

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 plan team to verify Long-range Goals and Measures and Prioritize the Strategies 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. <i>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.</i> Strategies must be <i>few in number and comprehensive in action.</i>
Indicator	<i>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.</i>
Measure	<i>Measures are the instruments or tools aligned to the indicators that defines success. Often there are multiple measures for one indicator. Measures may be quantitative or qualitative.</i>
Target	<i>Targets are short term incremental steps measuring growth toward the Goal. Targets are set for each measure. Goals without targets lack power and usefulness.</i>
Action Plan	<i>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.</i>
Key Performance Indicator (KPI)	<i>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.</i>

Activity Two Part A: Review current long-range themes/goals. **Consider revisions 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 with 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?

Examples of Strategic Goals:

- ✓ Ensure college and career readiness for ALL students.
- ✓ Ensure maximum development, growth, and achievement for all students.
- ✓ Engage families and the community as vital partners in the education process.
- ✓ Provide a rigorous, relevant, engaging and satisfying learning environment.
- ✓ Provide a productive, safe, and supportive learning environment.
- ✓ Develop shared responsibility and accountability through a partnership among and between school, home, and the community.
- ✓ Align resources to accomplish priorities within a balanced budget.
- ✓ Cultivate a positive and productive working environment that attracts, develops and retains high quality staff.

- ✓ Demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.

Complete Goal One together to establish and communicate a clear process:

1. Consider current goal/ goal statement.
2. Compare it against the Goal criteria above
3. What do you like? What do you want to change?
4. Is it short and compelling?
5. Does it include a powerful verb?
6. Is it something that will not change easily and be part of our overall performance expectations ?
7. Is it an expectation of performance not a program or a solution?
8. Is it Results oriented and NOT activity oriented? Can it be measured?

Current Goals	Suggested Revisions
<p>GOAL: STUDENT GROWTH & ACHIEVEMENT – address, and respond to issues associated with Every Student Succeeds Act, the Illinois Balanced Accountability Mode, and other federal and state academic initiatives.</p>	
<p>GOAL: LEARNING ENVIRONMENT None</p>	
<p>GOAL: HIGH QUALITY WORKFORCE – We will actively work to enhance the diversity of our workforce, including the recruitment and retention of ethnic minority staff.</p>	
<p>GOAL: FAMILY AND COMMUNITY PARTNERSHIP – We will continue to promote positive Public Relations efforts in the district.</p>	

GOAL: RESOURCES – We will continue to maintain the positive financial of the district.	
Other	

Activity Two Part B: Learn about what makes a goal SMART and the importance of Key Performance Measures and Targets. Discuss Tools for Schools: Work Smarter Not Harder. Discuss Key Performance Indicators.

SMART	KPIs	Targets
S		
M		
A		
R		
T		

Activity Two Part C: Provide feedback on POSSIBLE goal Key Performance Indicators/Measures to be used to measure progress monitor, and report performance on the long-range goals. Discuss Redefining Ready.

Current Goals	Suggested Revisions	
<p><u>Student Growth and Achievement:</u> We will continue to analyze, address, respond to issues associated with Every Student Succeeds Act, the Illinois Balanced Accountability Mode, and other federal and state initiatives.</p>	<ul style="list-style-type: none"> • GRADUATION RATE • SAT ENGLISH LANGUAGE ARTS SCORE • SAT MATHEMATICS SCORE • CHRONIC ABSENTEEISM • 9TH GRADE ON TRACK • CLIMATE SURVEY 5E • ENGLISH LANGUAGE PROFICIENCY • SCIENCE ASSESSMENT • FINE ARTS PARTICIPATION 	
<p><u>Learning and Working Environments:</u> We will complete the actions outlined in the Resolution affirming CCHS #165 Board of Education’s Commitment to eliminate racial justice.</p>	<ul style="list-style-type: none"> • STUDENT ENROLLMENT • STUDENT ATTENDANCE/CHRONIC ABSENTEEISM • DIVERSITY/STUDENT POPULATIONS <ul style="list-style-type: none"> • WHITE • BLACK • HISPANIC • ASIAN • MULTI RACIAL • LOW INCOME • STUDENTS WITH DISABILITY • ENGLISH LANGUAGE LEARNERS 	<ul style="list-style-type: none"> • CLASS SIZE <ul style="list-style-type: none"> • STUDENT:TEACHER RATIO • STUDENT:ADMINISTRATOR RATIO • STUDENT BEHAVIORS <ul style="list-style-type: none"> • REFERRALS • ISS • OSS • STUDENT SATISFACTION
<p><u>Quality Staff:</u> We will actively work to enhance the diversity of our workforce, including the recruitment and retention of ethnic minority staff.</p>	<ul style="list-style-type: none"> • TEACHER/STAFF ENROLLMENT • TEACHER/STAFF DIVERSITY • TEACHER/STAFF ATTENDANCE • TEACHER/STAFF RETENTION • TEACHER/STAFF EDUCATION • TEACHER/STAFF PERFORMANCE EVAL • NATIONAL BOARD-CERTIFIED TEACHERS • TEACHER/STAFF SATISFACTION • SALARIES AND BENEFITS • PROFESSIONAL DEVELOPMENT OPPORTUNITIES 	
<p><u>Families and Community:</u> We will continue to promote positive Public Relations efforts in the district.</p>	<ul style="list-style-type: none"> • PARENT ENGAGEMENT • PARENT ATTENDANCE AT CONFERENCES • PARENT SATISFACTION • VOLUNTEERISM • PARENT USE OF DIGITAL REPORTING SYSTEMS 	

<p>Resources: We will continue to maintain the positive financial of the district.</p>	<ul style="list-style-type: none"> • INCREASE ANNUALLY IN REVENUE SOURCES. Fund balances have grown each year. • EXPENDITURE LESS THAN REVENUES ANNUALLY • EVUALIZED ASSESSMENT VALUATION/TAX RATE • STATE FINANCIAL PROFILE <ul style="list-style-type: none"> • Fund balance to Revenue Ratio • Expenditure to Revenue Ratio • Days Cash on Hand • Percentage of short-term borrowing maximum remaining • Percentage of long-term debt margin remaining • OPERATING EXPENSE PER PUPIL • INSTRUCTIONAL EXPENSE PER PUPIL • ANNUAL AUDIT FINDINGS • GRANT/OTHER RESOURCES 	<ul style="list-style-type: none"> • SPACE UTILIZATION • LIFE SAFETY COMPLIANCE • FACILITIES LONG RANGE PLAN ON TRACK • CLEANLINESS • SAFETY AND SECURITY • MAINTENANCE • CYCLE TIME FOR FACILITY RELATED REPAIRS • CYCLE TIME FOR FACILITY RELATED REPLACEMENTS • RATIO • STUDENT:CHROMEBOOKS • NETWORK/WIFI CAPACITY • CLASSROOM TECHNOLOGY UP TO DATE • CYCLE TIME FOR TECH RELATED REPAIRS • CYCLE TIME FOR TECH RELATED REPLACEMENTS
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Activity Three: Discuss the difference between a goal and a strategy. Learn about College, Career, and Life Readiness Standards. View examples of goals and aligned strategies.

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.

<ol style="list-style-type: none"> 1. GPA: 2.8/4.0 2. 95% attendance in high school junior and senior year 3. EITHER (A) College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act; OR (B) All of the following: 	<ul style="list-style-type: none"> • Development Experience Industry Credential • Military Service or an ASVAB Score of 31 or Higher • Dual Credit Career Pathway Course (College Credit Earned) • Completion of a Program of Study
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One academic indicator in each of ELA and math during junior/senior year (or Algebra II at any time)
Identify a career area of interest by the end of the sophomore year
Three career ready indicators during junior/senior year

ELA

ELA Advanced Placement (AP) Exam (Score of 3 or Higher)

ELA AP Course (Grade of A, B, or C)

Dual Credit English Course (Grade of A, B, or C)

International Baccalaureate (IB) ELA Course (Grade of A, B, or C)

IB Exam (Score of 4 or Higher)

Transitional English (Grade of A, B, or C)

Minimum ACT Subject Scores of English: 18 and Reading: 22

Minimum SAT Subject Score of Evidence Based Reading and Writing: 540

Math AP Exam (Score of 3 or Higher)

Math AP Course (Grade of A, B, or C)

Dual Credit Math Course (Grade of A, B, or C)

IB Math Course (Grade of A, B, or C)

IB Exam (Score of 4 or Higher)

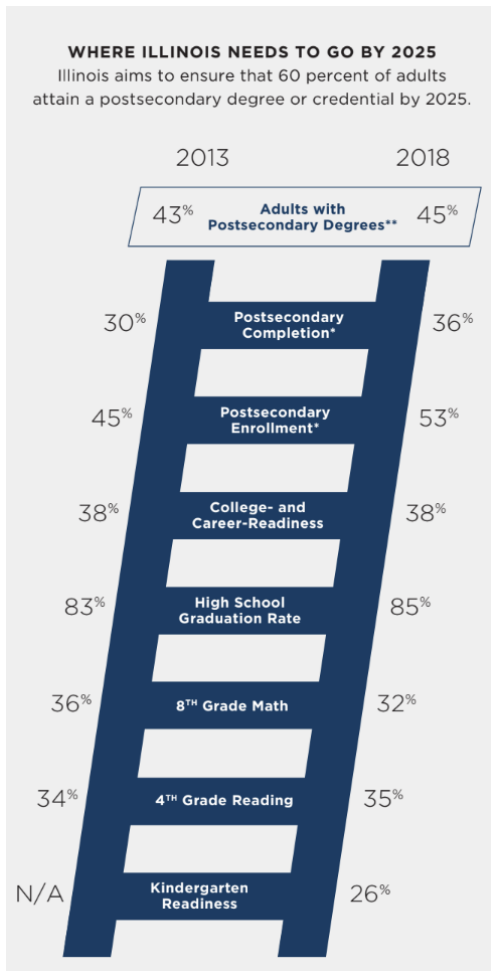
Transitional Math (Grade of A, B, or C)

Algebra II (Grade of A, B, or C)

Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year

Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months
- Consecutive Summer Employment
- 25 Hours of Community Service
- Two or More Organized Co-Curricular Activities



ILLINOIS STATE LIFE READY

Being LIFE READY means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social-awareness, responsible decision making, and relationship skills.

Students who are LIFE READY possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.

Our nation’s schools provide social and emotional support and experiences to equip students with life skills to succeed in the present and in the future

There has been increased need to address the social and emotional needs of students relating from the pandemic.

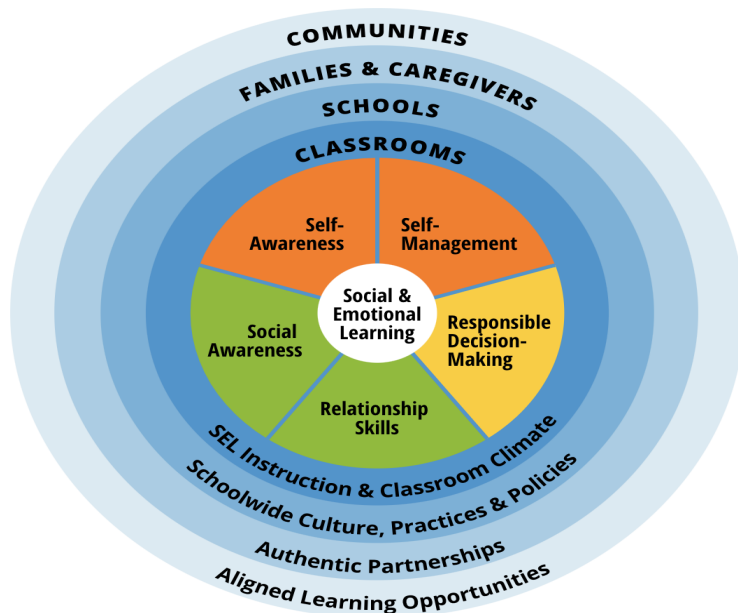
Life Ready students exhibit a minimum score of “2” in all classes for Social and Work Skills. Social Skills Work Skills 1. Respects others and property

2. Takes responsibility for own actions
3. Pays attention
4. Practices self-control
5. Displays effort to produce quality work

1. Organized and prepared for class
2. Follows directions and participates
3. Seeks positive solutions to problems
4. Completes tasks/uses time wisely

Performance Levels

- 1 – Exemplary – Student shows this quality with words and actions without reminders and is a highly productive member of the class.
- 2 – Doing Well – Student shows this quality with words and actions most of the time.
- 3 – Needs Improvement – Frequent reminders and redirection are needed.



Activity Four Part A: Reflect on SWOT analysis and Preferred Future Statement to identify 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:

- ✓ Equity
- ✓ Student Agency: Voice, Choice, ownership of learning
- ✓ Inquiry-Based Learning; Problem-based Learning
- ✓ STEM or STREAM
- ✓ Community perception/satisfaction
- ✓ Staff engagement, professional development, collaboration
- ✓ Technology Integration
- ✓ Aligned, Articulated Curriculum and Assessment
- ✓ High Impact Instruction; Differentiated Professional Development
- ✓ 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
- ✓ Limited Resources

Model the process with the group.
Use the SWOT Analysis

Use the revised Preferred Future Statement Vision

Identify 8-10 strategy topics that need our critical attention to move the district to a higher level of discussion.

- 1. Begin with one from a table team. Ask them to state the strategy issue and why they selected it.**
- 2. Ask all other teams if they had a similar or related issue. Count the number of total tables who identified the issue.**
- 3. Chart all strategies with the total number of tables with the same issue identified.**
- 4. Repeat with next table.**
- 5. Chart all strategies with the total number of tables with the same issue identified. until all strategies are out**

Identify those strategies on the list with 5 or more table team responses

4 or more

3 or more

2 or more

Select the top 8-10

Long Range GOALS	Ideas for Change S = from SWOT P = from Preferred Future Statement F = from Futuristic Vision Worksheet O = Other	Strategy What will be done to address what needs to be better/ideas for change?
GOAL: STUDENT GROWTH & ACHIEVEMENT –		
GOAL: LEARNING ENVIRONMENT		
GOAL: HIGH QUALITY WORKFORCE		

GOAL: FAMILY AND COMMUNITY PARTNERSHIP		
GOAL: RESOURCES		

Activity Four Part B: Summary of most frequently identified strategies:

Identify 8-10 strategy topics that need our critical attention to move the district to a higher level of discussion.

- 1. Chart all strategies with the total number of tables with the same issue identified.**
- 2. Identify those strategies on the list with 5 or more table team responses**
- 3. 4 or more**
- 4. 3 or more**

Select the top 8-10

Reminder:

The Final Meeting of the Strategic Plan Team will be January 3. Virtual. 9:00-11:30

A draft of the plan will be sent out for stakeholder feedback between now and that meeting.

The team will review all feedback and make final refinements to the draft of the plan. The plan will then be readied for Board approval. There will be a reading in January with approval in February.