
ACADEMIC PLANNING PROCESS

Recommended Framework
CACIEE Academic Subcommittee

September 12, 2005

1. EXECUTIVE SUMMARY

2. GUIDING PRINCIPLES & KEY ASSUMPTIONS

- a. The status quo is not good enough
- b. These challenges demand a great sense of urgency
- c. Critical success factors include:
 - i. Strong leadership at every level (*effective leaders have the political will to prioritize and make difficult tradeoffs*)
 - ii. Strong accountability systems need to be in place throughout the organization emphasizing student achievement
 - iii. It is important to pursue excellence in academic achievement for students of all races, ethnicities and income levels.
- d. All strategies should be aimed at improving student academic achievement
- e. Academic achievement goals should guide the District's spending plans
- f. Data should undergird every proposed strategy and assessment methodology
- g. The overall vision and core objectives should emanate from and be validated by stakeholders, including parents, community members, students, teachers, employers, and colleges
- h. SPS should be a model for the nation; with the resources at our disposal there is no reason to settle for less

3. OVERALL OBJECTIVE

Quality schools in every neighborhood that define success as college- and workforce-preparedness for every child.

4. BASELINE: WHERE ARE WE TODAY?

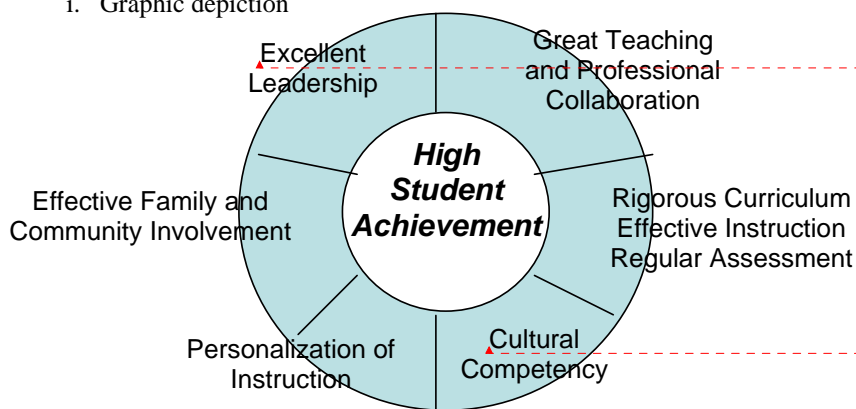
- a. Data
 - i. Student and school data
 1. Enrollment
 - Total enrollment
 - By race, income level
 - Mobility
 - Percentage of students who are not English proficient
 - Enrollment by geography, disaggregated by race and income level
 - Percentage of children attending private school, by geography, race and income level; market share differences across district
 2. Student and School Achievement

- School readiness (Developmental Reading Assessment), disaggregated by race, income level and English proficiency, and for each school
 - WASL scores for elementary, middle and high school, disaggregated by race, income level and English proficiency, and for each school
 - Graduation rates disaggregated by race, income level and English proficiency, and for each school
 - Existing graduation requirements for Seattle high schools
 - Existing Washington state college entry requirements
 - Numbers of high school students (total and by race, by school) taking a college prep high school course load
 - Number of high school students (total and by race, by school) going to college.
- ii. Additional school data
 - Present principal and teacher experience levels and turnover by school; assess correlation with student achievement
 - iii. District data
 - Describe existing accountability system, performance measurement tools currently used to evaluate teachers, principals and central office employees
 - Describe method of hiring principals and teachers
 - Describe current professional development practices
 - Describe current leadership challenges faced by the administration
- b. Stakeholders (*perceptions & priorities*) – including colleges and employers
 - c. SWOT analysis (*strengths, weaknesses, opportunities and threats*)
 - d. Competition (*Strengths, weaknesses, market share strategies, and recent innovations of schooling alternatives: in-city private schools, neighboring public school districts, home schooling*)
 - e. Challenges
 - i. Barriers to success (*Institutional racism, hidden curriculum, etc.*)
 - ii. District culture
 - iii. Resources (*budgets, teacher pipeline, etc.*)
 - iv. Governance/decision-making structure
 - f. Case Studies
 - i. Identify schools with both steadily improved and dramatically improved student academic achievement → how accomplished
 - ii. Identify high schools with highest graduation rates → ID strategies used
 - iii. Identify high schools producing high numbers of students who are successful in college and work (define “successful”)
 - iv. Identify best practices of other Puget Sound area districts
 - v. Identify national best practices in improving academic achievement
 - vi. Identify common success drivers and how SPS can replicate them

5. GOALS: WHERE DO WE WANT TO GO?

- a. Set specific goals for:
 - i. Student achievement
 - ii. School excellence – include a success model/standards of excellence against which all elementary, middle and high school can be viewed. Can be used as a tool for parents.
 - iii. District excellence
- b. Example of the success model could be something like this → The Model School

i. Graphic depiction



ii. Include data research on best practice to support whichever success model is chosen

6. STRATEGIC PLAN FRAMEWORK

Preamble: The following reflects the belief that the best planning a) demands rigor, b) reflects an iterative process/continuous improvement methods; c) emphasizes performance-driven, measurable results at every level; d) is based on best practices and proven, real-world models; and e) is broadly owned.

HIGH PRIORITY STRATEGIES

Note: Strategies selected should be clearly and logically linked to goal attainment and should be based on data, best practice and shareholder values.

- a. Definition of strategy
- b. Targets for progress (1-, 3-, 5-year)
- c. Metrics tied to specific strategies – how progress will be measured
- d. Rationale for the chosen strategy vs. alternatives
- e. Owner – who is responsible/accountable for implementation
- f. Assessment/progress/correction methodology
- g. Describe District-level policies and practices/organizational changes needed to support each strategy

Note: above should include a) strategies for dealing immediately with underperforming schools (immediacy); b) ways to simultaneously encourage high-performing schools (flexibility, autonomy).

7. RISKS INHERENT IN THE PLAN

What are the biggest challenges the district will face in trying to implement each priority strategy? How will challenges be met?

8. BUDGET GUIDANCE

Rank order priorities

9. IMPLEMENTATION & ACCOUNTABILITY

- a. Community engagement and communication strategy
- b. Must-Haves and Must-Dos (*identify critical resources and/or culture-shifts and behavior changes necessary to ensure success*)
- c. Timeline for implementation – need for each priority strategy (*introduce changes to normal operating procedure that will support implementation and long-term success of the plan (i.e., codify in Board bylaws, establish annual operating review process, etc.)*)
- d. Ongoing assessment & optimization plan
- e. Incentives (*provide recommendation for plan to evaluate and reward employees based on these major initiatives*)

10. CALL TO ACTION

A narrative to end the story by setting expectations, both short- and long-term. Invite stakeholders to join in the journey to succeed on the vision.

11. APPENDICES