Strategic Thinking and Planning for School Leaders

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Director, Improvement Services

Knowledge is Opportunity

Cognia is a global nonprofit that has the knowledge to help schools improve outcomes for all learners.
Our Vision
To impact and inspire education providers to advance and enable pathways for success for all learners.

Our Mission
To serve as a trusted partner in advancing learning.

We know schools because we’re in schools

Accreditation & Certification
Assessment
Improvement Services
Professional Learning

Celebrating 125 years of excellence • 1895–2020
Learning Targets – Session 1

1. **Access** Strategies in Cognia’s Continuous Improvement Platform (formerly eProve)

2. **Re-examine** the deep yet simplified continuous improvement process

3. **Review** knowledge of the Envisioning Phase

Using Zoom...

• **CHAT** for Support and Questions
Using the Cognia Improvement Platform
www.cognia.org

Message us in the CHAT if you can’t login to your SCHOOL account.

Name, School, Zip code and email
Once we give you access you will get an email from AdvancED with an Invitation to access the account
All Schools

ALSDE requires ACIP to be completed and submitted by October 15, 2020.

Accountability Indicators

<table>
<thead>
<tr>
<th>Schools With a Grade 12</th>
<th>Schools Without a Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic Achievement</td>
<td>• Academic Achievement</td>
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<tr>
<td>• Academic Growth</td>
<td>• Academic Growth</td>
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<tr>
<td>• Graduation Rate</td>
<td>• Chronic Absenteeism</td>
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<tr>
<td>• Chronic Absenteeism</td>
<td>• Progress in English Language Proficiency</td>
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The Alabama State Department of Education
Guiding principles

- Move to **strategic thinking**.
- Engage in **futures thinking**.
- Align to Cognia’s **continuous improvement process**.
- Use a **theory of action** to continuously evaluate.

“Continuous Improvement is...

...an embedded behavior within the culture of a school (institution) that constantly focuses on the conditions, processes, and practices that will improve teaching and learning.”

- Elgart, 2016
Cognia Improvement Platform
Envisioning Phase

During the Envisioning Phase, the institution determines its Priorities and Strategic Themes and ensures there is alignment with its Vision, Mission, and Beliefs.

Download the guide to learn about the Envisioning Phase.

Example: Lincoln Elementary School

Vision
Our vision is that every student achieves his or her maximum potential in an engaging, inspiring, and challenging environment.

Mission
Transact all students into a world class education that prepares them for success in college, career, and life.

Beliefs
We believe all students can learn given equitable opportunities. It is our responsibility to prepare students for the future and provide a safe and secure learning environment.

Strategy Map

- Personalized Learning Experiences
  - Provide more active, personalized learning opportunities to support student readiness for middle school.
  - Invest in curriculum, materials, and support of instructional practices that promote personalized learning.
  - Provide professional development for personalized learning.
  - Implement personalized learning program to increase student engagement.

- Staff Stability
  - Provide choice programs for professional development toward advanced certification.

- External Stakeholder Engagement
  - Provide proactive communication and engagement opportunities for parents and other community members.

- Engaging Learning Environment
  - Develop school environment where all students feel included and have opportunities to succeed.

- Technology
  - Provide appropriate and sufficient technology resources to students and teachers in all classrooms.

- Critical Initiatives
  - Conduct districtwide study of school culture and climate.
  - Develop and implement student engagement plans.
  - Develop strategic partnerships.

- Key Measures
  - Communication plan.
  - Stakeholder surveys.
  - Support staff development.

- Strategic Partnerships
  - Technology needs and assessment.
  - Student retention rating.
  - Technology integration planning.

Resources

- The InFocus Guide
- Frequently Asked Questions
- Glossary
- Tagging Explained
Annual Improvement Plan

08/01/2018 - 06/03/2019

Objective
Provide more active, personalized learning opportunities to support student readiness

Critical Initiative
Invest in curriculum, materials aligned to/in support of instructional practices that promote personalized learning

Start Date: 08/01/2018   End Date: 05/31/2019

Key Measures
Material inventories: curriculum distribution list
Classroom walkthrough data

Critical Initiative
Provide professional development for personalized learning

Start Date: 08/01/2018   End Date: 05/31/2019

Key Measures
Teacher Survey
Classroom observation; teacher evaluation

Annual Implementation Plan

08/01/2018 - 05/31/2019

Objective
Provide more active, personalized learning opportunities to support student readiness

Critical Initiative
Provide professional development for personalized learning

Activity
Collect data regarding:
- Classroom observations
- Teacher self-assessment surveys
- Professional learning credits (PLC) meetings

Activity Measure(s)
Classroom observations; Teacher self-assessment surveys; Professional learning credits (PLC) minutes

Benchmark(s)
Benchmarks

Target Dates
Theory of Action

Mission: To ensure all students receive a world-class education that prepares them for success in college, career and life.

Resources:
- Staff surveys

Critical Initiatives:
- Provide professional development for personalized learning.

Key Measures:
- Teacher Survey
  - Classroom observations, teacher evaluation

Intended Outcome(s):
- All staff will gain knowledge necessary to transition into personalized learning instruction.

Objectives:
- Provide more, active, personalized learning opportunities to support student readiness.

Vision:
- Every student is achieving at his or her maximum potential in an engaging, inspiring, and challenging environment.

Process tracking available

<table>
<thead>
<tr>
<th>Envisioning</th>
<th>Planning</th>
<th>Implementing</th>
<th>Evaluating</th>
</tr>
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<tbody>
<tr>
<td>- Determine Current Reality</td>
<td>- Create Objectives and Critical Initiatives</td>
<td>- Design Implementation Plan</td>
<td>- Determine Impact of Critical Initiatives</td>
</tr>
<tr>
<td>- Explore The Future</td>
<td>- Identify Outcomes and Key Measures</td>
<td>- Assign and Communicate Responsibilities</td>
<td>- Judge Success of Annual Plan</td>
</tr>
<tr>
<td>- Synthesize Results</td>
<td>- Develop Strategy Map</td>
<td>- Enact and Monitor Progress</td>
<td>- Address Implications for Future Work</td>
</tr>
<tr>
<td>- Develop Annual Plan</td>
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</tbody>
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Padlet

https://padlet.com/amcveycognia/ACIP_Training
Step 4:

Please enter a name for your new plan and select the beginning and end dates for your new plan. Then select "Add New Plan" to complete.

Name your Plan*

2020-2021 School Name ACIP

Select Target Dates

10/15/2020

06/30/2021

* Indicates required field
ENVISIONING PHASE

“Change takes time, forethought and knowledge, as well as an envisioned goal.”
-Embry

Phase One: Envisioning

Subphase 1: Determine the current reality
Subphase 2: Explore the future
Subphase 3: Synthesize results
Phase 1: Envisioning

- Understand reality from three perspectives
- “See” what lies ahead
- Determine priorities/strategic themes
- Ensure alignment

Envisioning Subphase 1: Determine the current reality

- Recommend using “real-time” data rather than historical data
- Focus on retrievable and relevant information from:
  - Learners
  - Institution
  - Community
- Analyze information to obtain a big picture
- Answer the question “What did we learn from our data?”
- Identify connections, patterns, and key topics
Determine Current Reality

The Envisioning Phase expands an institution's view of its current reality and potential future to establish a foundation for decision-making around goals and strategies for the institution. The Determine Current Reality subphase provides an important snapshot of the institution's everyday experiences through the lens of learners and other key stakeholders in its community. This subphase is an organized approach to help you collect and analyze information about the learners, institution, and community.

In the Determine Current Reality subphase, decide what information is most relevant and accessible for review for each stakeholder group. Then, analyze the information sets to determine what was learned for each stakeholder group. Finally, pinpoint connections from the analysis to identify topics or themes about your institution's current reality.

Download the guide to learn more about Determine Current Reality.

Category of Information

Learner Achievement
Envisioning Subphase 2: Explore the future

Guiding Questions

What factors will drive change in education in the next 10 years?

Which stakeholder group will be most affected?

How does the institution know for sure?

Actions

• Discuss the future and how future trends affect education.
• Gain insight into how stakeholder groups will be affected by these trends.
• Determine which trends become priorities to address.
• Use results to make informed conclusions about the current reality.

Envisioning Subphase 2: Explore the future

• Categorize the trends.
  • Social
  • Technological
  • Economic
  • Political

• Determine the stakeholder groups affected by the trends.
Institutions now have 300 characters to enter or revise their vision, mission and beliefs.

1. Institution’s Vision:
Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

2. Institution’s Mission:
To educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

3. Institution’s Beliefs:
We believe that high expectations for student achievement drive all decisions. We embrace the diversity of all students by providing an appropriate and innovative learning atmosphere. We believe that a safe learning environment will enable students to achieve their maximum learning potential.
### Guidelines for Vision, Mission, and Beliefs (page 30)

<table>
<thead>
<tr>
<th>GUIDING PRINCIPLE</th>
<th>DESCRIPTION</th>
<th>BEST PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision statement</td>
<td>Communicates the future the institution strives to achieve</td>
<td>Use inspiring words that everyone can understand; keep statement to less than 30 words; use future tense - 300 Characters</td>
</tr>
<tr>
<td>Mission statement</td>
<td>Communicates why the institution exists</td>
<td>Use words that are clear to anyone; write concise statements; keep statement to less than 30 words; use present tense - 120 Characters</td>
</tr>
<tr>
<td>Beliefs</td>
<td>Communicates what the institution holds as its fundamental criteria, guiding all decisions and actions; what the institution knows to be true</td>
<td>Use words that align with the mission and vision statements; can be stated as bullet points; keep the list of beliefs succinct so they are easily remembered - 300 Characters</td>
</tr>
</tbody>
</table>

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**How do you collect the data?**

**What data do you still need?**

**Tools that can help!**

- eleot®
- surveys & inventories
- diagnostics
DID YOU THINK ABOUT THIS?

Schools may access their long term goals through the following steps:
Navigate to: https://insights.nd.gov/Education/MapSearch
Search for their school.
Click on “School Improvement” on the left-hand Navigation
Select “Long Term Goals”

What is your current reality... NOW?
Has the future changed?

Envisioning Subphase 3: Synthesize results

- Determine how the current reality and the future priorities align.
- Identify the gaps and connections between the current reality and the future priorities.
- Determine priority statements and strategic themes.
- Review the vision, mission, and beliefs in relation to the priority statements and strategic themes.
Envisioning Subphase 3: Synthesize results

• Cluster the Information Template *(pages 27-28)*

• Strategic Themes and Priority Statements Template *(page 29)*

• Guiding Principles Template *(pages 31-32)*
Think about this...

- We are looking for the big picture first.
- Did you start with an activity or a theme?

Questions?
Next Module Topic:
Planning and Implementing Phases

Strategic Thinking and Planning
Session 3

Planning & Implementing Phases
PLANNING PHASE

“It takes as much energy to wish as it does to plan.”
– Eleanor Roosevelt

Learning Targets – Session 2

1. **Review** knowledge of the Planning and Implementing Phases

2. **Adjust** plans to reflect new objectives and critical initiatives for 2020-2021
**Phase Two: Planning**

**Subphase 1:** Use priorities to create objectives and identify critical initiatives

**Subphase 2:** Identify outcomes and key measures for each critical initiative

**Subphase 3:** Develop strategy map

**Subphase 4:** Develop the annual plan

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**Phase 2: Planning**

- Turn priorities into objectives
- Determine critical initiatives
- Determine anticipated results
- Create visual representation of long-term direction
- Prioritize focus for coming year
- Develop annual improvement plan
Link to Envisioning and Planning

Priority Statements → Strategic Themes → Objectives

Envisioning → Planning

An objective is...

• an “output” of the priority statement and its strategic theme.
• a statement representing intended outcomes of long-term direction.
• **One objective per theme**
  • Similar to a goal statement.
• written to answer the question, “How are we going to achieve the priority?”

**Sample Objective for County High School**

• Provide students with relevant learning experiences that require their use of technology
Critical Initiatives …

- are evidence-based practices
- guide the implementation of actions to achieve objectives
- are sometimes referred to as a strategy
- can be multiple per objective
- are written “high level” for this phase (remember these appear on the Strategy Map)
- are evaluated for their effectiveness
- answers “what we’ll do…”

Sample Critical Initiatives

- Provide professional learning sessions on relevant activities and technology integration
- Gather and analyze data on students’ needs and interests

Create Objectives and Critical Initiatives
Intended Outcomes…

- answer the question, “what will we strive to achieve from the critical initiative?”
- consider the reality and future to determine what should be achieved.
- align to one critical initiative.

Sample Intended Outcomes

- Teachers will gain knowledge on technology integration and relevant learning activities.
- Students are more engaged in their learning.

Assumptions…

- answer the question, “what do we believe will be successful when the critical initiative is executed?”
- are similar to rationale statements (but not quite the same).
- are the underlying beliefs for the intended outcomes and critical initiatives.
- are used in the Evaluating Phase (Theory of Action).

Sample Assumptions

- Professional learning is an effective approach to improve teachers’ instructional delivery.
- More engaged students will lead to readiness for their next levels (or futures).
Key Measures...

• are indicators that track the progress of each critical initiative
• can be multiple to measure each critical initiative
• appear on Strategy Map and Theory of Action
• are not stated like “60% of students..”
• answers, “how we’ll know if we’re achieving the objective”

Sample Key Measures

• Classroom observations
• Teachers and students’ feedback data
• Student engagement survey
• Student performance on projects and other student-focused activities
Questions?

Next Module Topic:
Plans for Monitoring & the Evaluating Phase
Learning Targets – Session 3

1. Explore Evaluating Phase
2. Establish plan for monitoring efforts
3. Understand ways of evaluating the 2020-2021 plan
Incorporating Special Education Goals

Special Education Goals

https://padlet.com/amcveycognia/ndschoollimprovement
Questions?

Phase Three: Implementing

Subphase 1: Design implementation plan
Subphase 2: Assign and communicate Responsibilities
Subphase 3: Enact and monitor progress
IMPLEMENTING PHASE

It's important to have a sound idea, but the really important thing is the implementation.
- Wilbur Ross

Phase 3: Implementing

- Make actionable activities, timelines, measures
- Determine who is responsible
- Decide on targets
- Conduct progress monitoring, make adjustments
- Keep stakeholders informed, involved

Design implementation plan

Enact and monitor progress
Assign and communicate responsibilities
Annual Implementation Plan Template (page 55)

<table>
<thead>
<tr>
<th>Objective 1:</th>
<th>Strategic Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Initiative</td>
<td>Activities</td>
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Other Resources for Phase 3:
- Stakeholder Responsibility Card (page 57)
- Progress Monitor Card Template (page 59)

Example Activities and Activity Measures for County HS

<table>
<thead>
<tr>
<th>PRIORITY: Ensuring students have learning activities to use technology to prepare them for their future jobs/careers.</th>
<th>STRATEGIC THEME: Transition Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Provide students with relevant learning experiences that require their use of technology.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Initiative</th>
<th>Activities</th>
<th>Activity Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional learning on relevant activities and technology integration</td>
<td>Survey staff on professional learning needs</td>
<td>Data from staff survey</td>
</tr>
<tr>
<td>Identify and establish professional learning plan/calendar</td>
<td>Professional learning calendar with outcomes</td>
<td></td>
</tr>
<tr>
<td>Provide professional learning</td>
<td>Professional learning digital portfolios and classroom observations</td>
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Questions

Evaluating

**Subphase 1:** Determine impact of critical initiatives
**Subphase 2:** Judge the success of the annual plan
**Subphase 3:** Address the implications for future work
EVALUATING PHASE

One of the great mistakes is to judge policies and programs by their intentions rather than their results.

-Friedman

Phase 4: Evaluating

- Determine results
- Verify implementation fidelity
- Describe findings
- Make informed decisions

Determine impact of critical initiatives

Address implications for future work

Judge success of annual plan
SUBPHASE 1

Determine the Impact of Critical Initiatives
Examine Outcomes in Relationship to Inputs

Analyze findings to determine the success of the critical initiatives

- What issues/conditions were problematic?
- What if anything has changed?
- Did the outcomes data indicate success?
- Was the proposed solution executed as planned?
- Are there other explanations that might explain the results?

SUBPHASE 2

Judge the Success of the Annual Plan

Make Recommendations for future work based on the success and/or failures of the most recent year.

- Do the outcomes tied to the critical initiatives align to our overall plans?
- Did we make progress toward our objective base on the strategic themes?
SUBPHASE 3

Address Implications for Future Work

Consider how work guided by the Annual Improvement Plan connects to the long-term objectives of the institution.

• How should this year’s findings influence next year’s plans?
Learning Targets – Session 2

1. **Explore** Evaluating Phase
2. **Evaluate and revise** your improvement plan
Learning Targets

1. **Re-examine** the deep yet simplified continuous improvement process
2. **Review** knowledge of the Envisioning, Planning, and Implementing Phases
3. **Incorporate** Special Education Goals
4. **Explore** Evaluating Phase.
5. **Evaluate and revise** your Improvement Plan

**NEXT STEPS**
STRATEGIES PROCESS & PLATFORM

Utilize the *inFocus Guidebook* in conjunction with eProve™ strategies to complete your work

- WHAT HAPPENS/WHAT TO DO - The Continuous Improvement Team

Communicate with your stakeholders, use your outputs

- Strategy Map
- Annual Improvement Plan
- Annual Implementation Plan

Ask Questions!

Office Hours

April 22 – 2:30-3:30 pm
April 28 – 9:00-10:00 am
April 30 – 10:00-11:00 am
Email for Answers

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Nicole Reeves
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Sites and links to include on the ACIP resources or evidence-based strategies


Evidence for ESSA- https://www.evidenceforessa.org/

High Leverage Practices in SPED- https://ceedar.education.ufl.edu/high-leverage-practices/

National Center on Safe Supportive Learning Environments- https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/higher-education/implementaion/evidence-based