

Strategic Planning, 2018-19

Where Are We? Where We Are Going?

Initial Data Gathering

Focus Groups:

Administrative Council

Cabinet

Compact Committee

Faculty and Staff

PTC



Narrowing Focus & Casting a Wider Net

Topical Goal Areas

- People
- Teaching and Learning
- Operations

Annual Goals



Starting with a Problem of Practice

A **Problem of Practice** is an area that a school or school district identifies that focuses on the instructional or programmatic core, is directly observable, is actionable, and connects to a broader strategy of improvement.

Problems of Practice allow all members of the school community to engage in common goal-setting.

Problems of Practice contributes to a Strategic Plan that belongs to the entire school community.

Template Considerations

Strategic Plan Components and Descriptions	
Strategic Plan Components	Descriptions
Current Situation:	Provides background/context for the current reality of the strategic initiative.
As Question(s):	Provides the central question(s) that need(s) to be answered.
Intended Outcome(s):	Establishes what will be accomplished by striving to answer the question(s).
Action Steps by Year Summary:	Clarifies the action steps (with timeline) that will be taken to achieve the strategic initiative.
Evidence of Success:	Identifies the acceptable evidence for initiative achievement.
Phases of the Strategic Initiative: Developing → <ul style="list-style-type: none"> ● Research and gather resources ● Explore best practice ● Formulate a plan ● Recommend the plan ● Report to the Board of Education Implementing → <ul style="list-style-type: none"> ● Put the plan into practice ● Gather feedback/input ● Adjust plan, as needed ● Report to the Board of Education and other affected groups Reflecting → <ul style="list-style-type: none"> ● Evaluate and adjust ● Implement and reflect ● Repeat above ● Roll off of strategic plan following a year of reflection ● Becomes regular practice 	Strategic Initiatives - Categorized by Year and Phase: Phase 1: Developing <ol style="list-style-type: none"> (1) Defining Professional Autonomy and Responsibilities (2) Defining Student Autonomy and Responsibilities (3) Creating Community (4) Being a Better Learning Organization (5) Creating Sustainable Infrastructure (6) Developing SET 3.0 Phase 2: Implementing <ol style="list-style-type: none"> (1) Personalizing Learning (2) Attending to Wellness and Well-being Phase 3: Reflecting Annual Business: <ul style="list-style-type: none"> ● School Safety, Security and Emergency Management ● Annual Budget process ● Science Curriculum Review

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?

Assess and Affirm Pillars via Supt. Conference Day

Excerpted note to staff:

“We are looking forward to the March 21st Superintendent’s Conference Half Day. We are committed to using this time to **continue our conversation about Scarsdale’s vision for our District and get feedback from members of our educational community**. Your input is essential to the process of updating and refining our vision.

Staff will begin with a brief faculty meeting and then will work in smaller groups focused on the current pillars of our strategic plan. Group members will be working across grades and disciplines on activities that will facilitate reflection, visioning, and feedback.

Please take a moment to fill out the attached survey. Select two choices for the afternoon and indicate your willingness to act as a facilitator. We will do our best to assign you to a group that will discuss one of your two chosen topics. More details to follow.”

Follow Up to Supt. Conference Day

Excerpted note to staff:

“Thank you for your active participation in our Superintendent’s Conference afternoon. We appreciate your thoughtful, candid, and specific feedback on the essential pillars of strategic focus. Of course, the day was designed to focus on one area, leaving several areas that you did not discuss. This survey also allows you insight into the thinking of your colleagues across the District, and an opportunity to comment on all pillar areas. As we mentioned earlier, this will be a two-part reflection. First, we want to make sure that **we have captured our current, valued practices**. Then, we will be **using this information to move into a goal-setting phase**.

Towards that end, we want to follow up on the first step today: We have been reading through all of the comments, analyzing frequency and iteration, and have (hopefully!) synthesized these reflections of “what we are getting right” into a series of value statements. In order to get the widest and most authentic feedback, we have put those statements into a Likert scale (from “Strongly disagree” to “Strongly agree”) and have attached it below. We will use this data to help benchmark our current district practices and values.

[This document links you to the data that was collected.](#) You are welcome to view this in preparation for responding to a question about each of the seven pillars. We will also be including an open response opportunity after each pillar.

We truly value your input and appreciate your participation in the survey.”

Faculty Feedback on Survey I



SA = Strongly Agree

A = Agree

Student Autonomy & Responsibility

Student independence and choice should be guided by teachers, peers and/or rubrics. 86% SA or A

We value giving students authentic agency in an inquiry-based approach to learning, but it needs to be scaffolded and age/student appropriate to provide a fitting foundation for independence. 95% SA or A

Educator Autonomy & Responsibility

We value the opportunity to work with and learn from colleagues - including, but not limited to common planning time and interdisciplinary work. 93% SA or A

We value the opportunity to participate in building and District committees. 93% SA or A

We value the flexibility and trust to make decisions on how to deliver instruction to meets students' needs. 97% SA or A

We value the opportunity to design curriculum, curate resources and make decisions based on student needs. 97% SA or A

Cohesive Community

District-family connections in both formal and informal settings are important elements in building community. 92% SA or A

A collegial community is built through district-wide professional development with vertical conversations, alongside personalized learning that comes from STI courses. 92% SA or A

Faculty and staff appreciate having the opportunity to respond to curricular and structural demands as professionals. 95% SA or A

Effective Learning Organization

Our community values teacher autonomy, professionalism, student voice and risk-taking. **81% SA or A**

There are opportunities to explore and apply innovations in technology, methods, and classroom environments. **89% SA or A**

There are numerous resources inside and outside the District for professional development, including STI, CFI, guest speakers, conferences, travel, conferences, and more. **92% SA or A**

Sustainable Infrastructure

There is an appreciation of the principles and impact of sustainable practices in our schools. 67% SA or A

We should maintain sustainable practices as part of our formal education.
91% SA or A

Personalized Learning

There are opportunities for students to engage in problem- and performance-based learning, inquiry projects, and self assessment. 89% SA or A

Activities, assignments, research opportunities, electives, and classes should have significant student input. 74% SA or A

It is important to provide opportunities for student involvement, autonomy and leadership to help develop their sense of engagement, responsibility and community. 93% SA or A

Wellness and Well-Being

Wellness and well-being are critical to our mission with students and faculty.

84% SA or A

There are many diverse values, priorities, and practices throughout the District related to wellness and well-being. 63% SA or A

Parent & SHS Student Survey

Mimic the design of the staff version with some notable differences:

- Asks about how important the pillar area is for inclusion in next strategic plan.
- Solicits feedback on guided questions (established by work with staff).
- Seeks specific ways to improve in all pillar areas.
- Includes an open-ended response on any issue parents/students would like to share.

Links to parent [survey](#) and student [survey](#).

Follow up Survey



Mimic the design of the first version(s); however, it will seek to further filter, refine, and prioritize values of staff, parents, and students. It will:

- Ask respondents to clarify priorities within each pillar area.
- Solicit feedback on guided questions (established by prior survey data).
- Seek specific ways to improve on narrowed topics within each pillar area.
- Include an open-ended response on any issue parents/students would like to share.

Putting It All Together: Moving from Data to Goal-Setting

- Frequency analysis of feedback from three survey groups.
- Match feedback against current work and capacity thresholds.
- Make determination on feedback that will be included as part of formalized goals and designate whether the goal is new or continuing in some form.
- Determine strategic phases of initiative: developing, implementing, reflecting.
- Differentiate annual goals from strategic goals. There will be both each year.
- Examine and frame goals as problems of practice using finalized template.

Continued Plan Development and Implementation

- Complete surveys.
- Perform analyses.
- Develop goals.
- Share and solicit feedback as a holistic plan.
- Share plan out with full school community, along with accountability measures and regular intervals for reviewing progress.

Continuing Timeline

- Complete surveys, **Spring 2019**
- Perform analyses, **Spring 2019**
- Develop goals, **Spring-Summer 2019**
- Share and solicit feedback as a holistic plan, **Summer-Early Fall 2019**
- Share plan out with full school community, along with accountability measures and regular intervals for reviewing progress, **Fall 2019**



Thank You's and Acknowledgements:
