



# Strategic Planning

## Orientation

Northbrook School District 28

### Agenda

- Introductions
- Overview of Strategic Planning
- Review of Current Plan
- Steps in CEC Strategic Planning Process
- Review of Meeting Dates and Times
- Next Steps



## Welcome & Introductions

### Orientation Purpose

The Orientation session paints the “**Big Picture**” of the strategic planning process so that all strategic planning team members have a shared understanding of the process and their roles and responsibilities in helping the district set clear direction for the future.



# Strategic Planning

## An OVERVIEW



### Trends in K-12 Education

- A widening educational equity gap
- Higher levels of teacher shortages
- Increased demand for mental health and social-emotional services for students and staff
- Lower enrollment
- Lower family and student engagement
- School funding in the future



LinkedIn predicts **150 million** new technology jobs in the next five years, and **almost all** of the roles in LinkedIn’s “Jobs on the Rise” report for 2022 **can already be done remotely**

Forbes, 2022



### Strategic Planning

An organization has two choices:

Be intentional about the path the organization follows

Turn on the organization’s autopilot



### CONTINUOUS IMPROVEMENT



- Where are we now?
- Where do we want to be?
- How do we get to where we want to be from where we are?



## FOUNDATION OF CONTINUOUS IMPROVEMENT

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

## Strategic Plans

Are based on the pillars of mission, vision, values/commitments and goals.  
 Reflect the values of the organization and define commitments and non-negotiables.  
 Set focus and priorities and connect initiatives to needs and requirements.  
 Define the criteria for measuring success  
 Define what we ALL need to do well together.  
 Inspires action to achieve a big future  
 Guides everyone in daily decision making

“

When boards of education along with teachers, administrators, students, families and the community have worked together to consider those questions and reach consensus regarding their collective positions on each question, they have built a solid foundation for **CONTINUOUS IMPROVEMENT** and provide their systems with a roadmap for getting better every day.

— DuFour, DuFour, Eaker and Many: *Learning By Doing*

”



Keep it alive-  
not sitting on the shelf  
collecting dust

## Strategic Plans



Provide an  
opportunity for a  
Fresh Start!

## REFLECT

Examine ten reasons why plans fail.

Pick 2-3 that might be something you want to keep in mind to make the new plan successful.



## TEN Reasons Strategic Plans FAIL

1. Partial commitment/ little ownership or buy-in
2. Writing the plan and putting it on the shelf
3. Focused on insufficient data and information
4. Too many goals and strategies/overly complex
5. No accountability or follow through/ lack of measures
6. Lack of resources or alignment with budget
7. Lack of stakeholder input and feedback
8. A non-representative planning group
9. Activities with no progress monitoring and reporting
10. Ignoring reality, facts and assumptions/out of sync with trends and needs

## Introductions of the Team

- Share your **NAME, ROLE, and WHY** you joined the Strategic Planning Team
- Share your **2-3 reasons** that you want to keep in mind to support the success of your future plan



## REVIEW OF CURRENT PLAN

Share about the Current Plan

- Is it a living plan?
- Are there parts on which we can build a new plan?

# Strategic Planning

Our Process

**GOAL:**  
Align Community Expectations, Vision, Future Skills



## Strategy Management

Are we doing things **RIGHT**?  
**OPERATIONAL MANAGEMENT**  
*Strategy Action Plans*

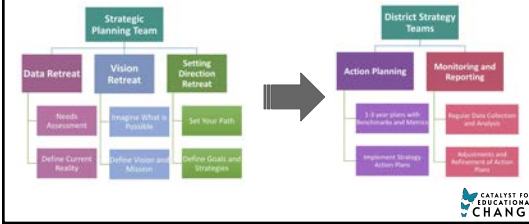
Are we doing the **RIGHT** things?  
**STRATEGIC MANAGEMENT**  
*Mission, Vision, Values, Goals*



Stage 1 Steps 1 & 2	Stage 2 Steps 3 - 7	Stage 3 Step 8
<b>Readiness I &amp; II</b> Understanding the Process Setting Roles & Responsibilities Forming the Plan Team Conducting an Environmental Scan Organizing the Data Data Dashboards District Data Report Key Performance Indicators Goals, Indicators, Measures, Targets	<b>Strategic Planning</b> Orientation Vision Retreat Data Retreat Setting Direction Retreat Recommendation	<b>Living the Plan</b> Annual Action Plans Scorecard/Data Dashboard System Aligning School Improvement Aligning Budget & Other Resources Aligning Performance Evaluation Progress Monitoring & Reporting



## STRATEGIC PLANNING PROCESS



## Core Team

Participate as members of the strategic planning team and assume all responsibilities expected of team members.

Review the artifacts drafted by the facilitator and provide feedback individually and virtually following each Retreat.



## ORIENTATION

First Meeting of the Full Strategic Planning Team  
VIRTUAL



## Orientation - 2 Hours

- Strategic Planning Process
- Current Plan Analysis Report
- Commitment/ Schedule
- Membership
- Roles and Responsibilities
- Strategic Plan Website



## VISION RETREAT

Build a Preferred Future Statement



## Visioning

How Do We Want To Be Different 5-10 Years From Now Than We Are Today?



## Critical Element

The words of mission and vision statements are not worth the paper they are written on unless people begin to **do something differently**.

## Visioning

Many schools and districts have a mission and vision, but few can articulate what it is and are using it to drive the future.



## Vision Retreat

Where do we want to be?

**GOAL:** To envision a future that moves individuals, the school, and the district to a higher level of satisfaction and performance.

In person 6-hour session



## Vision Retreat

Team will draft a Preferred Future Statement:

- Mission & Motto
- Vision
- Core Values
- Portrait of a Graduate
- Portrait of an Adult
- Portrait of a System



## Current Northbrook SD 28

**MISSION**  
Why we exist  
Empower every learner to be an engaged, confident, caring, and inspired citizen.

**VISION**  
Where we are headed  
Learners are empowered when they:

- Engage in meaningful learning experiences that require:
  - Critical thinking
  - Curious exploration
  - Creative expression
  - Collaborative interaction

**VALUES**  
What we stand for

- Collaboration
- Continuous Improvement
- Innovation
- Integrity
- Resilience
- Respect
- Truthworthiness

Experience personal growth through:

- Setting or exceeding relevant learning goals
- Being challenged with tailored instruction
- Accepting responsibility and accountability for their learning
- Having voice and choice in their learning opportunities

Become global and digital thinkers who:

- Appreciate and respect diversity
- Participate as responsible citizens
- See the world as their classroom
- Use media and technology ability and responsibly

Feel supported by staff, families, and the community who:

- Collaborate and communicate effectively
- Ensure essential resources, including technology, are provided
- Serve as positive role models and lifelong learners
- Work together with passion and commitment to be responsible for sustaining high quality schools.



The knowledge, skills, dispositions, and mindsets that our students need to thrive in life and career.

Guide adult actions and decisions, aligning leadership, management, teaching and learning, and resource allocations for student success.

## KEY QUESTIONS for a Graduate Portrait

- What skills, character traits, and/or social-emotional competencies do all students need to succeed in college, career, and life?
- How has the world changed, and how will it continue to change? What skills and mindsets will be necessary in a rapidly changing and complex world?

## Graduate Portrait Outcome Possibilities

Creative Thinkers	Engaged Collaborators	College & Career Ready	Creators and Innovators	Adaptable and Resilient Learners
Team Player	Passionate & Empathetic	Engaged Citizens	Personally Responsible	Culturally Aware
Skilled Communicators	Ethical Character	Problem Solvers	Critical Thinkers	Perseverant & Patient
Empowered and Self-Sufficient	Growth Mindset	Confident and Secure	Civic and Global Contributor	Digitally Literate
Other	Other	Other	Other	Other



Applies to all adults working in the school district, not just teachers, because every adult's work supports student success; therefore, the language here is broad.

Widespread successful achievement of the Graduate Portrait is only possible if a supportive and intentional community of adults work together.

### KEY QUESTIONS for an Adult Portrait

- What are the critical characteristics of an effective team member?
- What characteristics contribute to a successful and efficient culture or climate?

### Adult Portrait Outcome Possibilities

Engaged Collaborator	Love Teaching and Learning	Creator and Innovator	Display a Personal Touch	Team Player
Passionate & Empathetic	Engaged Citizen	Personally & Collectively Responsible	Culturally Aware	Skilled Communicator
Ethical & Trusting Character	Problem Solver	Respectful of Students and Parents	Sense of Humor	Empowered and Self-Sufficient
Growth Mindset	Civic and Global Contributor	Digitally Literate	Adaptable and Resilient Learners	Perseverant & Patient
Other	Other	Other	Other	Other

### TEAM

The portrait of an **ADULT** describes the expectations our District believes are required of adults who ensure all students are successful.

The conditions that will be created, promoted, and practiced by educational leaders to deliver on the promise to the beneficiaries of the district.

A system is made up of an interconnected set of elements that includes an organization's structures, supports, standards, agreements, incentives, and cultures.

### KEY QUESTIONS for a SYSTEM Portrait

- What District System Characteristics define an effective 21st century school system?
- What District System Characteristics do we want to guarantee every student, every family, every staff member to ensure high productivity and satisfaction?

### System Portrait Outcome Possibilities

Clear Purpose with Focus	Aligned and Coherent	Balance Growth and Accountable	Value its Staff	Foster Collaboration
Student Focus	Foster Clear Communication	Ensure Consistency around Policy and Procedures	Promote Continuous Improvement	Value Diversity and Be Culturally Aware
Value Shared Decision-making	Value Ethical & Trusting Relationships	Promote Cohesion-Working Toward Common Goals	Respectful of Students, Parents & Staff	Sense of Humor
Empowered and Self-Sufficient	Growth Mindset	Develop Sense of Community & Belonging	Civic and Global Contributor	Promote Digital Literacy
Adaptable and Resilient Partners	Value Innovation and Risk Taking	Excellent Stewards of Resources	Other	Other

### Community Engagement

- Each artifact the team creates is put out to the stakeholders for feedback
  - Vision Retreat - Preferred Future Statement
  - Data Retreat - SWOT Analysis
  - Setting Direction Retreat - Draft Strategic Plan
- The team reviews the feedback at the next meeting
- Makes any tweaks to the artifact based on feedback and reflection

*Option: School Board report outs between sessions for transparency and feedback*

# DATA RETREAT

Examine Data to Determine Current Reality



## Data Retreat

Where are we now?

**GOAL:** To paint a data picture that allows us to identify our current strengths, weaknesses, opportunities, and threats.

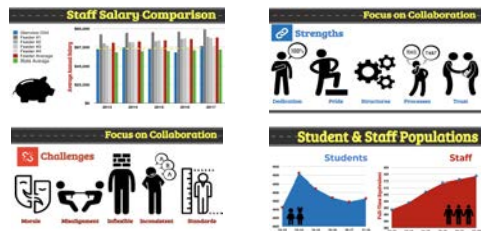
In person 6-hour session



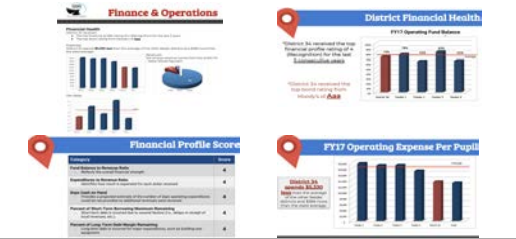
## Student Achievement Data



## Culture Data



## Finance, Facilities, & Technology Data



## Environmental Data



## SWOT ANALYSIS



## SWOT ANALYSIS EXAMPLE

**STRENGTHS:** What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways?  
 • Dedicated, caring, and invested staff and administration  
 • High quality academic program  
 • Strong financial management, balanced budgets  
 • Bond rating, and state financial profile rating  
 • Community and family involvement  
 • Reputations of the district  
 • Technology devices, access, and infrastructure  
 • Whole child philosophy  
 • Value and appreciation for diversity  
 • Safe schools with nurturing learning environments  
 • Fine Arts and Physical Education programs

**WEAKNESSES:** What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?  
 • Student performance above state average, but below community expectations  
 • Achievement gaps  
 • Differentiated instruction with impactful interventions and enrichments and supports to meet academic and social and emotional needs of all students  
 • Consistencies in practices school-to-school, classroom-to-classroom  
 • Homework and grading practices with a positive impact on student learning  
 • Competitive salaries and benefits to attract and retain high quality staff  
 • Variability in class loads, access to student and adviser to staff ratios  
 • Aging facilities with deferred maintenance  
 • Meaningful technology integration with teaching and learning  
 • Limited and inconsistent opportunities for student voice, choice, collaboration, and empowerment  
 • Managing & responding to student crisis & anxiety

**OPPORTUNITIES:** What opportunities for improvement do we know about but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.  
 • Collaborate with high school district to develop a pathway to new college, career & life readiness expectations  
 • Reimagine definition of student success  
 • System for data collection, use, analysis & management  
 • Additional social and emotional supports and implementation  
 • Early learning & full-day kindergarten options to ensure improved readiness for school  
 • Instructional tools and strategies to provide clarity and consistency expectations for family engagement  
 • Make opportunities to engage & support families and change management

**THREATS:** Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?  
 • State and federal funding  
 • Resistance to change, fixed mindset  
 • New state assessment  
 • Balance of ability to pay taxes with critical support to maintain a high-quality educational program  
 • Economic disparity and equity throughout the district  
 • Health, wellness, stress, anxieties for students and their families  
 • Social media  
 • Safety and security

# SETTING DIRECTION RETREAT

Build Pathway for Improvement: Goals, Strategies, and Indicators





## Setting Direction Retreat

How do we get from where we are now to where we want to be?

**GOAL:** To determine high priority strategies to accomplish long-range goals.

In person 6-hour session



## Setting Direction Retreat

Long-range performance goals that we aspire to achieve to accomplish our mission and vision

Annual actions and priorities that define our most critical work that if accomplished will improve our long-range goals

Smart goals require aligned strategies and well-designed action steps in order to provide stakeholders with a map of what's important and a plan for how to get there

What do we need to do to close the gaps and get closer to realizing our mission, vision, values and goals?

Goal One Student Achievement & Growth	Goal Two Learning Environment	Goal Three Family & Community Partnerships	Goal Four Premier Workforce	Goal Five Operational Resources
Provide students with the opportunities and resources to achieve their individual best.	Ensure a safe and engaging learning climate that adapts to the diverse needs of all.	Actively engage families and the community as vital partners in the educational experience.	Attract and retain highly qualified staff and cultivate a collaborative culture where everyone is valued and empowered.	Align resources to District priorities to provide support and add value for students, staff, and community.
<b>Strategies for Student Achievement &amp; Growth</b>	<b>Strategies for Learning Environment</b>	<b>Strategies for Family &amp; Community Partnerships</b>	<b>Strategies for Premier Workforce</b>	<b>Strategies for Operational Resources</b>
<ol style="list-style-type: none"> <li>1. Improve overall student academic growth while closing identified achievement gaps.</li> <li>2. Expand learning opportunities for all students and families within the District and community.</li> <li>3. Expand relevant learning opportunities that extend past our schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and support and bring a sense of self-worth and confidence.</li> <li>2. Foster love, caring, and other emotions to improve the effectiveness of supports and interventions.</li> <li>3. Ensure a safe learning environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase how our family and community communication using strategies and personalized tools.</li> <li>2. Expand opportunities for parent and community partnerships.</li> <li>3. Strategize marketing content to increase enrollment.</li> </ol>	<ol style="list-style-type: none"> <li>10. Hire and retain highly qualified, diverse staff that reflects our student population.</li> <li>11. Increase differentiated professional development opportunities to maintain and elevate all staff professional practice.</li> <li>12. Ensure financial and other resources are readily allocated and distributed.</li> <li>13. Ensure and revise emergency operational plans and critical response manuals and familiarize stakeholders across community with those plans.</li> </ol>	<ol style="list-style-type: none"> <li>14. Establish a long-range master facilities plan with an annual money plan to ensure facilities are maintained.</li> <li>15. Establish a long-range technology and other assets plan to ensure technology is maintained.</li> <li>16. Ensure financial and other resources are readily allocated and distributed.</li> <li>17. Ensure and revise emergency operational plans and critical response manuals and familiarize stakeholders across community with those plans.</li> </ol>

**Goal One: Academic Success**  
All students will demonstrate continuous academic growth to ensure college, career, and life success.

### Strategy A: Close achievement gaps.

- Examine differences in student subgroup populations and target closing gaps
- Consider Hispanic students
- Consider Low-income students
- Consider Students with Disabilities
- Examine Bilingual programs
- Consider PSIP and other instructional strategies

### Strategy B: Research, explore, and pilot 21<sup>st</sup> century learning strategies.

- Explore Interdisciplinary projects
- Consider Student choice and interests
- Explore Problem based; project-based learning
- Target Real life application
- Provide opportunities for Exhibitions (performance assessments)
- Explore Early learning opportunities

## FINAL MEETING

Review and Approval of Draft Plan Recommendation for Superintendent

## Final Meeting

"What we will recommend."

- Review Edit Team Draft
- Review Stakeholder Feedback
- Finalize Recommendation

VIRTUAL



## Deliverables

One Page Strategic Plan: Mission, Vision, Core Values, Portraits, Goals, Strategies

Supporting Document containing details related to the One-Page Plan

## BEYOND PLAN APPROVAL

Living the Strategic Plan

**OUR GOALS AND STRATEGIES**

- GOAL #1 Student Goals & Achievement**
- GOAL #2 Student Engagement**
- GOAL #3 Work Environment**
- GOAL #4 Family & Community**
- GOAL #5 Leadership**

**MISSION**  
Empower every learner so that all engaged, energized, and achieving.

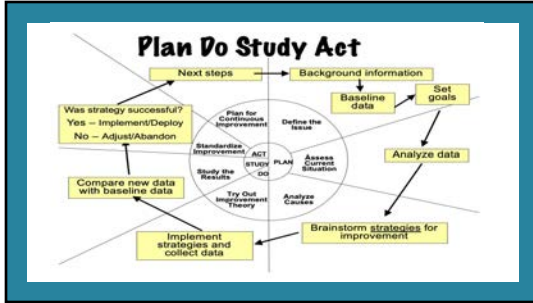
**VALUES**  
1. Collaboration  
2. Communication  
3. Accountability  
4. Integrity  
5. Innovation

**NAVIGATE 28: Empower Every Learner**

- Align goals and strategies to a data system**
  - Identify key indicators, measures, and targets for all goals and strategies.
- Align the data system to a progress monitoring and reporting system for all stakeholders.**
  - Progress monitor and report growth and achievement while making adjustments to ensure improved results.
- Align the Plan to individual and team performance and program evaluation**
  - Align individual, team, school, and program goals and feedback to the data system.
- Align the Plan to the work structures and shared decision-making processes**
  - Align the plan to school, team, department and program structures and processes to ensure ownership, responsibility and accountability.
- Align the Plan strategies to PDSA action plans**
  - Make sure strategy actions plans follow a consistent SMART process to develop a two-way collaborative communication system.
- Align the Plan to resources of time and money**
  - Align budget and meeting agendas to the Plan to ensure focus and priority.

**CATALYST FOR EDUCATIONAL CHANGE**

Strategy Action Plan					
Task	Evidence/Metric	PD/Support	Responsible	Timeline	Resources



Northbrook 28 Team DRAFT Schedule			
Meeting	Purpose/Essential Questions	Date	Time
Orientation	Who we are and what we are charged to do?	January 18	Virtual 4:00 - 6:00 pm
Vision Retreat	Where do we want to be? How will we be different 5-10 years from now?	January 30	Face to Face 8:30 - 3:45
Data Retreat	Where are we now? What is working well and what isn't?	February 22	Face to Face 8:30 - 3:45
Setting Direction Retreat	How will we get from where we are now to where we want to be 5-10 years from now?	March 14	Face to Face 8:30 - 3:45
Final Meeting of Plan Team	What will we recommend to the Board of Education to set future direction?	April 30	Virtual 1:00 - 4:00 pm

**CATALYST FOR EDUCATIONAL CHANGE**

**Next Steps**

- Vision Retreat**
  - Build Preferred Future Statement
    - Refresh/Refine Mission, Vision, Core Values, Motto
  - Build visionary portraits: student, adult, and system
  - Stakeholder feedback
- Homework**
  - Article assignment prior to Vision Retreat
  - Table group discussions to reflect

**QUESTIONS?**  
crystal.conley@ccweb.org

**CATALYST FOR EDUCATIONAL CHANGE**

**Thank You!**

**CATALYST FOR EDUCATIONAL CHANGE**