

Connecticut Council for Education Reform

Strategic Planning

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District Level Strategic Planning

- Provides alignment from Board of Education to Classroom.
- Allows for a narrow focus on a few high leverage initiatives.
- Provides context for major district decisions (e.g. Budget development, Staffing and Professional Development).

District Level Strategic Planning

- Informed by research- not managed by it.
- Process was developing combining several approaches into the work within Windsor Public Schools.
 - Mike Wasta-provided training and support in regards to District Data Team and School Data Teams
 - Mary Broderick and Jack Reynolds- provided training and support in regards to Board of Education Goal Setting.

District Level Strategic Planning

Board of Education Mission and Goals

Superintendent works with BOE while working with District Leadership team.

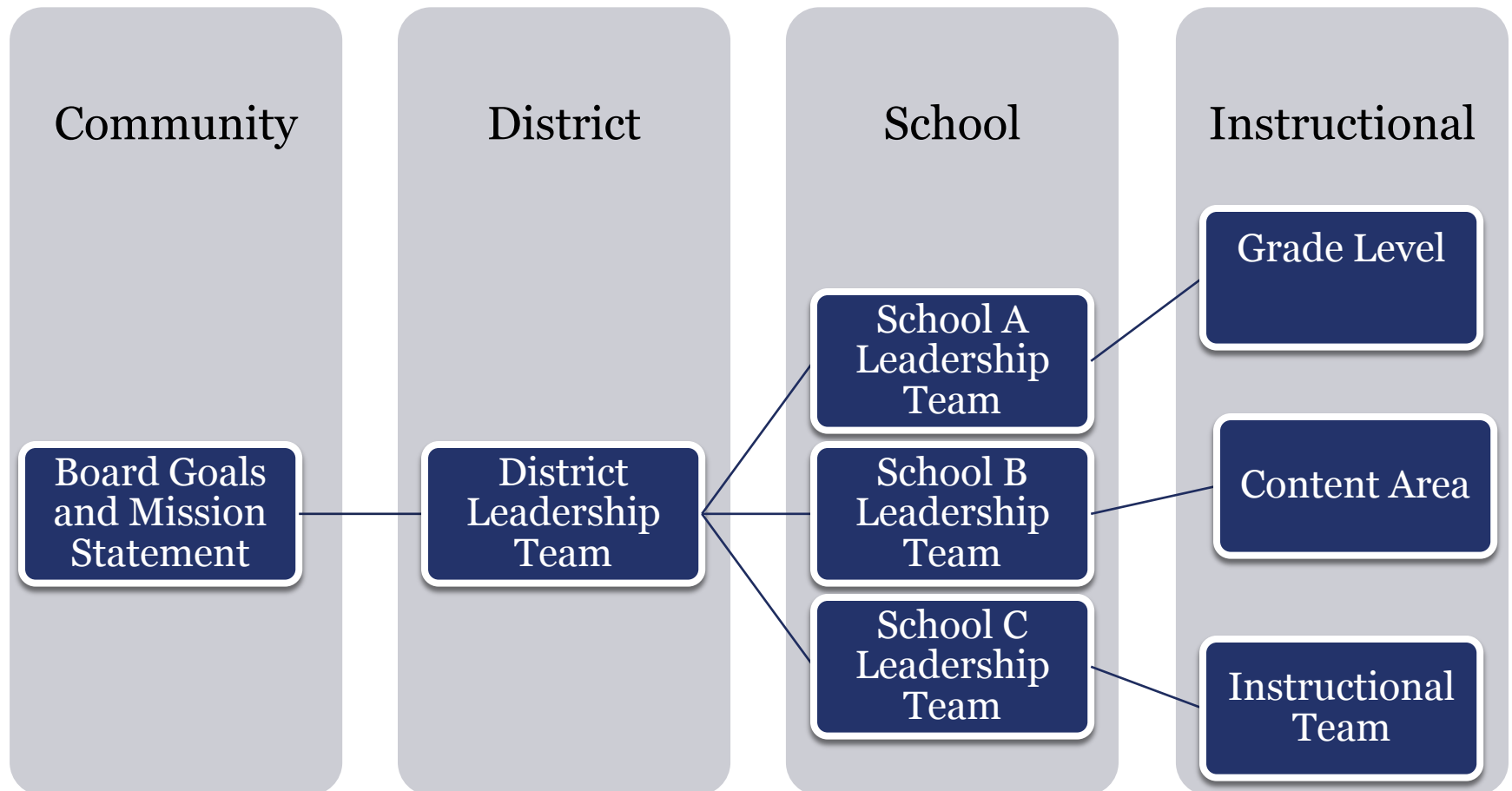
Leadership Team Develops Indicators of Success

- 1) Review District data.
- 2) Compile data tables
- 3) Establish Indicators based on BOE Goals.

Educators Develop and Implement Curricular Changes and Assessments

This work requires the establishment of BOE goals and district indicators. This work has **deep impact on district culture** and will take the most time to accomplish.

District Alignment



Establish Board of Education Goals and Mission

- Consider employing a facilitator
 - Process can cause tension
 - Allow for Leader to observe interactions and plan accordingly
 - Outside perspective

Establish Board of Education Goals and Mission

- Mission must be clear, concise and provide a direction for all district employees and clients (students and families).
- Board goals should define what a graduate for the district should know and be able to do.
 - Aspirational
 - Global
- Manageable – less than ten

District Level Strategic Planning

- Mission and Goals should be publically approved by the Board of Education.
 - Provide the needed authority to make changes occur.
 - Provide all members of staff with a clear understanding of the expectations of the Board of Education.
- Communicate mission and goals to the public
 - Blog, email, website, letters home, etc.

Sample Mission Statement

The Mission of the Windsor Public Schools is to develop the genius in every child and to create life-long learners.

CCER is a statewide, non-partisan organization that works to close the achievement gap, while raising academic outcomes for all students in Connecticut.

District Level Leadership Team

Identify individuals who have logical span of control to impact implementation of district initiatives.

- *Superintendent*
- *Curriculum Directors & Assistant Superintendent*
- *Special Education Director*
- *Principals*
- *Secondary Guidance Chairperson*

District Level Leadership Team

Group must be of a manageable size

- *Consider individuals to serve as representatives of larger constituencies*

Establish Ground Rules

- *Speak your Mind*
- *Publically support decisions of the team*
- *State and end on time*
- *Cannot ignore violations of the norms*
- *Keep the focus on what is best for students*

District Level Leadership Team

Empower District Level Leadership Team

- *It is critical the members of the team in fact are able to make decisions that will impact the entire district.*
- *You may find your opinion in the minority and will have to support the decision of the team.*
- *Evidence and data should lead decision making, not positional power or opinion.*

District Level Leadership Team

Communicate meeting results

- *Formal agenda*
- *Formal roles- time keeper, recorder, etc.*
- *Formal minutes- distributed and made available via network*

District Level Leadership Team

- Analyze district results from assessment data and other key indicators (attendance, discipline etc.)
- Compile historical data table depicting important results indicators over time
- Determine indicators of success -Analyze Board of Education goals and mission.
- What data points will best serve as a measure of district progress towards meeting the publically stated goals?
- What has to change to achieve the goals?

District Level Leadership Team

- Review indicators of success
 - Which data points exist and require information gathering and reports?
 - Which will require construction of instruments and revision of curriculum?
 - Develop action plan to construct necessary components.

District Level Leadership Team

- Consider three high yield strategies that the district can engage in that will impact the greatest number of the stated indicators of success.
 - Develop action plan to implement the high leverage actions.
 - How will you monitor fidelity of implementation?

High Yield Strategies

- Should be evidence-based
- Must have significant impact on large number of students.
- Worthy of district focus and priority -will be used to determine budget priority, allocation of resources, scheduling of professional development etc.
- Must be measurable in terms of impact on students and adult actions.

Windsor's District Plan

Three focal areas with action plans for each:

- Curriculum Development and Implementation
- Positive Behavioral Supports and Interventions
- Teacher Evaluation/SEED
- Plans reviewed by DDT with stoplight indicators for accountability purposes

Speed bumps at District Level

- Reluctance of administrators to serve as “critical friends”
- School Improvement Plan development needed more time and technical support than anticipated
- Articulation among District, School and Instructional Data Teams is not seamless

Windsor's District Plan-Curriculum

- District electronic curriculum implementation tool developed/data reviewed each month
- Curriculum development matrix for 2012-2016
- Look ahead sessions K-5 in mathematics and language arts to support Common Core State Standard based curriculum implementation
- Calendar for BOE indicator presentations

Speed bumps-Curriculum

- Buy in and acceptance of the recursive examination of data and accountability on monitoring **instruction**
- Life intervenes-development plan must be flexible and include non-core areas
- Professional development time is limited and slows professional growth
- Collection and presentation of data specific to indicators

Windsor's District Plan-PBIS

- Owned by general and special education
- Differentiated technical support for each building
- Ongoing status reports given to Central Office

Speed bumps-PBIS

- Perception of behavioral issues and instruction as “owned” by special education
- Developing shared leadership around PBIS
- Changing adult behavior at all levels

Windsor's District Plan-SEED

- Pilot district for SEED
- Monthly calibration exercises by the administrative team with support from the Center for School Change

Speed bumps-SEED

- Shift from compliance to meaningful strategic conversations
- Use of a new rubric to document evidence as basis for evaluation (Danielson to StEPP)
- Time to calibrate/practice with the new rubric
- Emphasis on administrators as instructional leaders and not just building managers

School Level Leadership Teams

Function much like district level team.

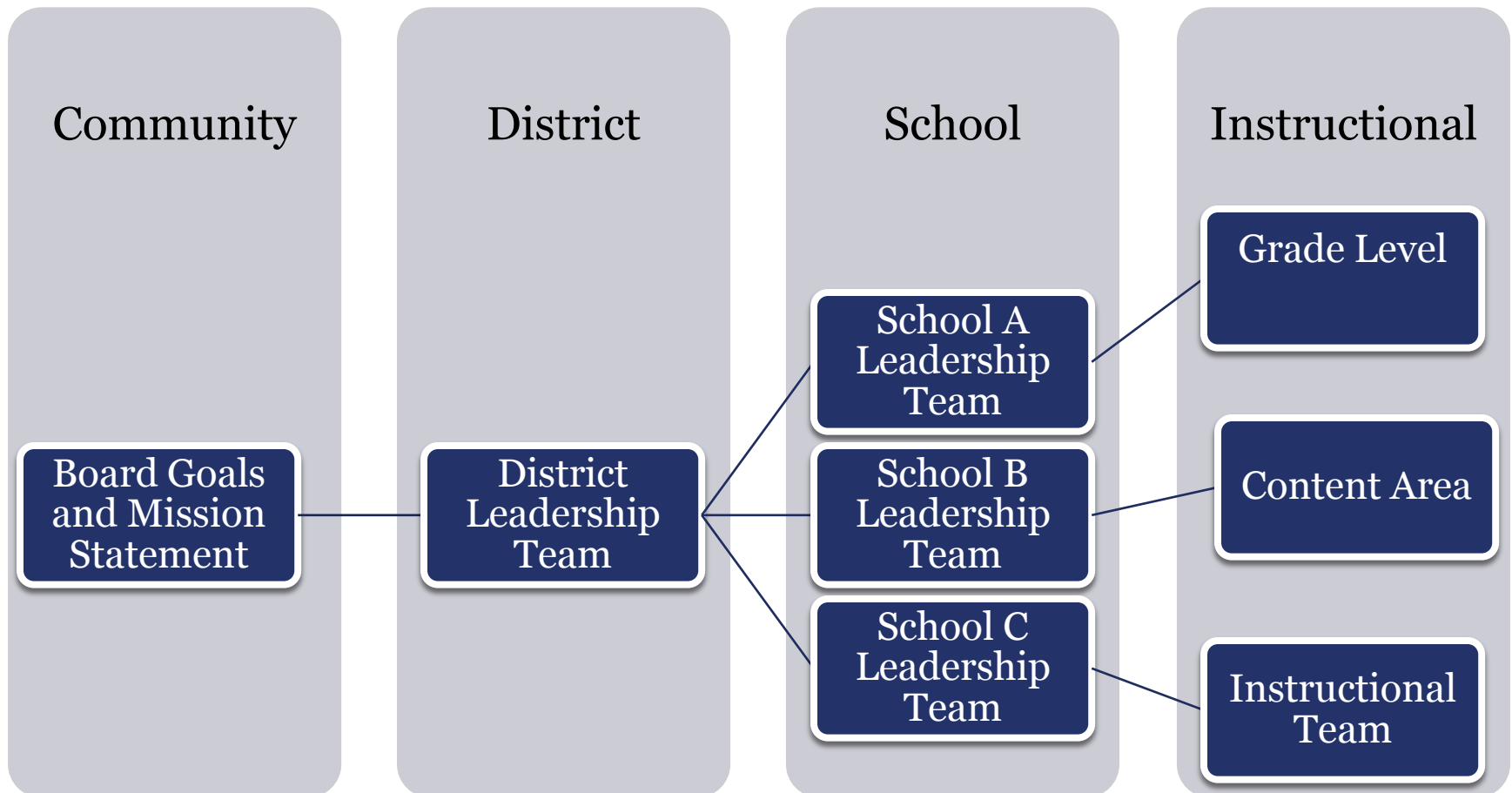
- *Must be representative of entire school*
- *Responsible for development and monitoring of school improvement plans*
- *Will present school improvement plans to district leadership team.*

Instructional Level Teams

Groups of Teachers who work collaboratively

- *Typically teach same content/grade level*
- *Set instructional goals to help the school and district attain goals.*

Alignment of Purpose and Focus



Take Aways

- The process requires a relentless focus
- The work is messy and imperfect
- With district buy in-independent of individual players
- Feedback loop to all constituents yields changes in adult behavior and student performance

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