

Eastpointe Community Schools SETTING DIRECTION RETREAT Participant Handout

Setting Direction Retreat Purpose

The Setting Direction Retreat provides an opportunity for the strategic plan team to develop a shared understanding of the current mission, vision, core values and strategic themes and build upon those ideas to move the district forward in answering the question, *“Where do we want to be five years from now that is different than where we are today?”*

The outcome is for the plan team to verify District Long-Range Goals, Indicators, and Measures and to Prioritize the Strategies that need most attention to move the district toward continuous improvement. The product of the day will be a DRAFT of the Strategic Plan.

Common Vocabulary

Goal	Long-range goals provide clarity in what the district hopes to achieve throughout the duration of the strategic plan timeline. They foster a results orientation and help close They help identify the targets and timelines that enable a staff to answer the question, “How will we know if all of this is making a difference?”
Strategy	Strategies are the actions required to guide plans to move the organization from where it is to where it wants to be. <i>Strategies are gaps that currently are not yielding the results that are necessary and if addressed would present the most probable return on the investment of time, people and other resources. Strategies must be few in number and comprehensive in action.</i>
Indicator	<i>The standards, skills, or evidence of performance that comprise or lead to attainment of a goal. Lagging indicators are summative in nature. Leading indicators are formative in nature. Indicators indicate what will be used as evidence for goal progress monitoring and reporting.</i>
Measure	<i>Measures are the instruments or tools aligned to the indicators that defines success. Often there are multiple measures for one indicator. Measures may be quantitative or qualitative.</i>
Target	<i>Targets are short term incremental steps measuring growth toward the Goal. Targets are set for each measure. Goals without targets lack power and usefulness.</i>
Action Plan	<i>An action plan defines the sequence of steps that must be taken, or activities that must be performed well, for a strategy to succeed. An action plan has four major elements (1) Specific tasks: what will be done and by whom. (2) Resource allocations: what specific funds are available for specific activities; timelines; people responsible (3) Professional Learning and Support: what will people need to know and do for effective implementation, and (4) Evidence: what will serve as the products for progress monitoring and strategy attainment.</i>
Key Performance Indicator (KPI)	<i>A Key Performance Indicator is a measurable value that demonstrates how effectively a company is achieving goals and strategies. . Organizations use KPIs at multiple levels to evaluate their success at reaching targets.</i>

Activity One: Update the Strategic Foundation or Preferred Future Based on Student and Staff Feedback. Use the Findings of the Vision Retreat documents to see summary of concepts and ideas from our last session.

Components	Reflections for changing the Preferred Future Statement
Mission	<p style="text-align: center;">Mission Ideas</p> <ul style="list-style-type: none"> • Empower all students to construct and achieve a pathway leading to future success • Prepare today’s learners to be tomorrow’s leaders • Connect students, families, district personnel and the greater community to provide a world class school system • Transform lifelong learners to be responsible and accountable citizens. • Partnering to empower learners to be successful citizens making a difference in our world. • Empower self-directed learners to become confident, competent, innovative students. • Cultivate a community of lifelong learners who strive for excellence. • Ignite students to be ready to be successful, courageous, productive contributors to our world. • Ensure a pathway to assist each learner achieve their educational and personal goals leading to a successful future. • Empower all students to embrace learning, achieve their personal best and build their emotional social and physical well-being. • Eastpointe Community Schools inspires learners to find their passion and path in life. • Create a forward looking, technologically enhanced and motivated learning environment • Create the leaders of tomorrow by equipping students with the skills required to succeed with 21st century. • Eastpointe Community Schools works as a team to provide the resources necessary to provide for our learners a world-class education. • Eastpointe Community Schools strive to be the heart of learning, caring and support for our community. • Every student graduates ready to live, learn, and thrive in a global community.
Vision	<p>Vision -- Our North Star: Eastpointe learners will manage and direct their own learning, adopt a mindset of effort and persistence, recognize their potential to affect the world, cultivate curiosity, pursue interests, and continuously invent their own paths, careers, and lives.</p> <p>OR</p> <ul style="list-style-type: none"> • Eastpointe learners will provide an expansion of learner supports focused on mental health, academics, and engagement key for the future. • Eastpointe Community Schools envisions a learning culture that is safe and welcoming, inclusive and sensitive to the events and changes happening in the world outside of school.

	<ul style="list-style-type: none"> • Eastpointe Community Schools will serve as champions and advocates who insist learning is remade in ways that make tomorrow a more promising place for every learner. • Eastpointe Community Schools will empower learners to identify and solve problems that affect themselves and their communities while building their knowledge, skills, and dispositions to be impactful citizens. • Eastpointe Community Schools will ensure a culture of trust, confidence, and innovative learning. • Eastpointe learners believe in their power to embrace learning, to excel, and to own their future. • In partnership with the community, Eastpointe Community Schools will empower every student to become a lifelong learner who is a responsible, productive, and engaged citizen.
<p>Portraits</p>	<p>Critical traits are listed in our Portraits below:</p> <p style="text-align: center;"><u>Graduate Portrait Draft</u></p> <p style="text-align: center;">Adaptable & Resilient Learner Creative and Critical Thinker Self-Sufficient Future-Ready Learner Personally Responsible Individual Engaged Global Citizen Confident Communicator & Collaborator Digitally Literate Problem Solver</p> <p style="text-align: center;"><u>Adult Portrait Draft</u></p> <p style="text-align: center;">Prepared & Organized Profession Respectful of Students & Parents Culturally Aware Equity Advocate Learner Centered Problem Solver Passionate, Empathetic, Ethical & Trusting Character Engaged Team Player & Communicator Personally & Collectively Responsible</p> <p style="text-align: center;"><u>System Portrait Draft</u></p> <p style="text-align: center;">Respectful of Students, Parents, & Staff High Levels of Parent & Community Engagement Student-Centered Innovation and Real-World Relevance Sent of Community & Belonging Clear Purpose Transparent high levels of Communication & Collaboration High Standards and Expectations for Teaching & Learning Excellent Steward of Resources</p>

<p>Core Values</p>	<p>Revise if necessary:</p> <p style="text-align: center;"> Excellence through Continuous Improvement Equity and Inclusion Curiosity and Innovation Responsibility and Accountability Trust and Integrity Empathy and Respect </p>
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Activity Two Part A: Review current long-range themes/goals. Consider revisions goals.

STRATEGIC GOALS: The final pillar of the foundation asks members to clarify the specific goals they hope to achieve as a result of their improvement initiative. The goals pillar identifies the targets and timelines that enable a staff to answer the question, *“How will we know if all of this is making a difference?”* Goals provide a sense of priorities and the steps to achieve the benchmarks.

Effective goals foster both the results orientation and the individual and collective accountability for achieving the results. They help close the gap between the current reality and where the organization hopes to move performance to a higher level (the shared vision). Goals must have a results-orientation.

A goal tells us what we want to achieve. A strategy tells us what we might do differently to see if we can achieve the goal. A goal is a **“WHAT”!** A strategy is a **“HOW”!** (adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

Criteria for evaluating a goal statement:

- Does it manifest our mission and vision?
- Is it specific and strategic?
- Is it measurable?
- Is it actionable and aligned?
- Is it results-oriented?
- Is it time bound and target-oriented?
- Will it guide with work of school improvement?
- Will it guide the work of team/department and classroom improvement?
- Can it be aligned to leader and employee performance goals?
- Will it provide a data system to monitor and report performance at all levels?

Examples of Strategic Goals:

- ✓ Ensure college and career readiness for ALL students.
- ✓ Ensure maximum development, growth, and achievement for all students.
- ✓ Engage families and the community as vital partners in the education process.
- ✓ Provide a rigorous, relevant, engaging and satisfying learning environment.
- ✓ Provide a productive, safe, and supportive learning environment.
- ✓ Develop shared responsibility and accountability through a partnership among and between school, home, and the community.
- ✓ Align resources to accomplish priorities within a balanced budget.
- ✓ Cultivate a positive and productive working environment that attracts, develops and retains high quality staff.
- ✓ Demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.

Complete Goal One together to establish and communicate a clear process:

1. Consider current goal/ goal statement.
2. Compare it against the Goal criteria above
3. What do you like? What do you want to change?
4. Is it short and compelling?
5. Does it include a powerful verb?
6. Is it something that will not change easily and be part of our overall performance expectations?
7. Is it an expectation of performance not a program or a solution?
8. Is it Results oriented and NOT activity oriented? Can it be measured?

CURRENT GOALS	POSSIBLE GOAL STATEMENTS
<p>GOAL: STUDENT GROWTH & ACHIEVEMENT</p> <p>We will increase student achievement in all curricular areas.</p>	Maximize student achievement to prepare our scholars to be career and college ready
	Ensure all students succeed.
	Ensure equity is embedded into the culture to close all learning gaps.
	Provide a comprehensive, innovative education for each student to promote life, career, and postsecondary success.
	Promote student growth and achievement through a whole-child teaching and learning approach.
	Prepare all students to be future ready and empower them to dream, believe and achieve
	OTHER

<p>GOAL: LEARNING ENVIRONMENT & SUPPORTS</p> <p>We will provide an environment conducive to learning that promotes relevance, rigor, and positive relationships.</p>	<p><i>Provide a safe and high-quality environment that supports student learning. Ensure students are socially and emotionally ready to learn.</i></p> <p>Enhance the learning environment to meet the needs of all students</p> <p>An inclusive culture of learning allows each learner to define their pathway to success.</p> <p>Establish a safe, positive, and engaging learning environment to meet the academic and social and emotional needs of each student.</p> <p>Provide an engaging and nurturing environment to meet each student’s needs and interests.</p> <p>Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.</p> <p>OTHER</p>
<p>GOAL: WORKING ENVIRONMENT & HIGH-QUALITY STAFF</p> <p>NONE</p>	<p><i>Hire and retain highly effective staff.</i></p> <p>Select, develop, and retain a high-quality workforce to ensure each student is surrounded with excellent educators</p> <p>Engage employees and strengthen workplace pride through effective internal communication and collaboration.</p> <p>Invest in staff and leaders to ensure innovation, responsibility, and accountability.</p> <p>Select, develop, and retain a high-quality workforce to ensure each student is surrounded with excellent educators</p> <p>Each learner is supported by educators committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career, and life readiness.</p> <p>OTHER</p>
<p>FAMILY & COMMUNITY PARTNERSHIPS</p> <p>We will improve communication and increase community and family involvement</p>	<p><i>Engage all stakeholders in an active partnership with the district.</i></p> <p>Cultivate partnerships with families and the community to support and expand learning opportunities for each student.</p> <p>Support partnerships through communication, collaboration, trust and respect to advocate for student success.</p> <p>Success requires strong, respectful partnerships with our families and community.</p> <p>Positively impact future perceptions of Carbondale High School and its feeder elementary PK-8 schools.</p> <p>Communicate and collaborate to build trust, commitment, and community with stakeholders.</p> <p>OTHER</p>
<p>RESOURCES- FINANCE, FACILITIES, TECHNOLOGY</p> <p>We will improve and maintain the financial stability of the district.</p> <p>We will improve and maintain facilities and the effectiveness of operations.</p>	<p><i>Serve as resource stewards for our community.</i></p> <p>Ensure effective and efficient use of time, space and other resources through careful planning and financial stewardship</p> <p>Make effective and efficient use of our resources to maximize educational success for each student, every school, and the district.</p> <p>Align human, financial, and physical resources to ensure integrity and equity in resource planning and allocation.</p> <p>Align resources and infrastructure.</p> <p>Ensure effective and efficient use of time, space and other resources through careful planning and financial stewardship</p> <p>OTHER</p>

Activity Two Part B: Learn about what makes a goal SMART and the importance of Key Performance Measures and Targets. Discuss Tools for Schools: Work Smarter Not Harder. Discuss Key Performance Indicators.

SMART	KPIs	Targets
<p>S</p> <p>M</p> <p>A</p> <p>R</p> <p>T</p>		

Activity Two Part C: Provide feedback on POSSIBLE goal Key Performance Indicators/Measures to be used to measure progress monitor, and report performance on the long-range goals. Discuss Redefining Ready.

Current/Suggested Goals	Possible Key Performance Indicators	
<p>GOAL: STUDENT GROWTH & ACHIEVEMENT</p> <p>We will increase student achievement in all curricular areas.</p>	<ul style="list-style-type: none"> ● Students are Early Learning ready <ul style="list-style-type: none"> ● Students demonstrate readiness for kindergarten. ● Students demonstrate readiness for First Grade. ● Students are 3rd Grade ready <ul style="list-style-type: none"> ● Students read on grade level by the end of second grade. ● Students achieve annual growth targets in reading and mathematics. ● Achievement gaps are closing. ● Students are Middle School ready <ul style="list-style-type: none"> ● Students meet or exceed middle school readiness scores in reading and math 	<ul style="list-style-type: none"> ● Students achieve annual growth targets in reading and mathematics. ● Students achieve learning standards/outcomes as defined by the district in all core curricular areas (● Achievement gaps continue to close. ● Student enrollment in honors courses in middle school increases over time. ● Students are High School ready <ul style="list-style-type: none"> ● Students meet or exceed high school readiness scores in reading and mathematics. ● Students are placed in on-track high school courses. ● Student Achievement and Growth Compares Favorably with Benchmark Districts

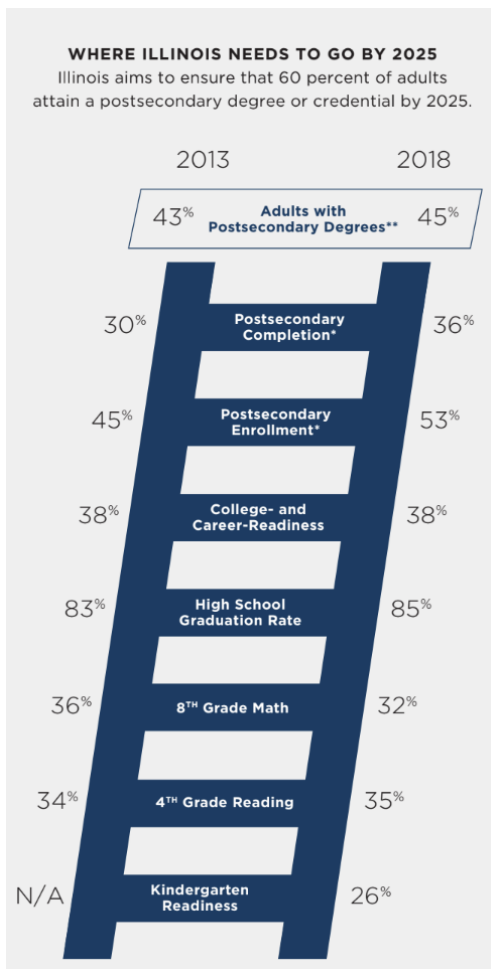
<p>GOAL: LEARNING ENVIRONMENT & SUPPORTS</p> <p>We will provide an environment conducive to learning that promotes relevance, rigor, and positive relationships</p>	<ul style="list-style-type: none"> • Climate and Culture: <ul style="list-style-type: none"> • Maintain class size ranges as per District guidelines. • Student attendance improves over time. • Student disciplinary infraction rates improve over time. • Student participation in extra-curricular/athletic activities improves over time. • Student learning engagement improves over time. 	<ul style="list-style-type: none"> • Student Perceptions: <ul style="list-style-type: none"> • Student survey perception data improves over time • Student Social and Emotional Support: <ul style="list-style-type: none"> • Identified SEL climate indicators improve over time. • Interventions <ul style="list-style-type: none"> • Students exit interventions successfully over time
<p>GOAL: WORKING ENVIRONMENT & HIGH-QUALITY STAFF</p> <p>NONE</p>	<ul style="list-style-type: none"> • Climate and Culture <ul style="list-style-type: none"> • Staff attendance improves over time. • Staff retention improves over time. • Staff Satisfaction <ul style="list-style-type: none"> • Staff survey perception data improves over time • Professional Development and Other Support • Staff licensure <ul style="list-style-type: none"> • continues to meet highly qualified • Staff Bilingual Certification increases over time. 	<ul style="list-style-type: none"> • Teacher leadership opportunities increase over time. • Professional Development surveys - all indicators reflect positive feedback. • Strategic Planning <ul style="list-style-type: none"> • Goal Progress - all indicators document growth and/or improvement. • Action plans document progress in an authentic manner. • District departments/grade levels meet or exceed student performance targets, as defined.
<p>FAMILY & COMMUNITY PARTNERSHIPS</p> <p>We will improve communication and increase community and family involvement</p>	<ul style="list-style-type: none"> • Family Satisfaction <ul style="list-style-type: none"> • Family survey perception data improve over time • Community Satisfaction <ul style="list-style-type: none"> • Community perception data improve over time (measure yet to be identified). 	<ul style="list-style-type: none"> • Partnerships with Community Agencies, Businesses, etc. <ul style="list-style-type: none"> • Service-learning opportunities increase over time. • Collaboration efforts with community partners increase over time.
<p>RESOURCES-FINANCE, FACILITIES, TECHNOLOGY</p> <p>We will improve and maintain the financial stability of the district.</p>	<ul style="list-style-type: none"> • Facilities <ul style="list-style-type: none"> • Capacity and utilization is equitable and optimal. • Life-Safety requirements addressed on schedule. • Facility data shows building satisfaction with safety, maintenance, cleanliness, and maintenance team responsiveness. • Facility Plan remains on schedule. • Technology <ul style="list-style-type: none"> • 1 : 1 initiative maintains effective instructional focus. • Internet bandwidth and wireless network remains viable and responsive. 	<ul style="list-style-type: none"> • Help-Desk data indicate quick and responsive assistance. • Finances <ul style="list-style-type: none"> • State Financial Profile Designation remains strong over time. • No significant findings identified in annual audit. • Rate of fund balance expenditure monitored closely by Board and administration and communicated to community on a regular basis. • EAV per pupil and Tax Rate compare favorably with benchmark districts. • Year financial forecast is known by stakeholders.

Activity Three: Discuss the difference between a goal and a strategy. Learn about College, Career, and Life Readiness Standards. View examples of goals and aligned strategies.

Reminder: The difference between a goal and a strategy is . . .

Goal: What we want to achieve and if we achieve all goals we will fulfill our mission and vision.

Strategy: What is most urgent for us to address and do differently to achieve our goals. While a strategy is aligned directly to a goal, a strategy may have impact on more than one goal. Action plans will be developed following strategic planning for all strategies.



Activity Four Part A: Reflect on SWOT analysis and Preferred Future Statement to identify most urgent strategies for action.

Strategies: Strategies are the actions that are required to guide plans to move the organization from where it is to where it wants to be. *Strategies are gaps that currently are not yielding the results that are necessary and if addressed would present the most probable return on the investment of time, people and other resources.* Strategies must be *few in number and comprehensive in action.*

Strategies are identified by the strategic plan team at the district level but are turned over to action plan teams who are best qualified and certified to identify how the organization will go about closing the gaps. Action planning must follow the Plan-Do-Study-Act process to ensure consistency in approach and quality in research-based practice.

A goal is what we hope to achieve. A strategy is something we are going to do differently to achieve the goal.

(adapted from DuFour, DuFour, Eaker, and Many, *Learning By Doing*, Second Edition: Solution-Tree, 2010)

Criteria for evaluating a strategy statement and related SMART Action plan:

- Is it an urgent gap or need that must be addressed to achieve our goals?
- It is supported by data and information from stakeholders.
- Is it a mandate that must be accomplished within a timeframe that demands we do it now?
- Is it a high priority?
- Is there buy in and ownership from stakeholders as to the urgency for our alignment of time, money, and people resources?
- Do we know what had been done in the past to address this strategy that has not worked?
- Do we know what is required to do this strategy differently?
- Can this strategy be measured, and progress monitored?
- Will it guide the work of school and district improvement?

Examples of Strategy Ideas:

- ✓ Equity
- ✓ Student Agency: Voice, Choice, ownership of learning
- ✓ Inquiry-Based Learning; Problem-based Learning
- ✓ STEM or STREAM
- ✓ Community perception/satisfaction
- ✓ Staff engagement, professional development, collaboration
- ✓ Technology Integration
- ✓ Aligned, Articulated Curriculum and Assessment
- ✓ High Impact Instruction; Differentiated Professional Development
- ✓ High-Quality Interventions and Enrichments
- ✓ Data Driven Decision Making: Goals, Measures, Targets, Progress Monitoring and Reporting
- ✓ Collaboration and Teaming for Continuous Improvement; Professional Communities of Practice
- ✓ Master Facilities Plan: Life Safety & Universal Access
- ✓ Social Emotional Learning
- ✓ Limited Resources

Model the process with the group.

Use the SWOT Analysis

Use the revised Preferred Future Statement Vision

Identify 8-10 strategy topics that need our critical attention to move the district to a higher level of discussion.

1. Begin with one from a table team. Ask them to state the strategy issue and why they selected it.
2. Ask all other teams if they had a similar or related issue. Count the number of total tables who identified the issue.
3. Chart all strategies with the total number of tables with the same issue identified.
4. Repeat with next table.
5. Chart all strategies with the total number of tables with the same issue identified. until all strategies are out

Identify those strategies on the list with 5 or more table team responses

- 7 or more
- 5 or more
- 2 or more
- Select the top 8-10

Long Range Goals	Ideas for change S = from SWOT P = from Preferred Future Statemen	Possible Strategies What will be done to address what needs to be better/ideas for change?
<p>GOAL: STUDENT GROWTH & ACHIEVEMENT</p> <p>We will increase student achievement in all curricular areas.</p>	<ul style="list-style-type: none"> • Clear, meaningful 21st century PK-12 curriculum • Low student achievement on standardized with achievement gaps • Graduate Portrait 	
<p>GOAL: LEARNING ENVIRONMENT & SUPPORTS</p> <p>We will provide an environment conducive to learning that promotes relevance, rigor, and positive relationships</p>	<ul style="list-style-type: none"> • Student behavior, effort, motivation, and ownership • Student attendance and engagement • Student well-being, physical, social, and emotional needs • Student satisfaction • Student mobility • Close Covid-19 pandemic gaps • Address growing substance abuse • Measure current and new academic and non-academic interventions to ensure a return on the investment • Promote DEI (Diversity, Equity, and inclusion in instruction practices and programs • Consider increased opportunities for real world learning experiences (hands-on, project-based, problem-based) 	
<p>GOAL: WORKING ENVIRONMENT & HIGH-QUALITY STAFF</p> <p>NONE</p>	<ul style="list-style-type: none"> • Staff certification shortages • Staff morale, satisfaction salaries & benefits, professional development • Staff satisfaction • Bring consistency to essential policies, procedures, and practices to achieve system unity • Mission and Vision • Adult Portrait • System Portrait • Core Values 	
<p>FAMILY & COMMUNITY PARTNERSHIPS</p> <p>We will improve communication and increase community and family involvement</p>	<ul style="list-style-type: none"> • Address our competition and build student and family enrollment • Market, brand, enhance perceptions of Eastpointe schools and the education profession • Family mobility • Parental engagement and partnerships • Watch legislation, politics, and national economy • Enhance community partnerships and relationships to enhance career and workplace awareness and opportunities 	

<p>RESOURCES- FINANCE, FACILITIES, TECHNOLOGY</p> <p>We will improve and maintain the financial stability of the district.</p>	<ul style="list-style-type: none"> • Explore new contracts with food, custodial, maintenance and transportation • Make better use of time and space within and outside the day and year • Explore facility reduction, consolidation, or reorganization 	
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Activity Four Part B: Summary of most frequently identified strategies:

Identify 8-10 strategy topics that need our critical attention to move the district to a higher level of discussion.

1. Chart all strategies with the total number of tables with the same issue identified.
2. Identify those strategies on the list with 5 or more table team responses
3. 4 or more
4. 3 or more

Select the top 8-10

Reminder:

The Final Meeting of the Strategic Plan Team will be on DECEMBER 6. It will be a virtual meeting

A draft of the plan will be sent out for stakeholder feedback between now and that meeting.

The team will review all feedback and make final refinements to the draft of the plan. The plan will then be readied for Board approval.

Schedule:

- DECEMBER 6 Reviewing the Draft Plan Final Session (Zoom)
- Board of Education Regular Action Meeting Sharing the Findings of the Final Meeting of the Plan Team.
- Central Leadership Team Workshop on Living the Plan
- Board of Education Committee of the Whole Meeting Presentation
- Board of Education Regular Action Meeting for Approval