



Alliance for the Study of School Climate

www.calstatela.edu/schoolclimate

ASSC Strategic Planning Process: For Schools and Districts

This document is intended to support the strategic and improvement planning process of any school or district. It is informed by the ASSC school improvement roadmap and the meaningful use of data with the goal being an organic institutional growth process that encourages maximum empowerment, stakeholder voice, and quality. This document outlines the three features of the system.

1. **Key features and Terms**
2. **Process and Implementation**
3. **Important considerations**

1. A. Key Features

Data-Driven	Vision and Mission
<ul style="list-style-type: none"> ✓ Identify the most meaningful outcomes ✓ Multiple forms of data covering a range of areas ✓ Assess both what happens – X’s as well as the results – O’s ✓ Align instructional values with instructional evaluation ✓ Identify users, encourage data as a source of growth rather than comparison - 	<ul style="list-style-type: none"> ✓ Connect/Align References and Values ✓ Ongoing and evolving process ✓ Focus on R’s and X’s more than O’s ✓ Implies a location on the roadmap ✓ Implies a “Master-story” that guides action ✓ Second tier document outlines what one will see and not see in a school. ✓ Include community context
Goals and Objectives	Accountability, Resources, Responsibilities
<ul style="list-style-type: none"> ✓ Encourage process vs product goals ✓ Address real problems vs symptoms ✓ Aligned with Mission and Vision ✓ Measurable or at least empirical ✓ Create SMART or similar format to encourage alignment of key areas ✓ Align objectives to data ✓ Distinguish long-term and near-term objectives - 	<ul style="list-style-type: none"> ✓ Distribute power – democratic – voice ✓ Teacher powered ✓ Include community partners ✓ Identify timelines ✓ Identify responsible person(s) ✓ Include structural improvements and the transition process from old to new ✓ Include cost limitations ✓ Include currently existing and needed resources to meet objectives

B. Terms and Abbreviations

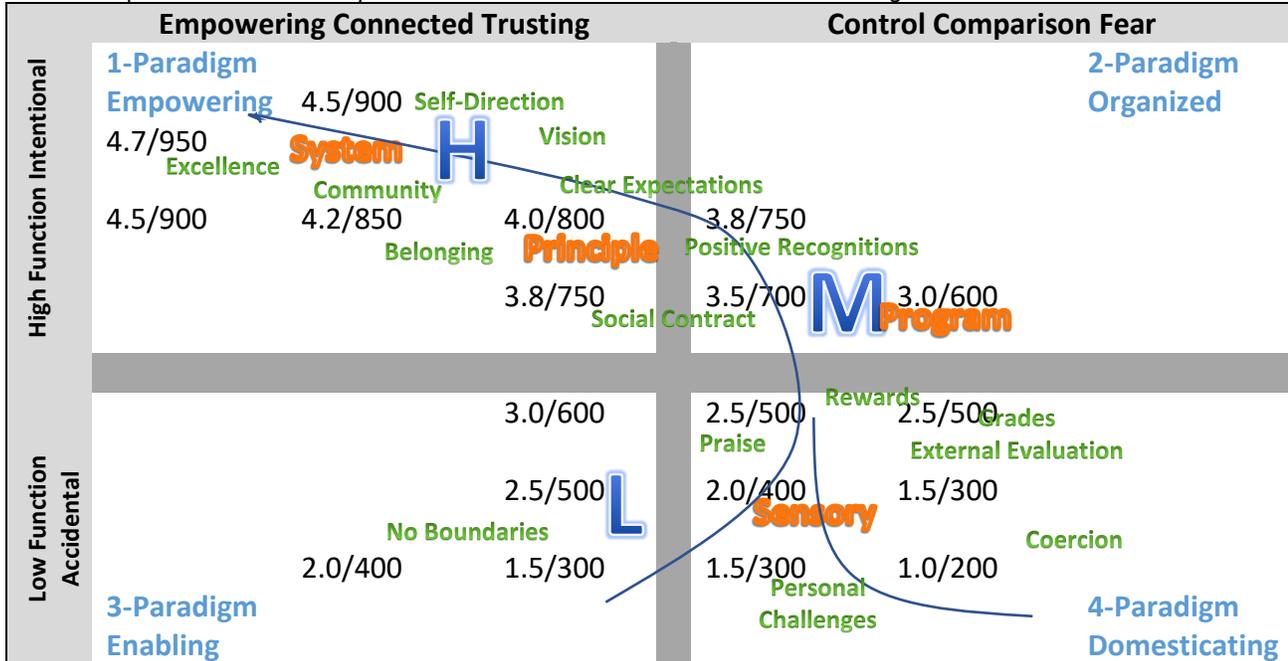
R = Reference (values, narratives, vision, beliefs, worldviews, guiding psychology, etc)

X = Actions (practices, policies, strategies, procedures, rituals, programs, habitual actions, etc)

O = Outcomes (results, scores, learning, feelings, experiences, satisfaction, motivation, quantities, etc)

Roadmap = A conceptual model derived from data from over 400 school showing the correlation among – school climate measure (SCAI), student learning levels, and pedagogical intentions of practitioners.

From Chapter 5 of *“the Roadmap: The Transformative Leaders Guide to Facilitating School Excellence.”*



Types of Schools = Schools can be divided into 4 basic types based on their level of function and their orientation

	Empowerment Connection Trust	Control Comparison Fear
High Function Intentional Leadership	1-Paradigm School Empowering <ul style="list-style-type: none"> Vision-Driven Facilitative Leadership Student-Centered Classrooms Community Climate Mostly 1-style teaching 	2-Paradigm School Managed <ul style="list-style-type: none"> Efficiency-Driven Top-Down Leadership Teacher-Centered Classrooms Institutional Climate Mostly 2-style teaching
Low Function Accidental Leadership	3-Paradigm School Amorphous <ul style="list-style-type: none"> Enabling Passive Leadership Unstructured learning Insecure Climate Lots of 3-style teaching (but also a random combo of others) 	4-Paradigm School Bossy <ul style="list-style-type: none"> Dominating and Self-serving Leadership Lecture and Test Teaching Domesticating Climate Mostly 4-style teaching

2. Process and Implementation

A. Early and/or Preliminary Events (Phase I – Initiating and/or Restructuring)

- Outline basic ideas for a mission and vision statement and/or re-examine previous mission and vision statements
- Develop a working knowledge of the theoretical and practical implications of the ASSC roadmap and model.
- Use current and previously collected data to locate – generally where the schools are on the roadmap, reflect on school’s current location and how it has gotten there, and conceive a general sense of what moving up the roadmap would imply both practically as well as conceptually.
- Put key personnel in place based on the needs of each school
- Determine budget priorities and resource allocation structures, and potential funding sources for valued initiatives.
- Engage community partners and form a site-based leadership committee
- Identify teacher leaders and initiate a plan to build capacity in that area
- Provide training to site teams in the strategic planning protocols
- Identify data sources that will be used in the strategic planning process

B. Full implementation (Phase II – Cultivating a Growth Process)

- Create statements of vision and mission for every unit of analysis (each level of the structure).
- Use the vision and mission as the guiding values for all policy and programmatic decisions
- Put structures in place
 - School-based professional learning communities (PLCs)
 - Leadership teams at each unit of analysis (school and district)
 - District advisory
- Collect yearly data from each of the critical data sources – compare them to previous years. Map progress up the roadmap.
- Engage leadership committees or sub-committees in the process of examining data, setting SMART goals, and setting out action plans for improved practices and policies.
- Allocate resources based on the priorities or the mission and what the data say.

C. Continuous Improvement (Phase III – Next Level)

- Create a list at each school that outlines and defines what “one should see” and “should not see” for each school and the district.
- Cultivate a system for sharing expertise and cultivating teacher leadership capacity within each building.
- Cultivate mechanisms that cultivate student leadership, peer conflict resolution, and community building at each school and the district.

- Cultivate relationships with parents and the community that act to spread positive influences out of and into the school, and support student of all types, cultures, and abilities levels.
- Align professional development content and processes with the goals of creating 1-style classrooms, 1-style organizational structure, and teacher powered capacity building.

3. Important Considerations

- a. As much as possible mission and vision statements should speak to the unique values of each school. If they look like everyone else's, then are they specific enough to be used in a meaningful way to guide your actions and policies? The answer will vary, but it needs to be asked.
- b. Being risk-aversion is necessary, but it should not be the basis of your strategic plan. Let your plan reflect what you seek and your aspirations rather than your fears.
- c. Great schools are trying to be 1-paradigm. And because they are trying to be 1-paradigm their actions reflect 1-paradigm actions, so they achieve 1-paradigm outcomes – R-X-O. If a school is trying to do something else, they will not get 1-paradigm results – i.e., if they are using 2 or 4 paradigm values and practices they will get results at that range on the roadmap. You cannot get 1-paradigm results without trying to do 1-paradigm practices and understanding what you are doing and trying to do.
- d. Teachers need time to plan and be collaborative. There is no substitute for release time and building collaborative opportunities into the schedule. And teacher leaders need to be given the compensation, time and recognition that it takes to get the most from them. Building capacity is primarily going to happen by building teacher leadership and the time for collaboration.
- e. What you focus on and give attention to will grow. So fixing problems is smart, but promoting practice that reflects excellence and quality is going to get you more excellence and quality.
- f. You have one opportunity to get people excited about a change effort. You need to take advantage of the window of willingness, optimism, and good will. And what is put in place will likely be there for a while, so being accidental is rolling the dice. We can give you more advice about guiding a vision-driven change effort – we think it is critical if you want to take advantage of the one best chance to make a change.
- g. Goals and Objectives should reflect an effort to fix real problems rather than symptoms, and they should project growth rather than fear of the unwanted condition.
- h. Process values are much more powerful than outcomes values. John Wooden did not ever ask his team to win, but he demanded that they give 100% and execute the plan. Your strategic plan should read as a plan of what you do more than series of outcome goals.
- i. There is no other instrument that will provide the data that comes from the SCAI. It is actionable, meaningful and points to what “better” looks like. And it is the only data that will give a clear sense of where you are on the roadmap – i.e., what your average R's/values and X's/practices are.