










Strategic Planning Setting Direction Retreat

Welcome from
Dr. Negrón


Who are we
and what are
we here to do?






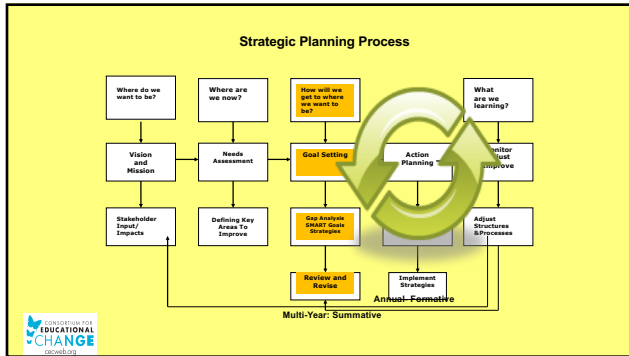


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FOUNDATION OF CONTINUOUS IMPROVEMENT	
Pillars	Guiding Question
✓ MISSION	What is our fundamental purpose; why do we exist?
✓ VISION	What must we become in order to accomplish our fundamental purpose?
GOALS	How will we know if we are making a difference?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







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

CONSORTIUM FOR EDUCATIONAL CHANGE

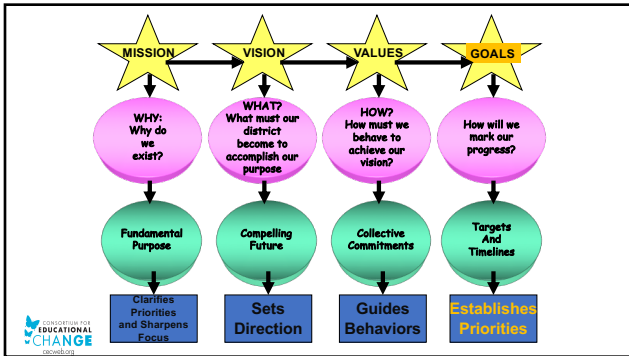
SETTING DIRECTION OUTCOMES

- 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 its works toward achieving its Preferred Future.
- Preview the *Setting Direction Retreat- PART TWO*.



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Activity One: What is going to be different?

- **REVISE** the **PREFERRED FUTURE STATEMENT**:
Mission, Vision, Values/Commitments.
- **CHART** YOUR CHANGES IN YOUR HANDOUTS AND POST THEM IN THE WALL POSTER'S RIGHT-HAND COLUMN.
- **BE READY TO SHARE** WITH THE GROUP.
- Be sure your **Mission, Vision, Values and Commitments** support one another.



ACTIVITY TWO: *Reflect on the articles read.*

- SHARE THOUGHTS ABOUT THE HOMEWORK ARTICLES.**
- **SELECT KEY WORDS OR PHRASES.**
 - **IDENTIFY IMPORTANT TAKE AWAYS FROM YOUR READING.**

- Key Performance Indicators
- Working **SMARTER** not **HARDER**
- Defining Excellence
- Redefining Student Success



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As a strategic plan team member, what were key concepts you found in the homework articles that we all need to keep in mind as we do our work together.

Generate 3-5 from each of the key concepts from the article you read.

Be ready to share with your team.



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Activity Two Directions

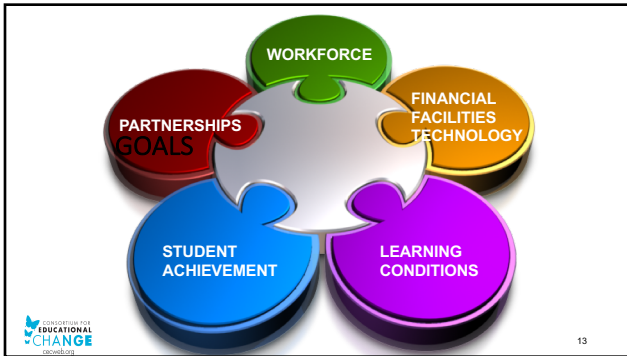
1. FIND YOUR **REPORTING CHART**
2. RECORD YOUR **KEY WORDS/PHRASES**
3. Be ready to share your thinking with YOUR Table TEAM
4. Record your homework group's **consensus thinking** on the wall poster



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.

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

Long-Range Goals

As a Table Team:

- Examine the definition of a LONG-RANGE GOAL.
- Discuss the importance of long-range goals.
- Discuss how annual goals are incremental steps toward long-range goals.
- Review the criteria for evaluating a goal statement.
- Preview examples of Goal Statements.

Reflect on the current long-range goal statements.

Write new goals statements (Add, combine, eliminate).

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.



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

Results Goal	Indicators	Measures	Targets
"R" PLUG YOUR RESULTS GOAL IN HERE	"S" Specific Standard Here	"M" "M"	"A" and "T" "A" and "T"
	"S" Specific Standard Here	"M" "M"	"A" and "T" "A" and "T"
	"S" Specific Standard Here	"M" "M"	"A" and "T" "A" and "T"
	"S" Specific Standard Here	"M" "M"	"A" and "T" "A" and "T"
	"S" Specific Standard Here	"M" "M"	"A" and "T" "A" and "T"
	"S" Specific Standard Here	"M" "M"	"A" and "T" "A" and "T"



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

Indicators

What are they?
*The standards, skills, or
 evidence of performance that
 comprise or lead to
 proficiency in the Results
 Goal.*

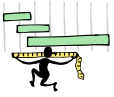


More than a SMART Goal. Anne Conzemius and
 Terry Morganti-Fisher, Solution-Tree (2011)



Measures

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



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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.



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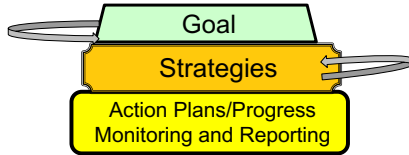
Activity Four: PREVIEW Indicators and Measures

- See possible indicators.
- *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?



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Activity FIVE: 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
will all *DO* differently to get a different result

Strategies

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 needs to be addressed.
- They are few in number (5-8) so that they can be addressed with quality resources.

Some of the world's greatest feats were accomplished by people not smart enough to know they were impossible.




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

- As a Table Team:
 - **Examine** the definition of strategy.
 - **Discuss** the relationship between a strategy and a goal.
 - **Reflect** on the criteria for evaluating a good strategy statement.
- **Reflect** on the District's current strategies.
- **Write** 4-6 strategy statements.
- **Chart** your strategies and be ready to share with everyone.



Next Steps

- Prepare DRAFT of Strategic Plan (Core Team tomorrow AM)
- Share DRAFT with Stakeholders
- Review FEEDBACK from Stakeholders at final meeting of plan team on May 16, 8:30 – 11:30.



