

Strategic Planning: Building A Community Coalition



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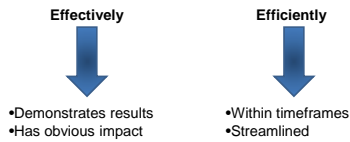
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Coalitions Count!

Refers to the capacity of a group to effectively and efficiently band together to achieve results.



Key Questions...What would our educational community say?

1. To what extent have our initiatives (work) realized intended results?
2. Do we have the right balance between planning and implementation?



1

Tough Questions

Educational leaders must provide the "spark." They, by nature of position, title, influence capacity, and authority are key catalysts for launching and sustaining, true reform.

So... Are we ready?

1. Are we asking the right questions in collective inquiry?
2. Are we modeling the way and pointing direction?
3. Are we willing to take on the critical issues and confront?
4. Are we based in data, information, and best practices?
5. Are we resilient enough to see it through?

Give people a reason to believe we will be successful!



2

Climate, Culture... Change

To put it as succinctly as possible, if you want to change and improve the climate and outcomes both for students and teachers, there are features of the school culture that have to be changed, and if they are not changed, well-intentioned efforts will be defeated.

Seymour Sarason
Revisiting the Culture of the School and the Problem of Change (1996)

Structural change that is not supported by culture will eventually be overwhelmed, for it is in the culture that any organization finds meaning and stability.

Phil Schlechty
Inventing Better Schools (1997)



Climate, Culture... Change

Structural innovation...should not be undertaken, without considering school culture.

Newmann
Authentic Achievement: Restructuring Schools for Intellectual Quality (1996)

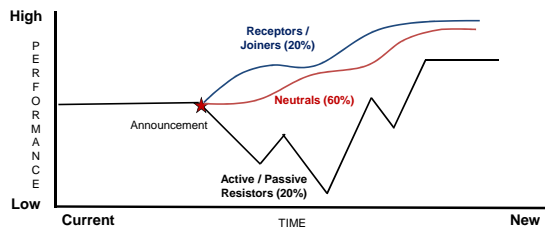
If you intend to introduce a change that is incompatible with the organization's culture, there are only three choices: modify the change to be more in line with the existing culture, alter the culture to be more in line with the proposed change, or prepare to fail.

Salisbury and Conner
Educational Technology, 34, (1994)



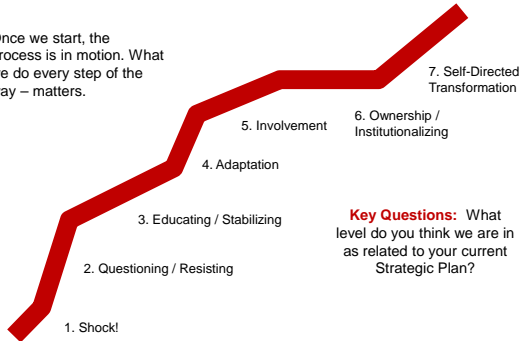
Engaged People Create Momentum!

Transformations occur almost effortlessly... with engaged people united in purpose.



Levels of Organizational Transformation

Once we start, the process is in motion. What we do every step of the way – matters.



Key Questions: What level do you think we are in as related to your current Strategic Plan?

Individual Behavior in Change Process

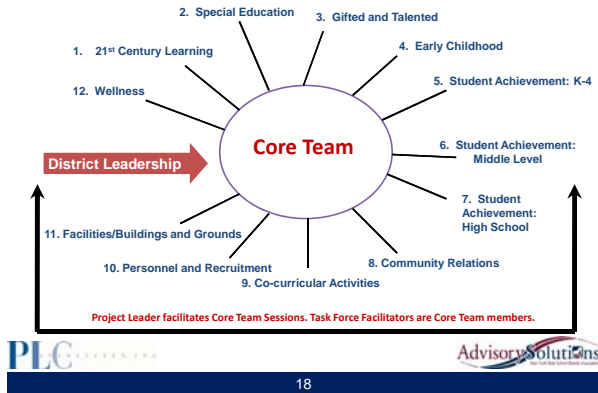
High Profile ↑	Avenger "I'm very willing to make my individual needs/concerns known."	Leader "I have a responsibility to actively support our path forward."
	Victim "I am unable to make a difference...it is controlled elsewhere."	Follower "I am committed to our work and will unquestionably support efforts."
Low Profile	Self → Organization	

The Key: Get to the right side of the matrix.

What Is Our Change IQ?

1. When one aspect of an organization changes, *others are impacted.* T F
2. Change process is highly *unpredictable.* T F
3. During transition, it is important to *talk only about what is working,* avoiding what is not. T F
4. It is appropriate to use "*position/title power*" (i.e. Board, District Leadership, etc.) in leveraging change. T F
5. Successful initiatives must be both "*top down*" and "*bottom up.*" T F
6. People take approximately *twenty-one repetitions* of a new practice to establish revised habit patterns. T F

Involvement Through Task Forces!



Strategic Intent: Considerations

Each Strategic Intent will have a **Measurement Matrix** indicating Goal/Actual/Gap on an annual basis.

By 2012, 95% of the student population, measured by cohort, will achieve a Regent's Designation...

Example 1.A Regents Designation

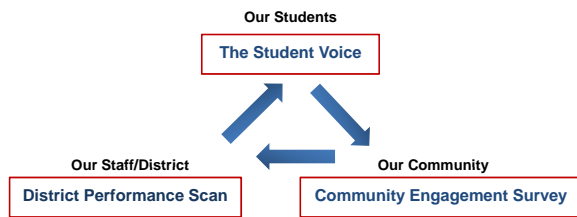
Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Goal	85%	87%	90%	92%	95%
Actual	86%	87%	91%	94%	95%
Gap	+1%	OT	+1%	+2%	OT

1.B Advanced Designation

1.C International Baccalaureate

Additionally, **Critical Indicators** will be examined at Marking Period points as a means of assessing progress and predictability of achieving the target.

Data Drives Decisions



Engaged stakeholders... from the district, community, and student perspective create the framework.

The District Performance Scan

Twelve Areas:

1. Organizational Flexibility	7. Staff Development and Training
2. Best Practices	8. Leadership
3. Quality Standards	9. Communication
4. Accountability and Responsibility	10. Decision Making and Taking Action
5. Celebration of Success	11. Infrastructure
6. Collaboration	12. Planning and Problem Solving

Example Questions: **Accountability and Responsibility:**

1. Each staff member accepts responsibility for their performance.
2. Staff in my school/area is candid and forthright.
3. Our beliefs support high achievement.
4. My school/area has an accountable culture where success matters.
5. Difficult challenges are viewed as opportunities.



The Community Engagement Survey

Twelve Areas:

1. Faculty and Staff	7. Working Together
2. Athletics and Co-curricular Activities	8. Academics and Results
3. Communication	9. Leadership
4. Participation and Inclusion	10. Environment
5. Partnerships	11. Community Programs
6. Infrastructure	12. Governance

Example Questions: **Participation and Inclusion**

1. The District appropriately involves our community in planning.
2. I feel welcomed when I attend activities.
3. I feel connected to the district as a member of the community.
4. I am involved and/or attend school events.



The Student Voice

Twelve Areas:

1. Our Teachers	7. Classroom Practices
2. Athletics	8. Student Supports
3. Co-Curricular Activities, Clubs	9. Our Administration
4. Communication	10. Student Involvement
5. Being at School	11. Our Facilities
6. Courses and Academics	12. Student Work and Assessment

Example Questions: **Classroom Practices**

1. My teachers use different strategies that help with the way I learn best.
2. Students work together in different ways (i.e. groups, partners, projects).
3. I have access to current technology.
4. Classes are interesting and keep my attention.



The Engaged Organizational Model

Schools do not operate in a vacuum. They function as part of a larger social system, including the school district and the local community in which they are embedded.

Consequently, working to promote the operation of schools as learning organizations requires a **focus beyond any single school.**

Bowen, Ware, Rose, and Powers
Assessing the Functioning Of Schools As Learning Organizations



And...Engaged Cultures Promote Results!

According to the Collaborative for Academic, Social and Emotional Learning (CASEL) in its reviews of more than 700 studies – when school climate improves, students' performance on **state wide tests in reading, math, and writing correspondingly, improve.**

CASEL, Educational Leadership 66/2009
D. Viadero, Education Week, 27/2007

The California School Climate Survey (CSCS) released the largest set of data on staff perceptions of the teaching and learning environments in California public schools involving 67,901 respondents. The report found a **positive association between culture and student test scores as measured by the Academic Performance Index (API).**

California Department of Education, 12/2008
Jack O'Connell, State Superintendent of Public Instruction



Build a Sufficiently Powerful Guiding Coalition

- **Need leadership to be "rock solid" – no options**
- **Consider our expansive group of internal / external stakeholders**
- **Network established groups**

Key Question: How are we utilizing the "social architecture" concept?

Adapted From: John P. Kotter
Leading Change



Anchor Changes in the New Culture

- *Change only "sticks" when it becomes the "way we do things"*
- *Embrace new patterns / norms / shared values.*
- *Show people how specific practices, behaviors and attitudes have positive impact*

Key Question: How well are we anchoring our new state?

Adapted From: John P. Kotter
Leading Change



Above All...

- *Model the way.*
- *Count on our people to "rise to the occasion."*
- *Expect great things.*
- *Never turn back.*
- *Stay centered on "end in mind."*

Again...it is the "perpetual high road"...

No matter what the situation, circumstance, or level of difficulty... as leaders with confidence and conviction – always take the next positive step forward.