



CONFIDENTLY LEADING THROUGH  
COLLABORATION, CUSTOMIZATION AND CREATIVITY

## Board Report February 2023 Achievement & Leadership

### **Mission Vision Work**

I am continuing my work with Ravenna Schools and Hillsdale Local Schools. Please see a workbook of strategic plan resources that will be used in both schools.

### **Aspiring Leader Conference**

Our Aspiring Leadership Academy has been successful so far. Even though the group is small, 8 participants, the work has been great. This series is focused on the daily functions of school leadership. Participants will have the ability to take the course and receive 2 credit hours through Ashland University.

Future dates of the training sessions are:

March 21<sup>st</sup>: Collaboration and Coaching

April 25<sup>th</sup>: Celebration and Communication

May 11<sup>th</sup>: Aspiring Leader Showcase (all superintendents invited to participate)

### **Student Leadership Conference**

We will be hosting our third student leadership conference on March 7, 2023. We currently have the following schools registered:

- Bucyrus
- Crawford
- Crestline
- FIRST School
- Highland
- Madison
- Plymouth

### **What is strategic Planning?**

*A process in which school districts clearly define their vision for future success and identify organizational goals, objectives, action steps, communications, asset mapping, timelines, and monitoring.*

### **Why is strategic planning important to District success?**

*When all stakeholders know and understand the district goals and objectives, we can track progress, monitor/evaluate action steps and desired outcomes, and align all the district's work to the identified goals.*

Strategic Goal Statement: clearly establishes the broad objective for the goal area.

Desired Outcomes: setting desired outcomes provides clear and concrete expectations. Desired outcomes should be set for students, families, staff, teachers, and district partners.

Action Steps: efforts that individuals and/or groups will take use to achieve the desired outcome(s). Actions steps can be developed for students, families, teachers/staff, school leaders, and community partners.

Roles and Responsibilities:

Chair/Co-Chairs: *assumes the management role in each action team*

Leads/Owners: *assumes primary responsibility for the implementation of the identified action steps*

Stakeholders: *assumes active roles in the success of the action steps*

Communications: clearly sharing the valuable messages and information with all stakeholders.

Asset Mapping: assessing district and community resources that support goal areas. Identifying current resources and determining resources required for success.

Timelines: establishing timelines in which the action step(s) should be complete. (5-year plan)

Evaluation/Monitoring: uncovers gaps in progress that can be addressed and reveals celebrations/successes that plan is producing that need to be communicated.

Feedback: Celebrations/Refinement: shares the positives and areas of refinement being identified when monitoring the plan. Transparency is vital to the process.

# THIS IS A CALL TO ACTION!!!

## Developing a Goal Statement

*Strategic Goal Statement: clearly establishes the broad objective(s) for the goal area.*



Specific	Measurable	Attainable	Relevant	Time-bound
- clearly defined or identified - precise	- outcomes can be calculated or determined	- outcomes can be attained, completed, or achieved	- closely connected to the desired outcome(s)	- requires completion by a specific date - due date
Example: <b><i>Ravenna Schools will enhance positive school-family interactions by increasing the frequency of family events focused on improving student outcomes as measured through family perception surveys.</i></b>				

Notes:

## Defining Desired Outcomes

*Desired Outcomes: setting desired outcomes provides clear and concrete expectations. Desired outcomes should be set for students, families, staff, teachers, and district partners.*

Examples:

- conduct at least two (2) family engagement events per month
- family event should focus on improving student outcomes, i.e. academic success, mental health, social-emotional health, career awareness and exploration
- teachers and staff increase positive family interactions through inviting families to the district events
- at least three (3) events should be held off school grounds

Notes:

### Creating Aligned Actions

*Action Steps: efforts that individuals and/or groups will use to achieve the desired outcome(s). Actions steps can be developed for students, families, teachers/staff, school leaders, and community partners.*

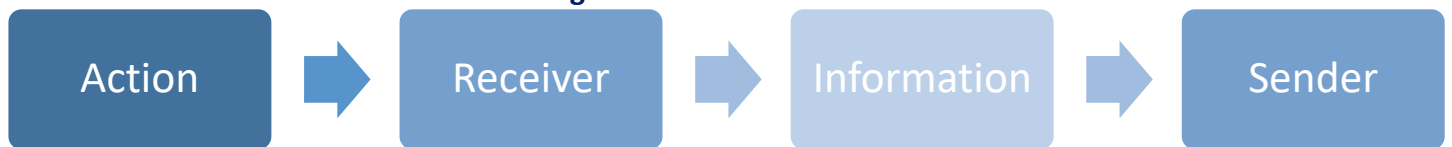
Action Step	Time/Due Date	Leads/Owners	Stakeholder(s) (Students, Admin, Teachers/Staff, Families, Partners)	Resources Required	Comments
1. Schedule family events	1. 8/1/202	1. Principal	1. Staff, Teachers, Admin	1. School Calendar, locations for events	1. Consult calendar to avoid conflicts
2. Survey families to identify possible event topics	2. 8/31/2023	2. Guidance Counselor	2. Admin, Families	2. Survey	
3. Engage community partners to strengthen events	3. 8/31/2023 and ongoing (monthly)	3. Community Outreach Liaison	3. Staff, Teachers, Admin, Families	3. Communication List, Office supplies, Postage	2. Be sure to create a digital version and hard copy

Notes:

### Creating a Communications Plan

Communications: clearly sharing valuable messages and information with all stakeholders

#### **Strategic Model for Communication**



1. What is your desired outcome or action?  
*Determine the desired action from receiver after hearing, reading, and seeing your message*
2. Who is your audience and what motivates their actions?  
*Determine the audience, identify what the audience sees as the most important, and select the appropriate communication method*
3. What information can you share to elicit the desired results?  
*Determine what information your targeted audience deems important, share relevant data, and ensure transparency in communication*

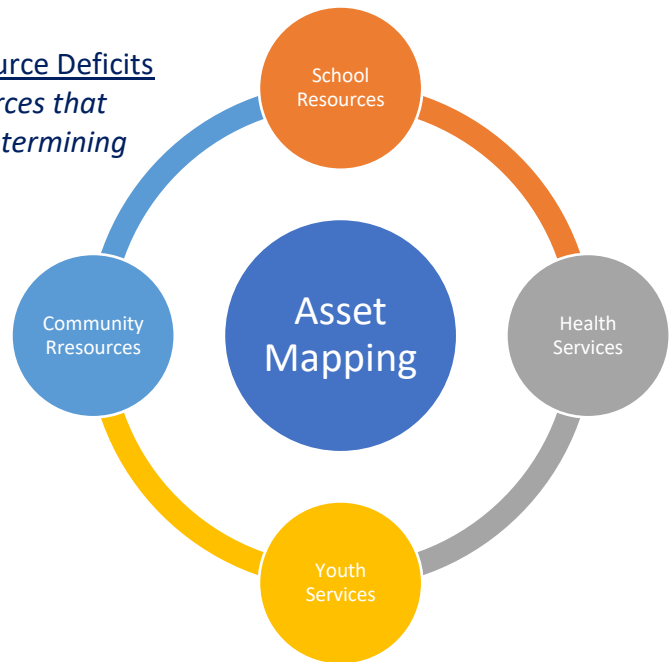
Notes:

### Establishing Available Resources and Determining Resource Deficits

*Asset Mapping: assessing district and community resources that support goal areas. Identifying current resources and determining resources required for success*

#### Resources:

- Human Capital
- Financial resources
- Media/Communications
- Technology
- Materials/Supplies
- Infrastructure
- Housing Support
- Locations/Venues



#### Notes:

### Determine Timelines: Due Dates to Meet Action Steps

*Timelines: establishing timelines in which the action step(s) should be complete. (5-year plan)*

1. Understanding this is a five (5) year plan
  - a. Ultimate completion will/should occur at the end of the five (5) year cycle
  - b. Year one (1) may consist of numerous actions involving research, reflection, data-gathering, asset mapping, partnership development
  - c. Consider Implementation Strategies
    - i. Exploration: Data Collection
    - ii. New Learning: Knowledge Acquisition
    - iii. Installment: Skills Acquisition
    - iv. Implementation: Shifting Learning into Action (Practice)
    - v. Refinement: Collecting Data, Adjusting Actions to Address Deficits
2. Construct an action(s) timeline to assist in scheduling actions in an appropriate sequence
3. Timelines can be set by month, quarter, semester, annually

#### Notes:



### Focus on Accountability

*Evaluation/Monitoring: uncovers gaps in progress that can be addressed and reveals celebrations/successes that should be shared.*

What you monitor, track, and evaluate gets the attention of the students, staff, teachers, leadership, families, and partners.

Action teams must create a system of monitoring, providing feedback, and holding members accountable.

1. How do you monitor the work?
  - a. Determine Baseline Data Sources
  - b. Set Outcome Measures
  - c. Identify Data Sources (Qualitative and/or Quantitative)
2. How will the team determine growth/progress and deficits in actions steps?
3. How will growth and deficits be communicated?
  - a. To Whom?
  - b. How Often?
4. How will actions be created to address deficits in the plan?

Notes:

### Provide Descriptive, Substantive, and Direct Feedback

*Feedback: Celebrations/Refinement: shares the positives and areas of refinement being identified when monitoring the plan. Transparency is vital to the process.*

**Feedback does not occur automatically; it is a function of intentional design.**

Teams must create a system of monitoring, providing feedback, and holding members accountable.

1. What do you monitor in your building?
2. How do you provide direct, descriptive, and relevant feedback to staff?
3. What does accountability look like in your building/district?

Notes:

**Goal Area:**

**Chair/Co-Chairs:** \_\_\_\_\_

Goal Statement:					
Desired Outcomes:			Current State/Reality		
Action Step	Time/Due Date	Owner or Lead	Stakeholder(s) (Students, Teachers/Staff, Families, Partners)	Resources Required	Comments
Communications:					
What actions do you want from receiver?	Audience		Information	Sender	
Asset Mapping:					
Monitoring/Evaluation:					
Feedback (Celebration/Refinement)					