- ✓ Student Responsibility for Their Own Learning
- ✓ High-Quality Interventions and Enrichments
- ✓ Data Driven Decision Making: Goals, Measures, Targets, Progress Monitoring and Reporting
- ✓ Collaboration and Teaming for Continuous Improvement; Professional Communities of Practice
- ✓ Master Facilities Plan: Life Safety & Universal Access
- ✓ Social Emotional Learning

Long Range GOALS	DRAFT OF NEW STRATEGIES BASED ON SWOT AND PREFERRED FUTURE STATEMENT
Student Growth and Achievement	
Learning Environment	
Workforce	
Family and Community Connections	
Resources	
Other	

Reminder:

Final Meeting of Strategic Plan Team is on December 12

Following the Setting Direction Retreat, a draft of the strategic plan will be prepared by the facilitator. The draft will be done by examining the findings of the team throughout activities done by each table team.

Stakeholders will have an opportunity to view a draft of the strategic plan following this meeting. Their feedback will be shared on December 12.

The Strategic Plan Team will make final adjustments to the draft of the plan on December 12 and ready the plan for Board of Education approval in January 2019.