

LCISD Strategic Planning Committee

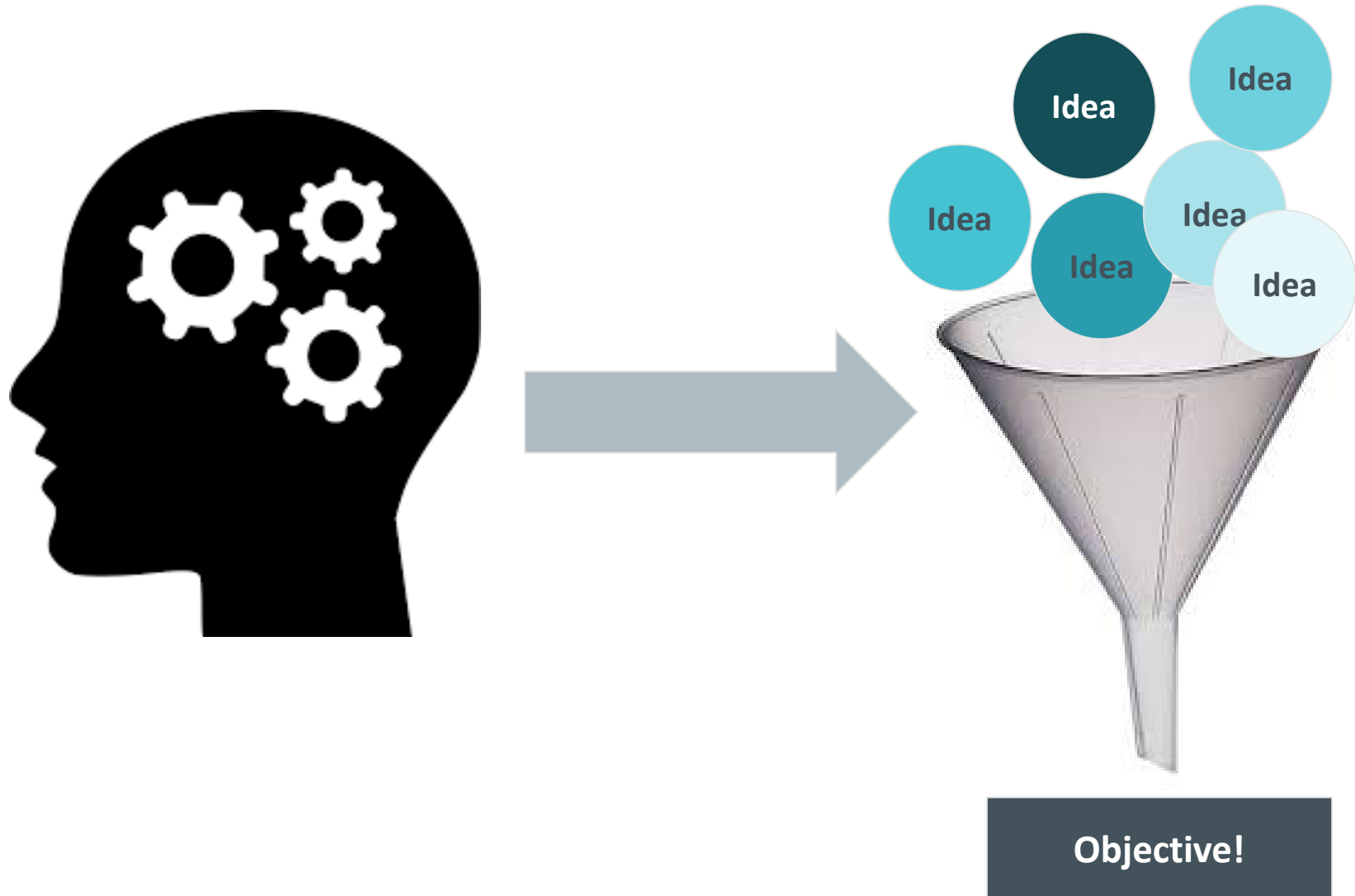
March 18, 2019



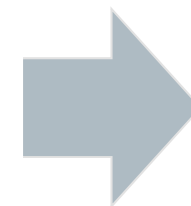
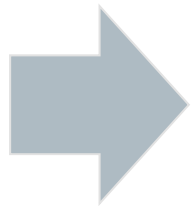
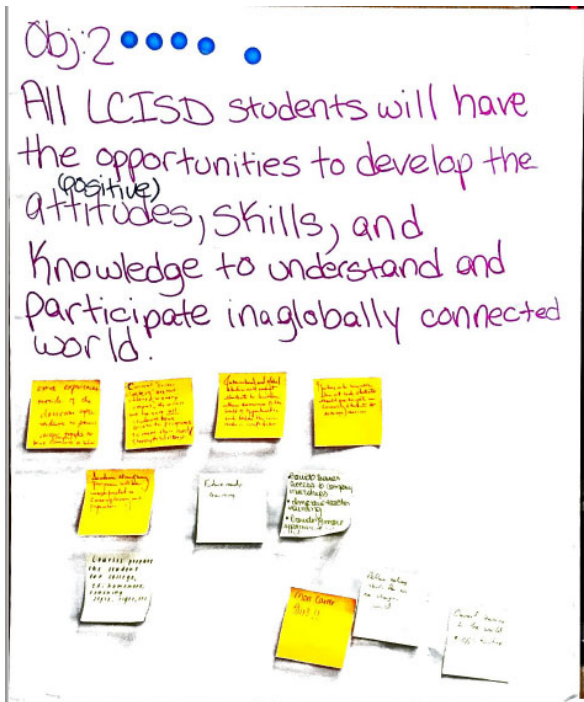
Agenda

| | | |
|----------|--|---------------------|
| 1 | Set Meeting Expectations and Outcomes | 06:30 PM – 06:35 PM |
| 2 | Revisit and Refine Draft Objectives | 06:35 PM – 07:10 PM |
| 3 | Feedback Gallery Walk | 07:10 PM – 08:05 PM |
| 4 | Review Feedback | 08:05 PM – 08:25 PM |
| 5 | Closing and Next Steps | 08:25 PM – 08:30 PM |

During our last meeting, we worked to narrow down our ideas into objectives for each focus area



Today you will work in your teams to revise your objectives before gathering feedback from the full committee



We will also continue to rely on our norms to guide our conversations

- Treat each other with dignity and respect, listen to understand
- Practice being open-minded
- Practice and experience humility
- Committee members will hold themselves and one another accountable to commitments
- Keep contributions student-centered
- Focus on the future
- Shared voice – *We recommend adding this as a norm, as well*

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Some trends emerged as we reviewed draft objectives from the last meeting, and we wanted to provide re-teaching on a few key ideas

1

Ensuring that objectives provide specificity without being a directive

2

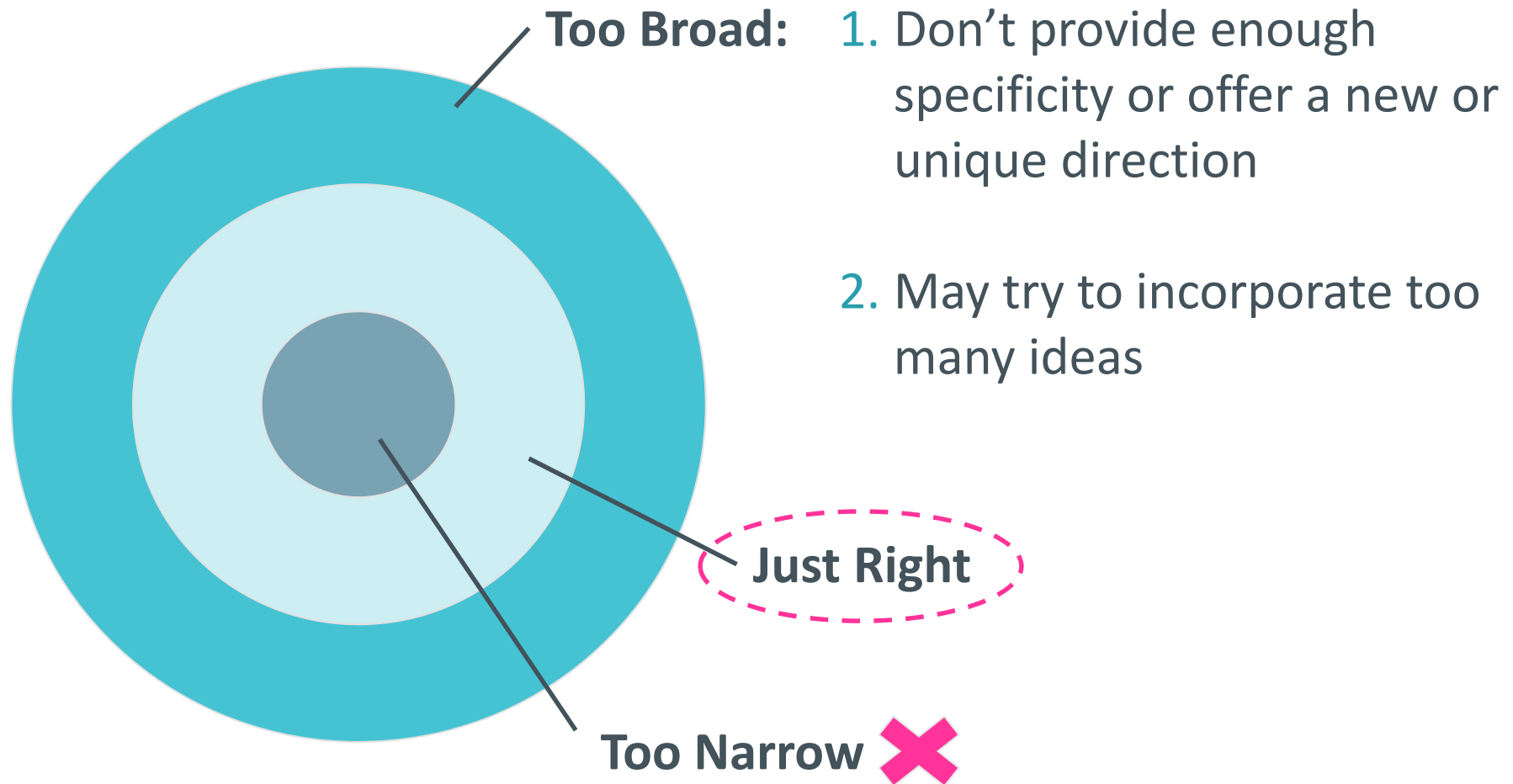
Balancing boldness and feasibility in crafting objectives

3

Ensure that objectives aren't overlapping within your focus area

1 *Providing specificity, but not a directive*

Some trends emerged as we reviewed the draft objectives from last week



1 *Providing specificity, but not a directive*

Here's an example of what it might look like to make a broad objective more specific

“Prepare all students for career & life opportunities post-high school”



“Expand access to career & technical education opportunities to all students”



“Provide additional CTE pathways, ensuring that all students have access to a technical/vocational pathway of their choice”

1 *Providing specificity, but not a directive*

At the same time, we want to ensure that objectives aren't directives or tactics, and instead, broad goals for the district to pursue

Instead of...

Try for...

“Design and implement a marketing strategy for staff recruitment...”

“LCISD will lead the surrounding areas in staff recruitment...”

“Embed personalized learning opportunities...”

“All students in LCISD will have access to personalized learning opportunities...”

“Develop attendance boundary plans...”

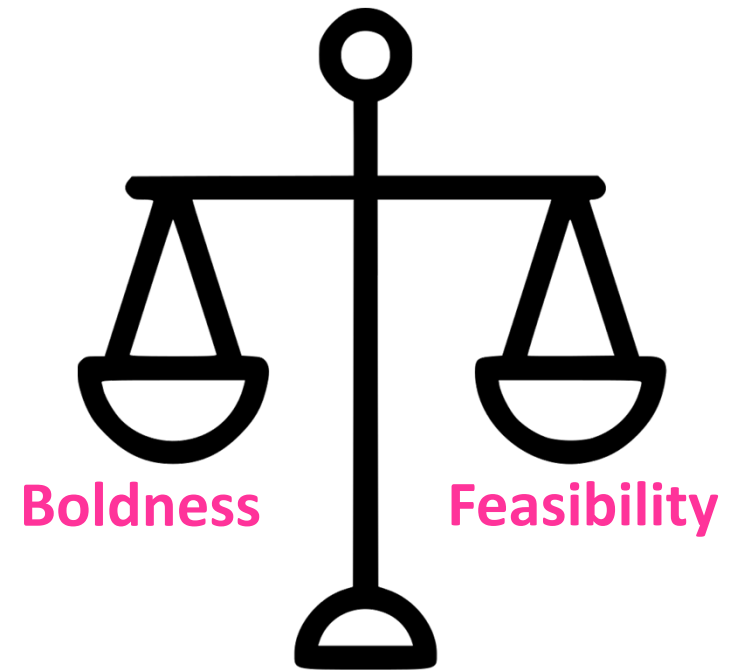
“Balance equity and alignment amongst all feeder patterns”

QUICK TIP:

- Check the verbs in your objectives. How directive are they?

2 *Balancing boldness and feasibility*

The strategic plan should be a powerful statement of where the district is going in the future, balancing boldness and feasibility



The strategic plan is not to continue what's currently happening, but to drive improvement for the district and students

Taking *impact* into account can help your prioritize ideas



Consider...

- Is this the *most important* thing for the district to take on in this priority area?
- What is the impact of this idea...
 - On students?
 - On the future of the district?

Ensure that objectives aren't overlapping within your priority area

Increase staff development

Be a leader in recruitment, retention, and & staff development

Engage in relevant and meaningful learning

Have access to relevant and rigorous curriculum

Let's look at a few examples together

These objectives are samples only; not reflective of LCISD listening tour feedback

Sample Objective:

Strengthen core instruction for students with disabilities and English language learners to substantially reduce the gap in performance between these and all other student groups

Objectives Are

- ✓ Direction, not directive
- ✓ Ambitious
- ✓ Feasible
- ✓ Within the district/board's locus of control
- ❓ The MOST important thing the district should focus on
- ✓ Specific

Objectives Are Not

- Overly prescriptive – i.e. providing numbers and exact timetables without expertise
- Outside the board/district's locus of control
- Your pet project

Let's look at a few examples together

These objectives are samples only; not reflective of LCISD listening tour feedback

Sample Objective:

Provide resources and opportunities to increase districtwide volunteerism and family engagement in the student learning experience

Objectives Are

- ✓ Direction, not directive
- ✓ Ambitious
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Let's look at a few examples together

These objectives are samples only; not reflective of LCISD listening tour feedback

Sample Objective:

Develop a long-term approach to salary and compensation to remain regionally competitive, supported by available resources

Objectives Are

- ✓ Direction, not directive
- ✓ Ambitious
- ✓ Feasible
- ✓ Within the district/board's locus of control
- ? The MOST important thing the district should focus on
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You'll use the next 25 minutes to review and refine your objectives

Your goal for this time:
Refine your top objectives (aim for 3)

Holdsworth staff will be present at each focus team to provide feedback and help facilitate the conversation

Remember to use the objective framework and criteria as you assess the strength of proposed objectives

Framework for Creating Objectives

1 What feedback did the community offer through the listening tour?

2 What are our personal feelings or experience around this topic?

3 What data is available to inform our conversation?

Criteria for Effective Objectives

Objectives Are

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Remember to utilize the roles you assigned during our last meeting

- **Team Leader**: Responsible for keeping the team on task and guiding discussions
- **Scribe**: Responsible for taking notes and recording drafts of your team's goals
- **Spokesperson/people**: Responsible for presenting the group's recommendations during Meetings 3 & 4

**Note - Roles can rotate each meeting; your group can decide*

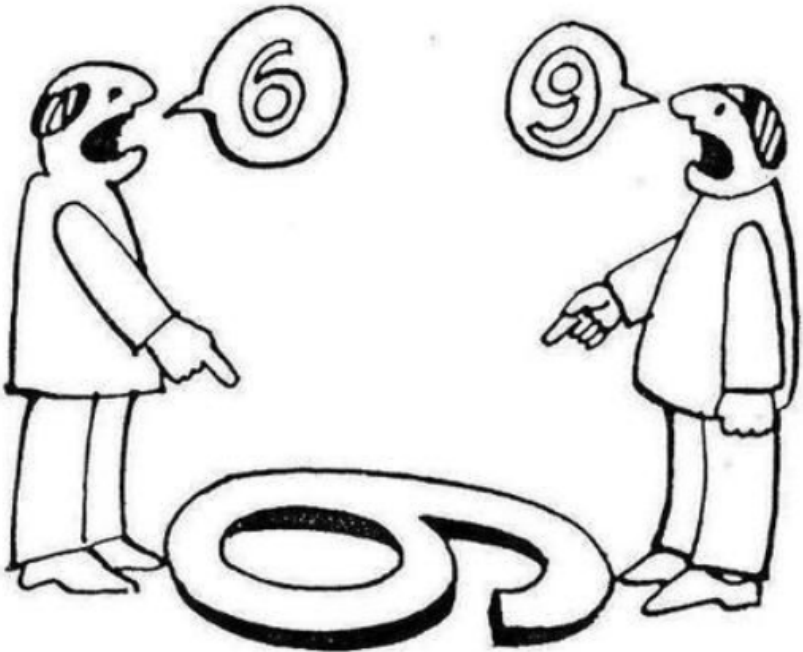
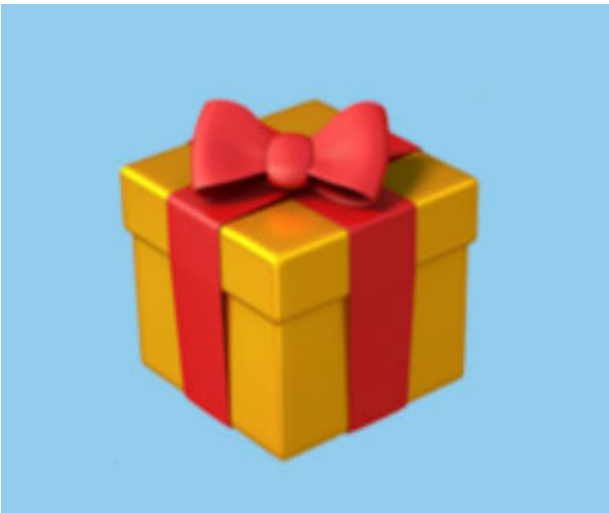
Break time!

Come back from break at 7:35 😊

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Two images can give us some guidance as we embark on the next phase of this work



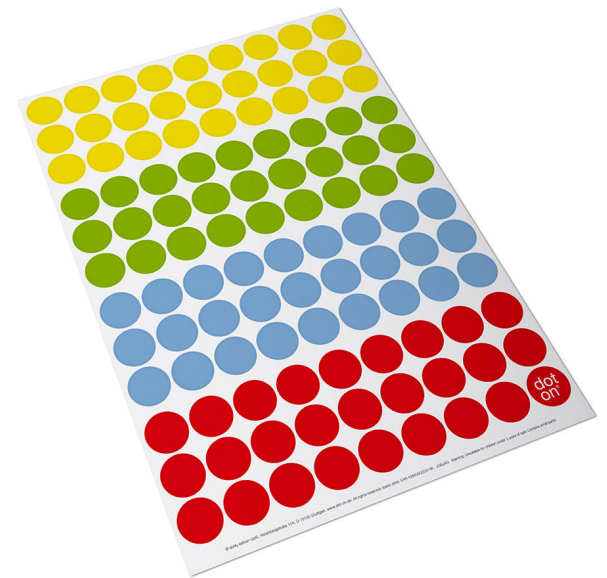
We'll now mix up groups, reviewing and providing feedback on all focus team outputs

The colored dot on your nametag corresponds to your reviewing group.

In these groups, you'll review and provide feedback on other teams' draft objectives.

Use post-it notes to share...

- What do you like about the proposed objectives?
- What could be improved?
- Is there anything else that feels important to address in this priority area?



Follow the colored dot for your starting point

Blue – Focus on Talent (left of the screen)

Green – Student Health and Safety (right side of room)

Orange – Plan for Growth (right side of room)

Yellow – Equip w/ Knowledge and skills (left side)

Red – Evolve Student Learning (left side)

Recall: The objective framework and criteria can help you assess the strength of proposed objectives

Framework for Creating Objectives

1

What feedback did the community offer through the listening tour?

2

What are our personal feelings or experience around this topic?

3

What data is available to inform our conversation?

Criteria for Effective Objectives

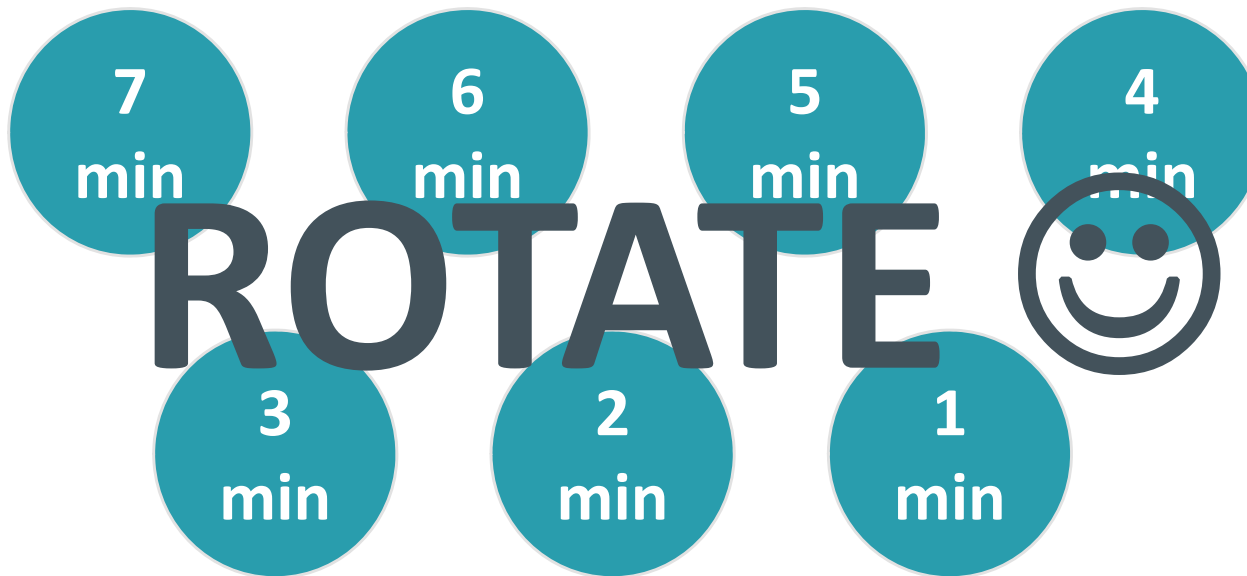
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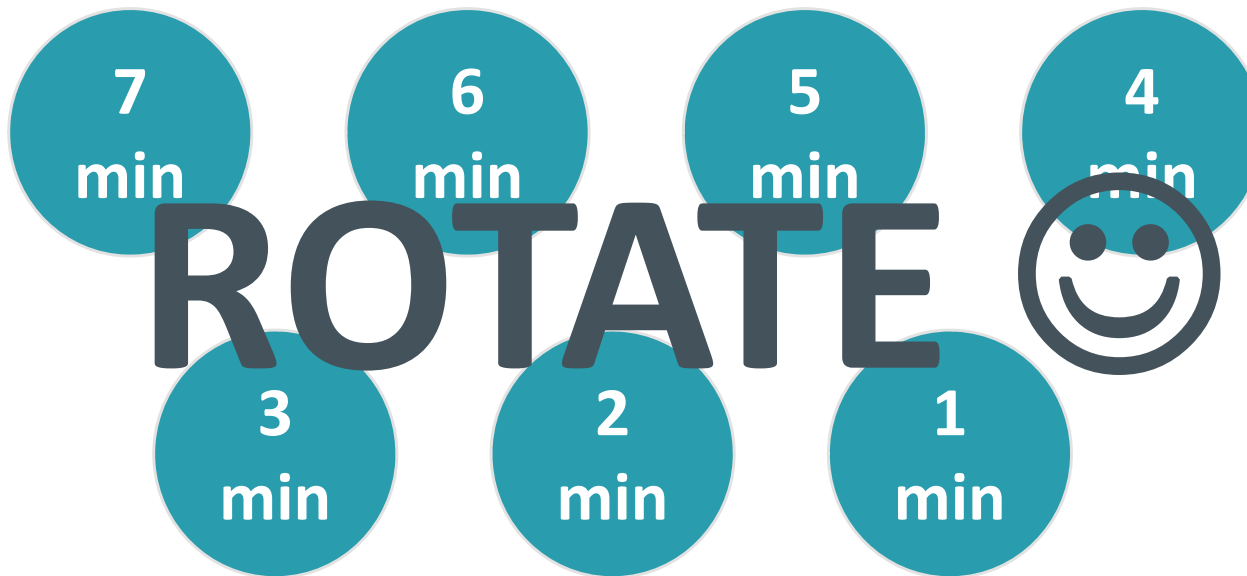
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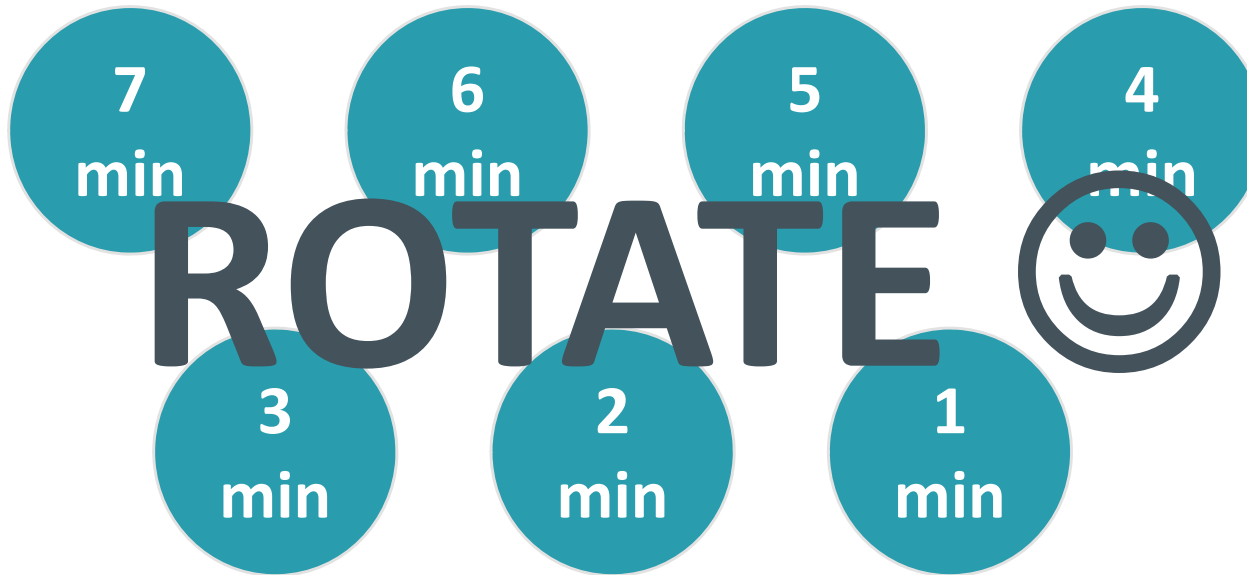
Feedback Round 1



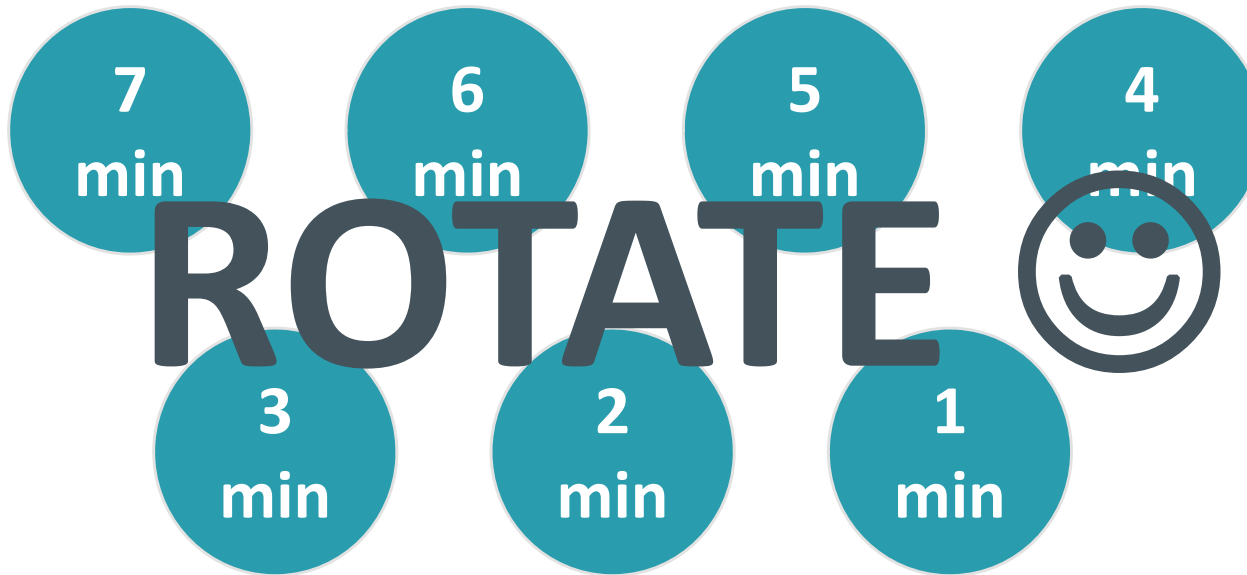
Feedback Round 2



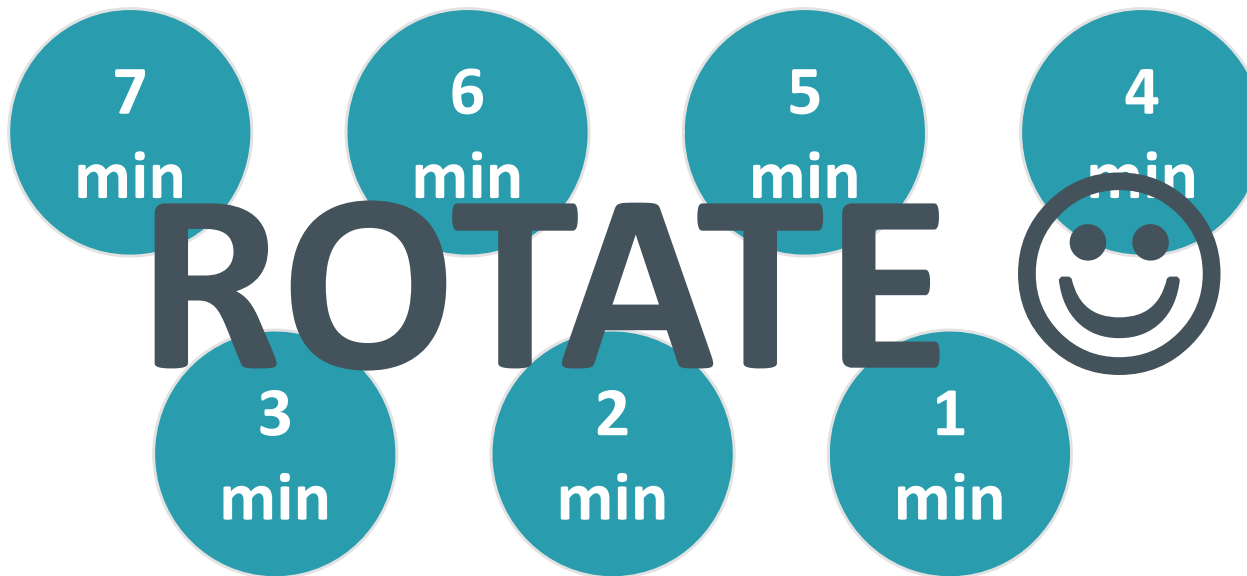
Feedback Round 3



Feedback Round 4



Feedback Round 5



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We want to take some time to incorporate feedback you've received...



We are NOT going to do this today 😊

As we incorporate feedback, we're building towards consensus

What is consensus?

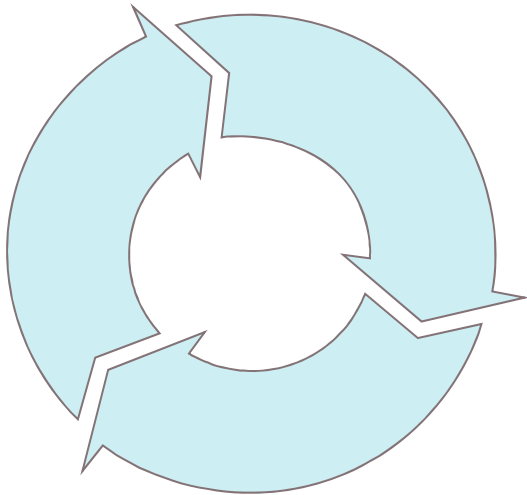
“Consensus is neither compromise nor unanimity - it aims to go further by weaving together everyone's best ideas and most important concerns - a process that often results in surprising and creative solutions, inspiring both the individual and the group as whole.”

What might this look like in the work we're undertaking?

Resource: <https://www.seedsforchange.org.uk/shortconsensus>

Focus teams will now have an opportunity to review and begin digesting the feedback (15 min)

Your goal for this time:
Build understanding and begin incorporating feedback



As you review the feedback, you should:

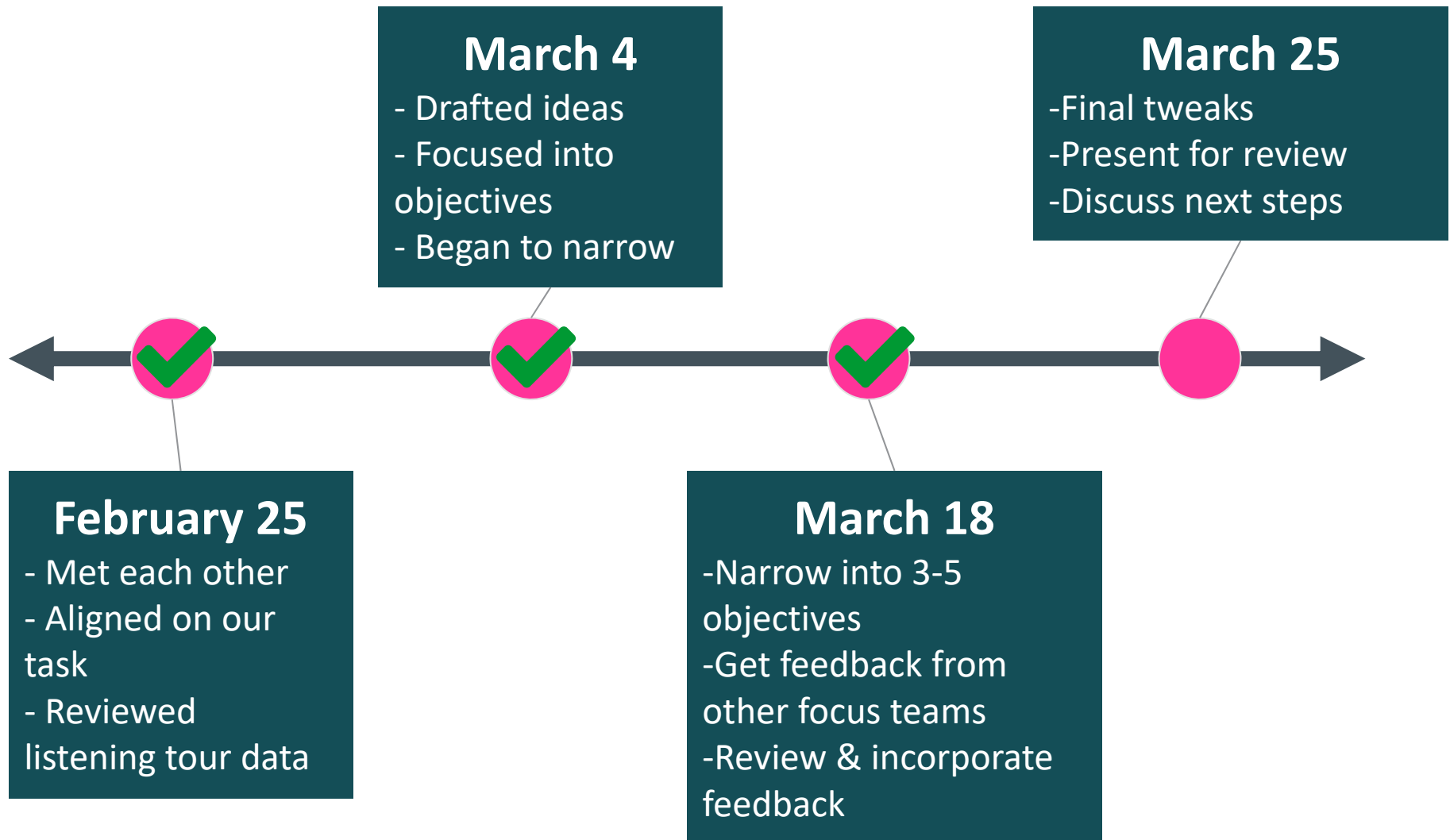
- Look for patterns
- Note how your objectives fit into the larger strategic plan
- Begin incorporating feedback
- Operate with our norms in mind

We'll walk through an example

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We're three quarters through our strategic planning journey!



No major pre-work for next meeting; continue to think about your priority area

You should...

- Continue to think about your priority area
- Feel free to do other research on your own about your priority area
- Ask if you need additional information

We (Holdsworth) will...

- Review draft objectives each focus team created
- Share feedback during the next meeting, as appropriate

Please complete your exit ticket before leaving.
Thank you!

See you on March 25!