

NWABSD Board Retreat  
Sunday, October 25, 2020 8:45 AM

Teleconference

## **Agenda**

1. WELCOME  
**Presenter:** Margaret Hansen, President
2. STRATEGIC PLAN  
**Presenter:** Timi Tullus, AASB
3. WRAP-UP AND BOARD COMMENTS  
**Presenter:** Margaret Hansen, President

# Northwest Arctic Borough School District

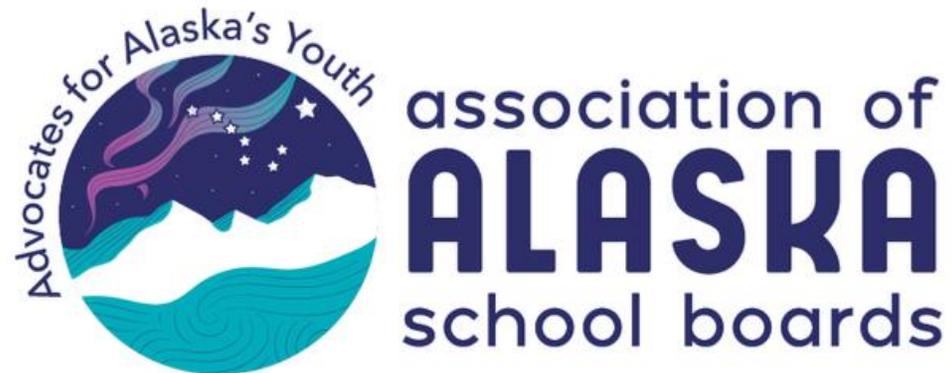
## Strategic Plan Shortened (COVID) Update

Oct. 25, 2020

Facilitated by

Timi C Tullis

Associate Executive Director



***The starting point for a better world is the belief that it is possible.***

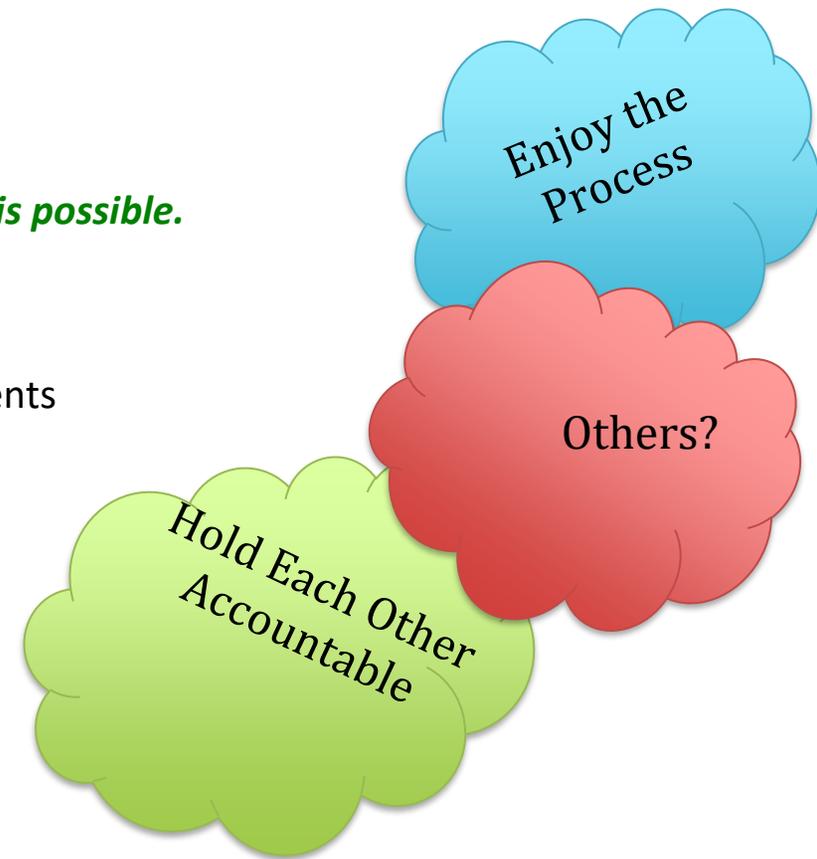
~Margaret Mead

### Agreements; Ground Rules for Collaboration by Attendees

- Support one another to achieve successful outcomes for students
- Assume the best motives and re-direct concerns to the source
- Value our time together
- Be open to new ideas
- Share your ideas and differing opinions
- Do not judge ideas as good or bad
- Don't be afraid of silence; the greatest creativity follows
- In Every Chair, a Leader
- Speak to be Understood; Listen to Understand
- Be present; Be engaged
- Challenges → Solutions
- Our value of humor helps us
- We are responsible for our own experiences
- Take care of yourself; take care of each other \*some borrowed for First Alaskans Institute

### Facilitator Role

- Watch the time and assure that the group completes the tasks
- Assure that everyone is able to participate~ and no one dominates the conversation OR no one is excluded
- Encourage people to respect and use their different perspectives and views



# GOAL ALIGNMENT



**Mission/Vision/Beliefs  
Strategic Plan**

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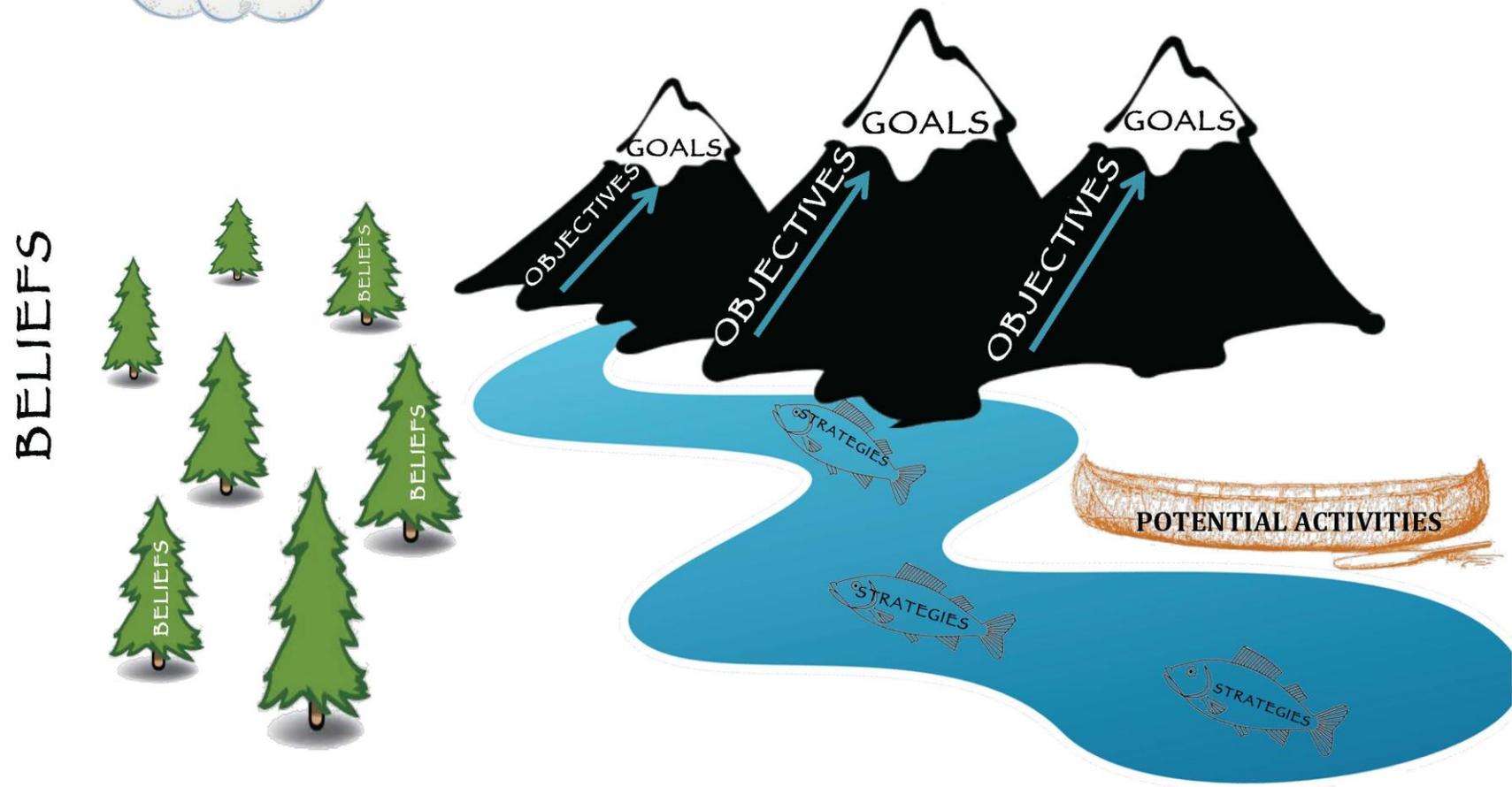
- **District Annual Priorities**  
-Set by Board
- **Superintendent Goals**
- **Board Self-Improvement Plan**
- **Principal Goals**
- **Classroom/Teacher Goals**
- **Student Goals**





Superintendent  
Walker gave these  
on Friday!







## **VISION:**

*Visions are hopes and dreams that are real for us, what we want to see become reality.*

Current Vision Statement:

**To graduate all students with the knowledge, skills, and attitudes necessary for a successful future**



## **MISSION**

*A broad statement of the unique purpose to which the district is committed and how the district will make the vision reality.*

**To provide a learning environment that inspires and challenges students and employees to excel**

### **2016-2021 goal area to build objectives around:**

#### **1. Student Learning**

- a. Establish a positive learning environment for all students.
- b. Strengthen Inupiaq language and culture programs.
- c. Increase enrollment in STAR of the Northwest Magnet School.
- d. Expand services for ATC students

#### **2. Stakeholder Satisfaction**

- a. Improve stakeholder communication

#### **3. Employee Development**

- a. Become the employer of choice in the region

#### **4. Support Systems**

- a. Improve technology based instructional delivery.
- b. Develop digital citizenship skills.
- c. Improve/increase school facilities.

#### **5. Fiscal Responsibility**

- a. Ensure budget integrity and transparency

Survey was sent to the Board and Administration (principals/directors)\* 19 responders  
 Facilitator Timi Tullis attempted to put comments into categories. \*\*

**STRENGTHS** of the district are initiatives that are going very well, tie tightly with your success in achieving your district's mission/vision, or are very positively regarded.

**Devices/curriculum/technology and resources for students:**

- Devices provided to all students so that learning can continue no matter the threat level.
- Continued implementation of Safe & Civil Schools
- Technology implementation
- Consistency of Safe and Civil Schools approach to positive behavior management. We are never done with this, need continual training as well as PD to continually onboard people as well as help deepen understanding of the protocols and procedures that can impact functionality, efficiency and effectiveness of buildings for all stake holders. It has given our region common language and structures.
- Appropriate resources and staffing to deliver K-12 instructional programs .
- School improvement through Positive Behavioral Intervention Strategies or PBIS (Safe & Civil Schools is an example
- Technology for our student's success
- Magnet school
- Youth Leader Program vision that both Terri and Sandy has for our district and region.
- Kids that are curious
- Kids that love hands on
- Technology that works yes it has its bugs now and then but keep trying it will get better.
- A lot of technology devices right now.
- Curriculum
- Students are given access to devices

**Culture and Language/Families**

- Continued emphasis on language and culture for students
- Initiatives to engage parents and students as partners in student learning

**Staff /Schools**

- Training and time given for staff to learn and use the new platforms required for remote learning.
- Teachers committed to safety and learning
- Long term District Administration and Staff
- Its people at all levels- the amount of change and flexibility and newness that everyone at all levels has had to role with to help school

function the best we can for students and families is a testament to our personnel- helping them grow and achieve continually with supporting structures is the next step. We are in a people business, recognizing this and taking care of our personnel through an (SEL) look is also extremely important regardless if we are in the middle of a pandemic

- Teachers that want to do their very best for their students
- Caring Staff members who want our Children to succeed.
- Safe places to go to school.
- Provide a lot of professional development (especially pre-covid, for staff to attend conferences with others from the district).
- Allowing enough independence at the school site level for principals to adjust for variances at each site.

### Communication

- Keeping the communities informed on continuous day to day changes is very important to the successful running of the schools.
- Improved communication and transparency of decision making
- Communication of Superintendent and Asst. Superintendent to Leadership of Schools and community.
- Great communication from DO and superintendent during the start up of the year
- Communication using TEAMS

### Superintendent and leadership team

- Having Terri and/or district office making regular appearances on radio and teleconferences is comforting to the communities.
- Responsive leadership at the district office
- Home grown superintendent that understands and values community
- Local Native Superintendent and Assistant Superintendent, local control/management
- Superintendent Terri Walker
- Assistant Superintendent Sandra Kowalski
- Leadership is unified (Not necessarily agree on everything, but work together well)
- District Leadership of Terri and Sandy
- Positive support from DO.
- Directors are offering and providing plenty of support to campuses.

### Communities /Partnerships

- Willing to work with communities to address their educational needs region-wide.
- Communities that appreciate their schools and school staff
- Working with organizations for the purpose of educating and retaining teachers to the region

### Covid Response

- A strong effort to prevent travelers to go to villages unless having a negative test result is most helpful to the villages' ability to move forward with education.

## OTHER

- The financial protocols and systems put into place the last couple of years to help with consistency of spending, expenditures, and exact protocols followed. Use of technological tools to help advance the necessity and savings have helped us become more efficient. Use of outside auditors with recommendations has helped us maintain (still concerned about the amount of reserve that has been spent down)
- A service mindset that strives to do what is best for students, staff and community
- Fiscally sound
- Desire to see all succeed
- Distributing of Leadership style

**WEAKNESSES** of the district indicate items within the district that are not being addressed, shortcomings within the district, or other negatives (within the district's control) that should potentially be addressed to better align with the district's vision.

### Devices/curriculum/technology and resources for students:

- Student attendance: engaging parents and students to understand the ties between increased attendance and increased learning potential.
- Preventing students to continue to participate in vital programs, such as Readistar and The Star Magnet program has discouraged our students. The opportunities there are more than what can be provided through village programs and not allowing the programs to move forward has been hard for our students.
- academic focus at all levels
- we need to teach our future kids basic life skills, budgeting, healthy living, positive decision making , how to get and keep a job.
- Counseling ; Providing enough professional counseling for kids.
- Technology is not the answer to everything. Tech cannot replace human contact. They are various learning curves with students, parents and teachers regarding access and usability and placing a heavy load on everyone. We need consistent contact with our students to help them and our parents.
- We should do hybrid instruction, do as much as you can on technology and paper too

### Culture and Language/Families

- Culture- we do a great job with the resources to onboard our new people to the region. We invest in helping them gain understanding about the region, traditions, and culture. We help support our Inupiaq instructors to further develop their skill sets, but we don't do enough to continually educate and surround our returning personnel at whatever level to expand their understanding and knowledge. Offering everyone pd and course in our Inupiaq culture and language would help as well as other pd opportunities to deepen



understanding.

- Need more local teachers and Inupiat instructors
- Need to train parents to prepare their kindergarten child for school
- Inupiaq class should be cut by semester with another challenge of curriculum for our students.

## Staff /Schools

- Accountability/incentives for attendance for staff and students
- Professional development support of the teachers from within the district.
- Cutting the 6-12 and PreK-5 staff development specialists from the DO has created a hole in our overall support of teachers. Those positions provided vital support to teachers in both curriculum implementation and technology.
- Need to grow our own teachers
- We continue to want to be the employer of the region and want our employees to excel, but we fall short in follow through with support for our employees by not offering other incentives or avenues for advancements. For instance, a structure to help teachers acquire credits towards advancing their knowledge. A previous district I worked for gave each certified staff member \$1000.00 towards the teacher using it to pursue their master's degree or continuing credit- it was pre-taxed \$1000.00 to help teachers with the added expense of credit costs. It helped with overall moral and encouraged people to stay as certified staff saw that the district was investing in their continual improvement.
- Along the lines of Employer of the region and employee excelling- we need to take a look at building a ladder of advancement for our classified staff to help them gain skills and credits like we would do for teachers so that we get more of our classified teachers becoming certified teachers for our district. Figuring out a way to help support them while taking their classes and working full-time would be of benefit for our students to see.
- Follow though with priorities such as local hire with actionable steps towards that goal.
- Need more training for substitute teachers
- Teacher shortages/vacancies/recruitment strategies
- start the school year fully staffed for teacher positions, including Inupiaq Instructors I.e.
- visit benefit package, housing, internet, etc. to improve and maintain teachers and Inupiaq instructors.
- Curriculum training using technology as the district is continuing addressing the short falls for staff.
- More time is spent filling out paper work for what was done than is actually spent doing. It's a time, and job killer
- Staff housing improvements no more cardboard couches lets make our staff feel at home.
- Outside power outlets so our staff can have a way to plug in there vehicles to go to work.
- More and more expectations are placed on teachers that don't seem to be directly relevant to them, just regulatory or for accountability - time consuming when they would rather be doing things directly related to teaching or their classrooms. (Required to use this or that and train for this or that) Time is always short to meet the expectations.
- Everyone has multiple jobs to do and not enough supports to complete the task.

- Flexibility, specifically in regards to allowing teachers to have satellite internet installed at their houses
- Hiring process, principals should be involved in the hiring of teachers
- Teachers need more professional development on instructional technology
- Pushing to much technology on staff, without them training and understanding of why's. When most staff is not doing it region wide anyways, putting on a false statement

### Communication

- Increased communication between the regional school board and the local ASC
- It is critical that NWABSD LISTEN before decisions are made at the top level.

### Superintendent and leadership team

- Treat ALL administrative staff fairly and hold them accountable when not following approved Board policy.
- Redundant layers of administration
- Admin team needs to share the Truth about how the academics and relationships is going with their villages and not trying to hide behind rose colored glasses, and saying everything is good, and hiding behind salaries to keep their jobs. Our students are failing, teachers are stress out, because we are watering down everything around them to pass them. And no accountable with all stakeholders, speak up and out.

### Communities /Partnerships

- Unjointed efforts between Manillaq, the District Borough, and the villages causes conflicts at times. Information given by Manillaq, several times, has been different from what is provided by the district and or the village IRA.
- Mandates within the district and villages are causing difficulties for school to perform properly. Restrictions keep staff from working even though there have been no positive cases.
- Community engagement in student learning

### Covid Response

- Student academic progress requirements during Covid-19.

### OTHER

- Student test scores where are we at in 2020.
- Expectations for state testing growth and use of testing data.
- Improve/increase high school graduation rate and students PEAKS assessments.
- Lately-Board attendance lobby support.
- Trust; The trust level is so low, which makes forms, reports etc, necessary for EVERYTHING.
- Vehicle replacements
- No one use much of telephone now, and everything must be on TEAMS

**THREATS** to the district include any activity/initiative/trend, outside the control of the district, that will likely impede your progress of improving student achievement &/or reaching your district's vision. Proactively and creatively overcoming realistic threats affecting the district's vision may well catapult the district to wild success.

### Devices/curriculum/technology and resources for students:



- Lack of internet or rapid usage of internet data for many students.
- Inability to have students in school is preventing growth/learning. In order for our students to be successful, they need to be in school.
- Funding for STAR/ReadiStar moving forward after the current grant period is over will be challenging to maintain the current level of support with the general fund unless additional funding can be secured
- A major threat that can't be solved by the school district is the SEL/Trauma experienced by our students and families. It will take all entities in the region working together to have an open honest conversation about the impact and what can be done that will be sustainable for years to come. It will be ripping the band aid and looking at the ugly truths and the region deciding it is time to do something.
- Home internet , computer access
- Multiple difficulties with delivering a successful home internet learning/instruction program.  
A widening gap between students that are successfully learning under the current situation, and those students who are learning less with the current internet/distance delivery program, and falling further behind.
- Students need to be working on their own and "schooling" 5 days a week regardless of how many days they are actually in the building, reaching out for help when they need it, and getting to bed on time.

### Culture and Language/Families

- Parent involvement with holding students accountable - especially during this remote learning time. I fully understand the challenges that parents have in helping students complete work with their own feeling of skill and the time constraints they have with work and taking care of family business.

### Staff /Schools

- The support systems we have in place for our employees both certified and classified. Many districts that are the size of NWABSD have teachers on special assignment/curriculum specialists and other certified supports helping teachers with their professional development, needs, curriculum materials, etc. We basically have a skeleton crew at the DO wearing too many hats and thus it takes longer to implement initiatives and supports with consistency and direction.
- local district Employee behavior off school grounds this needs to be addressed professionally to all school staff.
- staff should be role models and have good work ethics.

- Academic counselor being a union representative for staff. academic counselor should support students 100%.

## Communication

### Superintendent and leadership team

### Communities /Partnerships

- Mental Health of regional communities

## Covid Response

- COVID19
- Travel in and out of region causing schools to move into the red threat level.
- The allowance of travelers coming from Anchorage to Kotzebue without proper screening and testing keeps Kotzebue from reopening schools. Stronger compliance to mandates of not leaving Anchorage to come to Kotzebue must be enforced in order to move forward.
- The "scare" everyone is experiencing from the "threat" of "possibly" catching COVID 19 is instilling the lack of educational importance and the importance of people's ability to work and provide for their families.
- COVID pandemic is significant threat to welfare, sense of safety, learning, emotional wellbeing
- Because funding is an issue- one of the threats is having a real conversation about sports travel and what we can actually fund versus what we have funded in the past- those are hard decisions that people don't like making because it is extremely visible to the public. We need to have an honest look at how many students do we have involved in sports and how that has increased or decreased throughout the years and amount spent on average for students involved. This is of course not during a pandemic
- Ensure that students receive the best education under COVID-19 and are truly progressing.
- Continuation of the covid pandemic, Inability to hold traditional in-school classes
- Community Mandates some are more strenuous than others but we just gotta do our best.
- Long term non-attendance due to Covid-19 and the gaps associated with little or no face to face teacher instruction.
- Covid mandates and regulations from Borough, state, fed

## OTHER

- Meth and other drug use
- Sleep deprivation
- Poor nutrition
- Funding will continue to be a challenge when the district is spending money on programs that are not supported by the foundation formula.
- Decreased funding from the State foundation formula
- Funding is definitely a threat as our federal, state, and local entities look at diminishing funding. Grant funding is what has helped us stabilize, but we also know those grant dollars are shrinking and getting strict on how and what we can spend our money on.

- Lack of coordinated/effective treatment of mental health issues that contribute to substance abuse, physical abuse, sexual abuse, and suicide
- state budgeting process, district budgeting process, reserve depletion, and funding uncertainty
- NWAB not fully funding the School District. State funding becoming more challenging.
- The continuous challenges with the October student count and the need to ensure students are receiving the best quality education possible, especially during last Spring and this school year.
- Take the time to have a “what have we learn from challenges, negative impacts, strengths” session to determine one or two priorities for the year or two. Maintaining the health & social well-being of all students.
- Our district can only do the best as they can and share the threats that might hurt our students achievements gaps.
- Legislators and educators, not on sight, making decisions that directly impact our children.
- Alcohol issues need more education for Parents on positive drinking let them know yes its here but drink responsibly so your child can have a great day at school. Lets be positive with the note and they wont feel so violated and really think about their Childs future drink responsible don't Drive.
- Drugs same thing its here and well we need to just state there is a time for it and not during school because we need a focused student. Marijuana the legal one now I am talking about.
- Detrimental behavior to children and school staff
- Changing so many NWABSD initiatives at once to later go back and change them again. Go slow and go far, motto, never worked when you don't listen to the people on the ground during the work.

**Opportunities for the district include any activity/initiative/trend, that when focused on will further support your long-term vision.**

**Devices/curriculum/technology and resources for students:**

- Allow students to take part in the Readistar and Star Magnet programs. We are loosing the ground achieved from the past years of participation.
- A future teachers club that starts in the 4th grade to grow our own teachers
- The ATC realignment is a move in the right direction; continued support of CTE in all schools is needed under the supervision of a CTE specialist to focus the overall program and align courses and pathways for grades 9-14.
- Cutting CTE would be short-sighted even in the face of increased budget cuts. Data shows that our students that take two or more CTE courses graduate at a higher rate than those that do not.
- Be active in preparing students in both the secondary and postsecondary systems for future employment in the region such as Upper Kobuk Mineral Project, etc.
- Extracurricular activities

- Place based learning
- Student school to work programs our students need work ethic so here is 3 things
  1. Doing interviews in High school
  2. Work with businesses to hire our students part time to get credit and make money for the student.
  3. Have them do write ups of what they liked about the Job and what they think can improve. I have our interns do essays at the end of the program and it helps us to improve but also give the student a opportunity to express themselves.
- Adopting "End of Course" or Finals for course testing passing requirements.
- Student activities! Right now, we need to provide activities for our students that follow safety protocols but give them incentives to complete work and strive for excellence. They are bored, so they spend a lot of time wandering around and sometimes late at night. They need an extra reason to be schooling.
- Pick a core skill to focus on in every subject. (Reading)

## Culture and Language/Families

- Continued language/culture courses at all grade levels.
- A scholarship and on-line training program to allow our aides and Inupiaq teachers to earn their teaching degrees in their villages while working.
- Find ways to grow our own teachers, Iñupiaq teachers included, administrators
- Increase relationship building with parents during COVID so that these relationships will endure post COVID
- Invest in our culture with all of our employees besides onboarding new certified and Inupiaq instructors
- Continuous emphasis on the Inupiaq language and culture, parental engagement and building a strong relationship with Superintendent by setting 3-4 annual goals to focus on student performance,
- More inupiaq days we need to get our culture back in our schools yes it is a cost but go to Bethel the cost is endless they speak there language the students know how to fish, cut up moose and make traditional foods, Along with making traditional clothing. "We Can Do It"

## Staff /Schools

- Continue with encouragement and incentives to go forward, helping staff to have the ability to provide the education needed for the students.
- Invest in our employees through advancement opportunities and career paths
- Providing additional support specialists to help the DO not wear so many hats to then in-turn help personnel at teaching sites.
- Continue to provide resources and professional development to deliver education delivery as it evolves.
- Excellent recruitment and retention initiatives
- continue to adapt to the "new normal" with teacher recruitment and retention
- find a way to bring more counselors into school buildings, partnerships with regional mental health providers
- Professional development -safe and civil etc.

- Flexibility, specifically in regards to allowing teachers to have satellite internet installed at their houses
- Hiring process, principals should be involved in the hiring of teachers
- Provide teachers more support on technology, the director cannot do it alone
- Provide principals more technology professional development, they are the ones who facilitate for teachers at the end of the day/every day
- Ensure a system in which there is a teacher retention incentive. It is very hard to train teachers to our systems every year. Bonus to sign contract and complete another school year type of incentive.
- Provide an incentive program for staff to invite other teachers to come: for example, if someone refers a teacher and the teacher completes the year, give them \$\$ (it is beneficial for students/schools to build capacity with teachers) I'd say it is costly to provide an incentive for staff to sign in teachers, but it is probably more cost effective than train new teachers.

## Communication

### Superintendent and leadership team

- board superintendent relationship and long term financial stability.
- Continue Shared Leadership Style

## Communities /Partnerships

- Joint grants between borough/city/school district to provide community internet access.
- Community initiatives to help support increased attendance at school.
- Being agile and flexible adjusting each individual communities school operations in response to changing community specific covid mandates.
- Working closely with the Borough to maximize contributions to education.
- Hold communities more responsible for detrimental behavior to children and school staff

## Covid Response

- Inspire creativity and collaboration during this COVID time.

## OTHER

- Continue support for safety for students, staff, and communities.
- A massive campaign to educate our students, staff, and communities about sleep, nutrition, exercise and hygiene
- A rec center in each village with a small gym, showers, and laundry facilities that offers exercise classes, parenting classes, and support and emergency services for abused women and children (dreaming big here)
- Teachers and parents should be more involved in what student's needs are.
- Make a Blue Print (ROAD MAP) of the short-long term vision using STUDENTS as well. Have an interactive strategic plan, where pops-ups

of all stakeholders speaking.

- Take action and follow through on completion.
- Federal Lobbying we need to look out of the box and get funds its been to long and now is a time to get this rolling.
- Parenting classes, how to support students at home, give positive reinforcers and how to assist in accountability.
- Mental health for our families - it is difficult to support others when you are struggling yourself.
- Listen to others and Don't be afraid to hear the work NO...!!
- NWABSD needs to share the vision and mission to district wide and ask questions and answers.
- Let people showcase their talents to push the long-term vision and change is never about one person

## Goals

A goal is an overarching principle that guides decision-making.

## Outcomes/ Objectives/

Objectives are specific, measurable steps that can be taken to meet the goal. They are an expression of the desired **measurable** or **demonstrable** results for the school. Objectives are restricted to student success, performance, and/or achievement.

## NWABSD Current Areas of Focus

In evaluating strategies the group can choose among three options:

- **D = Discontinue** This means the strategy is essentially accomplished. It does not necessarily mean the particular issue will not continue to be addressed, but may mean that it has become institutionalized as part of policy or operations and will continue in the same mode.
- **C = Continue** This would mean that the strategy is still appropriate and has not been realized sufficiently to discontinue it.
- **R = Revise** This indicates that the strategy continues to be seen as appropriate, but might best be combined with another strategy or refocused to reflect the current situation.

## 2016-2021 Aspirational goal areas that objectives were built around:

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Priorities Areas/Themes for Goals to be built around for 2020-2021 UNTIL we can gather a large group together once again!

### 1. Student Learning

- Establish a positive learning environment for all students.
- Strengthen Inupiaq language and culture programs.
- Increase enrollment in STAR of the Northwest Magnet School.
- Expand services for ATC students

### 2. Stakeholder Satisfaction

- Improve stakeholder communication

### 3. Employee Development

- Become the employer of choice in the region

### 4. Support Systems

- Improve technology based instructional delivery.
- Develop digital citizenship skills.
- Improve/increase school facilities.

### 5. Fiscal Responsibility

- Ensure budget integrity and transparency

**OUTCOMES/OBJECTIVES/STRATEGIES** The superintendent with a leadership team develops these, BUT ideas are good to share!

For the **outcome/objective** as yourselves **“What is it we want to see changed in 3 years as a result of the work done on this goal?”** (ensure that it is measurable.)

- ***The objectives are the what*** (Identify & implement appropriate strategies to ensure that all stakeholders are fully informed and each are measurable.)

Then focus the **strategies** to have the greatest impact on the objectives as a whole.

- ***The strategies the how; not just a list of things to do.*** (We will develop numerous avenues to disseminate information to stakeholders).

Goal # \_\_\_\_\_

<b>Objective/Outcome</b>	
<b>Key Indicators</b>	a)
	b)
	c)
	d)
<b>Strategies</b>	1)
	2)
	3)
	4)

**ACTIVITIES**

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	4)
<b>ACTIVITIES</b>	

## Action Plans



The task is to develop action (or implementation) plans for each strategy.

**IMPORTANCE IN PLANNING:** During this time the planning team will examine each strategy and develop multiple plans for implementation – each plan directed by a specific objective. Once the action plans are completed, the full Strategic Planning Team will determine if the proposed plans meet the intended targets. After refinement and modification, the Plan is put into final draft (now including action plans).

### EXAMPLE

#### Goal

All stakeholders, including students, parents, educators, community members and alumni will be included and involved in the process of education.

#### Objectives 1:

- Identify and implement appropriate communications strategies to ensure that all stakeholders are fully informed.

**Strategy 1:** We will develop numerous avenues to disseminate information to stakeholders.

#	Action Step
1.1.1	Examine current forms of communication and decide what should be continued and what can be added or eliminated.
1.1.2	Research best practices around district wide communication and implement these practices in our community.
1.1.3	Survey individuals to see which form of communication they would prefer to receive.
1.1.4	Plan to monthly disseminate information community wide to keep individual informed.

