School Planning Workbook:

*A Structural Guide for Meaningful Process*

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**School Planning Workbook: A Structural Guide for**

**Meaningful Process**

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**How to Use This Book**

The intention of this School Planning Workbook is to provide support to school teams at various stages in the planning process. It provides opportunities for active and reflective actions around the School Planning Process. This workbook may assist teams with the following:

**Structure and Organization**

You may choose to use the linear nature of this book to help guide you through the 4 stages of the school planning process. The guiding questions can help identify the activities you may choose to use. Further, you may choose to record the observations, findings, feedback, and decisions etc. that develop at various stages along the process. As the School Planning Process is a multi-year endeavor, the workbook can serve as a repository of activities dating back to the earliest stages of the process. Referencing this workbook may help in deciding on future activities.

**Communication**

The information that is recorded in the workbook around the various details of the School Planning Process can be used to create the content in the communication of process and progress to the school community.

**NVSD School Planning Portal Group**

This book is designed to work in tandem with the School Planning Portal Group which is a repository of resources to help schools in the School Planning Proc.

**School Culture**

***“At a deeper level, all organizations, especially schools, improve performance by fostering a shared system of norms, folkways, values and traditions. These infuse the enterprise with passion, purpose and a sense of spirit. Without a strong positive culture, schools flounder and die. The cultures of a school or district serve a central role in exemplary performance.”***

**(Peterson & Deal 2002)**

Initially, it is essential that School Teams understand the historical and present day culture of their schools. Likewise, it is important for leaders to ‘*read*’ how possible changes will impact the existing culture. How does this enhance the positive? What negative things needed to be improved? Finally, leaders must work toward reinforcing and/or transforming patterns that will support the key aspects of school culture. Some of these aspects include:

* *Shared sense of purpose and vision*
* *Values, beliefs, assumptions*
* *Traditions*
* *History, story*
* *Artifacts, symbols*

**School Culture Feedback**

List common adjectives that staff used to describe your school culture and identify themes. Choose those adjectives that the staff wishes to encourage / celebrate / enhance.

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Walk down the hallways of the school and into our classrooms. What is on display? What does it tell us about what our school values?

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**Culture and Visioning**

**Possible School Planning Portal Activities**: School Narrative & Community of Learners Brainstorm

**What is working well in our school / classrooms? What values do we bring into our classrooms? What needs improvement? How would you describe us?**

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**The processes / activities used to identify our culture and vision.**

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**Visioning to Goal Setting**

Using the information acquired from activities to identify school culture past and present, begin to identify the focused goals for your school.

**Guiding Questions**: What makes a great school? What do we want our school to be based on our beliefs and the cultural identity of our school? If we could change one or two things to enhance our school culture and community, what would they be?

**Notes**

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**Goals**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **Etc.**

**The processes / activities used to identify these goals.**



**Planning and Implementation**

Once goals have been identified, an implementation plan is developed that highlights strategies, activities, professional resources, and opportunities for professional development.  The implementation plan usually spans one to three years.  A key consideration in the implementation process is defining the indicators of progress.

***“Implementation typically has three distinct phases: Awareness, Partial and Full Implementation. This begins with building a shared language up to common practice.”***

**Guiding Questions:** How can we build on the strengths of our learners, staff, and community partners, to meet our school goals? How do we facilitate a culture of personalized learning involving student choice, engagement, inclusion and differentiation in the pursuit of our school goals?

**Notes**

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**What strategies would help us to meet Goal #1?**

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***Goal #1 Universal*:**

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***Goal #1 Targeted:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Goal #1 Intensive*:**

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**What strategies would help us to reach Goal #2?**

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***Goal #2 Universal*:**

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***Goal #2 Targeted*:**

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***Goal #2 Intensive*:**

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**Goal #3 etc**

**The processes / activities used to identify the strategies for implementation of the goals.**



**Monitor ~ Evaluate ~ Adapt**

School plans require the consistent application of review, assessment and realignment in order to ensure that the strategies we have implemented are, indeed, effective in helping us reach our goals. The ‘Cycle of Inquiry’ and ‘Response to Intervention’ (RTI) are other schemas that help monitor the effectiveness of a plan for improvement.

**Guiding Questions**

What types of data are we looking for? (Qualitative and/or Quantitative) What kind of data can we collect that has meaning for our school? (videos, surveys, pictures, artifacts, stories, statistics etc.)  What is the data revealing about our school, our students, and our staff? How does our data guide where we are going next?

What is our timeline? What are our indicators of progress? How will we know we've reached our goal(s)?  How will we showcase our progress / understandings?

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| --- | --- | --- | --- |
| **Goal** | **Time Line** | **Progress Indicators** | **Description of Quantitative / Qualitative Data** |
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Do we have a time line? What are our indicators of progress? How will we know we've reached our goal?

**The processes / activities used to identify in what ways we are meeting our goals (data)**



**Communicating Process**

Communicating The School Planning Process, in all its stages, provides the opportunity to showcase our successes, efforts, and solidifies the relationships that help us to strengthen our individual schools. It provides an open avenue whereby our various partners can collectively support our schools with adjustments if needed, celebration of accomplished goals, and establishment of new directions. Regular communication supports the evolutionary nature of school planning.

**Guiding Questions**

What are the various ways we can communicate our process and findings? What will be authentic to the culture of our school? What representation will have the most meaning for our school community at large?

**Possible Communication Methods**

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**Chosen Communication Method**

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**Communication Plan**

Once the communication method has been chosen, decide on those members who will create the product.

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| **Goal** | **Member** | **Task** |
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**Communicating Process**

**Collation and Distribution**

A small group, perhaps members of the Core Team, can assemble the communique for distribution and public viewing. The method of communicating and distributing data is up to the Core Team at each school. This process may entail an email or a hard copy summary, but could also take the form of information posted on your school website. Possible web posts could include linking a formal document, writing a blog, creating an iBook, designing a movie, or inviting people to an open house or showcase display where members of the community can come to the school to view the collected data. As with the plan itself, each school will be unique in the way it distributes its information to its community at large.

**Distribution of the Communique**

Describe how the communication of process will be distributed to the community and those members who are attending to this task.

|  |  |
| --- | --- |
| Distribution  Members | Description of How the Communication Process is Distributed |
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**The processes / activities used to identify the method(s) whereby we communicated the plan.**

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The school planning support team is comprised of a variety of stakeholders which can include teachers, educational assistants, parents, students and community partners. The goal of the team is to gauge different perspectives on ‘us’ as learning community and our future priorities to enhance student learning and engagement.

**School Planning Team Members**

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| --- | --- |
| **Name** | **Stakeholder Group** |
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