

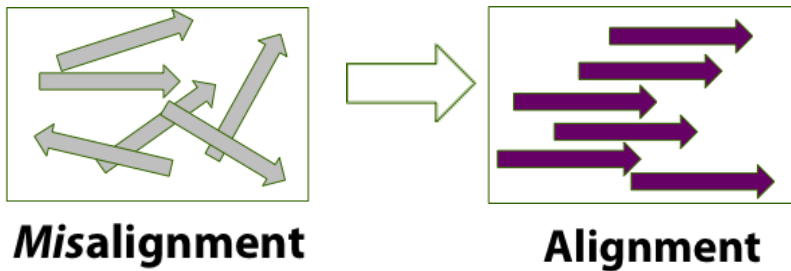


Strategic Alignment Plan

GUIDE

A primary aim of planning is unity of purpose, or alignment. Regardless of the level of planning — long-range strategic planning, continuous school improvement planning or operational planning — the intent is the same: *getting people, processes, and programs on the same page, going in the same direction.*

In essence, strategic planning is about moving forward as one.



Using Performance Fact's process, participants can develop the alignment plan in a way that:

- Clarifies the *goal* for student learning and achievement;
- Outlines the *roadmap* for accomplishing this goal;
- Embraces the *diverse "voices"* of internal and external stakeholders;
- Mobilizes *leadership for courageous action* at all levels.

The best way to guarantee your future is to create it yourself.

Without a plan, there is no focus or clear direction. A results-focused plan is the first step toward making the future you envision become a reality.

WHAT YOU WILL DO

PHASE 1: "IS EVERYONE READY TO GO?"

Mobilization of the entire school community to provide information about the strategic planning process, solicit input, and agree on the path forward.

PHASE 2: "WHERE ARE WE NOW?"

Data-driven assessment of current state, in such areas as: student growth and academic achievement; trust; effectiveness of teaching-&-learning; management and organization of operations and resources; and extent to which a high-trust, standards-driven, accountable culture is evident.

PHASE 3: "WHERE ARE WE GOING?"

Strengthening trust and authentic relationships, and reaching unity of purpose regarding the strategic direction for the district, including: clarifying purpose and shared values; setting 'achievable stretch' goal for student learning; selecting the vital signs of student progress; and affirming trust in the goal.

PHASE 4: "IS EVERYONE STILL WITH US?"

First formal "reality check" to enroll stakeholders, including sharing status of the planning process; assessing buy-in and commitment to the Goal and vital signs of student learning; soliciting feedback regarding mission, mission and shared values; and requesting individual and group commitment to the next steps.

PHASE 5: "HOW ARE WE GOING TO GET THERE?"

Key capabilities we need and must develop to achieve the goal. This includes learning about what is important and what works; completing the 4-page Instructional Focus; selecting strategies and programs that fit the schools and district and offer the best opportunity for achieving the goal; and outlining key activities and task.

PHASE 6: "HAVE WE ALIGNED OUR RESOURCES AND RESPONSIBILITIES WITH THE PLAN?"

Alignment of resources (i.e., people, time and money) with the priorities outlined in the Plan, as well as clarification of performance accountability guidelines.

PHASE 7: "DO WE HAVE THE SUPPORT OF OUR LEADERS AND POLICYMAKERS?"

Leadership approval of and commitment to the goal, including provision of district resources, assistance with mandates outside the school's direct influence, and facilitation of community supports and services.