

Good Afternoon! As you get settled in, enjoy some refreshments and on your name tag please record the following:

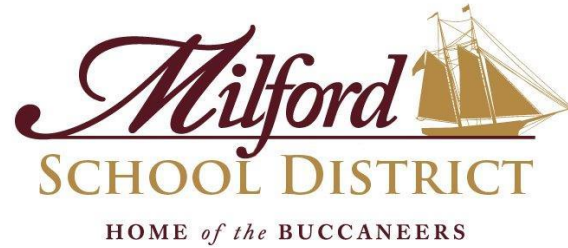
Name

What song can you not resist singing along to when you hear it?

Relationship with Milford SD

What is one word that describes how you feel about the next strategic plan?

If you had to eat one meal everyday for the rest of your life, what would it be?



MSD Strategic Plan Steering Committee Meeting #2



November 1, 2022



Seth Buford
Milford HS Principal



Welcome to the Milford Strategic Planning Steering Committee!



Get to know your table partners



Introduce yourself to your partners and share some information about your favorite song...

Why do you love that song? Do you have a favorite memory associated with it? Is it your 'go to' karaoke song?

Today's Goals

Review feedback on “Sample Plans” from last session.

Begin to develop “Portrait of a Graduate” language.

Draft Vision and Mission Statements.

Draft Core Values



Agenda

01

Welcome and Introductions

02

Goals, Agenda, and Session Recap

03

Why are the portrait, core values, vision, and mission important?
How are they different?

04

Dinner Break

05

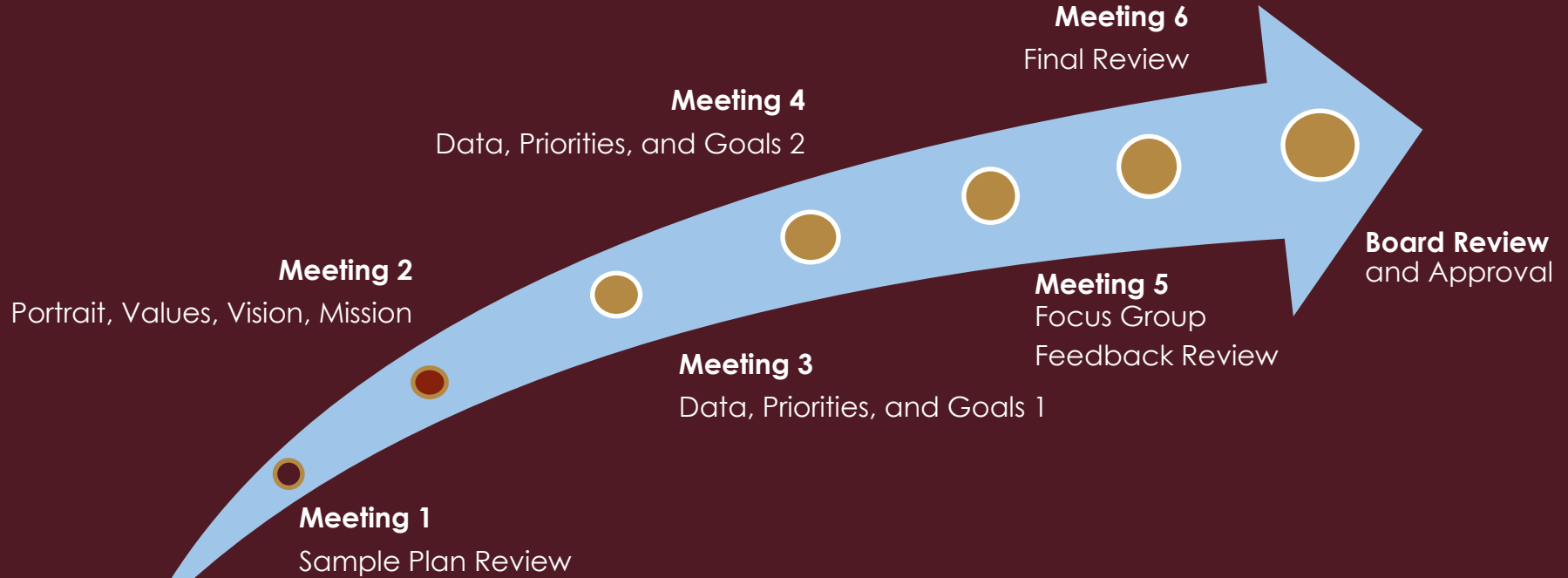
Draft portrait, core values, vision, and mission

06




Wrap-up and Next Steps



MSD Process



Feedback From Session #1

I appreciate... 	I wonder... 	I wish... 
<p>Collaboration and diversity of the group</p> <p>Timing and activities of the session</p> <p>District making this a priority</p> <p>Time to review sample strategic plans</p>	<p>If we will be able to complete the plan within the timeline?</p> <p>How we will narrow down our priorities/goals?</p> <p>How to ensure other voices are heard?</p> <p>How to engage and inform the community throughout the process?</p>	<p>We had more time</p> <p>We had started this sooner</p> <p>We had representation from our Latinx/Creole population</p> <p>It was done and we were moving to action</p>

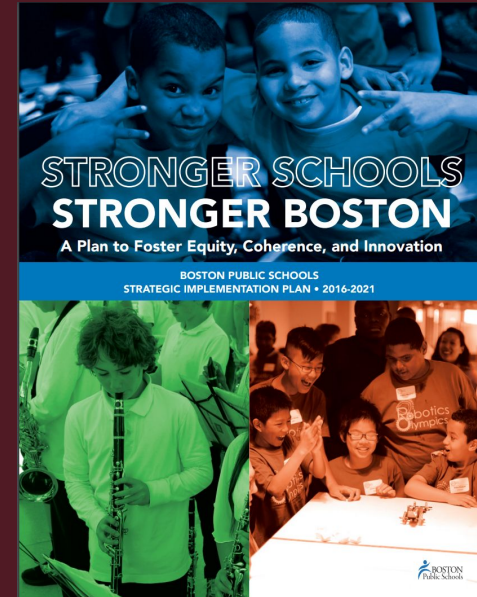
Sample Plan Walkthrough

- What resonates with you about the layout of the plan?
- What resonates with you about the content of the plan?

<https://bit.ly/MSDJamboard1>

<https://bit.ly/MSDSamplePlans>

Boston Public Schools



Sample Plan Feedback: Layout

What does the group like?	What does the group dislike?
<ul style="list-style-type: none">• Clear and concise material• Organization• Table of content• Color coordinated• Diversity and representation in pictures• Graphics• Glossary of terms	<ul style="list-style-type: none">• Text heavy• Background color and text color make text inaccessible• Feels like a pamphlet• Font too small

Sample Plan Feedback: Content

What does the group like?	What does the group dislike?
<ul style="list-style-type: none">• Actionable• Core values are easy to understand• Five core values• Inclusive language of all students (e.g., students with disability, student going straight into a career)• Strategies to reach goals• User friendly language	<ul style="list-style-type: none">• Text heavy• Benchmark data not measurable• Missing strategies to achieve• Text and language not accessible• Lacks accountability measures

Initial ideas for Milford plan

Layout	Content
<ul style="list-style-type: none">• Clear mission and vision• Table of contents• Organizational flow• Representation in pictures• Benchmarks with dates• Glossary• Easily accessible, reader friendly	<ul style="list-style-type: none">• Five goals or less• Theme and branding• Strategies to achieve during five year plan• Measurable goals and strategies• Community resources and impact

What is each element?

Portrait of a Graduate	Illustrates the characteristics, traits, and attributes that the community would like Riders to have as they enter the world after graduation.
Core Values	Set of beliefs that drive all behaviors of the MSD.
Vision	Describes what the MSD hopes to achieve or be in the future.
Mission	Articulates what is unique who the MSD is, what MSD does, and who MSD serves.

Portrait of a Graduate



Illustrates the characteristics, traits, and attributes that the community would like MSD graduates to have as they enter the world after graduation.

Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next.

We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.

Arundhati Roy: 'The pandemic is a portal'
The Financial Times Limited

Consider the issue of food insecurity.

What skills, knowledge and characteristics would those tasked with developing solutions need to possess?

*Top U.S. Companies: These are the skills students need post-pandemic
(Ed Week Special Report, March 2021)*



McKinsey
& Company



Sysco™

CareFirst. 



Cigna®



BlueCross
BlueShield
Association



DELTA



BCG

BOSTON
CONSULTING
GROUP

Key Skills Articulated Nationally

- Ability to Acquire New Skills and Knowledge
- Creativity and Innovation
- Communication Across Various Modalities
- Critical and Strategic Global Thinking and Problem Solving
- Empathy
- Flexibility
- Growth Mindset and Resilience
- Self-Awareness and Personal Well-Being
- Self-Regulation
- Teamwork, Collaboration, and Relationship-Building
- Technological Skills

*Top U.S. Companies: These are the skills students need post-pandemic
(Ed Week Special Report, March 2021)*

Portrait

- Articulates the hopes, aspirations, and dreams the community has for its young people.
- Identifies and describes the skills and mindsets needed for success in our rapidly changing and complex world.
- Informs the design of and access to learning experiences throughout the school system.
- No more than six words or phrases with descriptions.

Group Share

Empathy

Community Relationships

Focus

Dependable

Resourceful

Caring

Compassion

Access

Historical analysis

Servant Leadership

Problem solving skills

Logistical skills

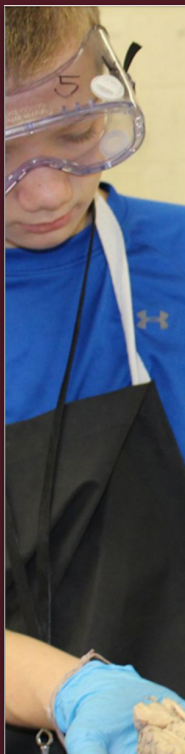
Collaborative

Cooperative

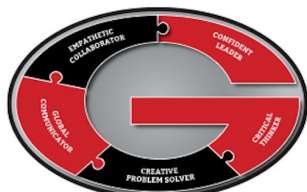
Team building skills



Portrait Examples



PORTRAIT OF A GRADUATE



Gainesville Independent School District is committed to providing all students with the knowledge, experiences and opportunities necessary for them to develop the competencies required for success in school, in the workforce, and in life.

CONFIDENT LEADER

GISD graduates will develop a strong work ethic and leave our district grounded in a purpose enabling them to lead, embrace challenges and persevere to achieve their goals.

EMPATHETIC COLLABORATOR

GISD graduates will leave the district with a foundation for effective collaboration grounded in empathy and a desire to understand differing viewpoints and learn from others' experiences and cultures.

GLOBAL COMMUNICATOR

GISD graduates will be prepared to navigate a complex, ever-changing global society and economy via effective communication grounded in global thinking, digital literacy, and the understanding that communication includes verbal and non-verbal modes that are unique across cultures.

CREATIVE PROBLEM SOLVER

GISD graduates will develop creative minds that solve real-world problems that we are unable to predict in an ever-changing society.

CRITICAL THINKER

GISD graduates will develop critical thinking and curiosity about the world to foster life-long learning for themselves and service to others.

The Profile of a JPS Graduate

describes Jackson Public Schools' aspirations for each and every one of its graduates.



Content Mastery & Digital Literacy

JPS aspires that each graduate will embody many of the qualities and achieve several of the accomplishments described below. These qualities and accomplishments fall under three competencies—Communication & Critical Thinking, Collaboration & Citizenship, and Content Mastery & Digital Literacy—that reflect the fast-changing world in which JPS graduates will become productive citizens and compassionate leaders.

may be evidenced by:

- Successful completion of rigorous coursework (AP, IB, and higher level mathematics/science courses)
- Performance in academic competitions and extra-curricular activities (science fairs, debate, etc.)
- Ability to draw from various content areas to establish and defend a coherent point of view



Communication & Critical Thinking

JPS graduates connect to one another, to Jackson, and to the world in relevant ways and are active agents in creating and maintaining a positive and respectful culture. Thus, they are active readers by choice, write effectively in multiple genres, communicate clearly, and solve problems. Communication & Critical Thinking are evidenced by:

- Successful oral presentation based on independent research or analysis
- Working proficiency in second language as evidenced by course credit, college credit, or AP score of 3 or higher, or completion of IB curriculum
- Successful completion of a substantial analytical research paper



Collaboration & Citizenship

JPS graduates nurture positive relationships and strive for equity. Thus, they are team players who embrace diverse ideas, accept feedback as opportunities for growth, and advocate for the betterment of the larger community. Collaboration & Citizenship are evidenced by:

- Voter registration and working understanding of local, state, national and international political issues
- Active membership in a civic club, faith community, or service group
- Successful completion of a significant community service project



Portrait Example

PORTRAIT OF A GRADUATE

Waukee Community School District is committed to providing all of its students with the knowledge, experiences and opportunities necessary for them to develop the competencies required for success in school, in the workforce, and in life.



Academics

Waukee graduates will be prepared with the content knowledge and skills necessary for their future success. They must be provided a variety of rigorous curricular options that apply to their interests, skills, and aspirations.

- **Leadership** - The ability to interact with employees, clients and other stakeholders and unite them behind a single purpose is an age-old skill that shows no signs of losing importance.

Future Ready Skills

Waukee graduates will be prepared to navigate a complex, ever-changing global society and economy. The following skills will be demanded by employers across industries and sectors:

- **Critical Thinking** - The ability to reason and analyze information to come up with new solutions to a problem. It's one skill that can't be automated.
- **Creativity** - With the constant influx of new products and services, employers need creative minds that can apply these new tools to their product and industry.
- **Collaboration** - The ability to work with others is a timeless skill, but as processes move faster and become more complex, the ability to understand others, be sensitive to their needs and find a way to work together will be more important than ever.
- **Communication** - Communicating clearly in multiple modes is a much-desired skill across industries.
- **Technology/Media Literacy** - Being able to understand how to work with the most up-to-date tools is a crucial skill in the constantly changing landscape of work. As automated services become more prevalent, the ability to speak the language of these tools becomes a necessity for all employees.

Inquiry

Waukee graduates will be prepared with the fundamental skills and knowledge of inquiry to be information literate. Information literacy is a prerequisite for success in all subjects of the curriculum, for preparation for work and further education, and for lifelong learning. The purpose of inquiry is to encourage high levels of critical thinking so that processes and resources are appropriate, conclusions are based on supporting evidence, problems are solved and decisions are made that will extend learning for a lifetime.

Wellness

Waukee graduates will be prepared with essential health and wellness skills and opportunities to continue extending these skills beyond graduation. More and more youth are coming to school with conditions that are negatively impacting their lives. No longer can health and wellness be considered an "if we have time we'll get to it" part of a school day. As evidenced by the data, youth are increasingly entering our classrooms anxious, lacking self-confidence, and suffering from a litany of social, emotional and physical health concerns.

Connection

Waukee graduates will be prepared to successfully build positive personal and professional connections in their lives because they have experienced those connections as a Waukee student. The foundation for these connections is understanding the synergy between the heart and the mind which all Waukee students will explore through their K-12 experiences.

Plan Beyond High School

Waukee students will be prepared to be successful beyond high school. The pieces of the portrait of the graduate work harmoniously and result in a Waukee student's ability to articulate and execute a plan beyond high school that results in continuous personal growth and civic contribution.

MSD Community Survey

In 25 words or less, list the characteristics, skills, or competencies that you believe are essential for MSD graduates.

- Interpersonal skills
- Financial literacy
- Math and reading competency
- Effective communicators
- Accountable
- Ability to problem solve/think critically
- College/Career ready

- Perseverance
- Integrity
- Life skills competency
- Technological skills
- Time management
- Morals and ethics
- Respectful
- Mentally healthy
- Strong work ethic

Group Work

Big Question: What do we want an MSD graduate to look and sound like?

Reflect

Discuss the following questions:

- What are the hopes, aspirations, and dreams that our community has for our young people?
- What are the skills and mindsets that our children need for success in this rapidly changing and complex world?

Draft

In the reporter packet:

Identify no more than six key words that could be used for a MSD Portrait of a Graduate.

For the one you find most important, draft 1-2 sentences explaining what it means to your group.

Discuss

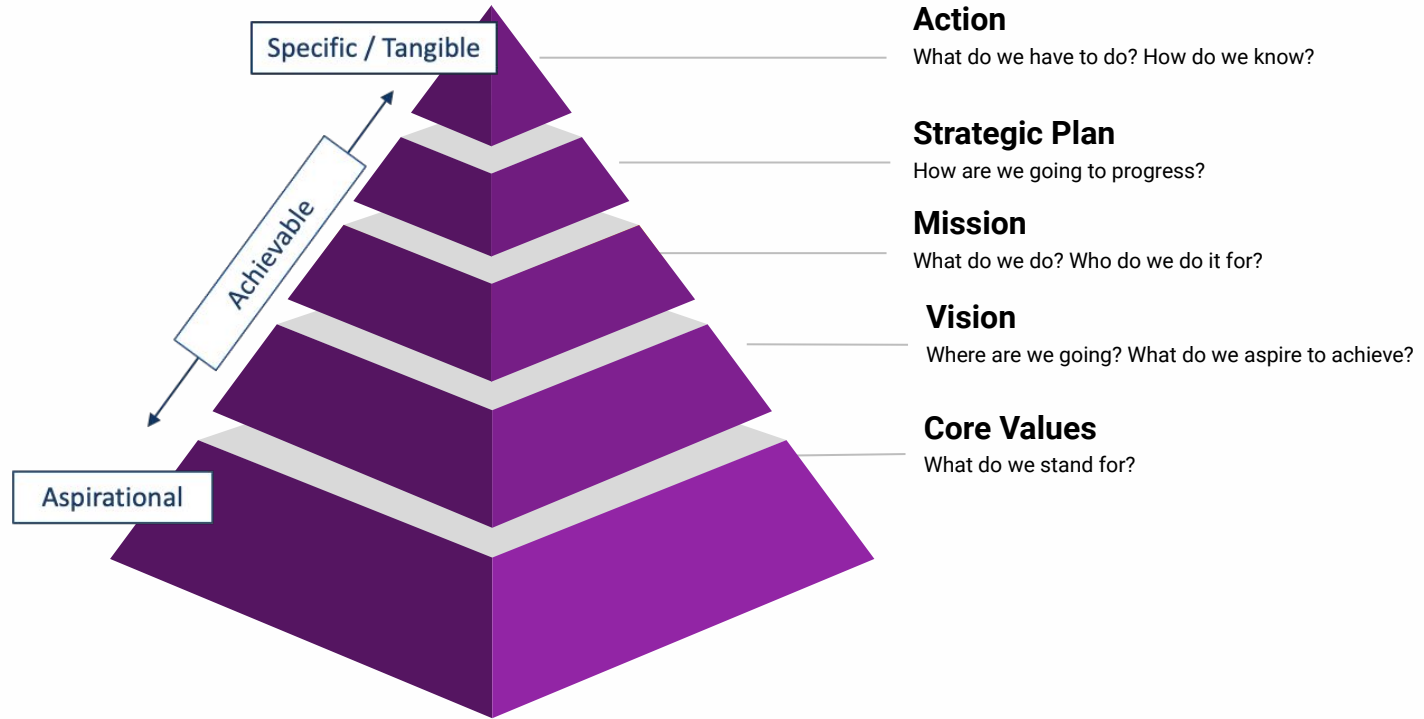
Review the work of all groups.

Elevate common themes.

Core Values

Set of beliefs that drive all behavior of MSD

Core Values as a Foundation





What is your why?

Why Start with Why?

- How does Sinek's Golden Circle relate to core values of the district?
- What are the implications for developing the strategic plan?
- What are the implications for how we communicate the plan?

What is a Core Value?

A value is a way of being or belief that we hold most important.

Living into our values means that we do more than profess our values, we practice them. We walk our talk – we are clear about what we believe and hold important, and **we take care that our intentions, words, thoughts, and behaviors align with those beliefs.**

Brené Brown

What is a Core Value?



Accessed online from [Futures Without Violence](#)

Core values direct the behavior
and
decision-making of an
organization's employees.

Core Values

At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.

EQUITY

Our vision of equity, put simply, is "all means all." We ensure equity by celebrating each scholar's individuality, interests, abilities and talents; providing each scholar in each school with equitable access to high-quality instruction, courses, and resources; and holding high expectations for all scholars to graduate college-ready and career-minded. Similarly, we recognize and value the individual abilities, experiences and talents of our staff; providing all staff with equitable access to opportunities for development and growth; and ensuring that such opportunities are provided through clear and transparent processes.

EXCELLENCE

High expectations for our scholars help to prepare them for college and career paths. High expectations from and for all adults foster ownership, consistency, and transparency. Every member of our district performs with an attention to detail and the quality that each task demands in order to achieve great outcomes.

GROWTH MINDSET

Our leaders—scholars and staff—thrive in environments where belief in their abilities is affirmed. Everyone in the organization embraces the ideal that effort and perseverance lead to success.

RELATIONSHIPS

It is essential to develop relationships through mutual respect of culture, social context, and community. This allows us to create a community of safety, trust, productive vulnerability, and genuine connection as we celebrate successes and value opportunities for constructive feedback.

RELEVANCE

Scholars experience relevant education that is engaging, motivating, and inspiring, leading to a lifelong commitment to learning. Our scholars must learn to connect with each other, the larger community, and the 21st-century world, ultimately developing agency to contribute to positive change in Jackson, in Mississippi, and in the world.

POSITIVE AND RESPECTFUL CULTURE

Scholars and staff thrive in learning environments where growth and achievement are the highest priorities and climates are safe, positive, and respectful. These environments engage and excite all scholars, leaving them hungry for more knowledge. All adults contribute to a positive and respectful culture allowing them to experience more productivity, increased retention, and joy at work.

Jackson Public Schools (MS)

Guilford County Schools (NC)

Diversity

We believe the different experiences individuals bring to our schools are strengths. Embracing diverse cultures, perspectives and abilities enables students and adults to feel valued and safe, a key prerequisite for learning and growth. We are committed to providing an environment where students and staff from all cultures and backgrounds can succeed.

Empathy

We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents as well as their colleagues.

Integrity

We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards, and dealing with everyone with respect.

Innovation

We are committed to fostering a work environment where the goal is not to manage innovations, but to become innovative. Problems are identified, ownership of those problems is assumed by the adults in the district and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions found, and clear and compelling goals are established.

Equity

We are committed to creating equitable and inclusive schools where adults take ownership for student learning outcomes and make sure students have what they need to succeed in school and in life. We will acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement. We will align resources to create equitable opportunities for students and employees. We will eradicate achievement gaps.

CORE VALUES

We believe in **developing people.**

We know that we are only as strong as our team and that as each person develops as a learner and a leader, our district becomes stronger. We are committed to investing in the development of our people through coaching, feedback, and training, as well as by fostering an environment that encourages personal development and professional growth. We believe that by supporting the growth of our team members will we all achieve our maximum potential.

We believe in **equity.**

We acknowledge that access to opportunities and success is not – and has not been – the same for all community members and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

We believe in **keeping students our priority.**

We approach our work with an open, curious mindset, committed to learning and relentlessly focused on our students' needs and interests. We make decisions and measure progress based on how well we are supporting our staff and improving outcomes for our students. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

We believe in **integrity.**

We strive to do the right thing, recognizing that what is right is not always what is easy. We operate with respect and kindness and are honest, transparent and responsive in our communication and actions. We collaborate openly and hold ourselves and each other accountable.

We believe in **joy.**

We see our work as much more than a job and we are here because we love what we do. We take pride in doing great work and celebrate our collective and individual successes. We cultivate positive relationships, express gratitude, and support and uplift one another.

Waukee Community School District
(IA)

District of Columbia Public Schools (DC)



STUDENTS FIRST:

We recognize students as whole children and put their needs first in everything we do.



EQUITY:

We work proactively to eliminate opportunity gaps by interrupting institutional bias and investing in effective strategies to ensure every student succeeds.



EXCELLENCE:

We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.



TEAMWORK:

We recognize that our greatest asset is our collective vision and ability to work collaboratively and authentically.



COURAGE:

We have the audacity to learn from our successes and failures, to try new things, and to lead the nation as a proof point of PK-12 success.



JOY:

We enjoy our collective work and will enthusiastically celebrate our success and each other.

OUR CORE VALUES

In all we do, the ACPS learning community strives to live these core values. We are...

Welcoming

We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.

Equity-Focused

We actively work to remove barriers to educational access.

Empowering

We inspire each student and staff member to thrive to their best abilities.

Innovative

We take initiative to solve problems in the classroom and across the system.

Results-Driven

We set ambitious goals to learn, grow and achieve at high levels.



Alexandria City Public Schools (VA)

Current MSD Beliefs

Core Values:

- Students First
- Commitment and Urgency for Continuous Improvement

Key Focus Areas:

- Student Achievement – Standards, Engagement, Rigor
- School Safety & Climate
- Student Supports & Wellness – Healthy Buccaneers
- Family-Community Connections
- Educator/Staff Support & Development

Core Values Considerations

1. Consider what is compelling / not compelling about the examples and the current beliefs called out by CRSD.
2. Individually in your participant guide, list words that represent values critical to CRSD.
3. As a small group, discuss and combine ideas into key considerations and/or words to elevate. Record those in your reporter packet.
4. Whole group share out and elimination of overlap.

Vision

Describes what MSD hopes to achieve or be in the future.

Sample Visions-

Let's play a little game of guess the company!

"Making the best possible ice cream, in the nicest possible way."

"To organize the world's information and make it universally accessible and useful."

"To make people happy."

"To develop leaders who will one day make a global difference."

"We will help people live longer, healthier, happier lives."

"To reduce human trauma and economic costs associated with automobile accidents."

Sample Visions

“Making the best possible ice cream, in the nicest possible way.” - Ben & Jerry's

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Sample Visions

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Sample Visions

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“To develop leaders who will one day make a global difference.” - Harvard

“We will help people live longer, healthier, happier lives.” - CVS

“To reduce human trauma and economic costs associated with automobile accidents.” - Progressive

What do you notice about these vision statements?

Key Ingredients of a Vision-Brief...a sentence at most!

1 – The output

When you define what you do as an outcome, you start to transform your product or service into a benefit. Vision statements that talk about *benefits are far more inspiring than those that talk about the service or product itself.*

2 – The twist

Your vision statement needs a unique selling point. This is a key ingredient in helping you bring focus and inspiration to your vision.

3 – The quantification

With no possible end in sight (or a totally unrealistic one), the initial inspiration derived from a great vision can turn to frustration. Give yourself a goal to assess progress against but it doesn't have to be numeric.

4 – The human connection

Include something that makes people conjure a specific mental image when they read your vision statement.

Sample Vision with Key Ingredients

1 – The output

2 – The twist

3 – The quantification

4 – The human connection

Producing and selling **locally sourced cakes and pies** that are so delicious and satisfying that **every customer who leaves our store** does so **with a smile**.

MSD Community Survey

Complete this sentence. My hope and dream for MSD is...

Students		Non-Students	
<ul style="list-style-type: none">-Schools are safe and welcoming for all students-Access to high quality education and advanced courses-Learn what is needed to be a successful adult-Student are prepared for career /college enough to their achieve dreams	<ul style="list-style-type: none">-Hire more teachers to lessen amount of substitutes-Better instruction-Schools become a place people want to attend-All students succeed academically-Dress code removed-Students are treated like people not only about grades	<ul style="list-style-type: none">-Become top ranked district in state and country-Create safe learning environment-Every student knows they are valued and belong-Provide students with high-quality, research based instruction-Clear communication	<ul style="list-style-type: none">-Build new schools for growing population-Hire and retain qualified teachers for smaller classes-All students receive the necessary resources and services to succeed into adulthood-Restore proud Milford reputation

Debrief and Offer Considerations

What did your group find compelling when reviewing the sample visions? (Identify words and phrases you'd like to see in the MSD vision.) Record those in your reporter packet.

What considerations would your group like to offer regarding revisions?

Come up with the draft of a possible mission to share

Mission

Articulates what is unique who the MSD is,
what MSD does, and who MSD serves.

Current MSD Mission

The mission of Milford School District is to ensure that all students receive a comprehensive, personalized and quality education in a safe, supportive learning environment where students can gain the knowledge, skills, attitudes, and values that will enable each of them to achieve success in their life pursuits.

Mission Statement

**Describes what is unique
about
who we are**

**Describes what is unique
about
who we serve**

**Describes what is unique
about
what we do**

Sample Missions

- Sample 1: We ensure success by inspiring students and addressing barriers to learning.
- Sample 2: We develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.
- Sample 3: Ensure that every school guarantees that students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

How well does each mission describe what is unique about:

- Who the district is?
- Who they serve?
- What they do?

Sample Missions, continued

How well does this mission describe what is unique about:

Who the district is?

Who they serve?

What they do?

Waukee Community Schools is a rapidly growing and increasingly diverse school district. We believe every individual's unique background and culture enhance our schools. By focusing on the joy of learning and growth for everyone, we create a dynamic work environment for our staff while engaging our students, families and the community through innovative educational experiences.

Mission Brainstorm

In groups, use your reporter packet to:

- Answer the three questions about MSD
 1. What is unique about **who we are**?
 2. What is unique about **who we serve**?
 3. What is unique about **what we do**?
- Come up with the draft of a possible mission to share

Session Feedback



I appreciate...

Blue



I wonder...

Orange



I wish...

Pink

Questions and Answers



Next Steps:

- Next Session on 11/14

Focus:

- Data
- Priorities
- Goal Setting #1

