

# Strategic Goal Team Report and Recommendations

- Team members and activities
- What do we mean by “Strategic Goals”?
- Proposed Goals and objectives
- Recommended Next Steps and Timeline

# Strategic Goals Team Team Members

## **District Leaders and Teachers**

- Dr. Gary Burton Superintendent
- Brad Crozier Principal, Happy Hollow
- Betsy Gavron Teacher, Wayland Middle School
- Deede Bergeron Teacher, Loker Elementary
- Tammy Mulligan Elementary ELA
- Heather Pineault School Committee

## **Parents and Community**

- Neil Gordon
- Karin Halperin
- Karen Miles
- Clea Winneg
- Foster Wright

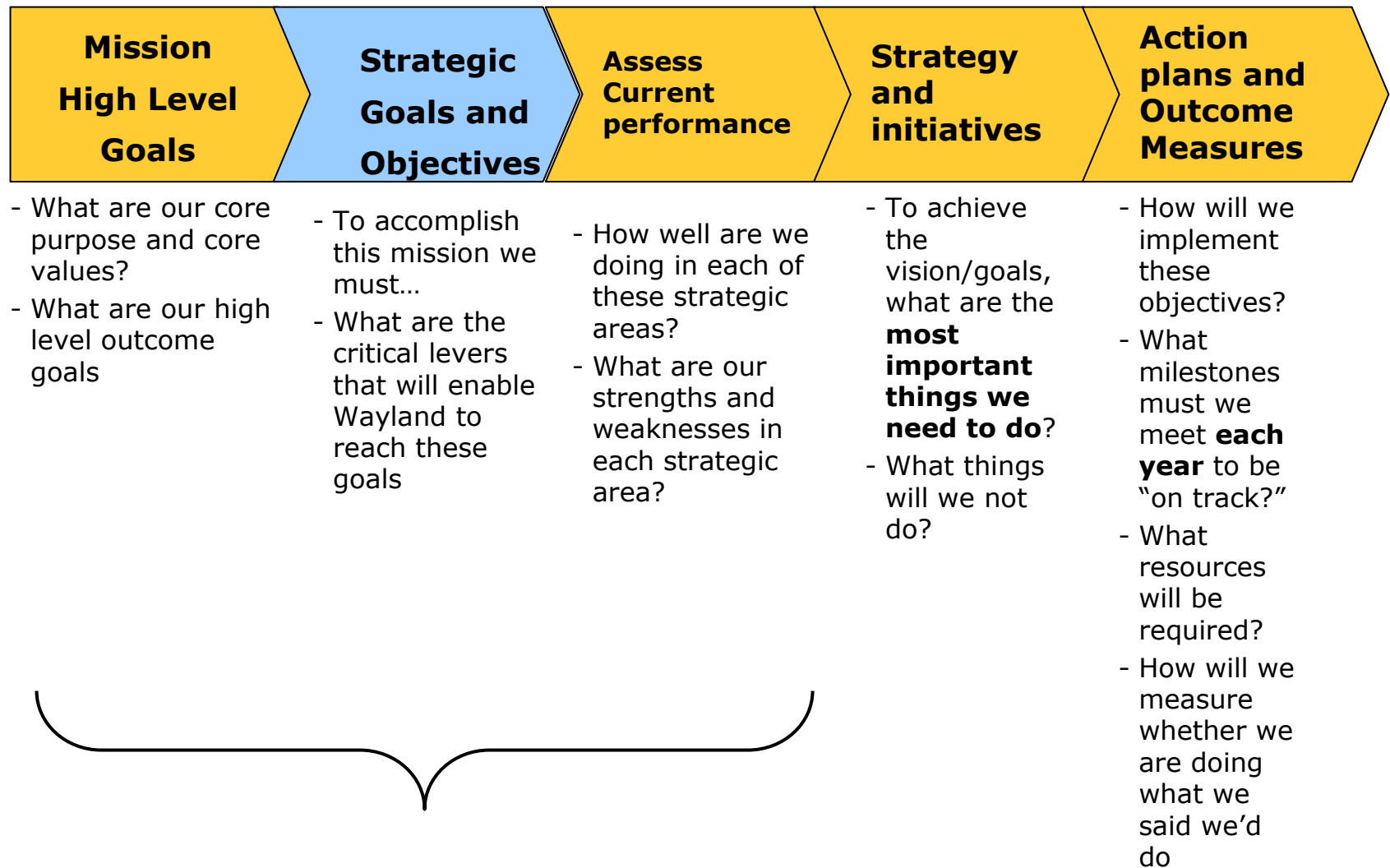
# Key Activities and Objectives

- Reviewed and researched:
  - exemplar strategic plans
  - existing district mission statement
  - evolving core values work
  - initial strategic planning work and “domains”
  - existing Wayland district goals and regular reports
- Crafted Wayland specific strategic goal areas and draft visual representation through brainstorming and iteration



- To create a framework for strategic planning that:
- Embodies Wayland values and standard of excellence
  - Serves as framework for evaluating current practice in all the areas the school district must do well in
  - Helps organize and prioritize action and investment
  - Enables leaders and the community to monitor progress
  - Communicates clearly what we stand for and what we are working to accomplish

# Overview of approach and core questions



Planning Phase

# Insert or Pass Around Visual

# Strategic Goal Areas

## Wayland Public Schools

In order to enact our core Values and Mission Wayland needs..

- Curriculum, instruction and assessment that maximize each student's learning and achievement
- A diverse knowledgeable and skilled community of educators and leaders
- Family and community partnerships to support the learning and growth of every student
- Strategic management of facilities, operations and resources to enable and empower the educational community

# Curriculum, instruction and assessment that maximize each student's learning and achievement

## Objectives

- Establish **benchmarks** for student learning that meet and exceed state and federal standards
- Provide **curriculum** that builds critical thinking, problem solving, communication skills and social competencies across all disciplines.
- Employ **instructional strategies** that respect human diversity and build upon existing student skills, knowledge, and learning style.
- Measure curriculum mastery in through multiple forms of **assessment** that help teachers to adjust instruction
- **Use** time effectively to support student learning
- **Organize** schools to enable individual academic and social/emotional support (class size, teacher load, small group instruction, clusters, guidance).
- Provide **extra-curricular** programs that encourage diverse interests, offer academic support and nurture a sense of community responsibility.
- Conduct ongoing **programmatic evaluation** of practice against student progress and educational standards.

# A diverse knowledgeable and skilled community of educators and leaders

## Objectives

- Hire, develop and retain highly capable educators who share the district's values and have the skills to implement a shared vision
- Create a culture supported by schedules and structures that provide leadership opportunities and foster professional collaboration and reflection
- Provide a coordinated professional development program that supports the district's priorities
- Structure compensation and work environment to attract and retain excellence



# Family and community partnerships to support the learning and growth of every student

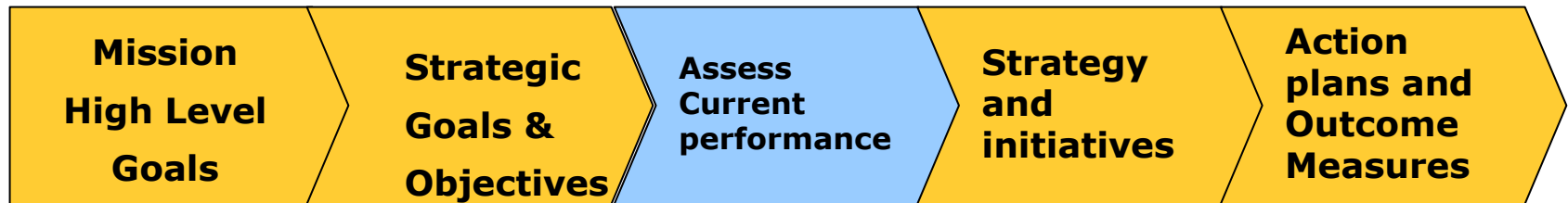
## Objectives

- Encourage two-way communication between educators and families around common goals for learning
- Create community partnerships that enrich and extend learning opportunities both in the classroom and outside it
- Encourage the vision of schools that serve as a community resource
- Develop broad based community support to ensure financial needs are met

# Strategic management of facilities, operations and resources to enable and empower the educational community through: Objectives

- A regularly updated 5-year strategic plan
- A high school facility that supports academic excellence and technological requires for teachers and students in the 21<sup>st</sup> century
- Well- maintained facilities to support current educational practices
- Instructional technology that supports student and teacher learning
- Information Technology that facilitates effective communication and decision-making
- Efficient financial management and business processes
- Efficient, safe transportation
- Food Services that provide healthy options for diverse family needs

# Next Step Requires Assessment of Current Performance vs. Objectives



## **Recommended Year 1 Priorities for Review of Current Strengths and Challenges**

- Student learning benchmarks, curriculum and assessment
- Achievement Gap (as part of the objective “organize to enable individual academic and social/emotional support”
- Hire, develop and retain highly capable teachers and leaders

# What does an assessment of current performance involve?

- Assembly and analysis of student or teacher outcome measures related to the objective
- Description of current practices, activities and plans that address this objective and related outcomes
- Summary of key actions required to maintain strengths and address concerns

# Example High Level Summary of Review of Curriculum Status Portland Public Schools

## Summer '07

		ELA	Math	Sci	SS
<b>Standards</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■
<b>Practices</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■
<b>Materials</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■
<b>Assessments</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■

## Summer '08

		ELA	Math	Sci	SS
<b>Standards</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■
<b>Practices</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■
<b>Materials</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■
<b>Assessments</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■

## Summer '09

		ELA	Math	Sci	SS
<b>Standards</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■
<b>Practices</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■
<b>Materials</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■
<b>Assessments</b>	E	■	■	■	■
	M	■	■	■	■
	H	■	■	■	■

**E:** Elementary level **M:** Middle level **H:** High School

**Fully implemented\*** ■

**In design or pilot phase** ■

**To be done** ■

**Owners:** M. Arganbright (Secondary Curriculum), V. Condon (Elementary Curriculum), G. Wolleck (PD)

\*When "fully implemented", classroom practice in all schools should reflect core standards, practices, materials, and / or assessments 13

# Recommended Next Steps and Timeline

- The strategic planning process should be led by the Superintendent and Assistant Superintendent's Office with the support of a strategic planning steering committee
- By the end of September 2007, Leadership team present SC with timeline and any resource needs for:
  - stakeholder involvement in revising and finalizing mission, values, strategic goals over 2007-2008 school year
  - Conducting assessments of strengths and weaknesses in priority strategic objectives
- With the Superintendent, the SC should appoint a Strategic Planning Steering Committee to review strategic planning and assessment work quarterly over the year
- Recognizing that these recommendations will require time, 2007-8 work should focus on current performance assessments and planning in three priorities areas:
  - Student learning benchmarks and curriculum frameworks
  - Achievement gap
  - Hiring, developing and retaining teachers
- The SGT recognizes that much of this work is being done already in the district and that part of the process will be to communicate existing work more broadly and systematically to stakeholders