Strategic Planning and the

April 23, 2015
Agenda

9:45-10:45  Strategic Planning and the NSBECS: *Navigating the NSBECS Website*

Strategic Planning Processes: *Spectatorship vs. Partnership*

10:45-11:30  Scanning Your School’s Data: *Reviewing Your AdvancEd Catholic Criteria Profile*

11:30-12:30  Building Your Strategic Team: *Analysis of Your Results* (School-based workshop interval)

12:30-1:30  Working Lunch: *Identifying Strategic Themes and Goals in the Results*

1:30-2:15  Engaging The Guidelines: *Using the NSBECS Guidelines*

2:15-3:00  Widening the Scope: What Else Goes Into a Strategic Plan?

3:00-3:30  Assembling the Plan/Q & A
Some Procedures for Our Session

• Communicate your experience at each juncture. This is meant to be a workshop.

• Articulate your timing needs so that exercises can be completed.

• Ask for clarification whenever needed.

• Write Questions or comments to Todaysmeet.com/OCEpd
Some Comments on the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS)

* Defining Characteristics
* 4 Domains
* 70 Benchmarks
  --Accreditation
  --School Improvement
  --Strategic Planning
Defining Characteristics

1. Centered in the Person of Jesus Christ
2. Contributing to the Evangelizing Mission of the Church
3. Distinguished by Excellence
4. Committed to Educate the Whole Child
5. Steeped in a Catholic Worldview
6. Sustained by Gospel Witness
7. Shaped by Communion and Community
8. Accessible to all Students
9. Established by the Expressed Authority of the Bishop
Domains

I. Mission and Catholic Identity
II. Governance and Leadership
III. Academic Excellence
IV. Operational Vitality
I. Mission and Catholic Identity
II. Governance and Leadership
III. Academic Excellence
IV. Operational Vitality

- Best Practices
- Institutional Learning & Innovation
- Addressing Complexity
I. Mission and Catholic Identity
II. Governance and Leadership
III. Academic Excellence
IV. Operational Vitality
Today’s Emphasis: Using the NSBECS for Strategic Planning

Objectives for this Session:
1. To use the information you have gathered on your school to initiate a strategic planning process
2. To understand the basic parts of a strategic plan
3. To conduct conversations about how your school can proceed with a strategic plan
4. If you have a SP, how to integrate the NSBECS into its trajectory.
Today’s Emphasis: *Using the NSBECS for Strategic Planning*

What will not be discussed at length today:

- Reviewing and using the mission statement
- Setting up conversations about the mission documents
- Details on measurements
- Reviewing the plan at regular intervals flowing from the timeline
- Changing the culture of the school by changing the way the school approaches its strategic work
Strategic Planning Processes: *Spectators vs. Partners*

- Considerations
- Definitions
- Approaches
Considerations: Why are we here?

“Strategic planning is an effort to look at an organization in its environment and chart a future direction. …Setting the organization’s strategic direction involves thinking beyond next year. But these days, when change happens with increasing speed, it might be hazardous to think much beyond three to five years. Major goals and time frames established in a strategic plan will guide action in the desired direction and make it possible to monitor progress and, if necessary, to modify plans in response to new developments.”

Adapted from Lakey, Berit M. Board Fundamentals: Understanding Roles in Nonprofit Governance, BoardSource, 2010.
“Strategic thinking is about unraveling the mysteries of the chaotic world around us and harnessing powerful forces to our own ends. It means utilizing tools of analysis and tactics to take decisive and prudent action that gives us the best possible chance of achieving our objectives—whether those objectives are personal or professional.”

--Prof. Stanley Ridgley, Drexel University
Definitions: How should we approach the task?

Strategic Thinking

...is concerned with the future; is curious about the way organizations function; entertains risks; prioritizes actions; is flexible; is always open to new learning, and is creative. It is analytical and tactical in devising concrete actions that will increase the chances of achieving objectives.
Definitions: How should we approach the task?

Summary

--Mission Focus            --New Learning
--Future Orientation       --Creative
--Standards Alignment      --Flexible
--Measurable Risk          --Analytical
--Prioritizes              --Tactical & Active
--Measurable Objectives    

[Diagram: VISION, MISSION, VALUES, STRATEGY]
Definitions: What is not Strategic Planning

Strategic Planning is not…

• ‘Ad hoc’ development
• An attempt to chase particular streams of funding before the deadline for applications
• Acting on sudden ideas and whims (wherever these come from!)
• A retrospective review which tries to make sense after an event
• A paper exercise completed to comply with quality standards or funding bid requirements
• The sole responsibility of the principal
• a way of team building

• Source: Institute of Lifelong Learning, University of Leicester
Internalizing and Extending Ideas

What have been your experiences, exposures to, and engagements with Strategic Planning?
Approaches: How should we approach the task?

**Spectatorship or Partnership**

“The reason for involving stakeholders in the planning process are to understand their concerns and values, to take advantage of their experience and insights, and to secure their cooperation in the implementation of the recommendations.”

Who are your partners? Who are your stakeholders?

*Source: Convey & Ciriello, Strategic Planning for Catholic Schools*
Approaches: How should we approach the task?

Spectatorship or Partnership

To Consult or not to Consult….that is the question...

Planning Consultants…

1. Provide a process…assist committees
2. Ask questions…communicate regularly
3. Challenge the status-quo
4. Objective assessment: what works/what doesn’t work …reviews progress
5. Provide external analysis…issues final report
6. Align strategy with processes to achieve them
7. Someone to call….
Approaches: *How should we approach the task?*

**Spectatorship or Partnership**

*To Consult or not to Consult….that is the question…*

Without a planning consultant, you have to…

1. Select a process
2. Develop a critical posture
3. Challenge the status-quo (role of the executive)
4. Focus on the subjective nature of your assessment: what works/what doesn’t work
5. Seek out external analysis
6. Align strategy with processes to achieve them
7. Develop a team
Approaches:  *How should we approach the task?*

**Spectatorship or Partnership**

*To Consult or not to Consult....that is the question...*

Key Issues affecting either choice:
1. Maintaining a mission focus
2. Cost
3. The status of the community
4. The role of the principal/president/pastor/administrator
5. The skills of the faculty
6. The role of the governing body
7. Development of the steering committee: apostolic care
A Generic Process

I. Initial meetings of governing body/steering committee
II. Data Gathering: polling of constituents & stakeholders – CCR/AdvancEd/NSBECS
III. Formation of general themes
IV. Group visioning sessions
IV. Formation and draft of plan using the NSBECS: themes, goals, strategic objective, tactics, measures, etc.
V. Comment and discussion period
VI. Publication and Celebration of plan
VII. Executing and monitoring the plan
Governing Ideas

I. The School’s Mission
II. The National Standards and Benchmarks of Effective Catholic Schools (NSBECS)
III. Data from the Polling Process
IV. Group(s) Input & Review
IV. Formation of Measurements
V. 3 Ideas:
   ➢ Tradition
   ➢ Innovation
   ➢ Transformation of Practice

Timeline: 8-15 months
Scanning Your School’s Data:

**Defining Characteristics Survey; Program Effectiveness Survey**

&

**Reviewing Your AdvancEd Catholic Criteria Profile**
Building Your Strategic Team: 

Analysis of Your Results

NSBECS

I. Mission & Catholic Identity

II. Governance & Leadership

III. Academic Excellence

IV. Operational Vitality
Building Your Strategic Team: 
*Analysis of Your Results*

**NSBECS**
Who has the skills and knowledge at your school to contribute to the implementation of the NSBECS and adjunct Standards?

Where will you go to find additional expertise?
Building Your Strategic Team: 
*Analysis of Your Results: An Example*

Example I - NSBECS - Standard 7

An excellent Catholic school has a clearly articulated, rigorous *curriculum* aligned with *relevant standards*, *21st century skills*, and *Gospel values*, implemented through *effective instruction*.

**Start a list:** who can contribute to the *shaded areas*?
Faculty; Staff; Board; Parents; Consultants; Universities, etc.
Building Your Strategic Team: 
Analysis of Your Results: An Example

NSBECS - Standard 7
An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Standard 7; Benchmark 7.1
The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

Continue the list.
Building Your Strategic Team: Analysis of Your Results: An Example

**Standard 7; Benchmark 7.1; Level 3 of 4**

“Fully meets benchmark”

The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

**Standard 7; Benchmark 7.1; Level 4 of 4**

“Exceeds the benchmark”

The curriculum in all subject areas specifies research-based and mission appropriate standards. The written curriculum as a whole gives easily accessible evidence that it is vertically aligned to ensure that every student, no matter what courses taken, successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. The curriculum has been mapped for purposes of realizing gaps and overlaps in content.
Building Your Strategic Team:

Analysis of Your Results: An Example

Standard 7; Benchmark 7.1; Level 4 of 4

“Exceeds the benchmark”

The curriculum in all subject areas specifies research-based and mission appropriate standards. The written curriculum as a whole gives easily accessible evidence that it is vertically aligned to ensure that every student, no matter what courses taken, successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. The curriculum has been mapped for purposes of realizing gaps and overlaps in content.

Who is on the list?
Building Your Strategic Team: 
Analysis of Your Results

Lead Us not into temptation…

Building your team: T or F
1. People who listen to you
2. People who agree with your vision of the school
3. People who attend meetings
4. People who get things done
5. People who are politically strategic
6. People who work well together
7. Other rationales? What are they?

Marquette University
Building Your Strategic Team: 
*Analysis of Your Results*

**Building your team: T or F**
1. Perform a data analysis
2. Review the rubric
3. People who have the skills the analysis indicates is a need
4. People who attend meetings
5. People who get things done
6. People who are politically strategic
7. People who work well together
8. Other rationales?

How does your list look?
Identifying Strategic Themes

and

Goals

in the Results
Identifying Strategic Themes and Goals in the Results

**Survey Data**
1. Read the data from the surveys
2. What are prevalent items in the surveys?

**Catholic Criteria Report**
1. Isolate any ratings on the Catholic criteria report below a “3” (2 or 1)
2. Make a column containing the “2” scores and a column containing the “1” scores from the Catholic criteria report
Standards for Effective Catholic School Systems & Schools

◆ Mission and Catholic Identity (Purpose & Direction)
◆ Governance and Leadership
◆ Academic Excellence
  ◆ Teaching and Assessing for Learning
◆ Operational Vitality
  ◆ Resources and Support Systems
  ◆ Results for Continuous Improvement

General Alignment of National Catholic Standards & Benchmarks for Effective Catholic Elementary & Secondary Schools and AdvancEd Systems Standards & Indicators
“Standards Menu”

NSBECS
Full range of Catholic School Operations

AdvancEd
Accreditation Model of Continuous Improvement

SIP(Arch)
Yearly Progress
Identifying Strategic Themes and Goals in the Results

Correlating the 2 Sources of Information

1. How do these 2 data sources correlate? Make a note of this.

2. What are the relevant Standards under which these items fall?

3. Consider how a focus on these Standards aligns under the domains.

Let us consider an example…
Identifying Strategic Themes and Goals in the Results

An Example II: Summary of SCHOOL survey data

1. Communications throughout the school community
2. The school stance on service
3. Support for faith development
4. The status of the Board & the sponsoring parishes
5. Approaches to teaching and curriculum at SCHOOL
6. Support programs for students
7. Financial information and financial planning
8. The role of technology
9. The status of the “neutral responses” to the survey.
Identifying Strategic Themes and Goals in the Results

An Example:

Next to each item consider if your Catholic criteria report yielded any parallel information. Write down the Standard and Benchmark associated with it.

1. Communications throughout the school community
2. The school stance on service
3. Support for faith development
4. The status of the Board & the sponsoring parishes
5. Approaches to teaching and curriculum at SCHOOL
6. Support programs for students
7. Financial information and financial planning
8. The role of technology
9. The status of the “neutral responses” to the survey.
Identifying Strategic Themes and Goals in the Results

An Example:

1. Communications throughout the school community

\textbf{NSBECS Items: 13.1; 5.5; 6.2; 6.7}

--For purposes of this exercise, assume that this is your data from a survey.

--List all the items from your CCR
Identifying Strategic Themes and Goals in the Results

An Example:

From your listing of the CCR items aligned with the “survey items”, devise general themes flowing from the NSBECS that address the issues you have identified.
Identifying Strategic Themes and Goals in the Results

From Example II:

1. Governing the Mission to Nurture God’s Gifts

Taking stock of our heritage in setting a course for the educational horizon, SCHOOL will examine and refine its leadership and governance structures and functions to provide greater stewardship of its mission to serve students and their families.
Identifying Strategic Themes and Goals in the Results

An Example:

Key Areas this should address:

- Parishes and School relationship
- Bylaws and functioning of the school board
- Ongoing training and marshalling of community resources by the board and the leadership of the school
- Organization of school leadership to align mission and resources
- Systematic oversight of school programs
- Standards 1, 5 & 6 of the NSBECS
Identifying Strategic Themes and Goals in the Results

An Example:

II. Expanding the Curriculum to serve in a changing world

Through an intensive survey of the school’s curricular, co-curricular, and extra-curricular offerings, SCHOOL will chart a course of growth and development that aligns student needs with innovative learning and faith formation opportunities for all students and their parents.
Identifying Strategic Themes and Goals in the Results

An Example:

Key Areas this should address:
- Adult faith formation of faculty and parents
- Modeling of the faith and learning by all adult members of the community
- Technology integration and use across the community
- Outreach to students of all learning styles
- Vertical integration of curriculum to align with standards aimed at college preparatory high school learning
- Standards 3, 4, 7, & 9 of the NSBECS
Living our Catholic faith means to reach out and to interact meaningfully with the many individuals who make up our community. Through a vigorous community outreach campaign SCHOOL will involve multiple levels of community members in the witnessing of the faith, the formation of a sustainable financial future for the school, and the stewardship of the school facility as a home of faith and learning for future generations.
Identifying Strategic Themes and Goals in the Results

An Example:

Key Areas this should address:

- The Community working together on school related goals centered on Catholic social teaching
- Financial Planning keyed to a 5 year model
- A long term facilities plan
- Multiple levels of community members involved in the workings of the school
- Standards 4, 10, 12, & 13
Identifying Strategic Themes and Goals in the Results

Questions:

Are you able to determine a theme that covers your data?

If you prefer less mission-driven themes how would you articulate them?
A Generic Process

I. Initial meetings of governing body/steering committee

II. Data Gathering: polling of constituents & stakeholders – CCR; AdvancEd; SIP

III. Formation of general themes

IV. Group visioning sessions

IV. Formation and draft of plan using the NSBECS: themes, goals, strategic objectives, tactics, measures, etc.

V. Comment and discussion period

VI. Publication and Celebration of plan

VII. Executing and monitoring the plan
Engaging The Guidelines: *Using the NSBECS Guidelines*

Returning to our Standard 7.1 Example I…

**Standard 7; Benchmark 7.1; Level 4 of 4**  
“Exceeds the benchmark”

The curriculum in all subject areas specifies research-based and mission appropriate standards. The written curriculum as a whole gives easily accessible evidence that it is vertically aligned to ensure that every student, no matter what courses taken, successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. The curriculum has been mapped for purposes of realizing gaps and overlaps in content.

*Where does your school rate on this Benchmark according to your CCR? See 3.1.1*
Engaging The Guidelines: *Using the NSBECS Guidelines*

To move from level 1 to level 2 schools should:

1. Provide time and support for faculty to research standards. Provide appropriate instructional materials and training to implement a deep understanding of standards as a foundation for the written curriculum
2. Adopt/adapt appropriate, rigorous academic standards for all subjects
3. Provide professional development relating to standards-based, backward-designed curriculum
4. Develop written curriculum that identifies the standards to be addressed
To move from level 2 to level 3 schools should:

1. Use the delineated standards to vertically align courses in sequences that ensure growth in learning on the standards from year to year, course to course

2. Provide continuing professional development relating to standards-based, backward-designed curriculum
Engaging The Guidelines: *Using the NSBECS Guidelines*

To move from level 3 to level 4 schools should:

1. Map the curriculum to identify gaps or overlaps between sequences and courses

2. Provide time and support for teachers to work in professional communities to monitor student learning results that will provide evidence that:
Engaging The Guidelines: Using the NSBECS Guidelines

A. students are achieving the delineated standards, students are growing in learning throughout classes from year to year,

B. students are achieving the delineated high academic standards regardless of the sequence of courses they take, and

C. learning is all classes includes elements of Catholic identity.

These become the basis for your Strategic Objectives
Engaging The Guidelines: Using the NSBECS Guidelines

At this point what should a Strategic Plan look like:

- Themes
- Goals
- Strategic Objectives
- Tactics
- Responsibility Centers
- Budget
- Timelines
Engaging The Guidelines: Using the NSBECS Guidelines

**Tactical Teams**
- close to the work
- knowledge of the necessary processes
- organizationally rich
- develop measurements of progress

**Our Example:** Standard 7; Benchmark 7.1; Guidelines; Worksheet; Guided Process;

The tactical team enumerates how your school will move from one level to another within your school’s specific context.
Engaging The Guidelines: *Using the NSBECS Guidelines*

**Tactical Teams**

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Tactics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Doing</td>
</tr>
<tr>
<td>Large Scale</td>
<td>Smaller Scale</td>
</tr>
<tr>
<td>Why</td>
<td>How</td>
</tr>
<tr>
<td>Difficult to Copy</td>
<td>Easy to Copy</td>
</tr>
<tr>
<td>Long Time Frame</td>
<td>Short Time Frame</td>
</tr>
</tbody>
</table>
Tactical Teams

- close to the work
- knowledge of the necessary processes
- organizationally rich
- develop measurements of progress

What type of evidence will your work produce? Is it the correct type of evidence indicated in the benchmark?
Engaging The Guidelines:  *Using the NSBECS Guidelines*

- Themes
- Goals
- Strategic Objectives
- Tactics
- Responsibility Centers
- Budget
- Timelines

Formulate Questions
Widening the Scope: What Else Goes Into a Strategic Plan?

Items identified in the NSBECS that need local input and elaboration

I. Mission and Catholic Identity
II. Leadership and Governance
III. Academic Excellence
IV. Operational Vitality

What is the experience of the high schools?
Widening the Scope: What Else Goes Into a Strategic Plan?

II. Leadership and Governance

5.6 Governing body formation and ongoing training

6.6 Infrastructure of programs and services that ensures the operational vitality of the school

Items identified in the NSBECS that need local input and elaboration
Widening the Scope: What Else Goes Into a Strategic Plan?

Items identified in the NSBECS that need local input and elaboration

IV. Operational Vitality

10.1-10.8 – Finances
- planning
- investment
- effective business practices
Widening the Scope: What Else Goes Into a Strategic Plan?

Items identified in the NSBECS that need local input and elaboration

IV. Operational Vitality

11.1-11.4 – Human Resource Policies
Widening the Scope: What Else Goes Into a Strategic Plan?

Items identified in the NSBECS that need local input and elaboration

IV. Operational Vitality

12.1-12.2 Facilities Plan Technology Plan

12.3- Purchasing practices
Widening the Scope: What Else Goes Into a Strategic Plan?

IV. Operational Vitality

13.1 Communications Plan
   Marketing Plan

13.2 Enrollment Management Plan

13.3 Development Plan

Items identified in the NSBECS that need local input and elaboration
Widening the Scope: What Else Goes Into a Strategic Plan?

Items identified in the NSBECS that need local input and elaboration – Summary:

• Governance training & formation
• Financial management
• Human resource policy and practices
• Purchasing practices
• Facilities Plan
• Technology Plan
• Communications Plan
• Marketing Plan
• Enrollment Management Plan
• Development Plan
Assembling the Plan

- Communicate widely at each stage of the plan
- Allow for input/comments at each stage
- Devise a policy about input
- Establish a realistic timeline and adhere to it
- Publish the plan via the school website in a celebratory manner
- The plan should be part of all meetings
- Evaluate: yearly; at midpoint
Topics needing further investigation

- Reviewing and using the mission statement
- Setting up conversations about the mission documents
- Details on measurements
- Reviewing the plan at regular intervals flowing from the timeline
- Changing the culture of the school by changing the way the school approaches its strategic work
Questions and Comments

1. Which area covered today is the most clear?

2. Which area is the most opaque?

3. What further information do you need to continue thinking about this process?

4. What has not been covered by the process?
Bibliography


Lakey, Berit M.  *Board Fundamentals: Understanding Roles in Nonprofit Governance*, BoardSource 2010


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