DATE:	December 17, 2013
TO:	Board of Trustees
FROM:	Trustee Michelle Draper, District Priorities and Governance Committee Trustee Ken Gibson, District Priorities and Governance Committee Chair Trustee Ray Martin, District Priorities and Governance Committee
SUBJECT:	Development of the District Priorities
RESOURCE STAFF:	Sonia Boctor, Heather Lightfoot
REFERENCE:	Trustees' Handbook – Board Committees – District Priorities and Governance (Section 6.1.5)

ISSUE

The Board of Trustees' District Priorities and Governance Committee is seeking approval on the following recommendations arising from the Committee meeting held on November 13, 2013.

RECOMMENDATION

1. **That the recommended process for seeking staff, student, parent, and community stakeholder input into the development of the District Priorities as outlined in Phase 1 of the Project Charter titled "Development of the District's Strategic Plan 2014 – 2018" (Attachment I) be approved.**

2. **That the Agenda Outcomes for the January 26– 29, 2014 Board Retreat (Attachment II) be approved.**

3. **That the allocation of <u>up to</u> $20,000 from the Board Initiative Fund to assist with the costs associated with the use of an external Program Evaluator to:**
    *   **support the development of goals, strategies, outcomes, and performance measures based on the District Priorities; and**
    *   **facilitate the creation of an online dashboard to measure progress on the priorities over the next four years be approved.**

BACKGROUND

The District Priorities and Governance Committee is responsible for assisting the Board in identifying and developing the priorities that will guide district operations and the budget planning cycle for the Board's four-year term of office.

The District Priorities and Governance Committee has reviewed Phase 1 of a Project Charter titled *Development of the District's Strategic Plan 2014-2018* that recommends and facilitates a process for seeking student, staff, parent and community stakeholder input into the development of the District Priorities. The Committee finds that the process defined in Phase 1 of the project supports the requirements as outlined in the Terms of Reference, specifically:

- *After an election, following the organizational meeting, the committee will:*
  - *Recommend and facilitate a process for each Board member to contribute to the development of the District Priorities;*
  - *Seek student, staff, parent and community stakeholder input into the District Priorities; and*
  - *Consider all input received and develop and recommend a District priorities statement to Board for approval.*

Using the information gathered from Phase 1 of the project, the Committee will present a draft set of priorities at the Board Retreat in January 2014. Upon Board agreement of the draft priorities, a second round of consultation will be undertaken with internal and external stakeholders. It is intended a final draft version of the Mission, Vision, Values and Priorities will be ready to be brought forward for approval by the Board of Trustees by the end of February 2014.

The District's Mission, Vision, Values and Priorities are key district documents that provide the overall direction for the District. As outlined in the Project Charter, it is intended that the established Priorities will form the foundation upon which a four-year, results-based Strategic Plan will be developed that will articulate a common understanding of the District's work. In this way, Trustees, the Superintendent, and staff are best positioned to make decisions and undertake initiatives that support this core mandate. Given the importance of these documents, and to support the work of Phase 2 of the project, the expertise of an external Program Evaluator is required. Administration will determine the scope of the work and solicit requests for proposals.

The District Priorities and Governance Committee is also tasked with the development of Board Retreat Agendas. The Board typically holds a fall and winter planning retreat; except in an election year when only a winter planning retreat is held. As this is an election year, a winter Board Retreat has been scheduled for January 26-29, 2014. The District Priorities and Governance Committee has established draft outcomes to be used in the development of an agenda and once approved, will task Administration with the creation of the activities/items and the agenda for this retreat.

RELATED FACTS
- At the January 2014 Board Retreat, the District Priorities and Governance Committee will provide a reviewed Vision and Mission statement, and a draft set of District Priorities and Values.
- A summative report will also be presented that will provide a summary of the following data:
  - A historical review of the District's Priorities and reflections on past planning experiences.

- An internal consultation process with key stakeholders, to understand what is relevant and current today in the District.
- An environmental scan to assess the District's current state using various initiatives (data-driven).
- Research on current issues, emerging themes and trends in education and the community around us (e.g., ELEVATE Report).
- Research on priorities of successful school districts that are replicable in our local context.
- Research on best practices when crafting priorities.
- An external analysis that focuses on analyzing changes/mandates that could impact the District (e.g., *Education Act*).
- A recommended stakeholder consultation plan (for Board of Trustees' approval) for use with key stakeholders once the District Vision, Mission and Priorities have been drafted to gather further input and feedback into the draft.
- A recommended communication plan (for Board of Trustees' approval) for use once the District Vision, Mission and Priorities have been finalized.
- With the approval of the District Priorities, Administration will utilize the Vision, Mission, Values and Priorities to articulate strategies, goals, aligned outcomes/objectives and performance measures.
- A District Strategic Plan for 2014-2018 will be produced that will provide all stakeholders with a clear picture of where the District is headed, what it plans to achieve, the methods by which it will succeed and the measures to monitor progress.

OPTIONS CONSIDERED

The following options have been considered as they are deemed the most admissible:

1. Approve the recommendations as stated.
2. Provide suggestions for consideration by the District Priorities and Governance Committee and/or amend and approve the recommendations.
3. Not approve the recommendations.

CONSIDERATIONS & ANALYSIS

Should the recommendations be approved, the Administration will proceed with the next steps to support the work of the District Priorities and Governance Committee. The Committee will keep the Board apprised of progress and changes in timelines should they occur.

ATTACHMENTS & APPENDICES

ATTACHMENT I   Project Charter: Development of the District's Strategic Plan
ATTACHMENT II   Board Retreat Agenda Outcomes

SB:sb

[PROJECT CHARTER]	

Project Name:	Development of the District's Strategic Plan (2014-2018)
Project Sponsor (s):	Sandra Stoddard, Director, Executive and Board Relations
Project Manager:	Sonia Boctor, Program Coordinator, Executive and Board Relations
Date:	September 9, 2013

1 SCOPE

1.1 Purpose

The purpose of the project is to develop an overarching structure for the District's Strategic Plan for 2014-2018.

The project will lay out the vision and operational priorities of the organization in a framework that allows for evaluating progress toward attainment of that vision within a prescribed timeline.

The project will review the Vision and Mission statements, and establish a set of District Priorities and Values that will guide the continued work of the District.

The Vision, Mission and Priorities will then be articulated into strategies, goals, aligned outcomes and performance measures thereby creating a results-based Strategic Plan for the District and a basis for the development of operational plans and performance measures for all District Decision Units.

1.2 Rationale

Guiding operations through a strategic planning framework can help an organization become more focused, efficient, and effective. With the District's limited resources, we

need to be focused on the goals and strategies that will best prepare all our students for life in a globally competitive environment. That means being fully transparent in the decisions we make to guide the district, setting priorities and sticking to them, and concentrating our resources on the programs, practices and staffing that will best serve our students in achieving academic success.

The development of the District's Strategic Plan results from a deliberate decision-making process. It defines where the organization is going and sets the direction for the organization, guiding its efforts and investments. Through a common understanding of the mission, vision, priorities, goals and objectives, the Strategic Plan provides a template for all employees and stakeholders to make decisions that move the organization forward and provides a basis for future decision-making.

1.3   Description

Product Scope [what will be created/facilitated and timeline]
The project will produce a District Strategic Plan for 2014-2018 that will provide all stakeholders with a clear picture of where it is headed, what it plans to achieve, the methods by which it will succeed and the measures to monitor progress.

The work plan below was designed to incorporate what is already working well and to leverage the extensive resources of talent, expertise and commitments that exists among various stakeholders into a roadmap to an even stronger future.

The following outlines the flow of the work for this project:
Work produced from the Core Planning Team will be shared first with the District Support Team, then the District Priorities and Governance Committee, and finally with the Board of Trustees.

Phase 1: Review of the District's Vision and Mission, and the Development of the District's Priorities (September 2013 – January 2014)
The Board of Trustees is responsible for the development of the District's Vision, Mission and Priorities which sets the overall focus and direction for Edmonton Public School district and ensures that student achievement and well-being are at the forefront of the District's work.

> *It is important to note that the work to be completed in this phase is to provide the Board of Trustees with a context for the development of the priorities, and not to direct their work.*

To support the Board of Trustees in their work around the establishment of the District's Values and Priorities for 2014-2018, and their review of the Vision and Mission, the project will produce the following:

1. A summative report to the Board of Trustees in January 2014 that provides a summary of the data collected through various initiatives. The report will:
   a. Provide a summary of the historical review conducted, specifically describing the themes from the past priorities created for the District, reflections and observations made by current trustees, results of the last consultation process to highlight the voices of students, parents and the public) (RDK/Communications)
   b. Highlight perceptions of what is relevant and current in the District today specifically from senior management and District leaders, incoming trustees, and students (RDK)
   c. Describe current research on emerging themes and trends in education (RDK)
   d. Describe current research on other high profile school districts and their priorities and goals (RDK)
   e. Use data (internal analysis) to provide a snapshot of the District's current state related to various educational themes (RDK)
   f. Summarize the results of the consultation process used with various stakeholders with rationale for the approach being used (AA.BP) (Communications/Policy)
   g. Provide an analysis of external drivers/mandates and upcoming changes that could impact the District (e.g., the new Education Act, Inspiring Education, etc.) (Policy/Legal)
   h. Identify strengths, weaknesses, opportunities and challenges based on the data compiled through the various activities (Core Planning Team)
   i. Identify emerging issues by looking for emergence of patterns or cross cutting themes. (Core Planning Team)
   j. Provide recommended strategic issues for inclusion in the establishment of the Values, Vision, Mission and Priorities. (Core Planning Team)

2. The District's draft Values, Vision, Mission and Priorities.
3. A recommended stakeholder consultation plan (for Board's approval) for once the District Vision, Mission and Priorities have been drafted.
4. A recommended communication plan (for Board's approval) for once the District Vision, Mission and Priorities have been finalized.

Phase 2 – Development of the District's Strategic Plan: Strategies, Goals, Objectives and Measures (January 2014-June 2014)
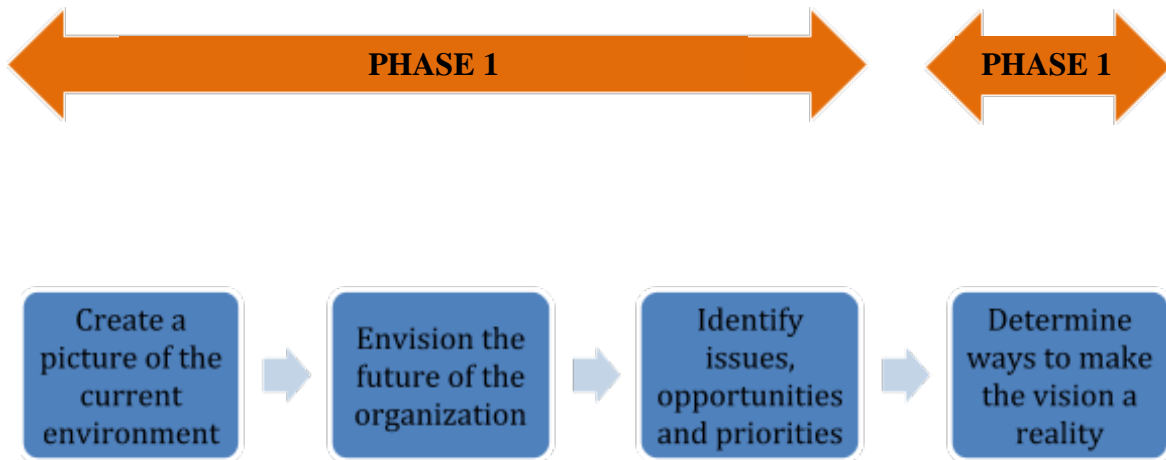
The priorities established by the Board of Trustees in January will inform the development of strategies, goals and objectives for each priority, with built-in measures of success to mark the District's progress on the road to becoming a truly world-class school system.

This phase of the project will produce the overarching structure for the Strategic Plan, and will include a review of current research to highlight the current trends in developing school district Strategic Plans and provide examples of such. (RDK)

The structure for the Strategic Plan will include the following:
1. The strategies that will be used to address/impact each priority
2. Broad goals and corresponding measurable objectives defined with timelines and assigned to staff/departments

Project Scope [how it will be done]

PHASE 1	PHASE 1

Create a picture of the current environment	Envision the future of the organization	Identify issues, opportunities and priorities	Determine ways to make the vision a reality

Phase 1: Review of the District's Vision and Mission, and the Development of the District's Priorities (September 2013 – January 2014)

Using a Project Management approach, a Core Planning Team will be identified to support the following work. Members of various Decision Units will be tasked with completing the work of the project as described below under the supervision of the individual identified as a member of the Core Planning Team. These individuals will be

known as the working group.

1. Conduct a Historical Review on the District's priorities.
    a. Review the last 3 sets of priorities to identify themes from the past (Core Planning Team)
    b. Survey the current Board of Trustees for their reflection: Sample questions: What progress was made relative to the Priorities? What areas of improvements are evident? What do you feel are the most critical priorities? (RDK)
    c. Review the results/data of last consultation conducted around the establishment of the priorities for 2011 - 2014 (which includes the voices of students, parents and the public) (Communications)
    d. Reflections on past planning experiences for lessons learned (Communications and Policy)
    e. Identification of values currently existing in Policies through the policy review that is underway. (Policy) *Note: Value statements need to be aligned with the New Education Act.*

2. Conduct a consultation process with key stakeholders to understand what is relevant and current today in the District.
    a. Senior Management and school leaders through the Superintendent's Community of Practice for their perspective on the current state of affairs and any trends/themes that would identify implications to the development of the new priorities. (SCOP and Results Review) (DST/RDK)
    b. District leaders through results review documents to identify current state of affairs and any trends/themes that would have implications to the development of the new priorities - specifically look at challenges section.
    c. New Trustees through the use of interviews, which could focus on identifying values of the individual members of the Board (Sandra/RDK/Superintendent)
    d. Students through the use of the results from the Student Advisory Group meetings held in 2012-2013. (RDK)

3. Identify and define stakeholders.

4. Develop a Stakeholder Consultation process for stakeholder groups.
    a. Summarize the results of the consultation process used with various stakeholders with rationale for the approach being used (AA.BP) (Communications/Policy)

b. For future use once the District Vision, Mission and Priorities have been drafted (for Board approval) (Communications and Partnership, followed by RDK for review of questions)

5. Develop a Communication Management Plan.
   a. For immediate use (Front end) with District staff to communicate this initiative and to share the process being used. (e.g., end of November through Need to Know News, DST, Board meeting) (Communications)
   b. For future use once the District Vision, Mission and Priorities have been finalized (for Board approval) (Communications)

6. Conduct an Environmental Scan to assess the current state using various initiatives (data-driven).
   a. Identify emerging themes/trends that are setting the direction for education.
      i. Conduct an internal analysis that is data-driven to assess the District's current state related to various educational themes. Use the AERR and Accountability Pillar Survey (RDK)
      ii. Conduct a Literature Review on current issues and trends in education and the community around us (e.g., Elevate Report). (RDK)
      iii. Conduct a Literature Review on priorities of successful school districts, nationally and internationally that are replicable in our local context (e.g., Seven Oaks). (RDK)
      iv. Conduct an external analysis that focuses on analyzing changes/mandates that could impact the District (e.g., Ministerial Order, Education Act, Elevate, Inspiring Education, Setting the Direction). (Policy/Legal)

7. Complete an analysis to sort through all the data and turn it into information. (RDK)
   a. Provide research on how to develop/craft priorities. (RDK)
   b. Identify emerging drivers by looking for emergence of patterns or cross cutting themes. The goal of this analysis is to identify strategic drivers. (Core Planning Team)
   c. Refer to strategic drivers and consult with the Board's District Priorities and Governance Committee and the District Support Team to craft the draft Values, Vision, Mission and Priorities. (Core Planning Team)

8. The District Priorities and Governance Committee will provide a report for the Board of Trustees' and the District Support Team for use at the January 2014 retreat. (Core Planning Team).

9. Facilitate a retreat that allows the Board of Trustees' and the District Support Team to finalize the draft of the District's Priorities for 2014-2018.
   a. Covey Professional Development will provide background in Strategic Planning. (Sandra)
   b. Share the evidence-based journey that led to the development of the Priorities. The Board of Trustees' and the District Support Team finalize the District Value, Vision, Mission and Priorities.

10. Stakeholder Engagement

Phase 2 – Development of the District's Strategic Plan: Strategies, Goals, Objectives and Measures (January 2014-June 2014)
A review of current research to highlight the current trends in developing school district Strategic Plans and provide examples of such will be provided to the District Support Team. (RDK)

The District Support Team will utilize the Vision, Mission, Values and Priorities and articulate them into strategies, goals, aligned outcomes/objectives and performance measures.

A Measurement Team will be established to work with the District Support Team in developing measures to assess progress toward strategic objectives.

An Action Planning Team will be established to work with the District Support Team in developing action plans and results for each strategy.
A Strategic Plan that identifies:
   1. strategies that will be used to address/impact each priority
   2. broad goals and corresponding measurable objectives defined with timelines and assigned to staff/departments (Measurable and time-framed targets (expected results))
will be produced.

NOTE: THE PROCESS USED FOR PHASE 2 WILL BE DEFINED AT A LATER TIME (PROGRESSIVE ELABORATION)

1.4 Business Operational Impacts

Changes in the following areas may occur as a result of this work (external to the project)

- School and Decision Unit work plans may need to change to reflect the new District priorities.
- Results Review process may need to change to reflect the new District priorities Strategic Plan.
- Professional Learning already identified may need to be reconsidered in order to ensure that it is aligned to the priorities.
- Data collection for this project may identify other data that the District may want to begin to collect to better inform decisions. In this case, the RDK unit will be required to structure their data collection systems appropriately to reflect this.
- Development of a District Survey (to replace the District Satisfaction survey) is being considered.
- A review of the current structure/format of Board Reports may need to be conducted in order to ensure alignment to the District Strategic Plan.
- Schools and Decision Units will need to identify all programs, initiatives and activities that meet the objectives specified and will be tasked with determining appropriate measures to monitor progress (with guidance and support offered through central).
- Ongoing measurement and monitoring of initiatives is necessary to ensure the Strategic Plan is on track in fulfilling the priorities and identifying opportunities for quality improvement.
- Annual reports may need to change to reflect the new District Strategic Plan in addition to any other mandated reporting (e.g., Alberta Education, Special Task Force reports, Policy

1.5 Out of Scope

The following responsibilities and activities are not part of this project:

- Population of the Strategic Plan through the identification of initiatives already in operation in schools and central
- Identification of new initiatives to address the District Strategic Plan
- Modification of school and central work plans to reflect the new District Strategic Plan
- Monitoring of the strategic plan
- Alignment of actions/initiatives and priorities throughout all layers and units of the District

2   PROJECT CONDITIONS

2.1   Project Assumptions

➢ The District Mission and Vision may remain the same. Some slight changes may need to be made to align with the new Education Act,

➢ Adequate resources (for example in the areas of research, data analysis, communications, consultation management, quality assurance, etc.) will be available.

➢ Surveys and other tools used to gather information from stakeholders will be completed by the informants.

➢ The project work will take place within the framework of a site-based decision making model.

➢ The following terms will be used and are assumed to mean the following:

- o **Values** – Principles, beliefs and underlying assumptions that guide the organization. These values are shared by Board and staff, strongly held, and not easily changed. SITE-BASED DECISION MAKING/CHOICE
- o **Vision** - The ideal future state; futuristic view regarding the ideal state or conditions that the organization aspires to change or create.
- o **Mission** - The purpose of the organization, what it does, and whom it serves
- o **Priorities** - Broad statements that describe long-range desired results
- o **Strategies** - Broad approaches used to accomplish each priority
- o **Goals** - Concepts that are valued within each priority. Long-range outcome statements that are broad enough to guide the District's programs, administrative, financial and governance functions.
- o **Objectives** – Short to intermediate outcome statements that are specifically tied to the goal. Objectives are clear, measurable and communicate how a goal will be achieved. Objectives may be referred to as outcome objectives.
- o **Outcomes** - The performance expected within the timeframe of the plan
- o **Initiatives** - Specific programs, projects, or services used to attain an outcome

2.2   Risks and Opportunities
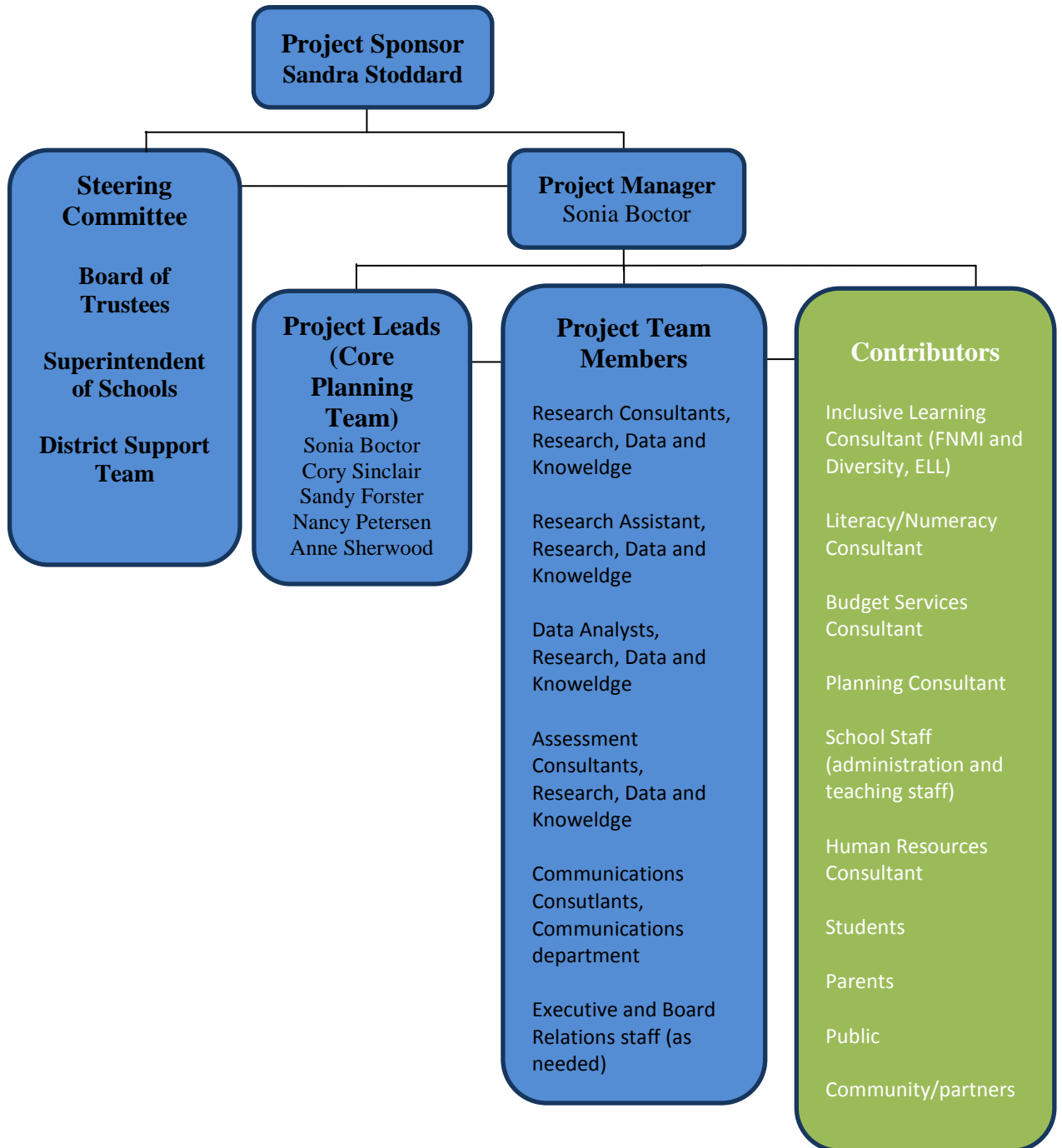
Risks

- Non-availability of resources or limited resources.
- The process being used is a new process
- New Education Act which will create change in choice in where students go for school

Opportunities

- The project process may model the use of industry standard Project Management processes.
- The project may contribute learning to other Decision Units.

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3   **Project Team**

3.1   **Project Organization**

Project Sponsor
Sandra Stoddard

Steering Committee

Board of Trustees

Superintendent of Schools

District Support Team

Project Manager
Sonia Boctor

Project Leads (Core Planning Team)
Sonia Boctor
Cory Sinclair
Sandy Forster
Nancy Petersen
Anne Sherwood

Project Team Members

Research Consultants, Research, Data and Knowledge

Research Assistant, Research, Data and Knowledge

Data Analysts, Research, Data and Knowledge

Assessment Consultants, Research, Data and Knowledge

Communications Consutlants, Communications department

Executive and Board Relations staff (as needed)

Contributors

Inclusive Learning Consultant (FNMI and Diversity, ELL)

Literacy/Numeracy Consultant

Budget Services Consultant

Planning Consultant

School Staff (administration and teaching staff)

Human Resources Consultant

Students

Parents

Public

Community/partners

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3.2   Project Team Roles and Responsibilities

Project Team Role	Project Team Members	Responsibilities
Project Sponsor	Sandra Stoddard, Director, Executive and Board Relations	• Represents the District Support Team • Ultimately responsible for the project and is in senior management • Approves the overall project and necessary resources allocated to project • Is a visible champion for the project and legitimizes the project's goals and objectives • Responsible for championing the project and for overcoming any organizational resistance to the project • Participates in and/or leads project initiation; the development of the Project Charter • Approves original Project Charter and changes to the Project Charter • Participates in project planning (high level) • Keeps abreast of major project activities and is a key decision-maker for the project, making any high level recommendations, terminating projects or taking other actions as required to keep District objectives consistent • Provides support for the Project Manager • May deliver key project communications • Assists with any issues, problems, and policy conflicts that may have district impact • Approves scope changes • Signs off on major deliverables identified in the Charter • Invited to (and receives agendas for) Working Group meetings • May elect to delegate any of the above responsibilities to other personnel either on

		or outside the Project Team
Project Manager	Sonia Boctor, Program Coordinator, Executive and Board Relations	• Manages the Project, including facilitating the work of the Project Management Team (not the Working Group) • Creates the Project Charter (the formal documentation of the existence of a project with authority to apply District resources) in collaboration with the Project Sponsor, and other stakeholders • Documents the Project Plan through consultation with stakeholders (including the Project Sponsor) that includes a description of the product, performance or service • Manages to the constraints (scope, schedule, cost, communication, resources and quality, etc.) of the individual project. • Escalates issues to the Sponsor when/if necessary • Identifies, monitors and responds to issues, and recommends changes if required. • Reports, using Project Management documentation, on the progress, successes, changes, and lessons learned related to the project and the activities. • Creates Project Share site, documentation structures and manages site access • Contributes to the management of the interdependencies among multiple District projects. • Seeks acceptance of deliverables from Project Sponsors
Project Steering Committee	Board of Trustees (District Priorities and Governance Committee Trustees) Darrel Robertson,	• Representatives involved in key oversight and control of the project • Have a special interest in the outcome of the project • Act individually and collectively as a vocal and visible project champion

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	Superintendent of Schools District Support Team	• Approve project deliverables • Help resolve issues and policy decisions, • Approve scope changes • Provide direction and guidance to the project
Project Leads	**Core Planning Team** Sonia Boctor – Strategic Support and Project Management Cory Sinclair - Communications Sandy Forster – Research, Data and Knowledge (RDK) Nancy Petersen – Partnerships Anne Sherwood - Policy	• Provides guidance on best methods for design based on his/her in-depth knowledge of the subject matter • Provides advice to the Project Manager for the development of project documentation • Assists the Project Manager in developing the scope and estimates for his/her area of expertise/subject matter • Assists the Project Manager in creating the work breakdown structure for his/her area of expertise/subject matter • Leads the project work tasks (not the Project Management work) • Provides the technical perspective in day-to-day project decisions • Monitors issues and any changes required during the work process and communicates these to the Project Manager • Keeps all technical stakeholders aware of project status • Meets project work deadlines • Ensures readiness of deliverable for Project Manager
Project Team Members	Research Consultants, Research, Data and Knowledge Research Assistant, Research, Data and Knowledge Data Analysts, Research, Data and	• Represent different groups with knowledge of a specific subject matter or with a specific skill set who carry out the work of the project. • Dedicate days for project tasks (includes all task activities). • Carry out the tasks detailed in the project documentation but are not involved with management of the project. • Responsible for executing tasks and

	Knowledge	producing deliverables as outlined in the Project Plan and directed by the Project Manager/Project Lead
	Assessment Consultants, Research, Data and Knowledge	• Responsible for informing the Project Lead of issues, scope changes, risks and quality concerns
	Communications Consultants, Communications department	• Responsible for proactively communicating project status and assisting the Project Lead in managing expectations
	Executive and Board Relations staff (as needed)	• Complete the tasks, including regular face-to-face meetings.
		• Responsible for the quality of the project deliverables assigned to his/her functional area
	Members of the Measurement Team and Action Planning Team will include:	
	Inclusive Learning Consultant (FNMI and Diversity, ELL)	
	Literacy/Numeracy Consultant	
	Budget Services Consultant	
	Planning Consultant	
	School Staff (administration and teaching staff)	
	Human Resources Consultant	

The following resources are identified as contributors to the Project. They represent groups, units, individuals, or organizations (internal and external to our District) which are impacted by, or can impact, the outcomes of the project. These members will be engaged at times throughout the project.

- Students
- Parents
- Public (anyone with a child enrolled in a school or with an interest in education)
- Community/partners (those organizations who have a relationship with the District e.g., Alberta Education)
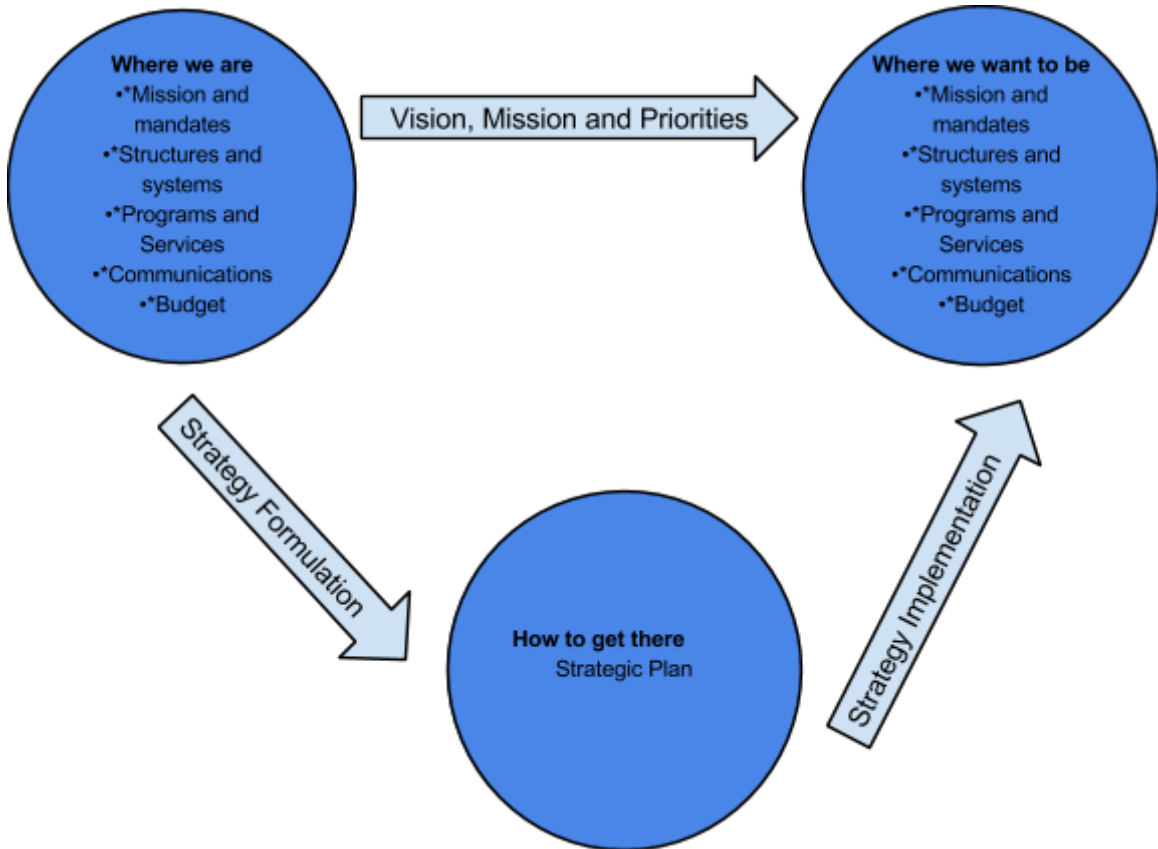- Others…

4   APPROVALS

Prepared by Sonia Boctor, Project Manager

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Approved by Sandra Stoddard, Project Sponsor

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Appendix 1: Strategic Planning Process

Diagram — Strategic Planning Process

Where we are
• *Mission and mandates
• *Structures and systems
• *Programs and Services
• *Communications
• *Budget

Vision, Mission and Priorities →

Where we want to be
• *Mission and mandates
• *Structures and systems
• *Programs and Services
• *Communications
• *Budget

Strategy Formulation

How to get there
Strategic Plan

Strategy Implementation

Appendix 2: Driving Alignment and Action
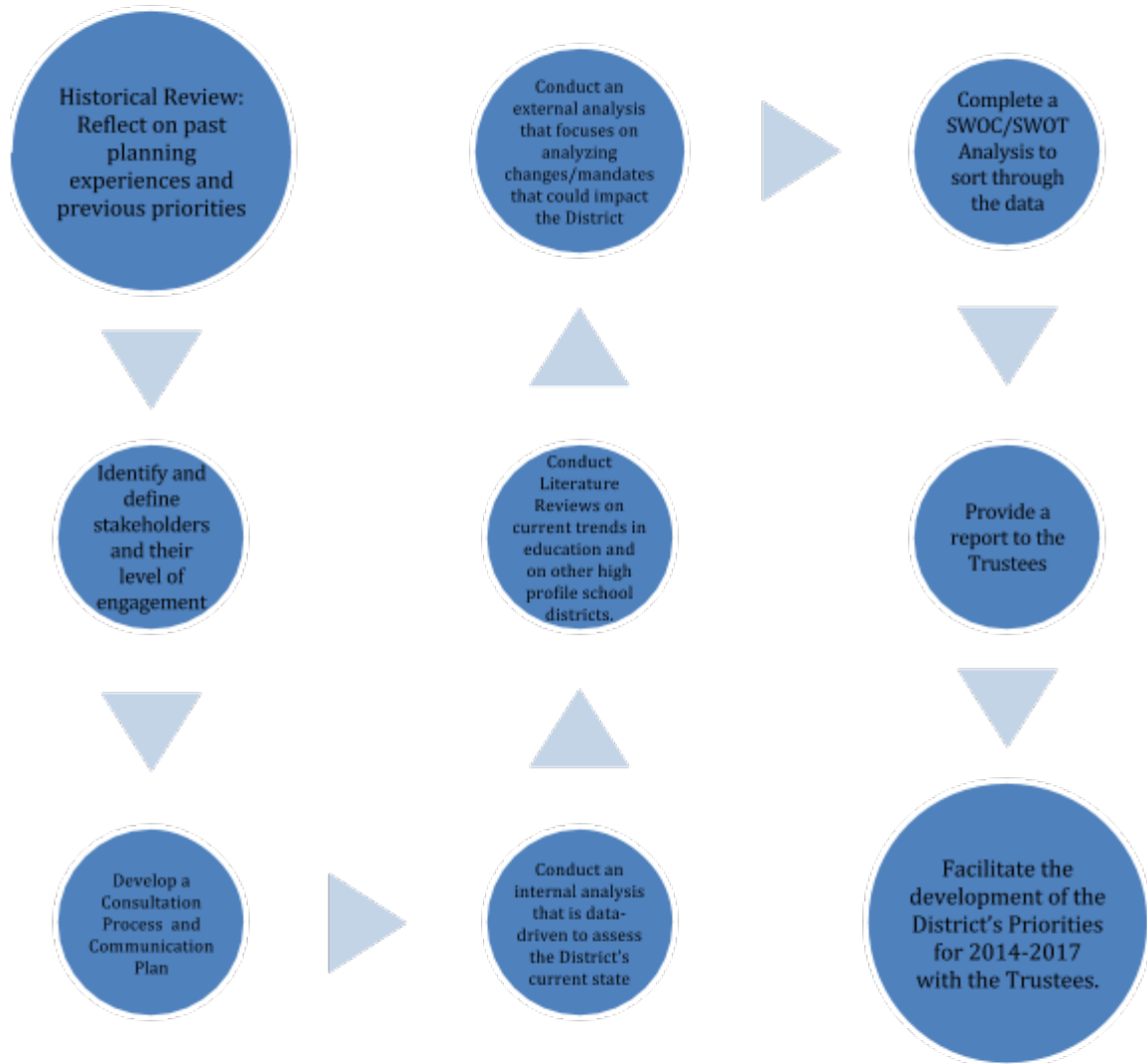**A Strategic Plan**
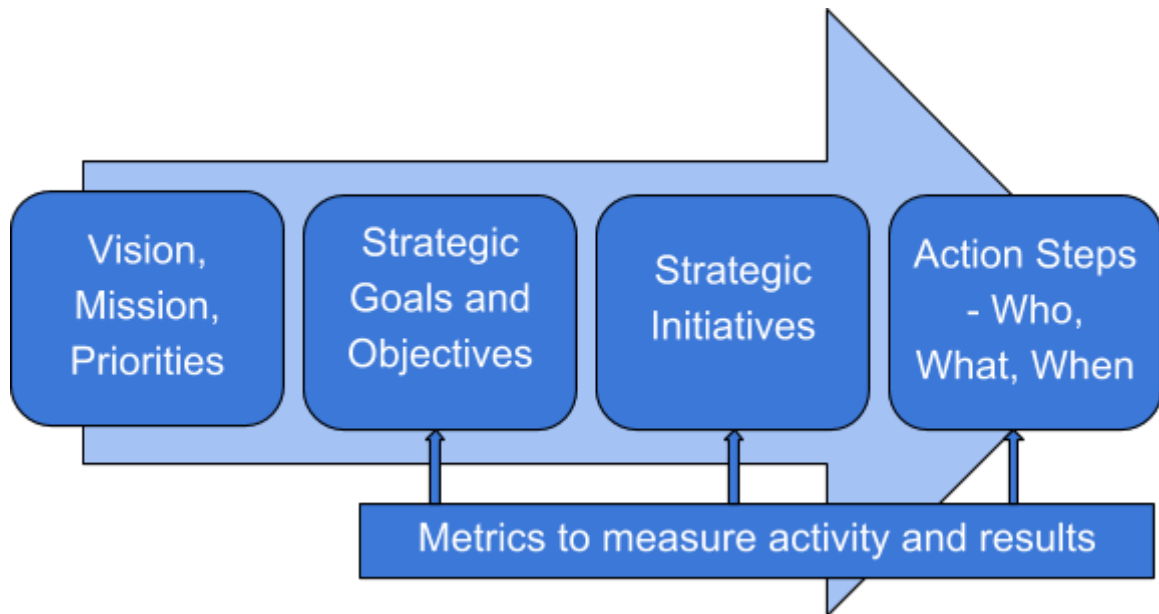
Appendix 3: Strategic Planning Roadmap
Phase 1– Review of the District's Vision and Mission, and the Development of the District's Priorities (September 2013 – January 2014)

Historical Review: Reflect on past planning experiences and previous priorities

Conduct an external analysis that focuses on analyzing changes/mandates that could impact the District

Complete a SWOC/SWOT Analysis to sort through the data

Identify and define stakeholders and their level of engagement

Conduct Literature Reviews on current trends in education and on other high profile school districts.

Provide a report to the Trustees

Develop a Consultation Process and Communication Plan

Conduct an internal analysis that is data-driven to assess the District's current state

Facilitate the development of the District's Priorities for 2014-2017 with the Trustees.

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Appendix 3: Strategic Planning Roadmap
Phase 2– Development of the District's Strategic Plan: Strategies, Goals, Objectives and Measures (January 2014-June 2014)

Review of current research to highlight the current trends in developing school district Strategic Plans and examples of such

Identify strategies that will be used to address/impact each prioirity

Identify broad goals and corresponding measurable objectives defined with timelines and assigned to staff/departments

Appendix A: Project Charter Version Control

Version	Date	Author	Change Description
0	September 9-23, 2013	Sonia Boctor	Created charter based on initial conversation with Sandra Stoddard on September 5, 2013
1	September 24, 2013	Sonia Boctor	Revised charter based on meeting with Board Chair, Sarah Hoffman, and Sandra Stoddard
2	October 1, 2013	Sonia Boctor	Revised charter based on meeting with Core Planning Team (Sandy Forster, Cory Sinclair, Anne Sherwood, Nancy Pertersen)
3	October 11, 2013	Sonia Boctor	Revised charter based on meeting with Core Planning Team and with Project Sponsor
4	Month, Day, Year		

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Proposed Outcomes for the Trustee Retreat

Day One (Evening)	Day Two (Full Day)	Day Three (Full Day)	Day Four (Half Day)

Theme: Great Leaders, Great Team
 	
Evening session:
 	
Using the DiSC personal assessment tool, trustees will:
 	
• measure their leadership style - Dominance, Influence, Steadiness and Conscientiousness (DiSC); and
• better understand their individual work style and how to build a more effective and efficient team.
	Theme: Great Results
	
	Morning session:
	
	By Working with Franklin Covey Institute, Trustees and the District Support Team will:
	
	• understand how mission, vision, values, and priorities are foundational to the success of an organization;
	• develop awareness of how the Board and Administration can be key contributors to the organization's strategy; and
	• gain the skills, tools and a plan for leading the District in executing on the organization's most important priorities.
	
	Afternoon Session:
	
	Trustees and the District Support Team will:
	
	• review findings from the literature and data review that informed the development of the draft Mission, Vision, Values and Priorities;
	• provide further input into the draft Mission, Vision, Values and Priorities; and
	• confirm support for the final draft Mission, Vision, Values and Priorities that will be used to facilitate further input and consultation with stakeholders.
		Theme: Great Results
		
		Morning session:
		
		Trustees will:
		
		• review, provide input and confirm a consultation and engagement process for the District Priorities that embodies the concept of generative governance; and
		• review, provide input and confirm a Communication Plan for the District Priorities.
		
		Afternoon Session:
		
		Trustees will:
		
		• review definitions and literature on creating goal statements, strategies, objectives and measures;
		• begin to conceptualize a Board Strategic Plan by
		  o identifying goals that are tied to the draft Vision, Mission, Values and Priorities; and
		  o identifying strategies and initiatives that are tied to the draft Vision Mission, Values and Priorities that the Board could implement over the next four year term.
			Theme: Great Results
			
			Morning session:
			
			Trustees will:
			
			• continue to conceptualize a Board Strategic Plan by
			  o Identifying measures and assigning lead roles to committees
			  o Setting targets/success indicators
			• reflect on the Board's draft Strategic Plan and develop a targeted professional development plan that will support their success.