Welcome Superintendent

Who are we and what are we here to do?
<table>
<thead>
<tr>
<th>Pillars</th>
<th>Guiding Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION</td>
<td><em>What is our fundamental purpose; why do we exist?</em></td>
</tr>
<tr>
<td>VISION</td>
<td><em>What must we become in order to accomplish our fundamental purpose?</em></td>
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<tr>
<td>GOALS</td>
<td><em>How will we know if we are making a difference?</em></td>
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<tr>
<td>VALUES</td>
<td><em>How must we behave to achieve our mission, vision and goals?</em></td>
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</tbody>
</table>
Strategic Planning Process

1. Vision and Mission
   - Where do we want to be?

2. Needs Assessment
   - Where are we now?
   - Needs Assessment

3. Goal Setting
   - How will we get to where we want to be?
   - Goal Setting
   - Gap Analysis
   - SMART Goals

4. Action Planning
   - Implement Strategies
   - Adjust Structures & Processes
   - Annual-Formative

5. Review and Revise
   - Where are we now?
   - Defining Key Areas To Improve
   - Review and Revise

6. Implement Strategies
   - Where do we want to be?
   - Adjust Structures & Processes

7. Monitor & Adjust
   - What are we learning?
   - Monitor & Adjust

8. Stakeholder Input/Impacts
   - Adjust Structures & Processes
   - Annual-Formative

9. Multi-Year: Summative
   - Where are we now?
   - Needs Assessment
   - Multi-Year: Summative

10. Strategic Planning Process
It is good to have an end to journey toward; but it is the journey that matters in the end.

Ursula K. LeGuin 1999
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.
• **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 Setting Direction Retreat- PART TWO.**
WHAT? What must our district become to accomplish our purpose?

WHY: Why do we exist?

HOW? How must we behave to achieve our vision?

Fundamental Purpose

Clarifies priorities and sharpens focus

Compelling Future

Sets Direction

Collective Commitments

Guides behaviors

Targets And Timelines

Establishes priorities
Activity Directions: 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.
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.
Activity Directions

1. FIND YOUR **REPORTING CHART**
2. RECORD YOUR **KEY WORDS/PHRASES**
3. Be ready to **share your thinking** with YOUR 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

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).
S.M.A.R.T. Goals have both short and long term impact.
### S.M.A.R.T. Goal Tree Diagram

**Results Goal**

**Indicators**

- **“S”** Specific Standard Here
- **“S”** Specific Standard Here
- **“S”** Specific Standard Here

**Measures**

- **“M”**
- **“M”**
- **“M”**

**Targets**

- **“A” and “T”**
- **“A” and “T”**
- **“A” and “T”**

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*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.

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/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.
• 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?
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: 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 so that they can be addressed with quality resources.
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.