

Community High School  
District 117  
Strategic Planning Process

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Session One  
September 15, 2015

# Session One Agenda

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- Welcome and introductions
- Overview of the strategic planning process
- Guidelines and ground rules for interaction and decision-making
- The connections among strategic planning, *Good to Great*, *Built to Last* and *Great by Choice*
- Small group activity: Review mission and beliefs and decide to keep or revise
- Small group activity: Write CUSD 117 mission, beliefs and SMaC recipe

# Traditional Strategic Planning

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Most time and focus  
was spent here

Mission



Beliefs



Themes



Goals



Action Plans

Current reality focused  
on external and  
internal roadblocks,  
not data

# JMP / “Good to Great” Process

Recruit a representative committee

~~Review basic tenets of GTG, BTL, and GBC~~

Preserve  
the core

Revisit or create mission and beliefs

Hedgehog  
concept

Fanatic  
Discipline

Create CSHD 117 SMaC formula

Preserve  
the core

Conduct a data analysis

Brutal facts

Identify the gap

Brutal facts

Fanatic  
Discipline

Identify emerging themes

Empirical  
Creativity

Develop goals and timelines

Productive  
Paranoias

Revisit or create “Greatness Indicators”

Stimulate  
Progress

Create action plans

# Good to Great Influences

Good to Great	Built to Last	Great by Choice
Level 5 Leadership	Preserve the Core	Fanatic Discipline
First Who, Then What	Stimulate Growth	Empirical Creativity
Confront the Brutal Facts		Productive Paranoia
Hedgehog Concept		
Culture of Discipline		
Technology Accelerators		
Flywheel Concept		

# Strategic Planning Process Interaction Guidelines

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- Everyone is an equal in this process. Administrators and board members do not have supervisory or authority positions during the discussions and process.
- It is acceptable to disagree and have conflicts. In fact, this often leads to high resolution solutions. Don't be hesitant to speak your mind, but "disagree without being disagreeable."
- Administrators will serve as small group facilitators. This means they will assist the group in staying focused and on task, but does not mean that they are the "leaders." On the other hand, they do have the right to fully participate in all the decisions and discussions.

# Strategic Planning Process Interaction Guidelines

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- There will be no votes during the process. All decisions, large and small, will be made through consensus. Consensus means that decisions are worked and reworked until all members are able to state, "I can live with that."
- We must respect a diversity of personality types. However, do not allow one person dominate a group; also, do not allow anyone to be silent. All viewpoints are of critical importance.
- The whole group facilitator may be used to assist groups that get "stuck" or need some fresh ideas. The whole group facilitator reserves the right to fully participate in the discussions but is not a decision-maker in this process.

*Good to Great  
Overview*

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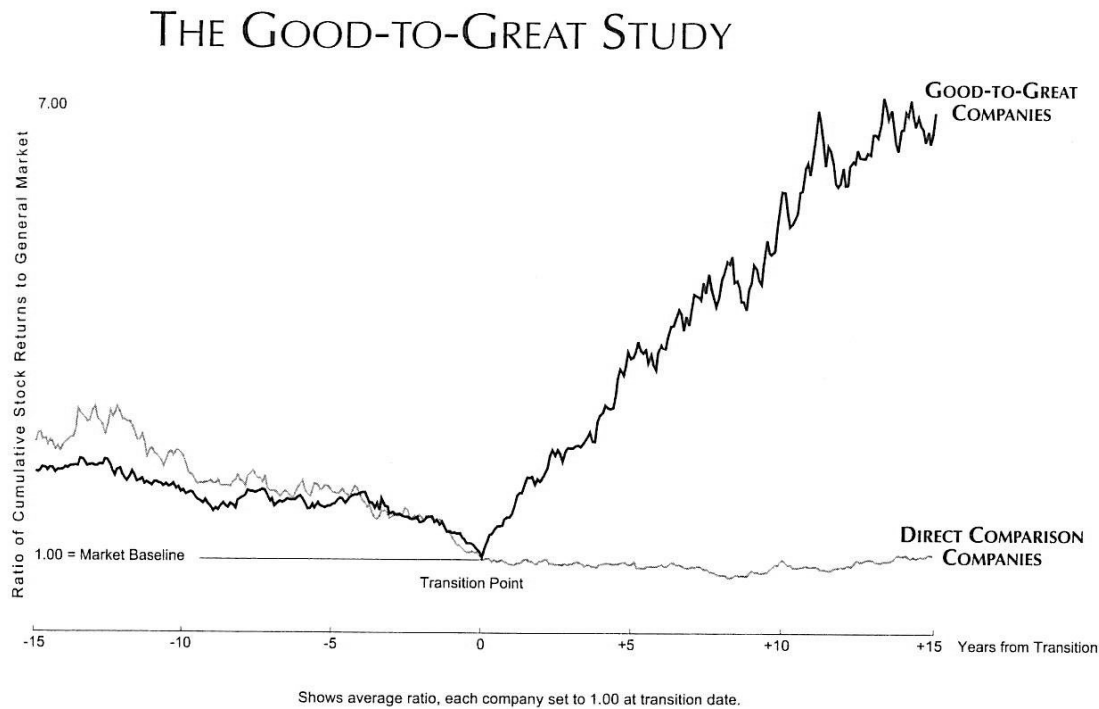
*Good to Great.*  
Overview for  
Strategic Planning



# Methodology

The book...

*Good to Great  
Overview*



# Level 5 Leadership

*Good to Great  
Overview*

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- Essential for transition/transformation of a company or school district
  - Balance of professional will and personal humility and modesty
  - Shoulders responsibility when things go poorly and gives the credit to others for success
  - Remarkable work ethic -- “more plow horse than show horse”
  - Driven to produce sustainable *results* and demonstrate the courage to make difficult decisions

# First Who....Then What

*Good to Great  
Overview*

- “Who” questions come before “what” decisions
- Bus Analogy
  - Right people on the bus, and in the right seat
  - Wrong people off the bus
- Rigorous not ruthless in people decisions
- Rigorous people decisions:
  - When in doubt, keep looking
  - Act, don't wait
  - Put best people on biggest opportunities, not biggest problems

# Confronting the Brutal Facts

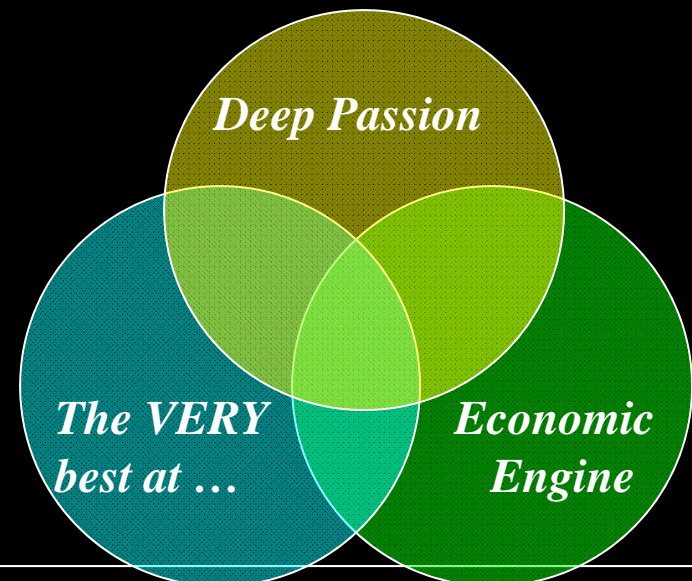
*Good to Great  
Overview*

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- Find the path to greatness by confronting the brutal facts of the current reality
  - Leader must create a climate where people don't merely "have their say", but they are actually "heard"
  - Create this culture by:
    - Lead with questions, not answers
    - Engage in dialogue and debate, not coercion
    - Conduct autopsies without blame
    - Build red flag mechanisms- be proactive

# Hedgehog Concept

*Good to Great  
Overview*

- A clear understanding that know and do “one big thing” really, really well
- An understanding of what you cannot do well
- Interaction of the three circles:
  - Deep passion
  - Core business
  - (best in the world at ...)
  - Economic Engine



# A Culture of Discipline

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*Good to Great  
Overview*

- Fanatically consistent adherence to your core business. (Walking the talk of the strategic plan).
- Shared vision - creating loyalty and intensity.
- Creating a culture of quality (the board models the culture).

# Technology Accelerators

*Good to Great  
Overview*

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- Use carefully selected technologies in innovative ways to support “hedgehog” circles
  - Application of technology only to accelerate momentum, not to initiate it
  - Reaction to technological change is not reactive or fearful, but future oriented and results drive
  - In 80% of “good to great” organizations, technology is not a significant factor in transformation

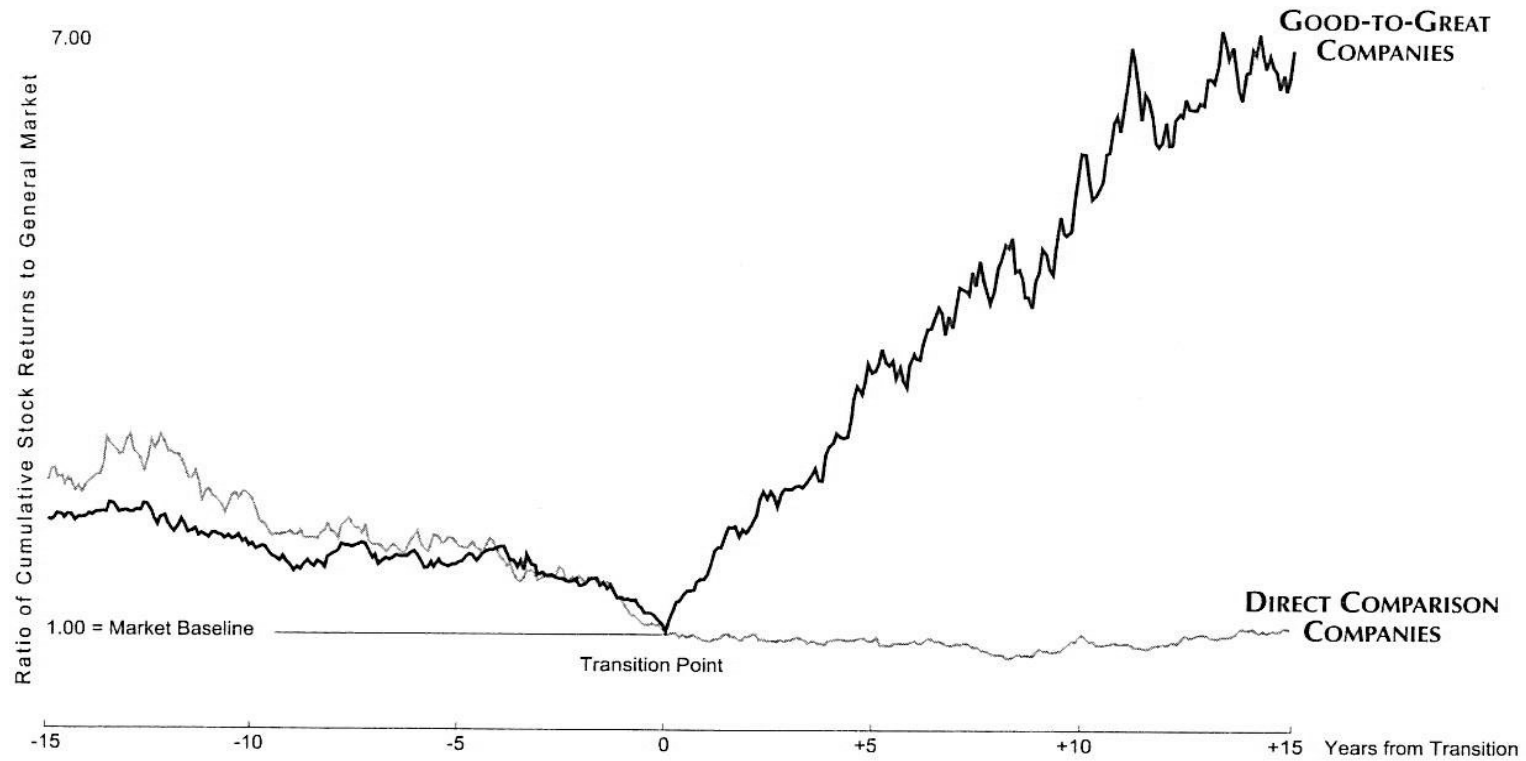
# Flywheel Concept

*Good to Great  
Overview*

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- Momentum for transformation and/or breakthrough builds slowly, very slowly
  - Transformation happens through a series of small, incremental steps that will reach a “tipping point” where improvement soars geometrically
  - Alignment does not cause transformation--it follows from good results and the momentum of the company
  - Though it takes enormous effort to get it moving, once it is moving fast, you cannot stop it without enormous effort and pain (cf. “spinning class”)

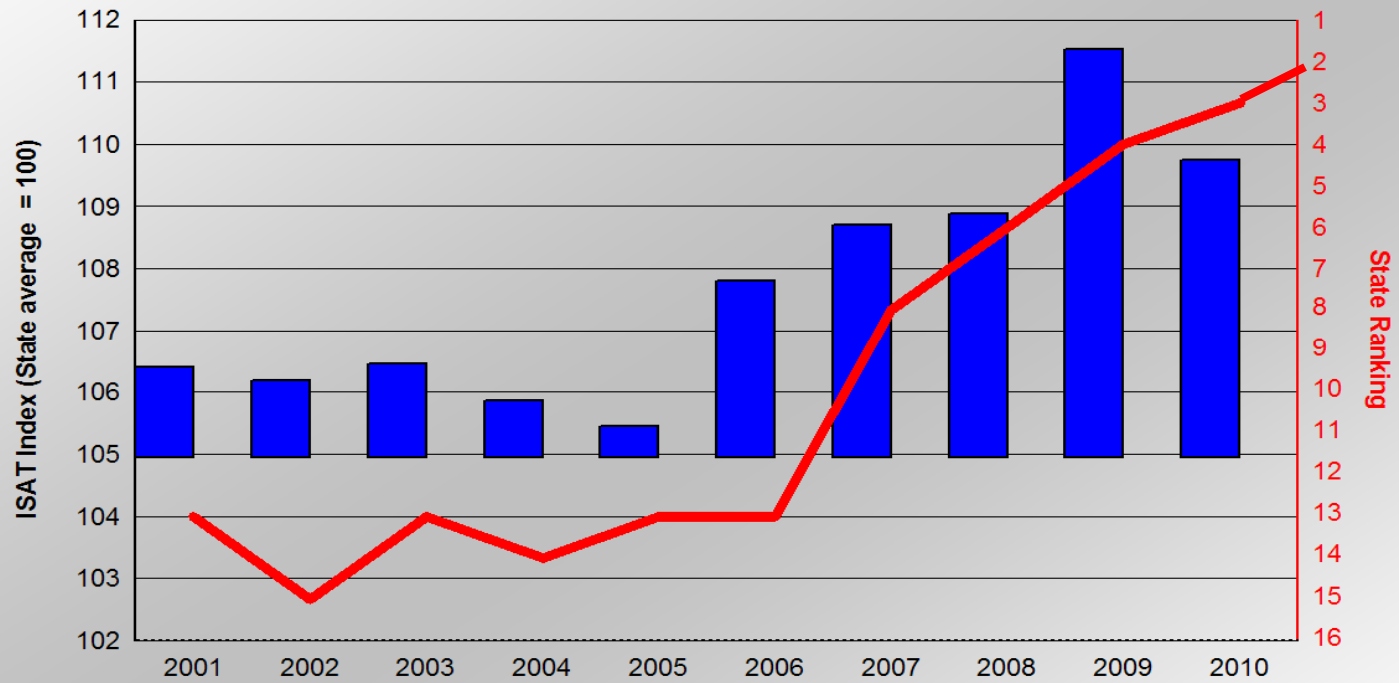


# THE GOOD-TO-GREAT STUDY



Shows average ratio, each company set to 1.00 at transition date.

## Avoca's Remarkable Pattern of Improvement Continues



*Great by Choice,  
Built to Last  
Overview*

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*Great by Choice  
Built to Last.*

Overview for  
Strategic Planning

■ *Built to Last*

- Preserve the core
- Stimulate progress

■ *Great by Choice*

- Thriving in uncertainty
- Characteristics of 10Xers

- *Great by Choice*
  - Fanatic discipline
  - Empirical creativity
  - Productive paranoia
  - Level 5 ambition
  - SMaC recipe

## ■ Fanatic Discipline

- Utterly relentless, monomaniacal and unbending in their focus on their quest (mission)
- Consistency of action
  - Values
  - Goals
  - Performance standards
  - methods
- 20 mile march

## ■ Empirical Creativity

- When faced with uncertainty, they rely on
  - Direct observation
  - Practical experimentation
  - Direct engagement with tangible evidence
- Make bold, creative moves from a sound empirical base (data, data, data)
- Fire bullets, then cannonballs

- **Productive Paranoia**
  - Build reserves, buffers and contingency plans before unexpected and uncontrollable events occur
  - Manage risk
  - Zoom out, then zoom in
    - Hyper-vigilant to sense changing conditions
    - Ability to respond quickly



## ■ Level 5 Ambition

- Passion and ambition for a cause larger than themselves
- Egos are channeled into their companies and purposes, not personal aggrandizement

## ■ SMaC Recipe

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- Pulls together the four *Great by Choice* concepts
- Specific, Methodical and Consistent
- A set of durable operating practices that create a replicable and consistent success formula
- Clear and concrete, giving clear guidance regarding what to do and what not to do
- Continually question and challenge your recipe, but amendments should be rare (10%-20% change over 30+ year period)
- US Constitution analogy

*Great by Choice,  
Built to Last  
Overview*

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- **SMaC Recipe**

- Review some business examples of SMaC recipes
- Southwest, Progressive

# Characteristics of Effective and Meaningful Mission Statements

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- Statement of purpose that is lofty and visionary, yet outcome-based and focused on what the organization will DO and achieve
- Unique to the organization and states something that you can truly excel at (best in the world)
- Short and memorable- people in the organization would be able to remember and repeat it
- Powerful verbs, not passive
- Clear goals and actions will naturally flow from it

# Traditional Mission Statement

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*The mission of District X, a diverse and unified learning community of choice, is to empower every student to acquire and apply the attributes to compete and contribute positively to our community and global society by providing a rigorous, relevant and innovative education in a safe, supportive academy environment through a quality, caring and dedicated staff working in partnership with family and community*


# Examples of High Quality Mission Statements

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- Maximize the unique potential of each child we serve
- Cultivate a learning community that engages the hearts and minds of students, one child at a time
- Maximize the achievement and growth of every student through rigor, support and innovation

# Examples of High Quality Mission Statements

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- Create a strong foundation for academic excellence and personal growth by setting high expectations, teaching to the needs of learners, and embracing the richness of our cultural diversity
  - Empower students to follow their unique path to greatness by maximizing achievement and growth
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# Analyze your current mission statement

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**Community High School District 117, being a community of learners with a vision of excellence, is committed to providing an educational experience that encourages all learners to develop to their fullest potential, to engage in lifelong learning, and to be responsible members of society**



# Characteristics of Effective Belief Statements

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- Unique, succinct statement of non-negotiable values
- Brief in length and brief in number
- Memorable and able to be recited
- Taken as a whole, clear goals and actions will naturally flow from them

# Old School Belief Statements

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We believe:

- All children can learn
- In the dignity and worth of the individual
- Learning takes place in a safe environment
- Self-worth promotes learning
- Success builds self-worth
- Motivation is essential to success
- Recognition and positive reinforcement of effort promote success
- Education is the shared responsibility of school, student, family and community
- A global perspective is essential to the future success of our nation
- Education increases opportunities for success in a changing world

# New Generation Belief Statements

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## District X: Non-Negotiable Values

- All decisions made center on, “What is in the best interests of the children we serve?”
- We educate the whole child: cognitive, social, emotional, aesthetic and physical growth are stressed with equal vigor
- Children learn best when learning comes alive at the point of instruction
- Inclusive practices benefit all children

# New Generation Belief Statements

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## District Y: Non-Negotiable Values

- Commitment to excellence drives continuous improvement
- Student growth and learning thrive in communities that embrace collaboration, common understanding and mutual respect
- Each child deserves an education tailored to his or her unique abilities, learning style and emotional needs
- The child is at the heart of all decisions

# Analyze Your Current Belief Statements?

- 1) We value commitment to creating a positive and safe school environment for all students and faculty that is inviting, promotes creativity, embraces diversity, and acknowledges success.
- 2) We value a guaranteed and viable curriculum that is challenging and relevant, effectively taught by the faculty. We believe all students are capable of learning this curriculum, and that we are responsible for accurately measuring their academic growth.
- 3) We value the whole student by promoting their social and emotional development and we encourage them to participate in our extensive extra-curricular programs.

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# Analyze Your Current Belief Statements?

- 4) We value the ability to realize our District and School Improvement Plans which seeks to meet the needs of every student
- 5) We value the willingness to seek assistance as we strive for continuous improvement. Our faculty and students alike will be life-long learners. At the same time, we value accountability and ownership throughout the district.
- 6) We value creating post-secondary opportunities for all our students while stressing the importance of meeting college readiness standards. Our students will graduate and be successful in our diverse, modern world.
- 7) We value responsible and efficient use of resources.

# Warren Township High School District 121

## Mission

*To maximize the achievement and growth of every student through rigor, support and innovation*

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## Beliefs

We believe that student achievement and growth are maximized when:

- *Data and best practices drive decision making throughout the school community*
- *Innovation and creativity are promoted and supported*
- *The school provides a safe and inviting learning environment*  
*Diversity is honored as an asset*
- *The school focuses its energies on continuous improvement*
- *Both rigor and support are infused throughout student programs and staff development*

# Sunnybrook School District 171

## **Mission**

*Maximize student achievement by cultivating: critical thinking skills, innovative instructional practices and a collaborative home-school partnership*

## **Beliefs**

We believe student achievement is maximized when:

- *Parents, students, staff and community collaborate*
- *Educators apply results-driven instructional practices*
- *Students are engaged in a rigorous, relevant and innovative learning experience*
- *The self-worth of each child is nurtured within a diverse and inclusive environment*
- *Teachers and staff are engaged in continuous professional development*



## Avoca's Formula for Success (SMaC):

- *Demand a rigorous academic environment to ensure growth and achievement for every student*
- *Provide rich arts and physical education curricula and offer varied extracurricular opportunities*
- *Collaborate in Professional Learning Communities to set goals, plan, assess and differentiate for the continuous improvement of each student*
- *Recruit, select, develop and retain only the most effective, professional and motivated staff*
- *Maximize available resources through ethical, disciplined and strategic fiscal management*
- *Limit class size*
- *Cultivate an inviting, safe and family-like atmosphere*
- *Innovate in education, technology and operations*

## **Fox Lake's Formula for Success:**

- Support each child's academic and social-emotional growth
- Recruit, select, develop and retain only the most effective, professional and motivated staff
- Emphasize early literacy opportunities and interventions for all children
- Cultivate an inviting, safe and family-like atmosphere
- Maximize available resources through ethical, transparent and strategic fiscal management
- Provide an ongoing research-based professional development program
- Maintain reasonable class size

## Short small group activity

### Mission/Beliefs: Leave Alone or Tweak?

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- Review CHSD 117 mission and beliefs
- Leave exactly as is?
- Completely rewrite?
- Revise?
- If revise, can you live with a subgroup working on it?
- 5 minute discussion

## Small group activity

### Create CHSD 117 SMaC Recipe

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- Small groups work to create the 10 step SMaC recipe for CHSD 117
- Focus on successful practices and activities that are already in place, but if you feel something important has been missing, include it
- Each small group shares with the large group. Look for common threads

# Preparation for Session Two

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- All participants must review the CHSD 117 Current Reality Data Binder
- Really zone in on the survey results
- Volunteers for Mission/Beliefs Subcommittee (if needed)
  - One teacher, parent, board member, administrator and Jim M.
  - Create draft to present back to whole group
  - Need at least two meetings