

Strategic Planning Education Report

September 23, 2019

Presented by
Dr. Thomas Hagerman & Mr. Edgar McIntosh

“Strategic planning is not about writing an ideal document called a strategic plan. It is about shaping and crafting strategies that achieve intended results...strategy, like innovation, is not about what you say or believe. It is about what you do.”
(Williams, 1994)



Review Strategic Planning Process to Date: BoE Education Report Presentation Highlights, April 29, 2019

Data Gathering & Focus Groups

Strategic vs. Annual Goals

Template Considerations (Problems of Practice)

7 Strategic Pillars

Data Analyses (Staff, Parents, Students, Community)

Plans for Further Development

Timeline



Survey Data Review

Faculty/Staff: Establish Values and Clarify Priorities

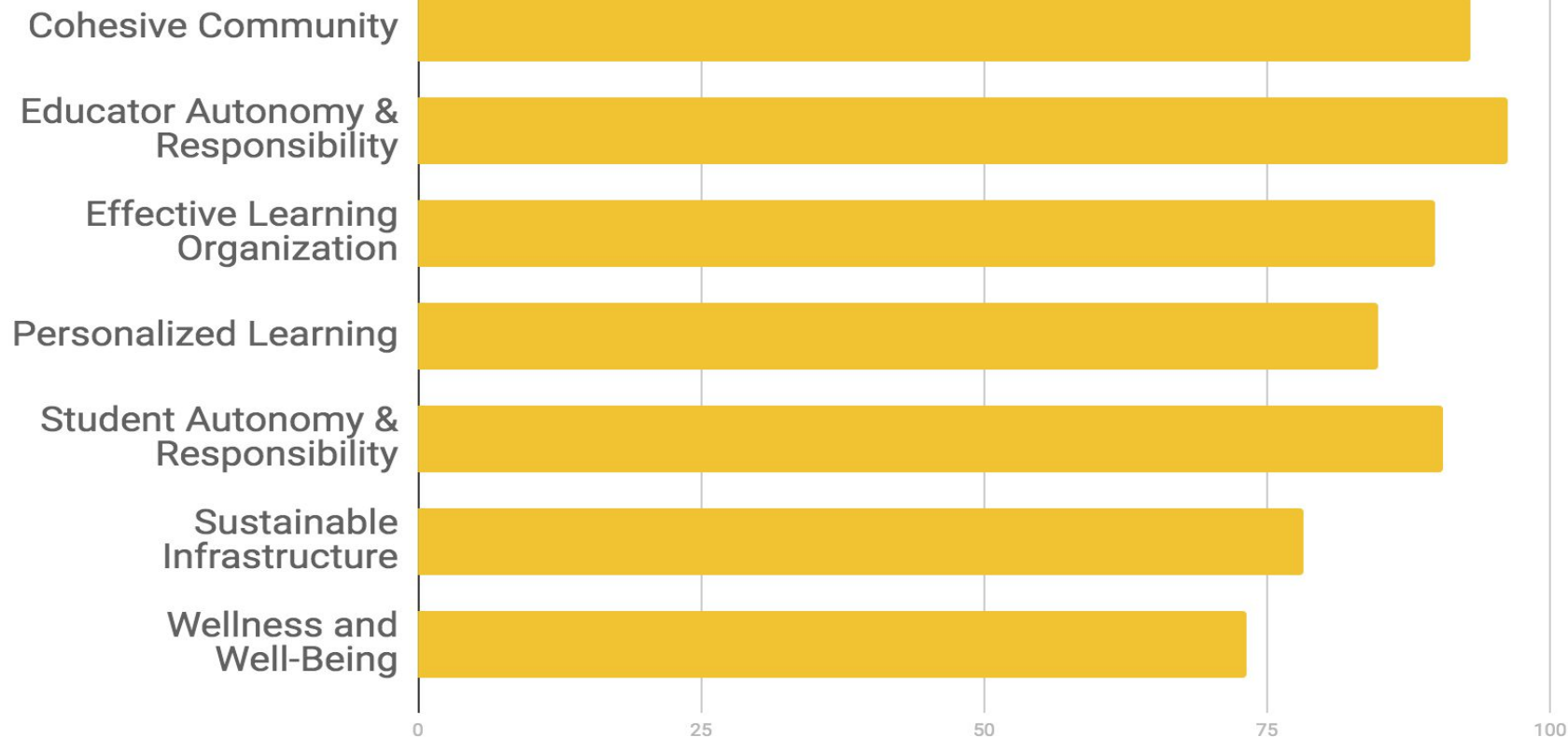
Students: Verify Values and Clarify Priorities

Parents: Verify Values and Clarify Priorities

Community Members: Verify Values and Clarify Priorities

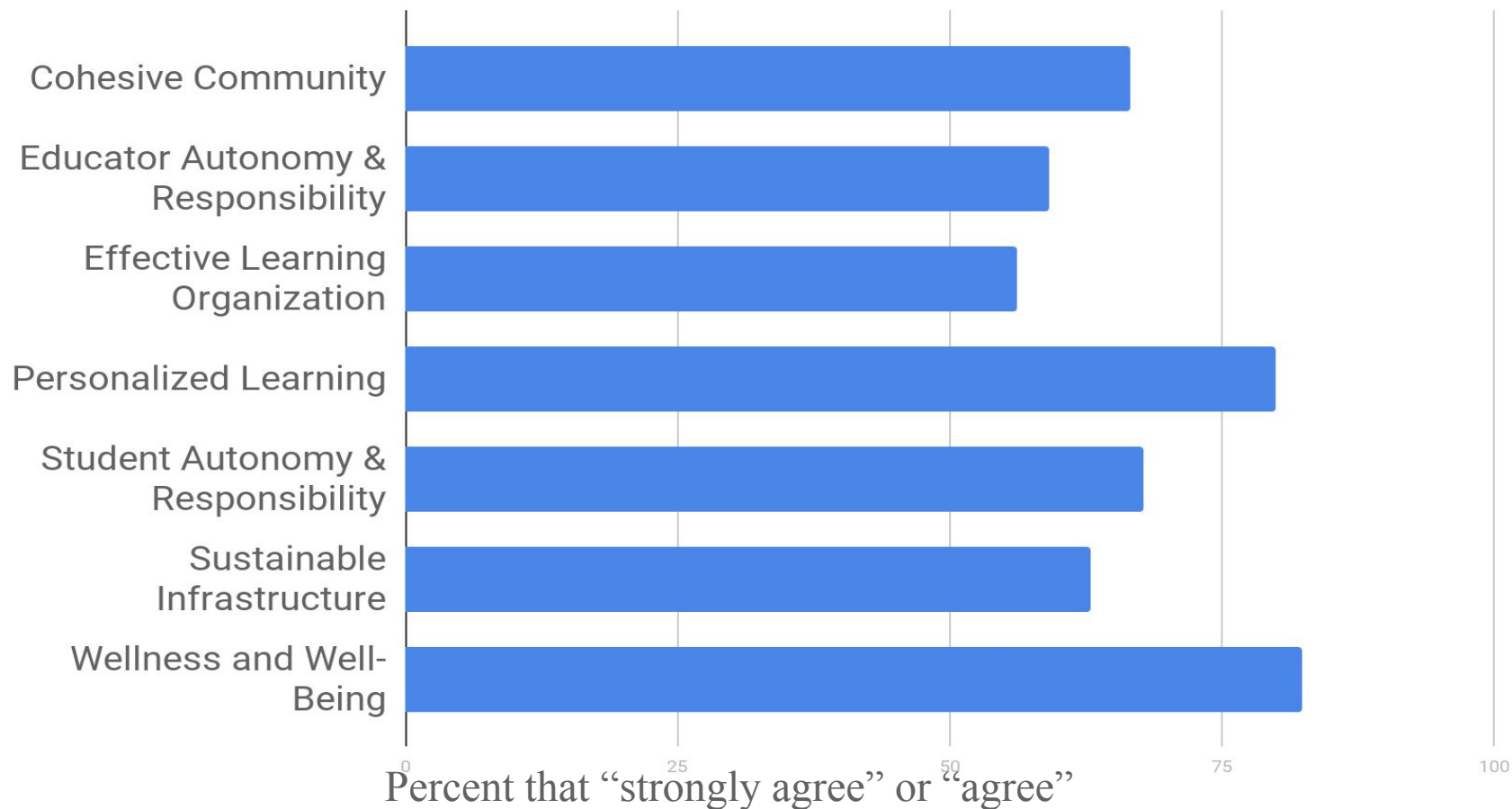


Teacher Survey: Does Scarsdale focus on these areas or “Pillars”

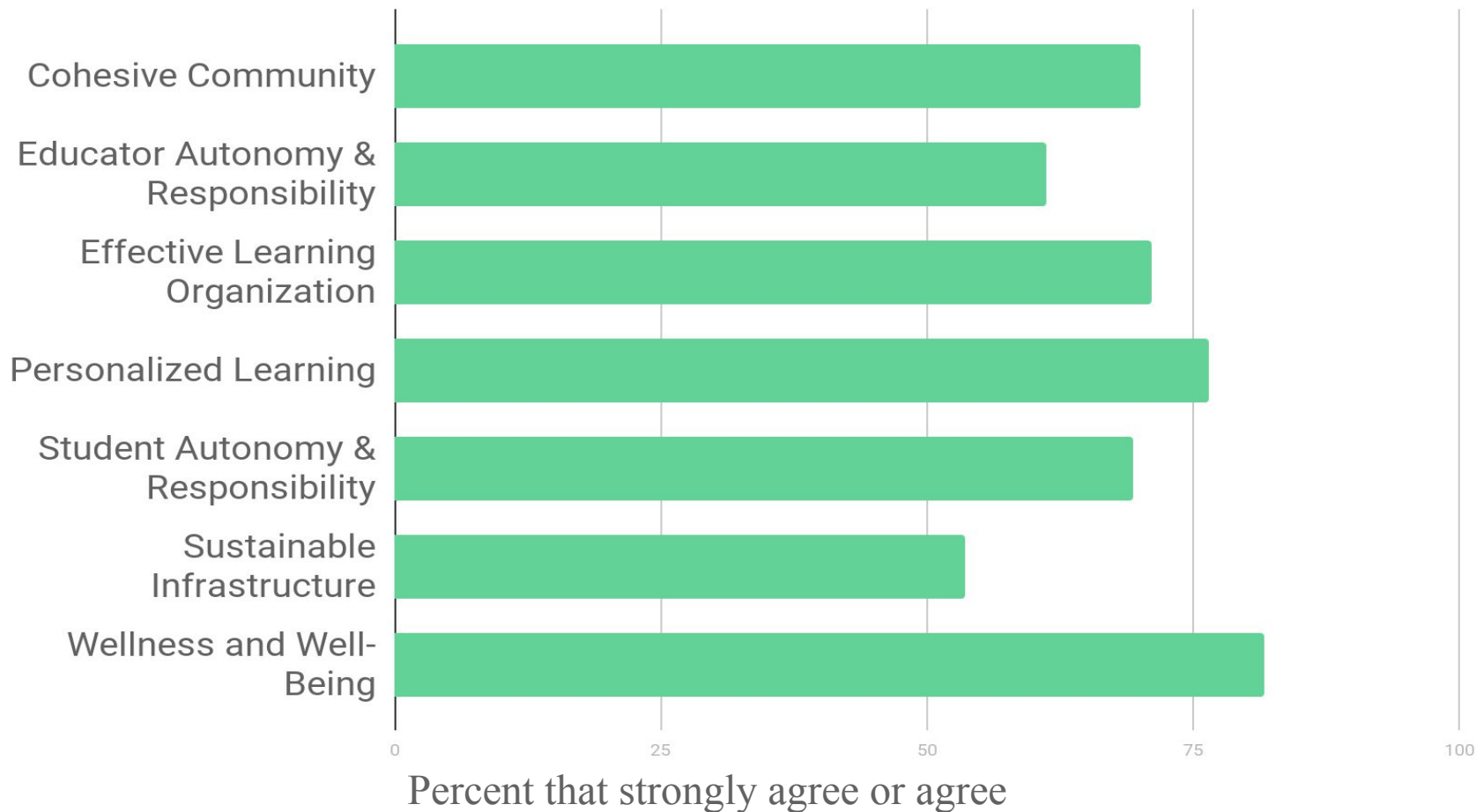


Percent that “strongly agree” or “agree”

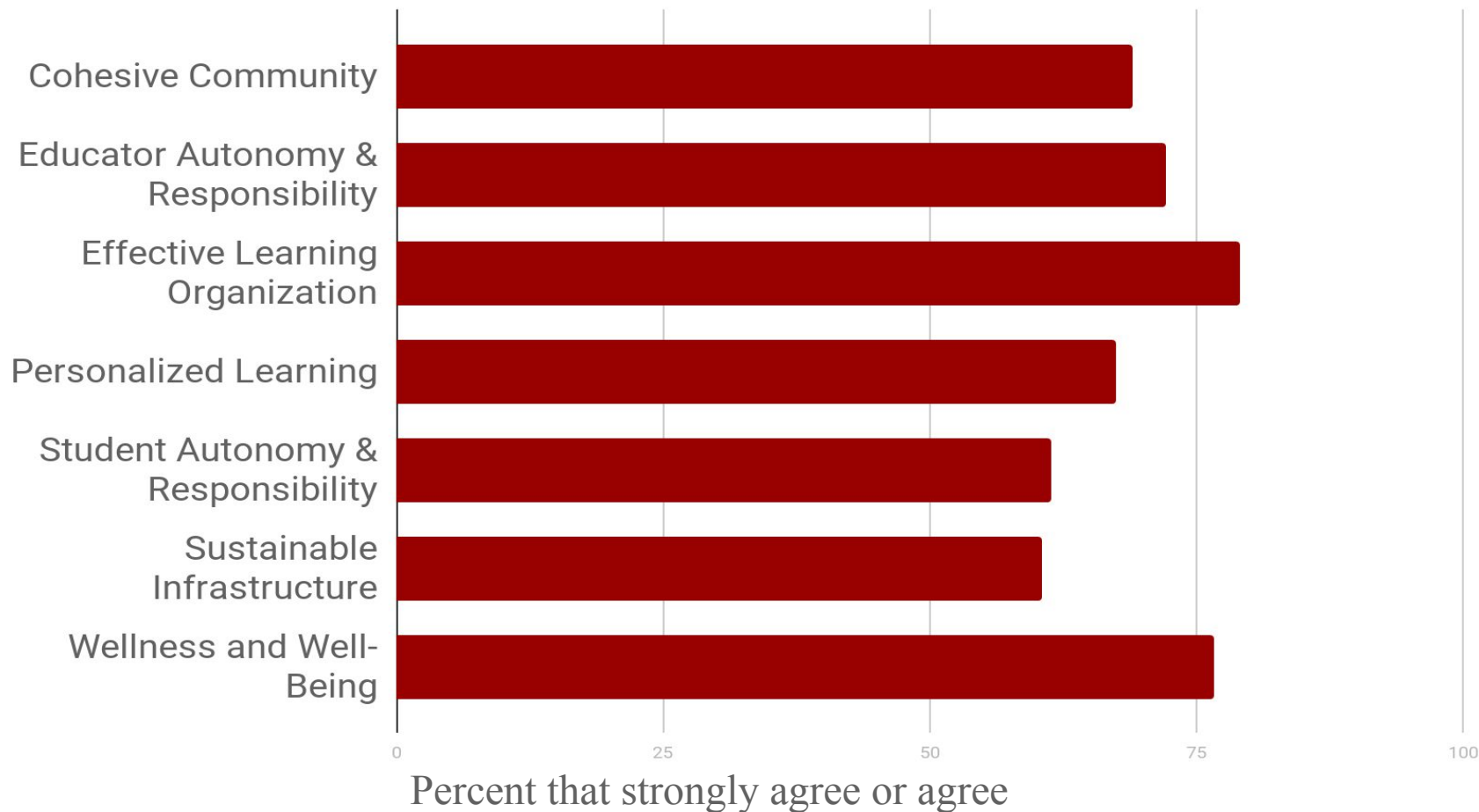
Student Survey: Should Scarsdale focus on these areas or “Pillars”



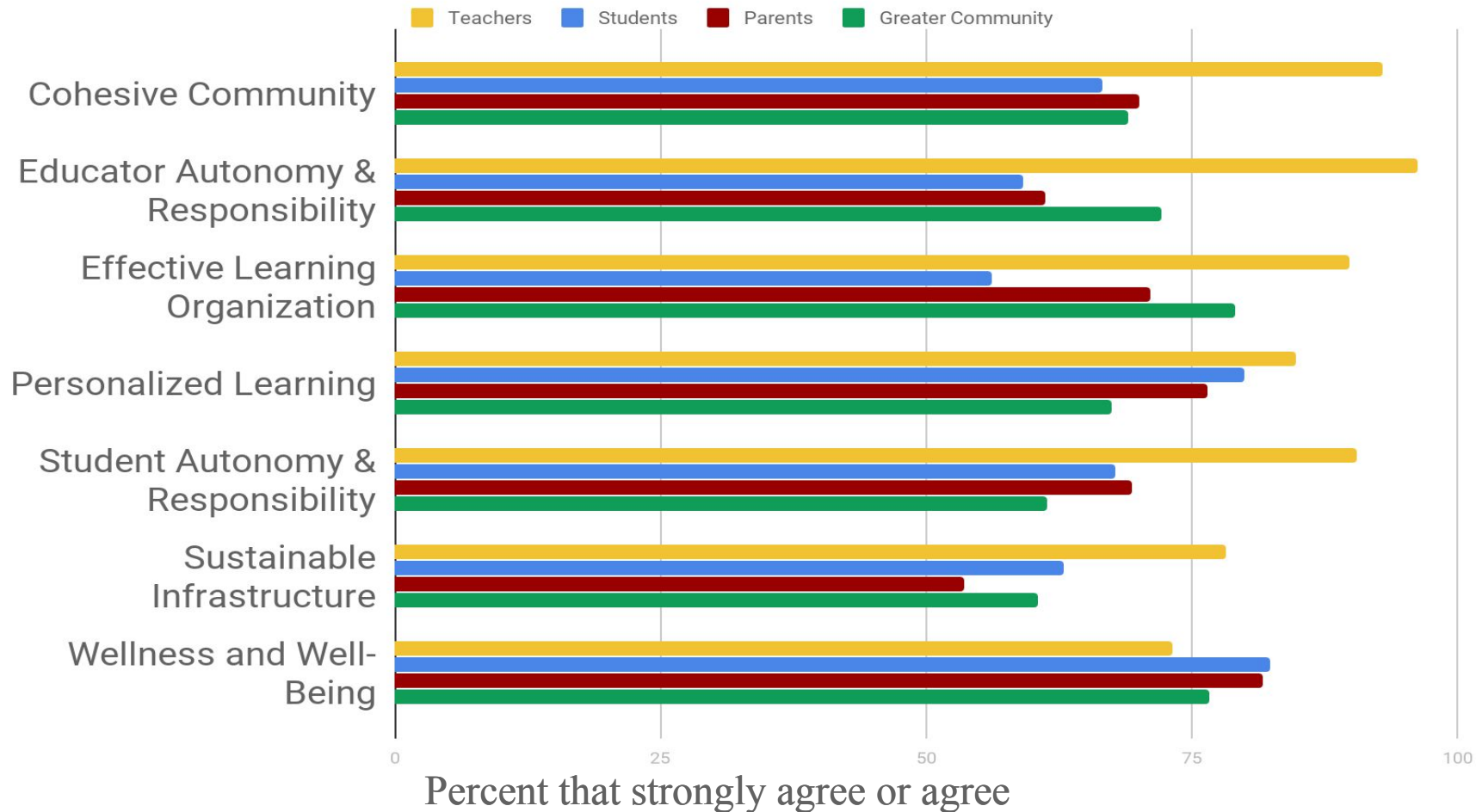
Parent Survey: Should Scarsdale focus on these areas or “Pillars”



Community Survey: Should Scarsdale focus on these areas or “Pillars”



Does/Should Scarsdale focus on these areas or “Pillars”



Initial Data Transforms into 7 Strategic “Pillars”

Student Autonomy & Responsibility

Educator Autonomy & Responsibility

Cohesive Community

Effective Learning Organization

Sustainable Infrastructure

Personalized Learning

Wellness and Well-Being



Student Autonomy & Responsibility

- To what extent do Scarsdale students have the autonomy to address their needs and interests?
- What, if any, are barriers to students addressing their needs and engaging in their interests?
- To what extent is there clarity and consistency concerning student responsibility and their expectations for learning?

Educator Autonomy & Responsibility

- To what extent do Scarsdale educators have the professional autonomy to meet the needs and interests of students?
- What, if any, are barriers to meeting the needs and interests of students?
- To what extent is there clarity and consistency concerning educator responsibility and learning expectations for students?

Cohesive Community

- Does the Scarsdale School District feel like one learning community?
- To what extent are students and teachers able to develop meaningful relationships?

Effective Learning Organization

- What elements or values make up an effective learning organization?
- Which do Scarsdale already exhibit?
- How do the professional development offerings provided by the District allow students, faculty, and staff to grow and develop?

Sustainable Infrastructure

- What sustainability practices are most important to focus on?
- What does sustainable infrastructure mean to you?
- How do you see the relationship between sustainability and economic efficiency?

Personalized Learning

- To what extent do you plan lessons in which students are given voice and choice in their learning process?
- What shifts in curriculum, instruction, and/or assessment would be necessary to create a more personalized learning experience for your students?
- Are there non-traditional forms of learning you would like to see implemented?

Wellness and Well-Being

- What factors do you feel contribute most to well-being in School?
Community? Home?
- What factors do you feel lessen well-being most in School?
Community? Home?
- What additional steps could be taken to improve student wellness?

Tonight's Presentation Objectives:

- Review Strategic Planning Process to date;
- Provide Insight into Planning Process and Administrative Insights/Pivots
- Examine Best Practices Literature on Strategic Planning;
- Share Template and Goal Examples;
- Present “Case Studies” on Selected Goals
- Discuss Reporting and Accountability Measures;
- Review Timeline for Ongoing Work; and
- Answer BoE Questions.

Best Practices in Strategic Planning:

Literature Review

- Descriptions and Definitions of Strategic Planning
 - Strategic Planning Models
 - Lessons Learned during Strategic Planning
 - Strategic Planning Effectiveness
-

“...the means by which an organization continually re-creates itself toward extraordinary purpose.”

(Cook, 1995)

Difficulties of Strategic Planning

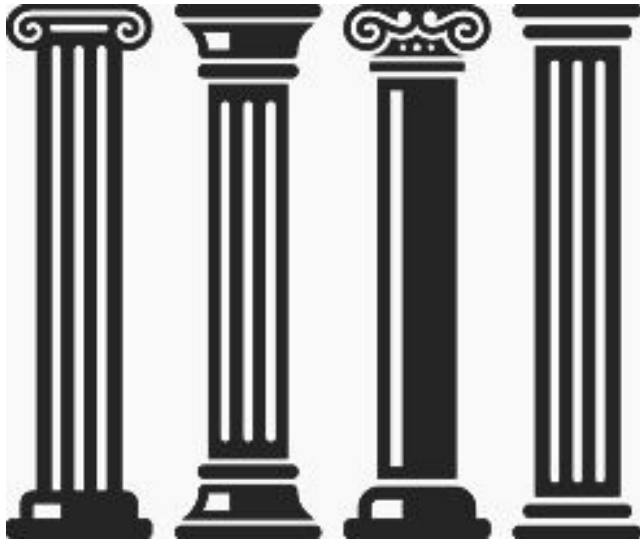
*“The Predictable Failure of Organizational Planning....
and, Why We Stand a Chance to Defy the Odds”*

- Focus
- Integration of People, Departments, and Systems
- Clear Targets, Metrics, and Reporting Mechanisms
- Curvaceous Planning

So, what is the formula for our success?...it is also dependent on the many people who comprise and contribute to the ongoing success of our District, including dedicated and dynamic School Board members; inspirational and hard-working Foundation and PTA leaders; exceptionally skilled, passionate faculty and staff members; and involved and supportive parents and community members.

~ Dr. Thomas Hagerman (2016)

From Pillars to the Pragmatic...



- Initial [administrative] thinking was to have one or more goals for each pillar area.
- Both the quantitative and qualitative data were reviewed.
- The review of quantitative data from the Likert-type items verified values, beliefs, and priorities.
- The review of qualitative data from the open ended survey items revealed thematic categories for goal consideration.
- A frequency analysis of these responses reframed our thinking into the proposed goal areas.
- These goal areas integrate themes from multiple pillars, leading us to the conclusion that goals should be thematically-based, rather than discretely-identified by pillar.

Data Analysis & Coding

Data analyses included the following considerations:

Pillar

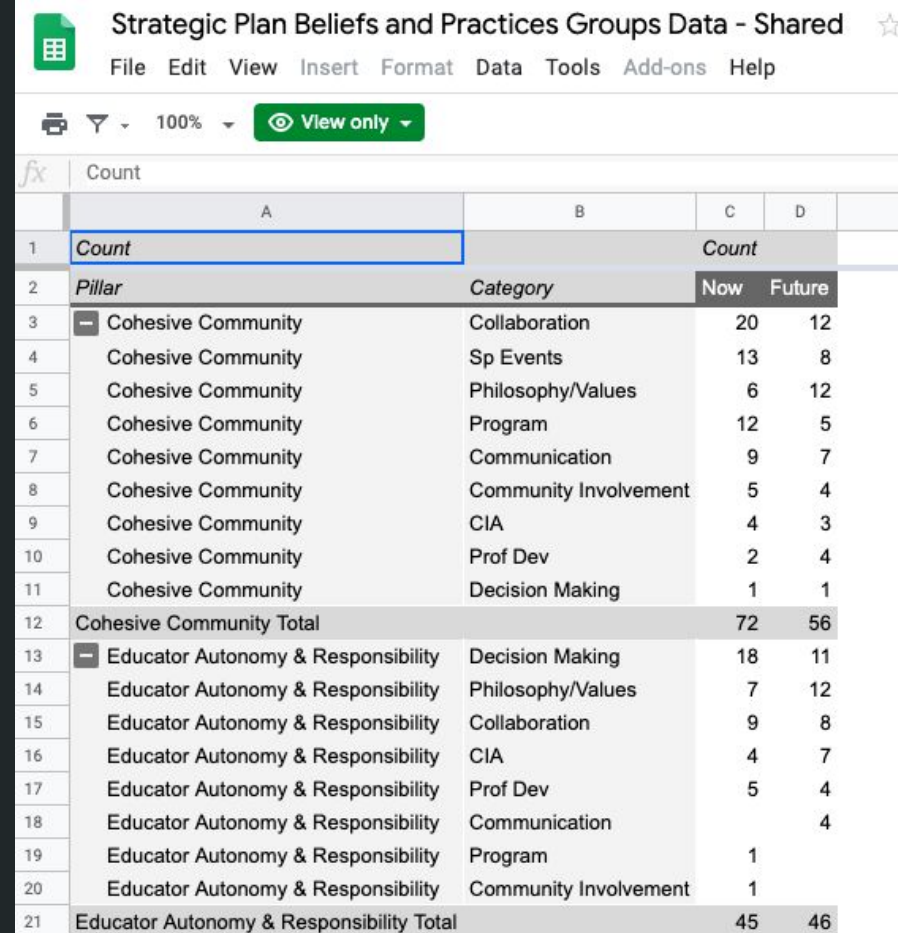
Categorical theme

Count

Current reality or aspirational desire

Frequency analysis of high priority examples within categories

Synthesis of high priority examples across pillars



Strategic Plan Beliefs and Practices Groups Data - Shared				
File Edit View Insert Format Data Tools Add-ons Help				
100% View only				
fx	Count			
	A	B	C	D
1	Count		Count	
2	Pillar	Category	Now	Future
3	[-] Cohesive Community	Collaboration	20	12
4	Cohesive Community	Sp Events	13	8
5	Cohesive Community	Philosophy/Values	6	12
6	Cohesive Community	Program	12	5
7	Cohesive Community	Communication	9	7
8	Cohesive Community	Community Involvement	5	4
9	Cohesive Community	CIA	4	3
10	Cohesive Community	Prof Dev	2	4
11	Cohesive Community	Decision Making	1	1
12	Cohesive Community Total		72	56
13	[-] Educator Autonomy & Responsibility	Decision Making	18	11
14	Educator Autonomy & Responsibility	Philosophy/Values	7	12
15	Educator Autonomy & Responsibility	Collaboration	9	8
16	Educator Autonomy & Responsibility	CIA	4	7
17	Educator Autonomy & Responsibility	Prof Dev	5	4
18	Educator Autonomy & Responsibility	Communication		4
19	Educator Autonomy & Responsibility	Program	1	
20	Educator Autonomy & Responsibility	Community Involvement	1	
21	Educator Autonomy & Responsibility Total		45	46

13 Strategic Plan Goal Proposals, 2019-2024

Balanced Literacy: Creating the Foundations of Learning

Curricular and Co-Curricular Approaches to Health, Wellness & Well-Being

Gardens & Biomechanical Innovation

Global Citizenship Education: Competencies & Ethical Responsibilities

Libraries, Learning Spaces & Curated Resources

Next Generation Standards Development & Implementation: English Language Arts, Science, Math, Social Studies

Professional Culture of Lifelong Learning

13 Strategic Plan Goal Proposals, 2019-2024 (continued)

SET 2.0, STEAM & Design Thinking

Student-Centered Opportunities & Environments

Student Supports

Sustainable Schools & Systems

Unified System of District-Wide Goal Setting

Using Technology to Transform Teaching, Learning & Assessment

Balanced Literacy: Creating the Foundations of Learning

- (1) Assure cohesion of best practices (as defined by the Scarsdale Balanced Literacy Document).
- (2) Integrate digital, visual, and text approaches to Balanced Literacy.
- (3) Implement balanced, student-centered approaches to both instruction and performance-based assessments.

Curricular and Co-Curricular Approaches to Health, Wellness & Well-Being

- (1) Define Wellness & Well-Being for each year of this Strategic Plan.
- (2) Articulate an aligned K-12 plan for student Health, Wellness & Well-being.
- (3) Identify curricular and co-curricular experiences that contribute to Health, Wellness & Well-being.
- (4) Develop curricular and co-curricular experiences to provide common expectations for educators/coaches and assured experiences for students.

Note: Educator Wellness and Well-Being will be addressed through annual goal-setting.

Gardens & Biomechanical Innovation

- (1) Assure experiences across grade levels with a coordinated K-12 curriculum.
- (2) Provide year-round gardening opportunities for students K-12 through the use of innovation and biomechanical (grow lights, hydroponics, etc.) supports.
- (3) Utilize community-based gardening approach with outside partners, including them in this year round work.

Global Citizenship Education: Competencies & Ethical Responsibilities

- (1) Utilize international travel, digital platforms, and hosting of students and educators in the furtherance of language acquisition, cultural understanding and competencies, and performance and service opportunities.
- (2) Continue to use the Global Learning Alliance as a mechanism for international research and benchmarking 21st century student dispositions and competencies for responsible global leadership.
- (3) Acknowledge and including international families in the fabric of school life through supporting transitions, recognizing traditions and holidays, including in all facets of school programming, and fostering a sense of belonging.

Libraries, Learning Spaces & Curated Resources

- (1) Inventory our current use of library and multi-functional learning spaces.
- (2) Identify redundancies and/or gaps in our current our expected/desired uses.
- (3) Expand flexible configurations of classroom spaces (seating, casework, etc.) and use/repurpose flexible and multipurpose spaces throughout our learning spaces to comport with current and expected/desired uses.
- (4) Provide students/educators with access to a variety of high quality tools and resources (digital, physical, mentors, etc.), instruct students on the appropriate uses and limits of tools/resources, and assure these tools/resources are available for any given academic context/challenge.

Next Generation Standards Development & Implementation

Educators will:

- (1) *English Language Arts*: Use available tools, structures, professional learning and progressions to incorporate Next Generation Standards in ELA into their professional practice.
- (2) *Science*: Implement alignment with NYSSLS through structured and systematic rollout up the grades in elementary and align and adapt standards at SMS and SHS.
- (3) *Math*: Develop and adopt appropriate curricular tools and refine instructional practices with a lens on mindset, critical problem solving, and flexible thinking.
- (4) *Social Studies*: Analyze alignment, critically adapt, and engage the C3 framework (Social Studies Version of NGS) K-12.
- (5) Analyze and assess alignment in The Arts, Music, and Physical Education to their corresponding New York Learning Standards

Professional Culture of Lifelong Learning

- (1) Establish a connected, coherent, and well-communicated professional learning plan that facilitates the alignment of District goals and priorities with our supervision and evaluation processes, and professional learning opportunities (both District- and community-based) for all employees of the District.
- (2) Align supervision processes for teachers and leaders based on clearly articulated guiding principles.
- (3) Establish a sequence of professional development opportunities around key foundational skills (curriculum planning, pedagogy, technology use/integration) and student-specific areas of performance (Wellness and Well-Being, Executive Functioning, Special Education, RTI, etc.) that is prioritized for new faculty, but is also available to all faculty.
- (4) Align the supervision processes for other employees to support school, department, and District goals, and continuously and collaboratively design professional development opportunities that are similarly aligned.
- (5) Formalize the vehicles for goals-aligned adult learning opportunities for members of the broader community, including Scarsdale parents, residents, and community partners.

SET 2.0, STEAM & Design Thinking

- (1) Create an awareness among all educators about SET 2.0, STEAM, and the use of Design Thinking as core instructional strategies across content areas.
- (2) Provide opportunities for students to participate in STEAM and Design Thinking activities that promote active learning and critical and creative thinking.
- (3) Foster the development of thematic units that incorporate STEAM and Design Thinking activities across grade, school, and curricular areas.
- (4) Create a coherent K-12, STEAM Framework, including work to date on SET 2.0 and Design Thinking, that communicates the goals of the program and guides instructional and curricular decision-making for more assured student experiences.

Student-Centered Opportunities and Environments

Educators will:

- (1) Ensure students are active participants and engaged learners by making meaningful choices in what and how they learn;
- (2) Utilize essential questions for an inquiry-based approach to learning;
- (3) Allow students to show content mastery in a variety of ways;
- (4) Utilize clear assessment rubrics or performance-based criteria for providing feedback;
- (5) Provide access to scaffolding materials, tools, and resources;
- (6) Optimize choice in creating or determining environments that are most conducive to learning outcomes.

Student Supports

- (1) Assure cohesive RTI (“Response to Intervention”) practices and develop a shared understanding of how to determine criteria for success across schools.
- (2) Implement a District-wide approach to phonics, assure the strategic use of reading support, and maximize reading volume as an effective intervention.
- (3) Develop continued professional development opportunities for general education teachers to foster the effective instructional interventions for striving learners that are focused and differentiated.
- (4) Increase continuum of supports to service a larger number of Scarsdale students.

Sustainable Schools and Systems

- (1) Establish clearly articulated vision, guiding principles, action areas, and Big Ideas of Sustainability.
- (2) Engage students in assured learning experiences related to Education for Sustainability (EfS), and provide opportunities for students to propose and implement authentic and innovative sustainability practices.
- (3) Develop and implement professional learning opportunities that foster the development and implementation of assured student experiences in EfS;
- (4) Embed the Guiding Principles into the development of our Facilities Master Plan, and prioritize sustainable practices and EfS opportunities in capital and non-capital projects.
- (5) Ensure appropriate new and existing community partnerships that support these outcomes.

Unified System of District-Wide Goal Setting

(1) Establish a unified, system-wide process for setting and communicating goals at the individual, school, and District-levels in order to:

- deepen and broaden the repertoire of Scarsdale educators across all areas of performance;
- strengthen the consistency and coherence of student learning experiences and outcomes; and
- identify and prioritize professional growth opportunities for all adults in support of established goals.

(2) Leverage this unified system for goal setting and communication in order to foster innovation and ensure that all students are realizing their full potential.

Using Technology to Transform Teaching, Learning & Assessment

- (1) Ensure that students at all levels use appropriate technology as a tool for teaching, learning, and assessment.
- (2) Provide access to desktop and mobile technology, empowering students to more effectively create, communicate, and collaborate.
- (3) Provide technology resources that allow all students to perform effective research, curate information, and solve authentic problems.
- (4) Create opportunities for students to code and develop computational thinking skills through authentic and personalized problem-solving activities.
- (5) Offer instructional experiences that allow students and teachers to recognize their ethical and legal responsibilities when using digital and online tools.
- (6) Understand the key issues surrounding the use of social media and recognize the importance of maintaining an appropriate and healthy digital lifestyle.

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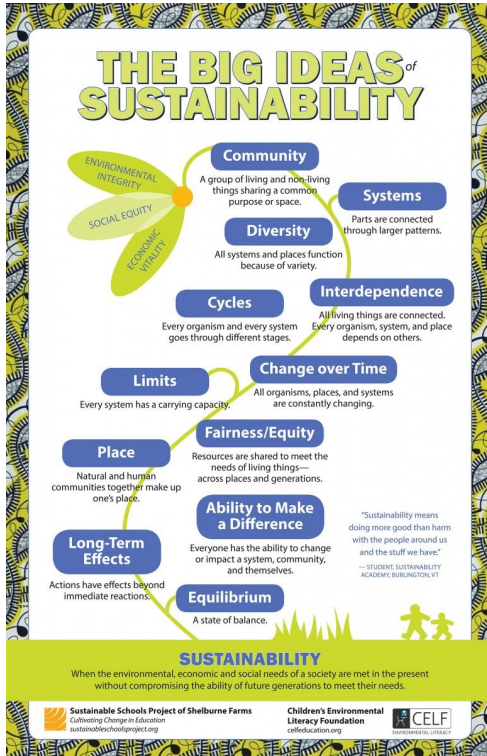
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Template Review: Sustainable Schools and Systems



Question(s):	<ol style="list-style-type: none"> (1) How can we validate and refine our recently crafted (2018) vision of a sustainable Scarsdale, and affirm or revise the guiding principles and identified action areas? (2) Where are we currently putting these guiding principles into practice, and where are the gaps? (3) What assured learning experiences and authentic opportunities exist that support student engagement around EfS? What opportunities can be created that ensure all students have a solid grounding in the Big Ideas of Sustainability? (4) What professional development is in place, or is needed, to support EfS? (5) How can our internal operations and community partnerships be re-designed to maximize the development of sustainability-minded infrastructure, and support school environments that emphasize sustainable practices and behaviors?
Intended Outcome(s):	<ol style="list-style-type: none"> (1) Establish clearly articulated vision, guiding principles, action areas, and Big Ideas of sustainability. (2) Engage students in assured learning experiences related to EfS, and provide opportunities for students to propose and implement authentic and innovative sustainability practices. (3) Develop and implement professional learning opportunities that foster the development and implementation of assured student experiences in EfS. (4) Embed the Guiding Principles into the development of our Facilities Master Plan, and prioritize sustainable practices and EfS opportunities in capital and non-capital projects. (5) Ensure appropriate new and existing community partnerships that support these outcomes.
Action Steps Summary:	<ol style="list-style-type: none"> (1) Implement a process to validate, refine, and/or revise our vision, guiding principles, and identified action areas. (2019-20) (2) Conduct an analysis that identifies where in the organization the vision is being realized, including assured student experiences and authentic opportunities, policies and behaviors, and facilities-related projects. (2020-21) (3) Design and implement curriculum and professional development opportunities that support the implementation of assured EfS learning experiences and authentic opportunities for students. (2020-2024) (4) Design (2020-21) and implement (2021-24) a protocol and processes for including the District's guiding principles for sustainability as considered factors in developing the Facilities Master Plan and in the development of capital and non-capital projects. (5) Promote the vision, guiding principles, and identified action areas with all of our existing and future community partnerships, and seek out opportunities to collaborate with these partners to achieve desired outcomes in relevant action areas. (2020-24)

Case Study #1, Curricular Connections: Gardens & Biomechanical Innovation

Next Generation
Science Standards
(NGSS)

&

Scarsdale Science
Curriculum



Health

The Arts

ELA

Current Events

FACS

Social Studies

STEAM

Case Study #2, Pillar Connections: Libraries, Learning Spaces & Curated Resources



VAC-Library, Hanoi, Vietnam:

“The modular build, which was completed last year, consists of wooden beams that provide shade and seating, while also shielding chickens who lay eggs there. There's also a nearby koi pond, and children are encouraged to see how its water filters into the plants dotting the structure.”

Case Study Pillars: Student Autonomy and Responsibility, Educator Autonomy and Responsibility, Personalized Learning, Student-Centered Opportunities and Environments, Sustainable Schools & Systems

2019-2024 Strategic Plan Development and Implementation

- (1) Share plan and solicit feedback with school community stakeholders.
- (2) Incorporate feedback into a final plan.
- (3) Communicate plan out with full school community, along with accountability measures and regular intervals for reviewing progress.
- (4) Align District resources with Plan (Budget, PD, Program Improvement)
- (5) Implement plan components at designated times.
- (6) Monitor and share progress with the Board of Education and community at regular intervals.
- (7) Suggest and make adjustments to Strategic Plan, as necessary and appropriate.

Continuing Timeline for '19-'20



- Present Draft Plan to Board and Community, Fall 2019
- Finalize Plan and Create Timeline for 2019-20, Fall 2019 (Nov.)
- Implement Strategic Plans goals for 2019-20, Fall 2019
- Share Progress through Education Reports, Fall 2019, Winter-Spring 2020
- Evaluate Plan Progress, Spring 2020
- Plan Goals for 2020-2021, Spring 2020

Acknowledgments

