

LEAD THE CHARGE IN LEARNING

SCHLECHTY

Center

STRATEGIC CHANGE AGENDA 2017

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STRATEGIC CHANGE AGENDA

A Process That Leads to Progress

Strategic planning should support the core business of schools rather than become the core business of schools. The Schlechty Center's Strategic Change Agenda replaces traditional strategic planning with a guided strategic thinking process for passionate, active leaders striving to make positive and lasting change.

While most school districts have strategic plans in place, districts also generally have a multitude of additional plans living alongside those strategic plans, either in schoolhouses or in the central office. Usually these plans are driven by state or federal mandates and are technical rather than strategic; they may not have a relationship with the district strategic plan, resulting in a lack of coherence. Often, strategic plans are more about tactics and less about strategies, especially strategies that reflect the current changing context and that create a focus on the future. If it is the intent of district leaders to continuously improve their organization without introducing changes that threaten the current culture and structure of the district, then a traditional strategic plan may be in order. On the other hand, if the current culture and structure inhibit the capacity of the organization to successfully meet the needs of its students and community, then a different process is called for.

The Schlechty Center's Strategic Change Agenda creates an opportunity for school districts to transform traditional strategic planning into an active, actionable, nimble process that maps a customized path for positive change.

HOW IS THE STRATEGIC CHANGE AGENDA DIFFERENT FROM MOST STRATEGIC PLANNING?



The Strategic Change Agenda places more emphasis on the following:

- The changing context in which school districts operate
- The capacity of the organization to focus on the future, maintain direction, and act strategically
- Understanding the needs, interests, and motives of stakeholders affected
- Assessing progress as well as performance
- Accountability based on trust
- Having those who implement action plans develop them
- Student, staff, and community engagement
- Becoming a learning organization
- Turning aspirations into reality
- Lasting change

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Our customizable framework goes beyond strategic planning to create a culture of engagement and design a supporting system that drives and sustains innovation. Working in phases, we chart leader aspirations, assess district capacity, and co-create a path of action steps and milestones. These steps will engage the entire stakeholder community in envisioning, supporting, and sustaining quality education for students. The process creates a common vision that transforms schools, school districts, and communities into collaborative, innovative learning ecosystems. At the end of this process, leaders will have more than a strategic plan; they will have a new way of thinking and problem solving that will allow them to maintain direction in the face of future challenges.

1 CLARIFICATION

Basic

Schlechty Center will meet with the superintendent/principal and cabinet/leadership team to determine the scope of the work, the capacity to manage the process internally, role responsibilities (Schlechty Center and district), and the extent of clarity around district direction (beliefs, vision, mission, desired results).

Optional

If there is a lack of clarity about beliefs, vision, and mission, a senior associate will facilitate a process to create an initial draft.

2 DISCOVERY

Basic

Schlechty Center will facilitate Taking Stock with a team of 40 people or less. Teams may include stakeholders in addition to district leadership. The Center will use the standard Taking Stock materials with a focus on whether the district has capacity or lacks capacity to realize its vision and mission.

Optional

If Taking Stock needs to be done with a team of more than 40, the Center will add an additional senior associate and additional materials.

Optional Extended Taking Stock

Schlechty Center will assess student, staff, and community engagement using surveys, focus groups, or interviews. A senior associate will do all of the work and write a summary report. For a lower cost, Schlechty Center may help develop the district's staff to do this. The Center's role will be more of a consulting role in that case.

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3 GOAL SETTING

Basic

Schlechty Center will meet with the superintendent and his or her cabinet or principal and his or her leadership team to identify trends, patterns, and key issues that emerged from Taking Stock (including extended versions of Taking Stock). The Center will facilitate a process that results in greater clarity among district and school leaders regarding superordinate goals or what is to be accomplished.

4 DEVELOPMENT OF ASSESSMENT MECHANISMS

Basic

Schlechty Center will assist the superintendent and principal in establishing a template of milestones for measuring progress in the change process.

Optional

Schlechty Center will consult with district technology staff regarding the incorporation of this work into a management system.

5 ACTION PLANNING

Basic

Those who will be accountable for meeting goals will develop their own action plans with milestones and measures of progress. Schlechty Center's role will be to enhance the capacity of those charged with managing the Strategic Change Agenda. A senior associate will facilitate a two-day workshop for key staff that could include principals, department heads, etc.

Optional

Schlechty Center will provide ongoing technical assistance to those who are developing and managing action plans.

Lead the charge in saving public education.
Lead the charge in transformation.
Lead the charge in engaging work.
Lead the charge in your district, in your classroom.
Lead the charge for every student.

**LEAD
THE CHARGE.**

Schlechty
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