

STRATEGIC THINKING MAP | PART ONE

MARCH 9, 2016

What Is Strategic Thinking?

STARTING WITH THE WHY

- WHY? = _____
 - *What is your cause? What are your beliefs?*
- HOW? = _____
 - *The actions taken to realize the WHY; guiding values and principles.*
- WHAT? = _____
 - *What do you do? The result of WHY. The proof.*

_____ of WHY.

- *A purpose, cause or belief, reason for being beyond products and services.*

- Answers the Question: _____

_____ of HOW.

- *The actions taken to realize the belief, values, principles that guide how to further the cause.*

- Answers the Question: _____

_____ of WHAT.

- *The products or services your organization offers.*

- Answers the Question: _____

AUTHENTICITY AND TRUST

_____ is developed through _____.

With _____ comes a sense of _____.

_____ is the transference of trust.

CREATING VALUE THROUGH THE WHY

➤ WHY: _____

➤ HOW: _____

➤ WHAT: _____

Those who know _____ need those who know _____.

The Discipline of HOW

The vision of Rowe Elementary School is to ensure that all scholars in grades K-8 are college and career ready

We cultivate the college mindset in our scholars and in our families

PRIDE

We provide a robust and rigorous academic program

SUCCESS

We develop the social and emotional skills of our scholars and our families

HONOR

The Discipline of HOW

DRIVER

We cultivate the college mindset in our scholars and in our families

LEVER

Consistently and repeatedly setting college expectations

Exposure to college-like experiences for scholars, inside and outside of the classroom to create familiarity and comfort

Aligning scholars, teachers, and families on the expectation

Preparing scholars for high school and college success by incorporating instructional teachings around building the academics mindsets necessary to experience success in high school and college

The Discipline of HOW

DRIVER

We provide a robust and rigorous academic program

LEVER

Delivering an integrated curricular program that is horizontally and vertically aligned and provides a shared understanding of learning outcomes for every grade level

Recruiting, developing and retaining great teachers

Using real-time data to course correct

Bringing joy to learning

The Discipline of HOW

DRIVER

We develop the social and emotional skills of our scholars and our families

LEVER

Using evidenced based models to build cohesive school culture that empowers families and scholars to advocate for their needs

Providing explicit instruction in SEL skills and ensuring there are clear outcomes and measures of success across grade level bands

Creating opportunities for SEL skill application

Building teacher capacity around SEL

Consistency of WHAT

Lever	Driver	Description
<p>We cultivate the college mindset in our scholars and in our families</p>	<ul style="list-style-type: none"> • Consistently and repeatedly setting college expectations • Exposure to college-like experiences for scholars, inside and outside of the classroom to create familiarity and comfort • Aligning scholars, teachers, and families on the expectation • Preparing scholars for high school and college success by incorporating instructional teachings around building the academics mindsets necessary to experience success in high school and college 	<ul style="list-style-type: none"> ❑ High frequency of language, behaviors, artifacts and events that set college expectations ❑ In-school programs and field trips to expose students to college, including in-school college panel career panels, cultural field trips, and visits to college campuses during the K-8 ❑ One week residential experience at House in the Wood ❑ Teachers/staff screened for belief; family expectations crafted from recruitment ❑ Home visits for in-coming kindergarten (or families new to Rowe); family re-orientations ❑ Counselor for high school apps and follow up in grade 9+ and individual conferences for high school selection ❑ Educating families about high school application process, scholarships, etc. ❑ Visits to high school campuses, especially during middle school; parent workshop on high school/college process ❑ High School Readiness unit included in middle school advisory ❑ High School Fairs



Lever	Success Driver	Description
Cultivating the expectation and desire for college	<ul style="list-style-type: none"> Consistently and repeatedly setting the college expectation 	<ul style="list-style-type: none"> High frequency of language, behaviors, artifacts, and events that set college expectation (e.g. 1st grade is called Class of '23)
	<ul style="list-style-type: none"> Exposing the student to college-like experiences to create familiarity and comfort 	<ul style="list-style-type: none"> In-school programs & field trips to expose students to college, including in-school college panel, career panels, cultural field trips, and visits to college campuses during the K-8
	<ul style="list-style-type: none"> Aligning students, teachers, families on this expectation 	<ul style="list-style-type: none"> Teachers/staff screened for belief; family expectations crafted from recruitment; home visits for incoming kindergarten (or families new to Rowe) home visits; family re-orientations
	<ul style="list-style-type: none"> Preparing scholars for high school success as a means to achieve college success 	<ul style="list-style-type: none"> Counselor for high school apps and follow up in grade 9+ and individual conferences for high school selection; Educating families about high school application process, scholarships, etc.; Visits to high school campuses, especially during middle school; parent workshop on high school/college process; High School Readiness unit included in middle school advisory; High school fairs
Delivering an academically rigorous education	<ul style="list-style-type: none"> Delivering an integrated curricular program 	<ul style="list-style-type: none"> Maximize instructional time with scholars from 8:00am-4:15pm Maximize number of instructional days during calendar Daily meaningful homework that is developmentally appropriate for grade Annual "House in the Wood" trip to camp in grades 3, 4, 6, and 8 Providing exposure to a variety of enrichments Principal and teacher-driven, proven curriculum deploying inclusion model for differentiated instruction
	<ul style="list-style-type: none"> Working with and retaining great teachers 	<ul style="list-style-type: none"> Stringent recruiting process, built-in planning time, ongoing professional development (e.g. half-day Wednesdays, data analysis days and staff work days) Multi-week summer professional development session Deans assigned to smaller teams to provide more targeted coaching Performance Communication Cycle provides continuous coaching to drive teacher performance Teacher feedback and leadership sought through multiple forums (committees, grade level chairs); career paths supported and encouraged (advanced degrees, licensure)
	<ul style="list-style-type: none"> Using real-time, useful data to course correct 	<ul style="list-style-type: none"> Curricular and district-wide assessments regularly analyzed with assigned personnel and planning time to help teachers use data to course correct School-wide data collected in all courses (enrichments, school operations, etc.) within each term to analyze and course correct WIN (Intervention block) to provide intervention and enrichment for all scholars based on their data and needs)
	<ul style="list-style-type: none"> Bringing joy to learning 	<ul style="list-style-type: none"> Positive recognition for meaningful accomplishments (i.e. calls home, awards, Community Circle medals, Lapel Pins, Golden Circle) Teachers plan lessons and create classroom culture that make scholars feel welcome and excited to come to school Joyful hallmark events each year that are memorable and anticipated
Providing social and emotional support for students and their families	<ul style="list-style-type: none"> Empowering and advocating for families to meet their needs 	<ul style="list-style-type: none"> NUSH Programming Healthy breakfast and lunch; Wellness Policy Connecting families and scholars with outside organizations
	<ul style="list-style-type: none"> Ensuring that Social and Emotional Skills are explicitly taught 	<ul style="list-style-type: none"> Providing explicit time for social/emotional learning at every grade level (Advisory, Morning Meeting, and SEL instruction) Providing social and emotional support for students and their families Utilize evidence based curriculum and best practices
	<ul style="list-style-type: none"> Providing Opportunities for Skill Application 	<ul style="list-style-type: none"> Connecting families and scholars with outside organizations Recess and HiTW
	<ul style="list-style-type: none"> Working with and retaining great teachers 	<ul style="list-style-type: none"> Stringent recruiting process, built-in planning time, ongoing professional development (e.g. half-day Wednesdays, data analysis days and staff work days); Multi-week summer professional development session Deans assigned to smaller teams to provide more targeted coaching Performance Communication Cycle provides continuous coaching to drive teacher performance Teacher feedback and leadership sought through multiple forums (committees, grade level chairs); career paths supported and encouraged (advanced degrees, licensure) Commitment to serving a diverse population of students

CASE STUDY ACTIVITY

Instructions: You have been given a profile of a public school academy in the state of Michigan and your task is to review the provided information and identify a WHY, articulate operating values and define mission aligned levers (HOW) that are vision and mission aligned.

**Baymont Academy
12456 East Shaw Street
Champions, U.S.A.**

Vision Statement

We strive to prepare all students for success in a global economy.

Mission Statement

We will prepare all students for college and life by providing a challenging curriculum (RIGOR) that connects students' lives and their future (RELEVANCE) in a safe, supportive and nurturing environment (RELATIONSHIPS).

School and Community

Baymont Academy is located just outside of a major urban center, the Academy sits on 44 acres, in the northeast area of the state. The urban center is in transition, the demographics are changing and is experiencing a shrinking economic base. Baymont serves 808 students, grades 6-12, where 88% are eligible for free/reduced lunch and 10.8% receive special education. African Americans make up 50% of the population with 32% being Hispanic (or Latino), 8% White and the remaining 10% identify as Multi-Racial. The Academy has been in existence since fall 2000.

An example of a WHY for Baymont Academy might be:

Guiding Principles for Baymont Academy might be:

Levers for Baymont Academy might be:

STRATEGY MAP

WHY (Vision)

HOW (Guiding Principles and Levers)