

## Strategic Planning Category

### What does “Strategic Planning” look like at the school and classroom levels?

- The school has processes in place for the development of strategic, measurable goals based on students’ needs and expectations and students’ and stakeholders’ levels of satisfaction/dissatisfaction. Action plans are developed to achieve the goals and as a means for assessing progress.
- In a Classroom Learning System (CLS) focused on “Strategic Planning,” classroom goals and action plans are developed and displayed by the teacher and students and are aligned with the school’s and county’s goals. Likewise, students develop individual goals, action plans, and data charts to monitor progress all of which are aligned with classroom goals that are monitored, evaluated and charted and posted on the data center.

### A Process for Meeting the Requirements of the Baldrige Strategic Planning Category for School Improvement Planning

In order for a school to be able to address the needs, expectations, and requirements of its students and stakeholders, the school must develop strategic measurable goals/objectives and support those goals/objectives with action plans.<sup>1</sup>

To address the requirements of the Strategic Planning Category, the school must engage in processes that define the content or actions of the category needed for the School Improvement Plan. These processes may be addressed through a set of process or “how” questions strategically aimed at the Baldrige requirements of the category. By answering these questions, the school improvement team will address specifically the content and actions or “what” questions to meet the needs of the school within the Strategic Planning Category.

<b>Process Questions (How)<sup>2</sup></b>	<b>SIP Content Questions (What)</b>
1. How does the school develop, review, and evaluate goals/objectives, engaging all stakeholders (or representatives) in the process?	1. What are the expectations for levels of engagement of all stakeholders in the development, review and evaluation of goals?
2. How does the school develop strategic measurable goals/objectives based on the current and future needs and expectations of students and stakeholders?	2. Based on student and stakeholder needs, expectations, and requirements, what are the measurable strategic school improvement goals/objectives?
3. How does the school achieve alignment among county, school, and classroom goals/objectives? How do classroom goals/objectives support the school’s strategic goals/objectives?	3. What are the expectations for aligning classroom goals/objectives with those of the school and county?
4. How does the school develop action plans in response to goals/objectives?	4. What are the action plans for the goals/objectives (who, what, when, how)?
5. How does the school support alignment of Professional Development Plans with the school’s strategic goals/objectives?	5. What are the expectations for Professional Development Plans?

<sup>1</sup> Action plans are specific actions that respond to short- and longer-term objectives; they include resource commitments and timelines. Action plan development represents the critical stage in planning when strategic objectives and goals are made specific so that effective, schoolwide understanding and deployment are possible.

<sup>2</sup> See the Principal’s Handbook for suggestions or actions as a guide for answering these questions.

<p>6. How does the school identify milestones, data points, targets, and formative and summative assessment tools aligned with its goals/objectives? (Linkage to the “Organizational Performance Results” and “Measurement, Analysis and Knowledge Management” Categories.)</p>	<p>6. What targets, key performance measures, and formative and summative assessment tools will be used to determine progress? (Linkage to “Organizational Performance Results” and “Measurement, Analysis, and Information Management” Categories.)</p>
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**Directions for completing the SIP category for “Strategic Planning”**

- ⇒ Write the strategic measurable goals/objectives under the heading “Strategic Planning” on a linkages chart, linear chart, narrative, etc., format to be chosen by individual schools. Develop action plans that will monitor the goals/objectives and assess progress. Action plans (e.g., school, grade level, team, department) need to be attached to the school improvement plan as they are developed.
  
- ⇒ Under the heading “Process Management,” identify the key well-defined, well-designed, and well-deployed processes that will be used to manage, analyze, and monitor the identified activities. As other Baldrige categories are addressed, check for the alignment of actions and processes to work towards a truly integrated, efficient, and effective management system.