

OPRF High School Strategic Planning Task Force Tool Kit

March 18, 2013

Review of Strategic Planning: Overview/Context

The Strategic Planning process includes several significant steps:

- Steering Committee:
 - Defines the current state through focus groups, survey, and data analysis
 - Defines the preferred state:
 - Develops values, vision and mission
 - Develops a set of goals designed to achieve the vision and mission while remaining true to the values
- Task Forces develop high-level action steps to address goals
- Writing committee drafts Strategic Planning report
- Steering Committee reviews and arrives at consensus for the strategic plan that includes the values, vision, mission, goals and action steps
- School Board reviews and approves the strategic plan
- Implementation Committees:
 - Determine the specific work necessary to carry out the action steps achieve the goals
 - Develop accountability for carrying out the work and updating the School Board and school community on progress towards the goals

Steering Committees → Task Forces → Writing Committee → Implementation Committees

Task Forces: Turning Goals into Action Steps

The Task Forces will identify specific goal statements developed by the Steering Committee and create action steps to achieve these goals. Each action step lists the goal statement and includes persons responsible, timeline for work, objective, background research, measurable benchmarks and outcomes, and implications (see attached template).

Action steps are not Implementation steps. Action steps provide more specificity than the goals themselves. Action steps are not as detailed as the work of the Implementation Committees. For example, one of the goal statements for Transformational Teaching, Learning and Leadership is:

OPRFHS will support student learning by providing all educators with professional growth and collaboration opportunities that enhance effective teaching and leadership.

An action step for this goal may involve professional development. While this action step may state the nature of the needed professional development (e.g., ongoing, embedded in teacher practice and/or the needs of their students), it would not list specific programs, methods, or timing; the Implementation Committees will develop this level of specificity.

Over the past several months, the Steering Committee has engaged in important and insightful conversations that will inform the work of the Task Forces. Following are the goal statements along with some key points that Task Forces may use as discussion points and/or objectives for addressing the goals:

Holistic Community Education

Goal statement:

OPRFHS will collaborate with other educational institutions and social service organizations creating seamless transitions for students. Students and adults will build partnerships across our communities and create an engaged, socially responsible citizenship.

Possible discussion points and/or objectives:

- Partnerships within and among educational and community organizations
- Equal access and opportunity to cultural and other experiences within the community
- OPRFHS knowledge of and support from community resources for students, families, faculty, staff and administrators
- Community organizations understanding of the needs and assets of OPRFHS and all its students
- Transition points in lives of children/youth and academic and social-emotional benchmarks of success, e.g. reading on grade level by end of 3rd grade

Equity

Goal statement:

The adults and students at OPRFHS will create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race.

Possible discussion points and/or objectives:

- Expectations are clear, consistent and communicated effectively to all students and adults in the school and community
- Barriers – OPRFHS is free of artificial barriers to achievement and provides students with the means to navigate barriers they will confront in school and society
- All students, all adults -- All students view adults in the building as allies who will help them and adults are prepared to support and serve in this role
- All curricular choices provide rigorous learning opportunities
- All students have clear pathways for completing a college preparatory curriculum
- Restrictions to honors and AP classes are removed
- Policies and practices – All OPRFHS policies and practices are evaluated through the lens of equity and are then eliminated, modified and/or developed to ensure equity

Supportive Learning Environment

Goal Statement:

Everyone in the OPRFHS community will foster a learning environment that supports and affirms the uniqueness of individuals; values trust, risk-taking, reflection and self-advocacy; and nurtures a system of supports to meet the evolving needs of all students.

Possible discussion points and/or objectives:

- The supportive environment at OPRFHS includes a system of supports that is grounded in identified needs and carefully monitored and measured for impact and efficacy.
- The OPRF community is an integral part of the school's supportive learning environment, collaboratively contributing to the school's system of support and providing opportunities for students to serve the community and learn values and skills applicable to their development and growth.
- There is a collective investment in owning our obstacles and hardships and this ownership is a catalyst for creating solutions and positive change. (e.g. building more inclusive classrooms for students with disabilities)

Transformational Teaching, Learning and Leadership

Goal statements:

All OPRFHS educators will provide rich, engaging learning opportunities that set high expectations for all students and foster collaboration, problem solving, reflection, critical thinking and independent learning.

All OPRFHS educators will monitor student progress, and use the information to revise and improve teaching practices and student learning.

OPRFHS will support student learning by providing all educators with professional growth and collaboration opportunities that enhance effective teaching and leadership.

All OPRFHS decision-makers will set high expectations for all, while affirming and supporting teaching and learning in all policies and practices.

Possible discussion points and/or objectives:

- Classrooms and the systems that support teaching and learning at OPRFHS include:
- Collaborative leadership models
- Student centered instruction
- Scaffolded, relevant, standards based curriculum that incorporates complex problems
- Culturally relevant curriculum
- Formative and summative assessments which accurately measure student progress
- Comprehensive reporting/feedback systems for students and parents
- Teacher and administrator evaluation systems that are aligned and focused on student learning

- Technology is fully integrated in instruction and student learning experiences
- Encouragement of all students to view their developing place in the world.
- There is a shared vision and school culture that promotes collaboration and inclusiveness across all sectors of the educational community to promote the learning and success of all students.
- All educators view relationship building with students as a vital component of their job.

Facilities and Finances

Goal statement:

As responsible stewards of OPRFHS assets, everyone in the OPRFHS community will make student-centered decisions relating to facilities and finances and allocate resources to ensure excellence and equity.

Possible discussion points and/or objectives:

- OPRFHS and the community work together to ensure the financial health and stability of the district to develop facilities and resources that support the school's mission and adapt to the needs of the ever-changing educational landscape.
- OPRFHS and the community communicate and collaborate to ensure transparency, understanding and respect for the school's fiscal and facility issues.

Task Force Directions/Logistics

- Meet a minimum of every two weeks – more if necessary to accomplish your work.
- One of the Task Force's co-facilitators will organize meeting dates, times and locations.
- Keep meeting minutes to track key plans, rationales, and decisions.
- Submit meeting minutes after every meeting (electronic version to Gail Kalmerton at gkalmerton@oprfs.org).
- Complete the Action Step template for each Action Step created.
- Task Forces should plan to complete their work no later than May 24, 2013.

Timeline for Completion of Strategic Plan

Steering committee meeting dates are in **bold**.

Launch Task Forces at Steering Committee Meeting	March 18th
All Task Forces have first meeting no later than this date	April 10th
Deadline for Task Forces to submit meeting minutes to Gail, who will share electronically with Steering Committee	April 11th
Steering Committee Meeting – update/feedback on Task Forces work	April 15th
Deadline for Task Forces to submit meeting minutes to Gail, who will share electronically with Steering Committee	April 25th
Steering Committee Meeting – update/feedback on Task Forces work	April 29th
Deadline for Task Forces to submit meeting minutes to Gail, who will share electronically with Steering Committee	May 2nd
Steering Committee Meeting – update/feedback on Task Forces work	May 6th
Deadline for Task Forces to submit meeting minutes to Gail, who will share electronically with Steering Committee	May 16th
Steering Committee Meeting – update/feedback on Task Forces work	May 20th
Task Forces – Final Reports Due	May 24th
Writing Committee meets to pull together draft strategic plan	May/June (complete by June 7)
Steering Committee meets to review and discuss draft of strategic plan	TBD June 2013
Steering Committee meets to review and discuss 2nd draft of strategic plan	TBD June 2013
Strategic Plan is presented to the School Board	June or July 2013
Strategic Plan is voted on by the School Board	Summer 2013
Implementation Committees formed and begin work	Fall 2013