**Session One**

**Developing the Strategic Roadmap, StrategyCards™, and Vision DRAFTS**

**PROCESS WORK PACKET**

Strategic Planning Program

Date: Tuesday 25 August 2015 Time: 5:30pm to 8:00pm Location: Media Center/Multi Use Complex

Session I: Environmental Scan • Mission / Core Values / Vision Statements • StrategyCards

**AGENDA**

**Time Process and Deliverables**

 5:30 PM Introduction/Dinner

 5:45 Welcoming and Overview of Agenda and Work Packet

 6:00 **Environmental Scan Workshop**

1. Utilize data format to inform the district’s current reality
2. Organize current reality elements into the Whole System View realms of Work, Organization, and Culture (See page 3)
3. Identify key trends and influences acting upon the district and community that need to be accounted for in the Strategic Plannning Process

 7:00 – 7:15 Open to public questions or comments

 8:00 Adjourn

**Level 1 Environmental Scan** framework:

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| **Level 1 Environmental Scan (Use this table for recording of input on Post-It Notes)** |
| **Whole System View Arena** | **Edge*****What is being talked about or seen as a bit crazy and novel*** | **Emerging*****What is being tested in the district or new in the community*** |  | **Established*****What are the generally accepted ways of doing, being, and thinking*** | **Ebbing*****What was largely established, now less prominent, relevant, or useful***  |
| **Work** | * (ie) Increased resources for students who do not respond well to traditional schooling
 | * (ie) Test scores are source of

Concern |  | * (ie)Well established staff/consistency
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| **Organizational** | * (ie) More personal responsibility

for learning and for monitoring one’s own learning (Personal learning plan) | • (ie) More tightly streamlined and coordinated curriculum and teaching  |  | • (ie) Dedicated staff committed to community and its children | • (ie) Stubborn adherence to formerTeaching systems |
| **Culture** | * (ie) Consistent intercommunication about

Student progress/learning | * (ie) Traditional family structure is

Eroding |  | * (ie) Community support/connection
 | * (ie) Fading emphasis on paper and hardcopy texts; on-line

sources now central |

**Level 2 Environmental Scan** framework:

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| **Level 2 Environmental Scan (Use this table for recording of input on easel paper)** |
| **Whole System View Arena** | **Edge*****What is being talked about or seen as a bit crazy and novel*** | **Emerging*****What is being tested in the district or new in the community*** |  | **Established*****What are the generally accepted ways of doing, being, and thinking*** | **Ebbing*****What was largely established, now less prominent, relevant, or useful***  |
| **Key Trends and Influences** | * (ie) Ebbing support from home environment forces changes in teaching and supervision styles (Poverty level)
* (ie) Legislation / pressures from Department of Education
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**Session 2: Mission & Vision: Core purpose with distinction**

**Core values: What do we want to drive our words and actions?**

* **Respect:**
* **Integrity:**
* **Responsibility**:
* **Empowerment:**
* **Learning:**
* **Success:**
* **Nurture:**
* **Lifelong learning:**
* **Students first:**
* **Positive relationships:**
* **Always improve:**
* **Safety:**
* **Service:**
* **Research:**
* **Finance:**

**Vision: What do we commit to create within the next three to four years?**

**Core Value Statement Samples**

**Accountability:** *To fulfill one’s roles and responsibilities and be responsive to the results.*

**Adaptability:** *engaging in flexible, continuous and purposeful change grounded in data*

**Collaboration**: *working together for common goals*

C**ollaboration:** *operating with a preference and capacity for partnership across our community*

**Community**: *it’s about all of us, all the time*

**Commitment**

**Compassion:**  *to show empathy, generosity, kindness, patience and sensitivity*

**Courage:** *facing challenges with hope & persistence*

**Courage:** *to do what is right and to support each other in courageous thought and action*

**Courtesy**  *Doing and saying the right thing at the right time in the right way despite challenges, adversity, or conflicting self-interests.*

**(*Appreciation of*)Diversity**: *to recognize and honor the dignity of each individual; to celebrate differences among culture, gender, ability; to work cooperatively*

*with others and to resolve conflicts.*

**Equity** *utilizing the strength found in a diverse world for high quality learning*

**Engagement**: *showing up fully present with a Mission-focus and Values-driven attitude*

**Excellence**: *to be our best, expect our best*

**Excellence**: *high expectations for all and in all we do*

**Excellence:** *to be inspired daily to become the very best we can be*

**Excellence:** A relentless and intentional effort in continuous improvement.

**Expectations:** *I will set a high bar for myself and others in learning, behavior, commitment to do one’s best and service to others and community*

**Innovation:** *finding new way to excel*

**Innovation:** *Purposeful, courageous, continuous improvement through research and action.*

**Integrity:**  *I will do the right thing…even when no one is looking*

**Integrity:** *by staying true to our convictions in all that we say and do even when no one is watching*

**Integrity:** *Doing the “right thing” at all times with honesty and authenticity*

**Integrity:** *Always aligning our actions with our values and beliefs.*

**Joyful Learning and**

**Joyful Work:** *unlocking human potential through joyful expression in our daily work and learning*

**Kids First**: *Students’ diversity and needs drive decisions and actions*

**Knowledge**: *Skilled in accessing, navigating and using a broad array of facts and viewpoints from a global perspective*

**Learning:** *Continuous, meaningful, and challenging effort that results in student success.*

**Partnership**:*I will engage in relationships and action which empowers**learning for ALL*

**Partnership**: *Together, we achieve more than alone*

**Respect:** *I will honor the uniqueness of myself and others, treating others as we wish to be treated*

**Respect:** *pride in who we are, accepting of our differences*

**Respect:** *in thought and action for the individual, for humanity and for the global community we all share*

**Responsibility**: *Shared stewardship of and accountability for our words, acts, choices and results*

**(Shared) Responsibility:** *Working together interdependently and collaboratively, learning from one another, entrusting one’s self interest to another, and taking ownership*

 *for our individual and collective actions and decisions.*

**Stewardship:** *Care and responsibility for our natural and social environments*

**Wisdom:** *using our knowledge and experience to elevate our contributions for the benefit of students, staff and community*