

Equity-centered Strategic Planning

Stanwood-Camano School District

Board Preview of the Planning Process



Presented by:

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Lead Facilitator:

Mutiu O. Fagbayi (*President/CEO*)

Lead Facilitator



Mutiu O. Fagbayi
President/CEO

"Moo-tee-oo Fa-gb-ayee"

A facilitator

is a guide. A guide does not command or control.

However, a facilitator does direct, leaving it up to you to follow.

About Performance Fact, Inc.

- A. Created in 1997 in Washington DC; moved to CA in 1999; now based in Oakland, CA
- B. Strategic Planning, Leadership Development, Equity, Program Evaluation, Trust
- C. 100+ school districts in 12 US States
- D. 10+ Washington State clients

Our Washington State “Connections”

Highline School District	Seattle Public Schools
Federal Way Public Schools	Northshore School District
Bethel School District	Sumner-Bonney Lake School District
North Thurston School District	Yakima School District
North Kitsap School District	Vashon Island School District
La Conner School District	Bill & Melinda Gates Foundation

The Performance Fact Premise

Cause & Effect

“All students will learn at high levels when instruction meets their needs. What a student has not learned well *yet*, is something she/he has ***not*** been taught well ***yet***.”

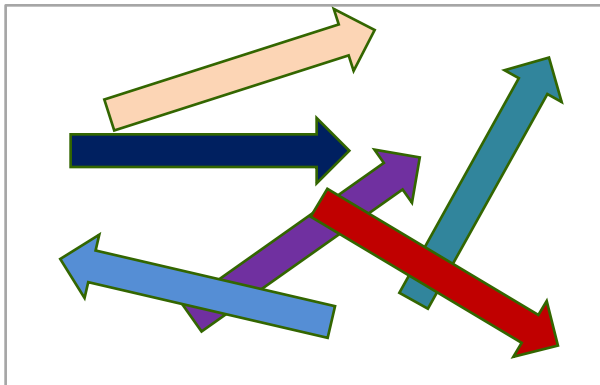
Student learning, then, is an “*effect*” whose “*cause*” lies in the quality and effectiveness of educational **PRACTICES**.

If we want improved outcomes for students, the starting point must be the **continuous improvement of teaching practices, leadership practices and organizational practices**, because they are the precursors to student learning.”

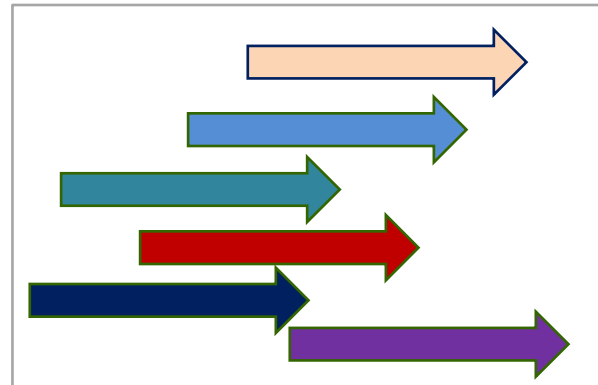
Mutiu O. Fagbayi (2006)

Why Plan?

Misalignment



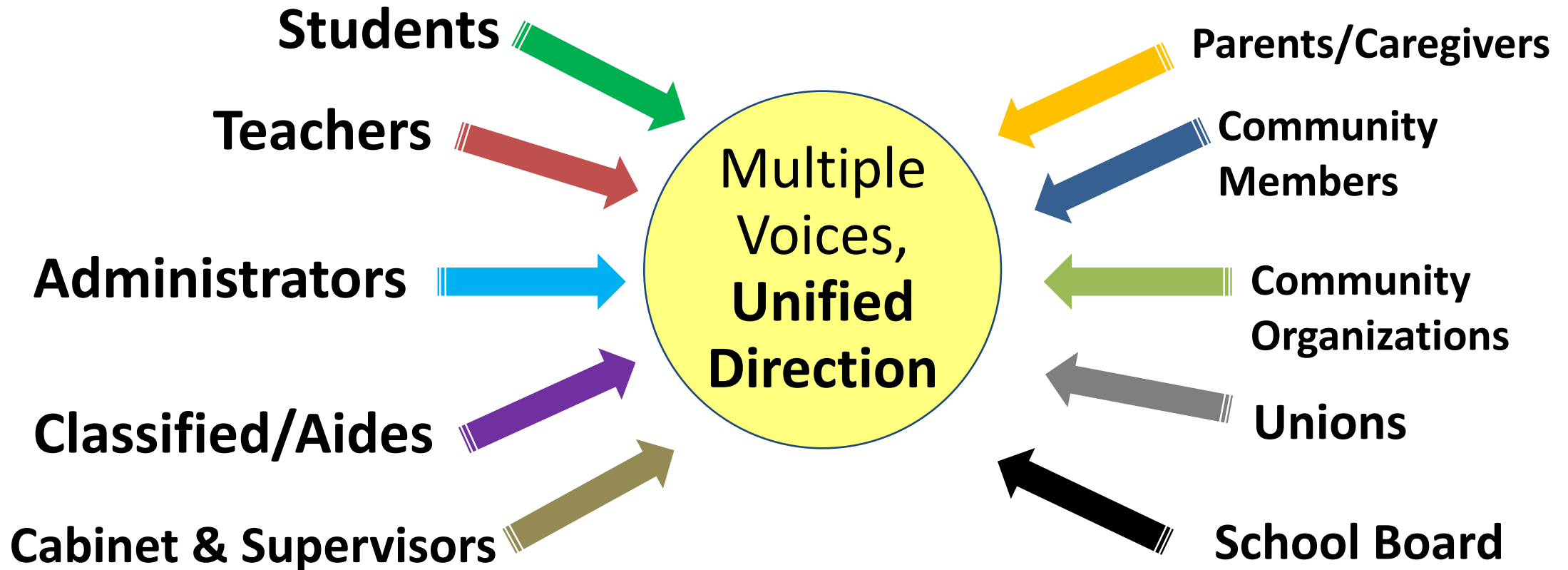
Alignment



Alignment: *getting people, process, program and structure on the same page, going in the same direction.*

A primary aim
of *planning*
is unity of
purpose, or
alignment

Embracing Diverse Voices & Perspectives

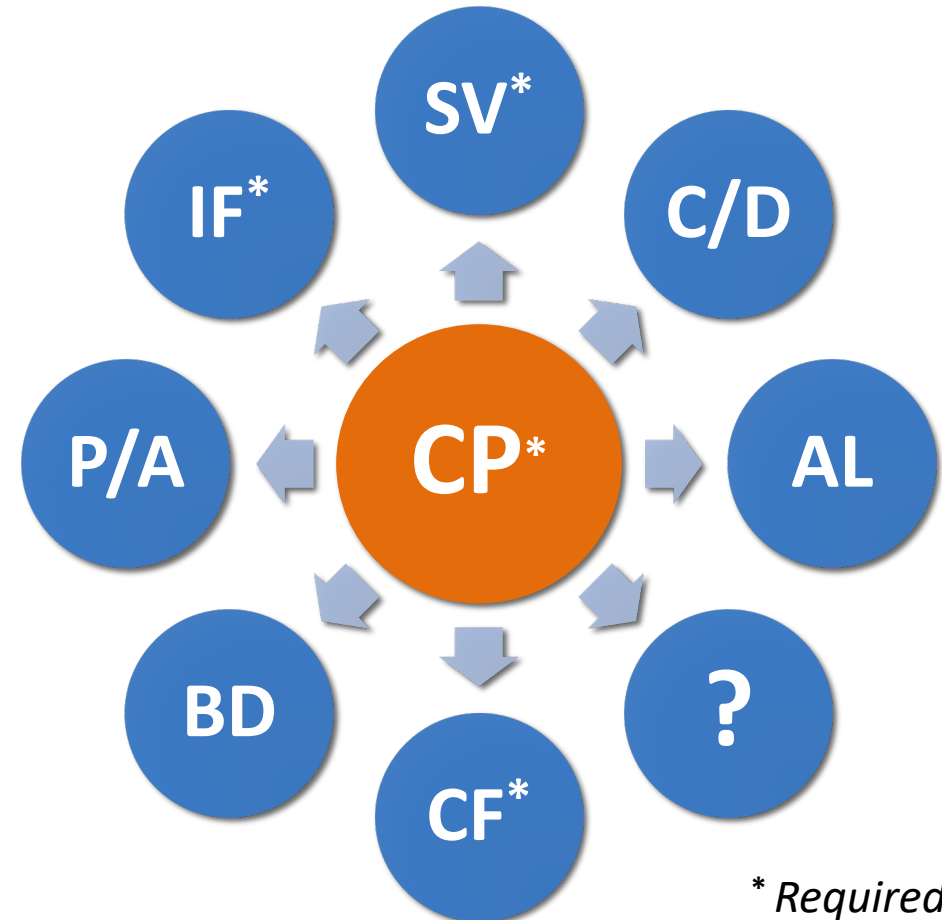


Meaningful Engagement *strengthens* understanding, appreciation and commitment.

Embracing Diverse Voices & Perspectives

Core Planning Team (CPT) ...

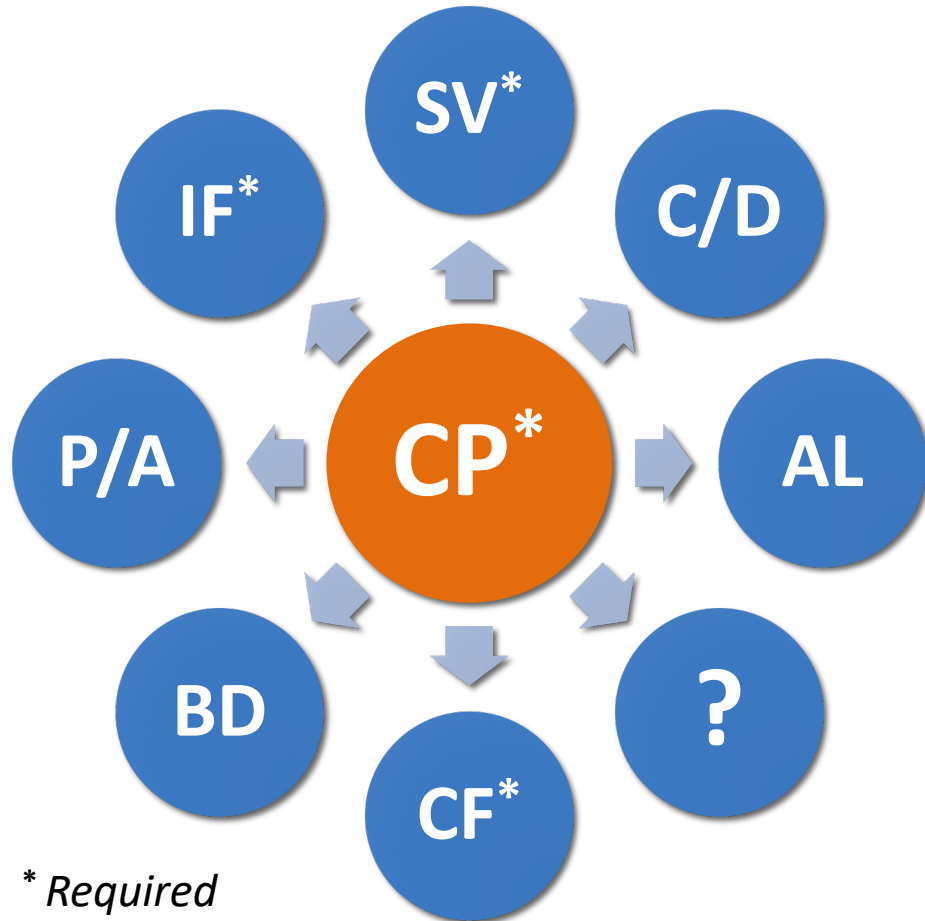
- ❑ Diverse team; includes all stakeholders
- ❑ Stewardship of the process and products
- ❑ “Integrator” of input from all perspectives
- ❑ Co-facilitator of “reality check” sessions
- ❑ 20-150 people



Embracing Diverse Voices & Perspectives

“Reality Check” Teams & Listening Sessions ...

- SV** = Student Voice Team
- IF** = Instructional Focus Team
- C/D** = Campus/Department Team
- P/A** = Principals/Administrators Team
- AL** = Alignment Team
- BD** = Board Review Team
- CF** = Community Forums



* Required

Phases of the Planning Process

- 1 • “Is everyone **ready** to go?” [Community mobilization]
- 2 • “Where are we **now**?” [Assessment of current state]
- 3 • “Where are we going **next**?” [Core purpose, goals, measures]
- 4 • “Is everyone **still** with us?” [Stakeholder “reality check”]
- 5 • “How are we going to get **there**?” [Building blocks: practices, strategies, structures]
- 6 • “Have we aligned **resources** with the Plan?” [Allocation of people, time, \$]
- 7 • “Do we have the **support** of our leaders and policymakers?” [Formal approval]

Engagement Process: Case Study #1

Northshore School District (Bothell, WA)

Date	Duration	Planning Team	Focus	# People (approx.)
Oct. 6, 2016	10:00AM-11:30AM	Admin Team (ATM)	Introduction to Strategic Planning process	100
Oct. 6, 2016	12:00PM-1:30PM	Student Voice	Input from student re: educational experiences; separate MS & HS sessions (Session #1)	85 MS; 20 HS
Mid-Oct. 2016	60-90 minutes each	Student Voice	Input from students in other high schools (led by Dr. O’Keeffe, et. al.)	30+
Nov. 1, 2016	8:00AM-4:00PM	Core Planning Team	Assessment of current state; Goals & Measures	65
Nov. 2, 2016	8:00AM-4:00PM	Core Planning Team	Assessment of current state; Goals & Measures	65
Nov. 2, 2016	5:30PM-6:30PM	Alignment Team	Introduction to Strategic Planning process	18
Nov. 3, 2016	8:00AM-11:00AM	Admin Team (ATM)	Update re: Strategic Planning process	100
Dec. 12, 2016	8:00AM-4:00PM	Core Planning Team	Goals & Measures’ Four Pillars	70
Dec. 12, 2016	5:30PM-6:30PM	Alignment Team	Review CPT progress; solicit ideas re: Goals	18
Dec. 13, 2016	8:00AM-4:00PM	Core Planning Team	Goals & Measures; Four Pillars	70
Dec. 14, 2016	8:30AM-11:30AM	Student Voice	Input from student re: educational experiences; separate MS & HS sessions (Session #2)	85 MS; 50 HS

Engagement Process: Case Study #1

Northshore School District (Bothell, WA) *continued*

Date	Duration	Planning Team	Focus	# People (approx.)
Jan. 30, 2017	5:30PM-7:30PM	Community Forum	"Reality check" session; open to all NSD stakeholders	50+
Jan. 31, 201	8:00AM-4:00PM	Core Planning Team	Finalize Goals and Measures; define core Educational Strategies	65
Jan. 31, 2017	5:30PM-7:30PM	Community Forum	"Reality check" session; open to all NSD stakeholders	50+
Feb. 1, 2017	7:00AM-7:45AM	Alignment Team	Review work-to-date; solicit feedback	15
Feb. 1, 2017	8:00AM-4:00PM	Instructional Focus Team	Review work-to-date; define professional practices for Four Pillars	60
Feb. 1, 2017	5:30PM-7:30PM	Community Forum	"Reality check" session; open to all NSD stakeholders	50+
Feb. 2, 2017	8:00AM-4:00PM	Instructional Focus Team	Review work-to-date; define professional practices for Four Pillars	60
Between Feb. 13 & Mar. 10, 2017	60-90-minute sessions	Campus/Department Reviews	Presentation of draft strategic plan to the staff of each school and each Department ; facilitated by selected members of the Core Planning Team or Instructional Focus Team.	1,500+
Between Feb. 13-Mar. 17, 2017	TBD	Superintendent/Cabinet (plus others, as needed)	<i>Ad hoc</i> meetings to refine successive drafts of the strategic plan and to review with stakeholders (including the Alignment Team).	10
Mar. 20, 2017	8:00AM-11:00AM	Core Planning & Instructional Focus Teams	Review of draft Strategic Plan and recognition of participants on both Team.	120
May. 4, 2017	8:00AM-9:30AM	Admin Team (ATM)	Review of draft Strategic Plan	100
May 23, 2017	5:30PM-7:00PM	Board	Formal approval of Strategic Plan	10

Engagement Process: Case Study #2

Federal Way Public Schools (Federal Way, WA)

Case Study #2: Federal Way Public Schools (Federal Way, Washington)	
Core Planning Team ~ 102 people; 5 days <i>(Nov. 2015 – Apr. 2016)</i>	Community-wide representation: parents, teachers, students, community partners, school administrators, district staff, Superintendent's Cabinet (Board members as observers)
Instructional Focus Team ~ 100 people; 3 days <i>(Jan. – Apr. 2016)</i>	Principal and teacher from <u>every</u> FWPS school; also district-level Leadership and Support Personnel
Community Forums 5 total; 2-hour sessions <i>(Jan. – Mar. 2016)</i>	Open evening forums for <u>all</u> stakeholders to provide input/feedback; held at each of the 5 FWPS Districts to encourage broad-based participation
Student Voice ~ 100 students; 3 hours <i>(Jan. 2016)</i>	Representative sampling of students from every FWPS Middle School and High School; session co-facilitated by student leaders
Alignment Team ~ 20 people; <i>(Ongoing)</i>	Ongoing planning, review and feedback sessions with Superintendent and District Leaders

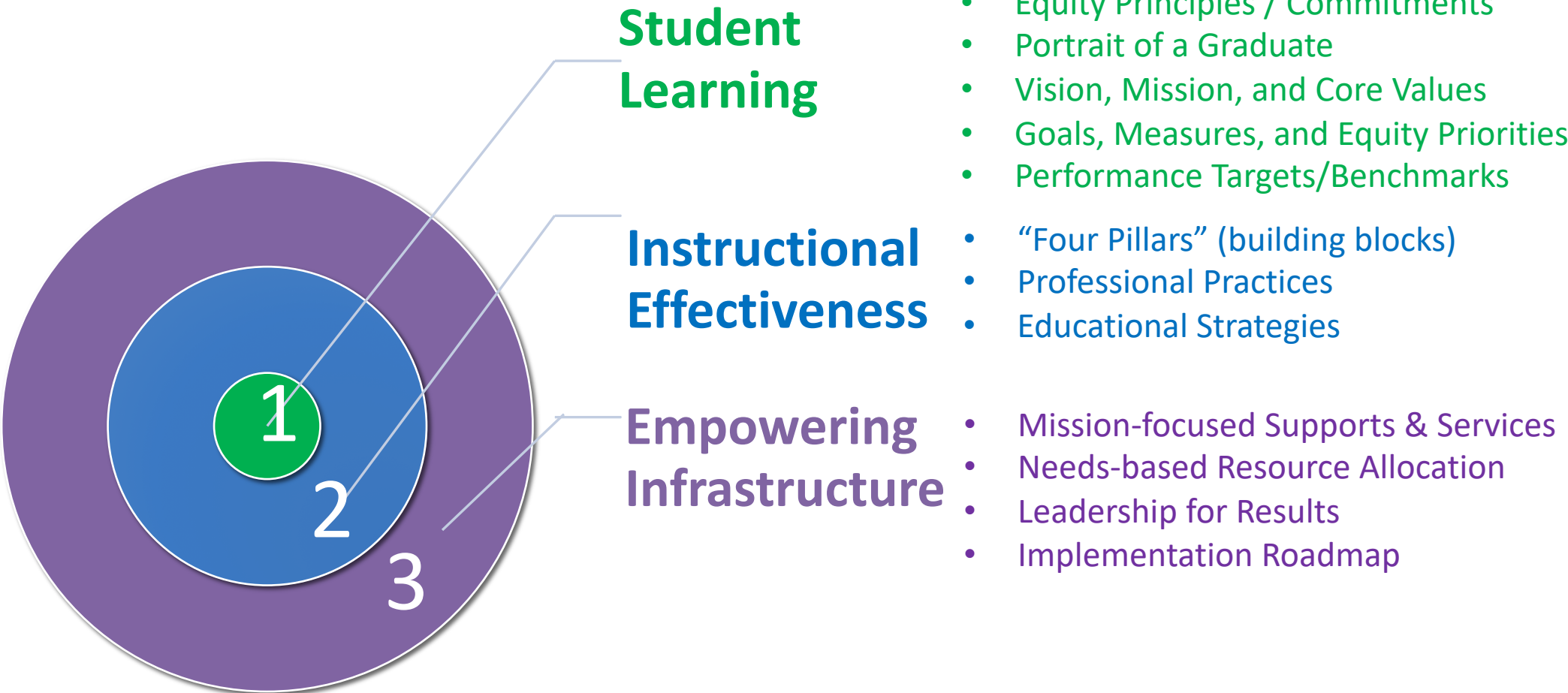
A Data-informed Equity Audit & Strategic Planning Process



What data do we have?	What does the data say? <u>and</u> Why does the data look that way?	What are we going to do about it all?
Student Data from multiple sources (including Equity Indicators & Measures)	Areas of Strength and Areas of Concern of the Equity Indicators & Measures “Root causes” (<u>and</u> underlying causes) of the current state of the Equity Indicators	<ul style="list-style-type: none">• Student Learning• Instructional Effectiveness• Empowering Infrastructure

Equity-centered Strategic Planning

“Keeping ends and means in proper sequence.”



Ends
(Effect)

Means
(Cause)

**Vision, Mission, and
Core Values**

**Portrait of a
Graduate**

**Goals, Measures
and Equity Priorities**

Four Pillars

**Professional Practices
Educational Strategies**

**Mission-focused Supports & Services
Needs-based Resource Allocation
Leadership for Results
Implementation Roadmap**

About Equity

Data-informed
EQUITY AUDIT

Equality vs. Equity

Equality

Resources and supports are distributed evenly, irrespective of individual needs or assets

“Starting point” is irrelevant

Equity

Incorporates the idea of need; distribution of resources and supports is *purposefully unequal*

“Starting point” is an important factor

The Equity Imperative: **Equitable Access, Equal Outcomes**

Equitable access

to resources and opportunities that guarantee fair, just, and affirming experiences and produce

equal outcomes

for every student, without exception

Reference: Mutiu Fagbayi | Performance Fact, Inc. (2021)

Two Types of Indicators in 7 Domains



Out-comes

Domain A: Kindergarten Readiness

Domain B: K-12 Learning and Engagement

Domain C: Educational Attainment

Access

Domain D: Extent of Racial, Ethnic, and Economic Segregation

Domain E: Equitable Access to High-Quality Early Learning Programs

Domain F: Equitable Access to High-Quality Curricular and Instruction

Domain G: Equitable Access to Supportive School and Classroom Environments

16 Indicators for Monitoring Educational Equity [Reference: National Academies of Sciences, Engineering, & Medicine; June 2019]

Domain A: **KINDERGARTEN READINESS**

- Indicator 1: Disparities in Academic Readiness
- Indicator 2: Disparities in Self-Regulation and Attention Skills

Domain B: **K-12 LEARNING AND ENGAGEMENT**

- Indicator 3: Disparities in Engagement in Schooling
- Indicator 4: Disparities in Performance in Coursework
- Indicator 5: Disparities in Performance on Tests

Domain C: **EDUCATIONAL ATTAINMENT**

- Indicator 6: Disparities in On-Time Graduation
- Indicator 7: Disparities in Postsecondary Readiness

Domain D: **EXTENT OF RACIAL, ETHNIC, AND ECONOMIC SEGREGATION**

- Indicator 8: Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation

Domain E: **EQUITABLE ACCESS TO HIGH-QUALITY EARLY CHILDHOOD EDUCATION**

- Indicator 9: Disparities in Access to and Participation in High-Quality Early Childhood Education

Domain F: **EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA AND INSTRUCTION**

- Indicator 10: Disparities in Access to Effective Teaching
- Indicator 11: Disparities in Access to and Enrollment in Rigorous Coursework
- Indicator 12: Disparities in Curricular Breadth
- Indicator 13: Disparities in Access to High-Quality Academic Supports

Domain G: **EQUITABLE ACCESS TO SUPPORTIVE SCHOOL AND CLASSROOM ENVIRONMENTS**

- Indicator 14: Disparities in School Climate
- Indicator 15: Disparities in Nonexclusionary Discipline Practices
- Indicator 16: Disparities in Nonacademic Supports for Student Success