

Strategic Planning Workshop

March 15, 2023



IRVINGTON
UNION FREE SCHOOL DISTRICT

Part I: Opening Activities



Welcome Back



Workshop Outcomes:

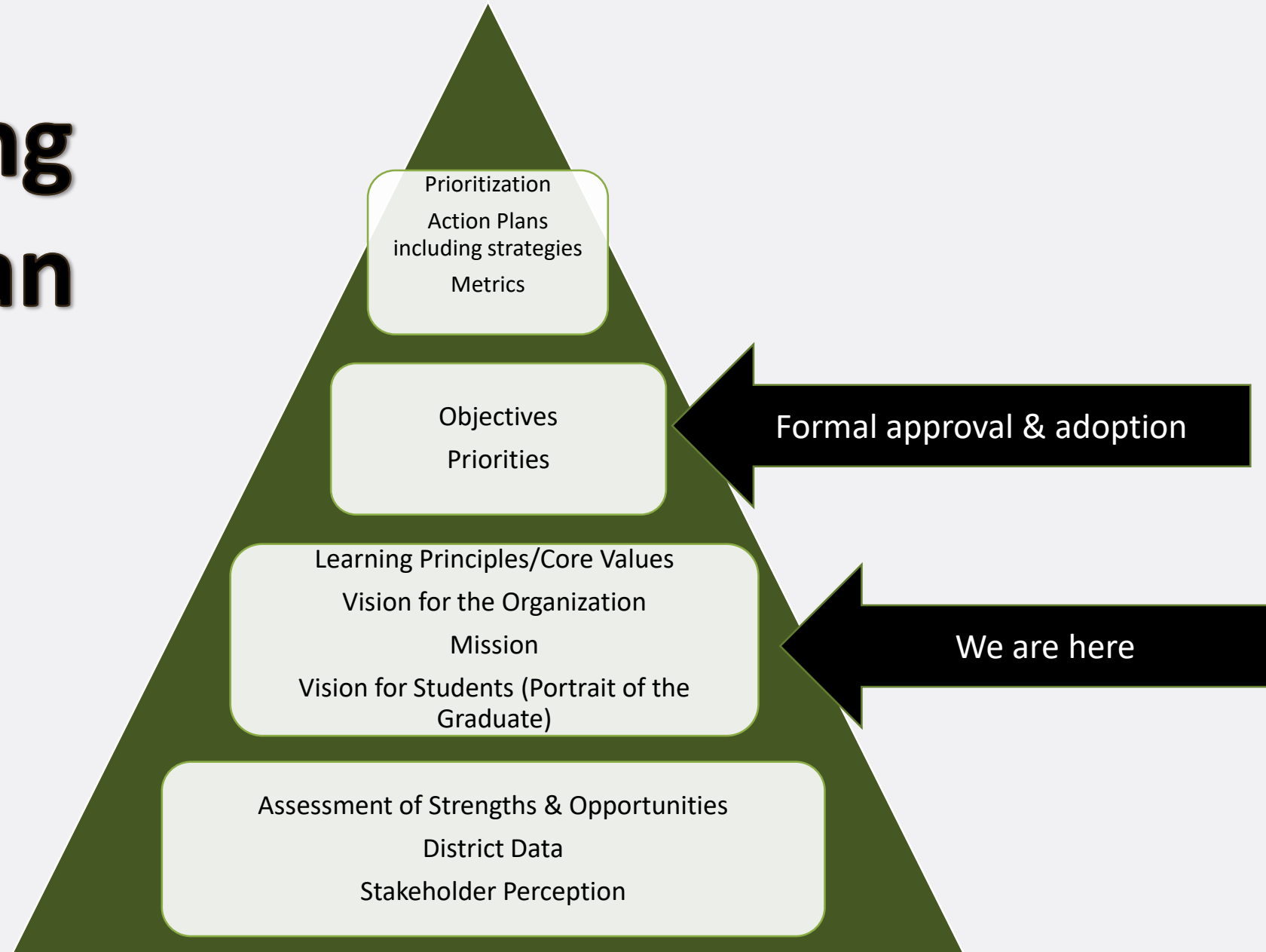
- Refine shared understanding of Strategic Planning data – strengths, opportunities, and Portrait of the Graduate data
- Develop draft language for the Portrait of the Graduate
- Consensus regarding potential Strategic Plan components – mission and vision

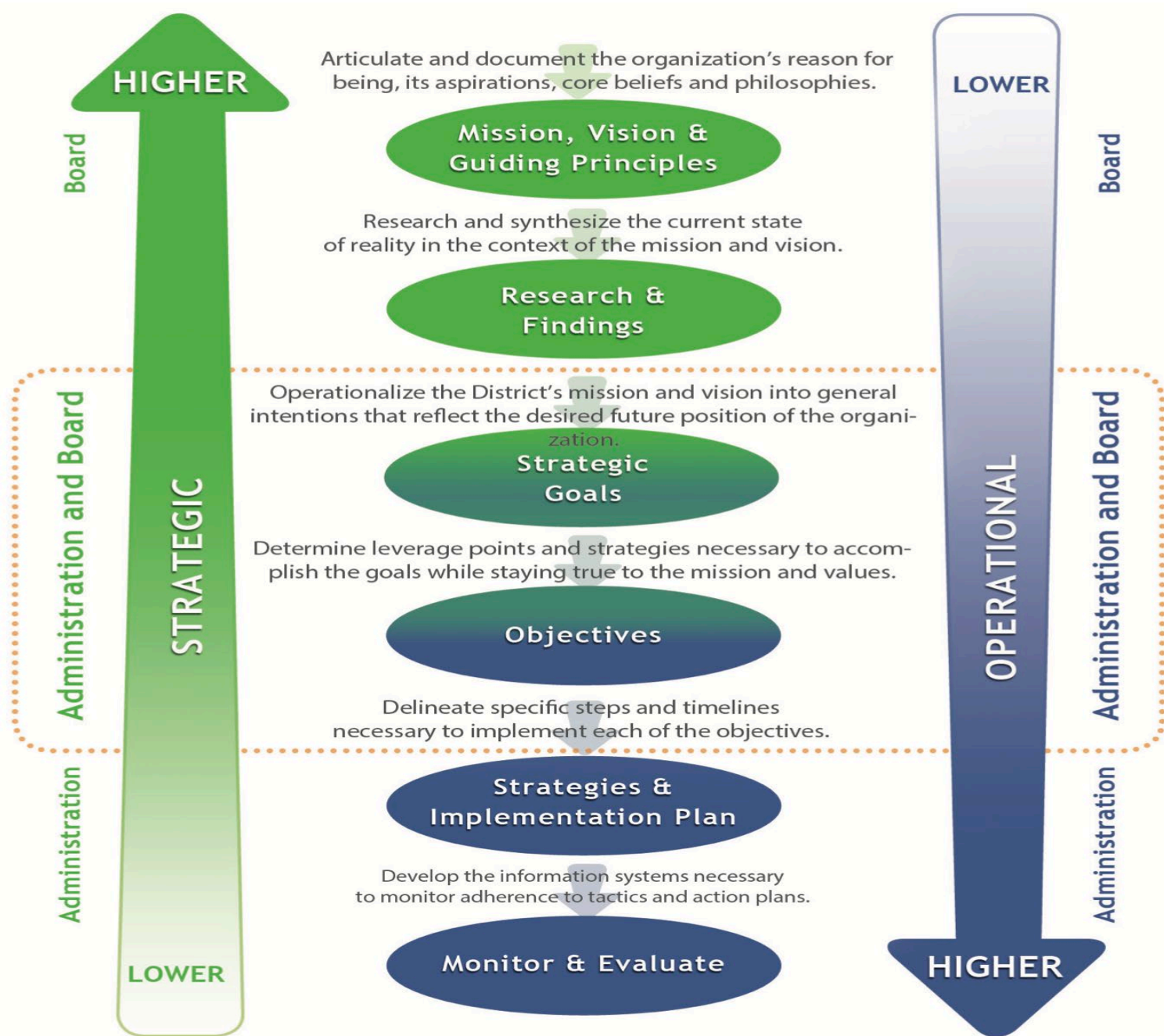
NORMS – AN OFFERING



- Be here now
- Hear all voices
- Take an inquiry stance and honor the perspectives of others
- Act and make decisions for the overall good of the cooperative
- Honor agreements and own the work of the group
- Prepare for upcoming sessions to maximize our time

Building the Plan





Defining the skills citizens will need in the future world of work

All citizens will benefit from having a set of foundational skills that help them fulfill the following three criteria, no matter the sector in which they work or their occupation:

- Add value beyond what can be done by automated systems and intelligent machines
- Operate in a digital environment
- Continually adapt to new ways of working and new occupations

Cognitive

Critical thinking

- Structured problem solving
- Logical reasoning
- Understanding biases
- Seeking relevant information

Planning and ways of working

- Work-plan development
- Time management and prioritization
- Agile thinking

Communication

- Storytelling and public speaking
- Asking the right questions
- Synthesizing messages
- Active listening

Mental flexibility

- Creativity and imagination
- Translating knowledge to different contexts
- Adopting a different perspective
- Adaptability
- Ability to learn

Interpersonal

Mobilizing systems

- Role modeling
- Win–win negotiations
- Crafting an inspiring vision
- Organizational awareness

Developing relationships

- Empathy
- Inspiring trust
- Humility
- Sociability

Teamwork effectiveness

- Fostering inclusiveness
- Motivating different personalities
- Resolving conflicts
- Collaboration
- Coaching
- Empowering

Self-leadership

Self-awareness and self-management

- Understanding own emotions and triggers
- Self-control and regulation
- Understanding own strengths
- Integrity
- Self-motivation and wellness
- Self-confidence

Entrepreneurship

- Courage and risk-taking
- Driving change and innovation
- Energy, passion, and optimism
- Breaking orthodoxies

Goals achievement

- Ownership and decisiveness
- Achievement orientation
- Grit and persistence
- Coping with uncertainty
- Self-development

Digital

Digital fluency and citizenship

- Digital literacy
- Digital learning
- Digital collaboration
- Digital ethics

Software use and development

- Programming literacy
- Data analysis and statistics
- Computational and algorithmic thinking

Understanding digital systems

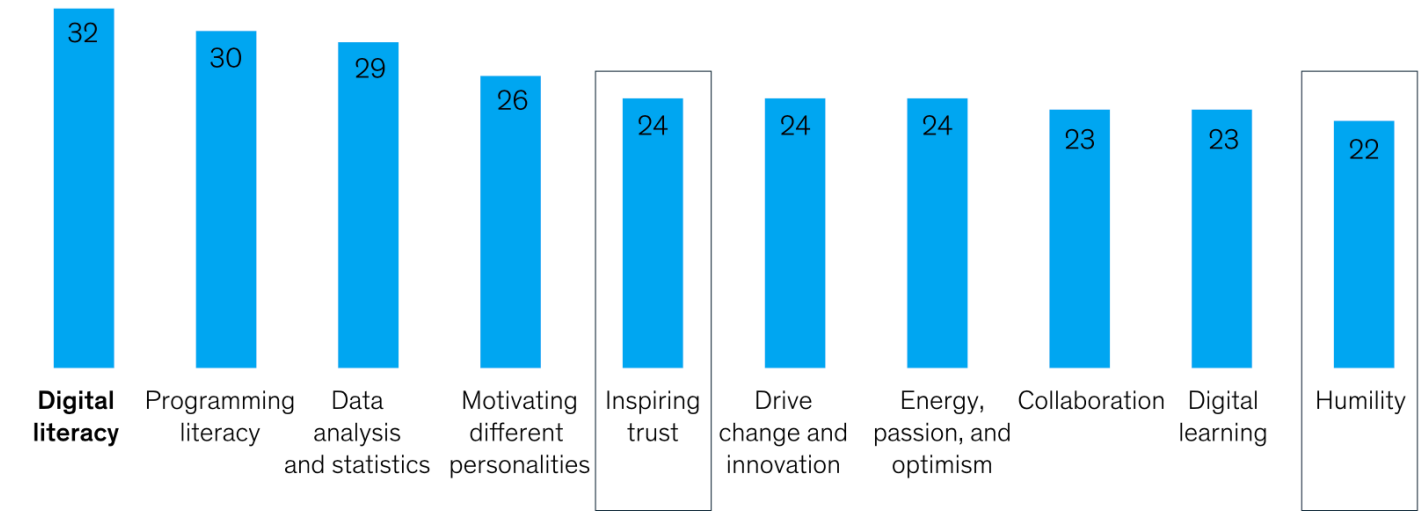
- Data literacy
- Smart systems
- Cybersecurity literacy
- Tech translation and enablement

Proficiency in certain DELTAs is not necessarily linked to education.

Accuracy of statistical models predicting DELTA¹ proficiency from level of education,²
percentage points above pure chance of 33% (3 proficiency levels, value of 0 = pure chance)

Highest correlation to education

□ Negative coefficient



Lowest correlation to education

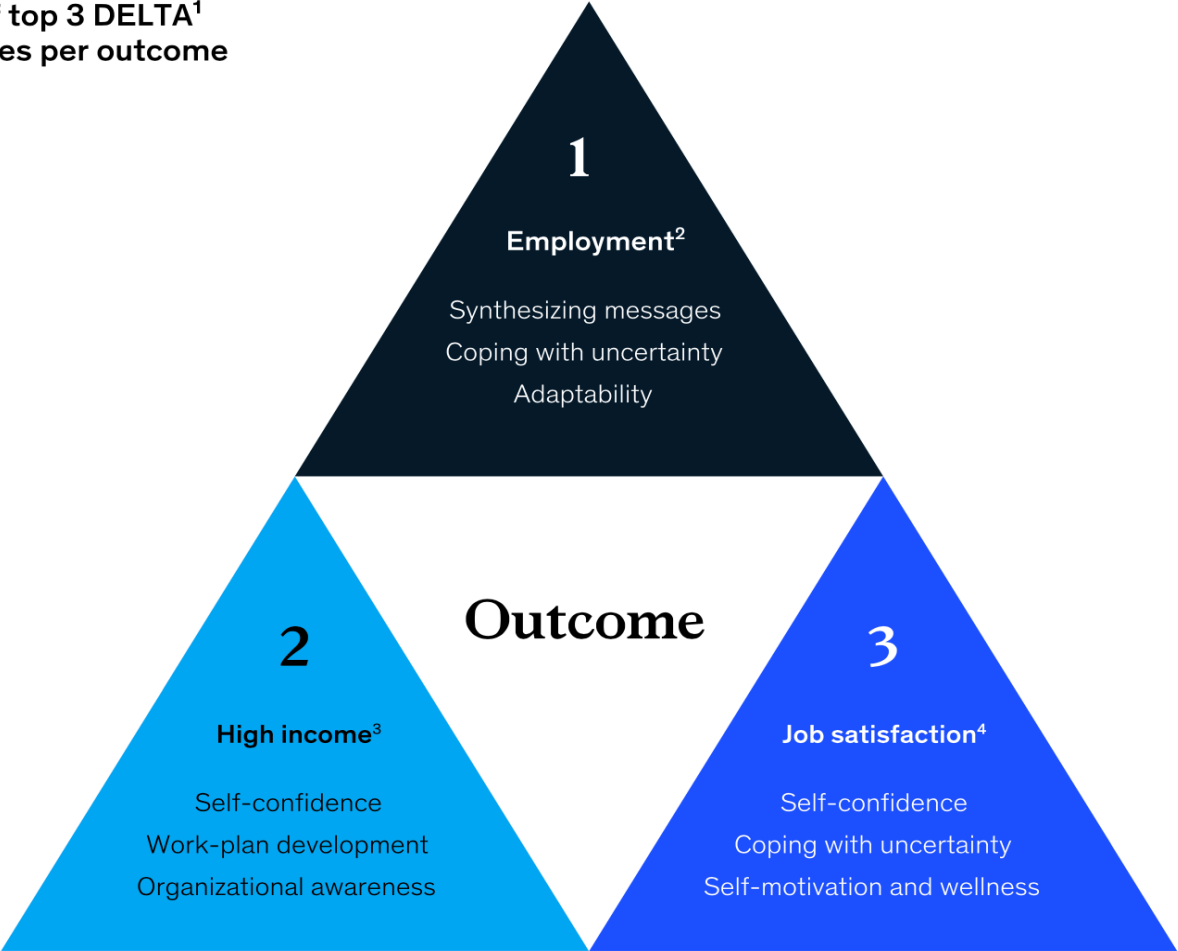


¹Distinct element of talent.

²Three statistical models used: linear discriminate analysis, multinomial logistic regression, and ordinal logistical regression. For each DELTA, the figures displayed are from the statistical model that showed the highest predictive accuracy.

We ranked the top three DELTAs in which proficiency predicts better outcomes for employment, high income, and job satisfaction.

Ranking of top 3 DELTA¹ proficiencies per outcome



Note: Data from non-OECD countries presented higher variance and were excluded from this analysis.

¹Distinct element of talent.

²Probability of a survey participant being employed among citizens with income below the median.

³Probability of a survey participant being in the top quintile for income.

⁴Probability of a survey participant reporting being "fulfilled and satisfied" or "satisfied" with his/her job.

The constructivist listening dyad

I agree to listen to and think about you for a fixed period of time in exchange for you doing the same for me. I keep in my mind that my listening is for your benefit, so I do not ask questions for my information.



Dyad Ground Rules & Principles

Each person is given equal time to talk. (Everyone deserves to be listened to.)

The listener does not interpret, paraphrase, analyze, give advice or break in with a personal story. (People can solve their own problems.)

Confidentiality is maintained. (People need to know they can be completely authentic.)

The talker does not criticize or complain about colleagues during their time to talk. (A person cannot listen well when she/he is feeling attacked or defensive.)

Everyone will have an opportunity to share and discuss with the large group after we complete dyads.

Dyads & Debrief

As I read the article, I
was struck by...

Here's how I think this
information connects
with our work as a
K12 District

Part II: Refining our Shared Understanding of the Strategic Planning Data



“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”

- Alvin Toffler

“In dealing with the future, it is far more important to be imaginative than to be right”

— Alvin Toffler, *Future Shock*



Our Initial Analysis: District Strengths

- High overall quality of the district with all areas above average
- Safety
- Facilities
- District financial management and fiscal health
- Size of the district is perceived as a benefit
- Student/teacher relationships
- Support for the work of the faculty
- Effective administration
- Professional development
- Communication – both internal and external
- Partnerships with community organizations

Our Initial Analysis: District Opportunities

- Communication and transparency regarding the curriculum
- Technology (rethinking vision and infrastructure issues)
- Extracurricular offerings
- Bussing – equity issues
- Re-evaluate and prioritize initiatives
- Mental health and SEL
- Balancing needs of core priorities versus extra or extracurricular wants within our fiscal parameters?

Our Initial Analysis: Questions

Questions about conflicting opinions

Questions about a systems approach

- How will we synthesize the data and the inconsistencies into a focused approach?
- How will we align our decisions with the qualitative and quantitative data including making sense of contradictory data?
- Given the differences in opinion from stakeholder groups, how do we decide which voices are elevated or drivers of decisions?
- How can we elevate and keep the student voice centered?
- How do we use the data to think on a systems level?
- Can we determine how motivation impacted the data and then solve for that impact?
- How will we align critical district practices and decisions with our data including goal setting and budgeting?

Expanding our Initial Analysis

District Strengths

- What should remain the same?
- What should remain largely the same with tweaks or improvements?
- What should be celebrated?

District Challenges

- What can we improve or address in a different way?
- What changes in the district or environment create the need for a new approach?
- What potential threats exist that we need to be aware of and perhaps prepare for?

What should be added given our understanding of other District Data?

- Student Performance Report
- School Quality Survey
- DEI Root Cause Report
- Current Strategic Plan including mission, theories of action, objectives & goals

Part III: Portrait of the Graduate Workshop



The Portrait of the Graduate

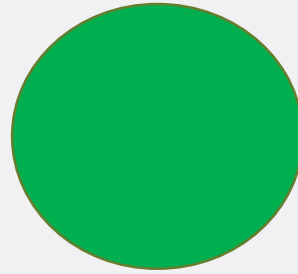


A portrait of a graduate serves as a north star to drive the work in schools and classrooms. When we describe the full range of outcomes we want for our graduates, we can then work backwards to build a strategic plan in which each element maps directly to the identified outcomes.

What should all students know and be able to do?

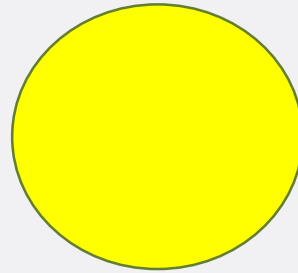
1. Identify the McKinsey category for each of the ideas you prepared for today (Cognitive, interpersonal, self-leadership, digital)
2. Round robin – each person shares one idea and the category
3. Don't repeat an idea that has already been mentioned
4. Continue until we exhaust our personal lists

Dotmocracy



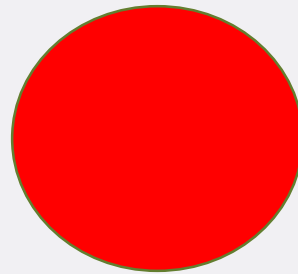
Green

- Strongly agree
- Use all or most of your green dots



Yellow

- Moderately agree
- Use all or most of your yellow dots



Red

- Disagree
- Use only when necessary

Consensus

I can live with the decision

I will support my colleagues in implementing this decision

I will do absolutely nothing to impede the implementation of this decision



Fist

to

Five



Lack of Consensus

Consensus

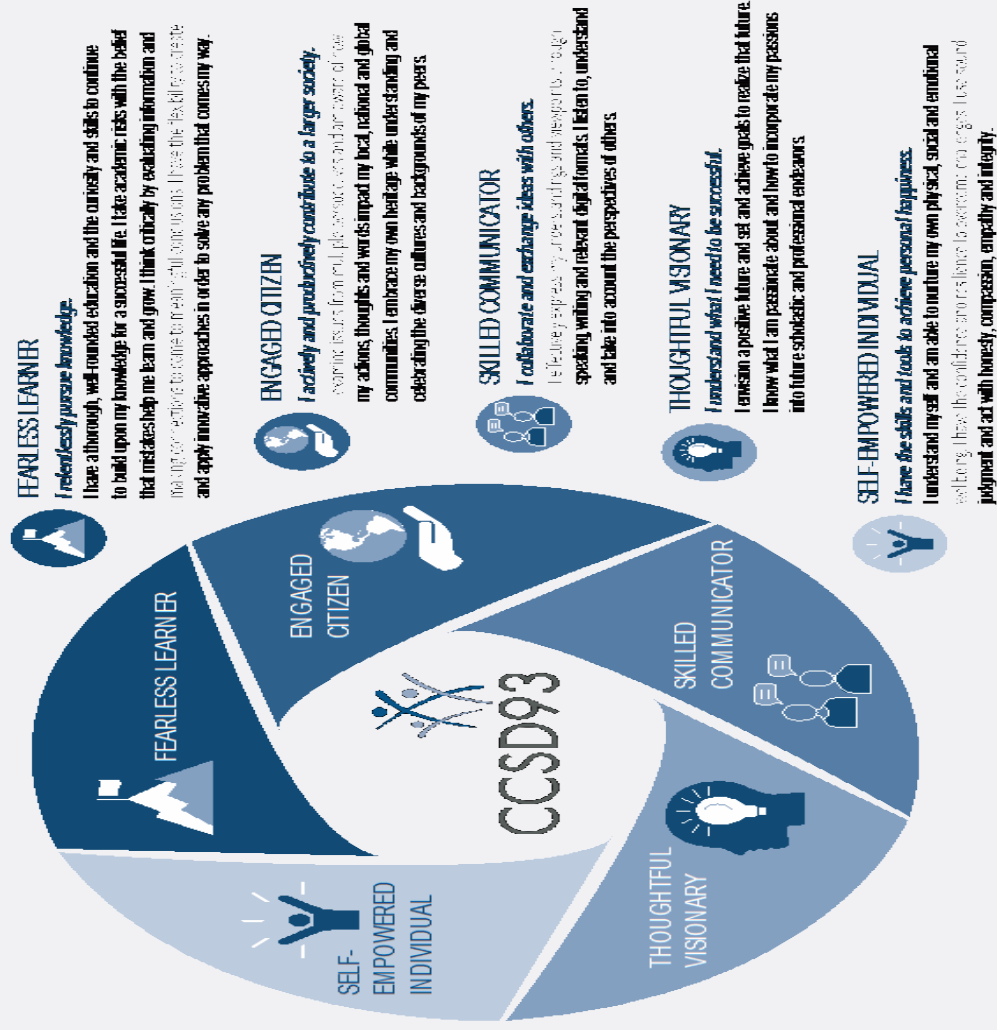
Achieving Consensus

Portrait of the Graduate: Next Steps

1. Formatting decisions
2. Language clean up
3. Review and confirm in
April

» PORTRAIT OF A CCSD93 GRADUATE

Maximizing the academic, social & emotional potential of each student



PALOS DISTRICT 118 PORTRAIT OF A GRADUATE



ACADEMICALLY PREPARED

Part IV: Decisions Regarding Plan Elements



Vision and Mission

Vision

What is the ideal version of our future?

Future focus and what we ultimately want to become

Describes the change

Portrait of the graduate is a vision specific to students

If a District vision statement is created, it must embody the Portrait of the Graduate

Mission

Why do we exist?

A focus on today and what the organization does

Academic and operational assurances, commitment to students and community

Previous Plan Language: Vision

The Committee's Framing Vision

A **community** (educators, students, parents, community members) that fosters curiosity, understanding, innovation, compassion, creativity, social emotional well-being, academic excellence and achievement.

A **culture** that acknowledges and respects individual differences, and provides for varied opportunities for teacher and student learning and innovation.

Schools that provide local-to-global learning experiences through an in-depth, broadly defined and interdisciplinary curriculum, supported with meaningful teaching practices and service opportunities.


Students who demonstrate their learning through varied and diverse learning and assessment opportunities which measure valued knowledge, skills and dispositions and attend to their needs, passions, strengths, interests, and learning styles.

Reflection Questions: Framing Vision

1. Is the framing vision future focused and does it describe an ideal version of our future?
2. Do the statements in the framing vision still hold true today? Why or why not?
3. Given that we will have a portrait of a graduate, do we need or want an organizational vision statement? If yes, how will we embody the Portrait?

Previous Plan Language: Mission

The mission of the Irvington Union Free School District is to create a challenging and supportive learning environment in which each student attains his or her highest potential for academic achievement, critical thinking and life-long learning. Our schools encourage the discovery and development of students' individual strengths, skills and talents, and foster social and civic responsibility.



The Committee support of the District's mission was grounded in its reflection of the unique culture that is present in the school community that is highlighted through:

- Our close knit, supportive community
 - Strong partnerships with the Village, Parents, PTSA, IEF and broader community
- Determined, talented students
 - Provide motivation for District to continue to improve
- Passionate, skilled educators
 - Dedicated to ensuring the very best experiences for every child, every day
- Supportive Board of Education
 - Advocates for the future of our students, schools, and community

Reflection Questions: Mission

1. What does the current mission say about who we are, what our purpose is, whom we serve, and how we are unique?
2. Does it accurately reflect our commitment to students and the community?



**What changes
would I propose
to the mission?**



Part V: Closing Activities



On April 20th

- Revisit Portrait of the Graduate language draft
- Revisit decisions regarding mission and vision
- Revision or development of Learning Principles/Core Values
- Development of Consensus regarding Strategic Priorities

To prepare:

1. Read Willing to be Disturbed by Margaret Wheatley
2. Review Opportunities for Growth documents to prepare for development of Priorities and Objectives

“What might we see, what might we learn, what might we create together, if we become this kind of listener, one who enjoys the differences and welcomes in disturbance?”

Questions?
Comments?

