

Strategic Planning Academy ISD  
Meeting 1



March 5, 2018

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As we move through this work...

*I is really important.*

*We is really important, too.*



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**He who fails to plan, is planning to fail.**  
- Winston Churchill

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**Why organizations engage in strategic planning...**

- To set direction and priorities
- To get everybody on the same page
- To simplify decision-making
- To drive alignment
- To communicate the message

—“Why You Need a Plan: 5 Good Reasons” by Michael Wilkinson

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**7 reasons why strategic planning in schools is so critical...**

1. Articulates a shared vision, mission and values
2. Effectively organizes schools and their staff
3. Defines how success will be measured
4. Aids a school board with governance decisions and provides direction for the future

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### 7 reasons (continued)

- 5. Increases communication and engagement
- 6. Keeps everyone in a school - from teachers to administrators - connected
- 7. Best reason of all: it is about every great school's number one priority: STUDENTS

---Blog: "7 Reasons Why Schools Need A Strategic and Operational Plan," Envisio

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### Why are we engaging in strategic planning?

As our school community grows and changes, Academy ISD desires to be the school of choice for families who already reside here and for families in the years ahead. By pausing to take an intentional look at where we are now and where we desire to be in the future, stakeholders will come together to lay the foundation for our students. This process will drive the work we do. By aligning our beliefs, mission and vision to our priorities, we can be certain we focus on keeping students in the forefront of all decisions.

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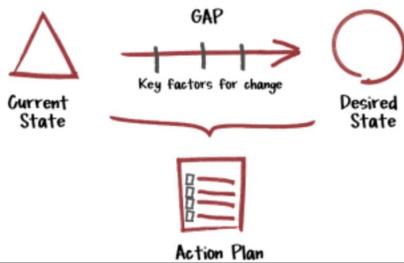
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## Gap Analysis



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## Committee Meeting Norms

- Start and end on time.
- Stay on task and provide input.
- Let each person speak in turn.
- Seek clarification when needed.
- Assume best intentions.
- Place phones on vibrate (keep electronics usage to a minimum).
- Do your "homework."
- DREAM BIG for kids!

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## Meetings: Key Focus (and the "work" in between)

- #1 - Purpose, WHY, where we are now vs. where we want to be
- #2 - Delve into priorities, group breakout sessions (TBD)
- #3 - Administrator reports, consider action items, prioritize needs
- #4 - Clarifying questions, refining the work, select a spokesperson to present the plan to the board
- #5 - If needed

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## Strategic Planning vs. The Strategic Plan



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To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are always in the right direction.

— Stephen Covey —

AZ QUOTES

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Let's get started!



1. Currently "who we say we are"
2. Future focus
3. SWOT
4. Priorities

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### Currently “who we say we are...”

Group A - Belief Statements

Group B - Graduate Profile

Group C - Mission/Vision

- What are you noticing?
- What are you wondering?
- What questions do you have?

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### Future Focused

The Academy ISD that was...

The Academy ISD that is...

The Academy ISD that is yet to come...

- What are the most important changes in the last 4 years?
- What are the skills our kids need to succeed (be future ready)?
- What does success look like for Academy ISD students in 2027?
- What are our priorities?
- Are we ready to make bold decisions for our students?

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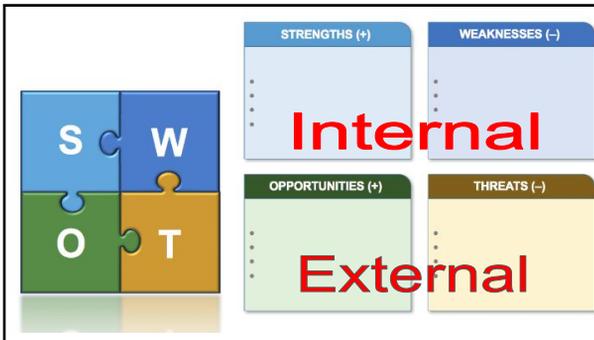
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## Definitions

**Strengths** – Factors that are likely to have a positive effect on (or be an enabler to) achieving the school's objectives

**Weaknesses** – Factors that are likely to have a negative effect on (or be a barrier to) achieving the school's objectives

**Opportunities** – External Factors that are likely to have a positive effect on achieving or exceeding the school's objectives, or goals not previously considered

**Threats** – External Factors and conditions that are likely to have a negative effect on achieving the school's objectives, or making the the objective redundant or un-achievable.

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## Reflecting on Meeting #1



*This evening I....*

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## Wrap up...

Exit task

Watch for "homework"

Next meeting: Monday, March 19, 6:00 p.m.

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### Exit Task

In reflecting on the information shared this evening, and the dialogue among those present, the "big ideas" (priorities) on my mind are.....

Write one "big idea" on each sticky note (3-5 total) and leave on the chart tablet at the front of the room.

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# *Academy ISD Graduate Profile*

## *Citizenship*

*Dependable*

*Respectful towards others*

*Emotionally & intellectually mature*

*Participates in the democratic process and demonstrates civic pride and responsibility*

*Positive role model*

*Demonstrates character and integrity*

*Self-disciplined*

*Practices a healthy life-style*

*Acknowledges and respects cultural diversity*

*Able to work effectively in a variety of settings*



## *Scholarship*

*Proficient in core academic subjects*

*Appreciative of the arts and humanities*

*Effective problem solver and decision-maker*

*Critical thinker*

*Independent thinker*

*Self-motivated*

*Life-long learner*

*Proficient in use of technology*

*Exhibits effective oral and written communication skills*

*Establishes priorities and goals to enhance productivity*

## **Academy ISD Belief Statements**

- ✓ We believe that the student is the focal point of all decisions.
- ✓ We believe that educational excellence is achievable and maintainable; therefore, we are committed to excellence as our standard of accountability.
- ✓ We believe that all students can learn when instruction is relevant, developmentally appropriate, and addresses multiple learning styles.
- ✓ We believe that curriculum is dynamic and must be guided by research, best practices, and data-driven decisions.
- ✓ We believe that a respectful, nurturing, and disciplined environment facilitates the success of all students.
- ✓ We believe that educators must be positive role models, ethical decision-makers, and committed professionals.
- ✓ We believe that the diversity of individuals and groups should be valued and appreciated.
- ✓ We believe that educational excellence is a shared responsibility between student, school, home, and community.

## **Academy ISD Philosophy Statement**

The Academy School System wishes to have a unified educational system so that the student will become more involved in the process of clear and critical thinking skills. The district believes that our students should be afforded the opportunity at every level to develop their abilities to the maximum capacity; intellectually physically, morally, and socially, so that they might become more responsive members of society in whatever career, profession, or job they choose. This will be done in accordance with the policies of the Texas Education Agency and with the support and involvement of the community.

## **Academy ISD Mission Statement**

The mission of the Academy Independent School District is to motivate students to learn the behaviors, skills, and understanding necessary for academic and social success. The school shall strive to develop students' higher level thinking skills, problem solving and coping behaviors; to help students define their values and goals; and to cause students to respect themselves and the rights of others.

## **Academy ISD Motto**

Academy ISD ... Where Success Begins!

## Academy ISD Survey Results

Q1. We believe that the student is the focal point of all decisions.

- 50% = Always (35)
- 35.7% = Almost always (25)
- 14.3% = Usually (10)

Q2. We believe that educational excellence is achievable and maintainable; therefore, we are committed to excellence as our standard of accountability.

- 54.3% = Always (38)
- 34.3% = Almost always (24)
- 8.6% = Usually (6)
- 2.9% = Sometimes (2)

Q3. We believe that all students can learn when instruction is relevant, developmentally appropriate, and addresses multiple learning styles.

- 48.6% = Always (34)
- 40% = Almost always (28)
- 10% = Usually (7)
- 1.4% = Sometimes (1)

Q4. We believe that curriculum is dynamic and must be guided by research, best practices, and data-driven decisions.

- 41.4% = Always (29)
- 38.6% = Almost always (27)
- 14.3% = Usually (10)
- 5.7% = Sometimes (4)

Q5. We believe that a respectful, nurturing, and disciplined environment facilitates the success of all students.

- 64.3% = Always (45)
- 24.3% = Almost always (17)
- 8.6% = Usually (6)
- 2.9% = Sometimes (2)

Q6. We believe that educators must be positive role models, ethical decision-makers, and committed professionals.

- 81.4% = Always (57)
- 17.1% = Almost always (12)
- 1.4% = Usually (1)

# Academy ISD Survey Results

Q7. We believe that the diversity of individuals and groups should be valued and appreciated.

- 55.7% = Always (39)
- 25.7% = Almost always (18)
- 14.3% = Usually (10)
- 2.9% = Sometimes (2)
- 1.4% = Never (1)

Q8. We believe that educational excellence is a shared responsibility between student, school, home, and community.

- 67.1% = Always (47)
- 20% = Almost always (14)
- 8.6% = Usually (6)
- 4.3% = Sometimes (3)

Q9. What suggestions do you have to improve the current belief statements listed above?

none (3)

I think the answer to the previous question should be always, but let's be honest, sometimes the family unit doesn't do their part. In my campus it seems there are some students who learn differently. We may be lacking it seems in the realm of diversifying instruction styles to accommodate these students who are not behind enough for resource needed staff but on the cusp. I feel our counselor might be overloaded at times to be able to get resolutions for some of these students.

We are not doing justice to our higher achieving students below the high school level. They are put into regular and sometimes inclusion classes, where it is impossible to push them to their highest capability. As the district grows and as the state changes the way they are grading, it is going to be vital that our higher achieving students are allowed the opportunity to excel to their highest potential in every subject.

Follow through

Remove the word THAT from each statements so they are not in passive voice.

CKH principles are not utilized consistently throughout the district. It seems as if some policies (such as dress code) are not consistently enforced. Our athletic facilities are poor in comparison to other similar schools in our area. That being said, I believe Academy is the best district in our area, and I'm proud to be a part of the team.

the statements are good but I am not sure we always remember them in practice

We believe that to obtain these goals, all stakeholders must be committed to their completion, and that teaching students self-respect and worthiness of themselves and others is a great priority.

I believe it is important that campus administrators recognize that not everything about a student's learning style can be learned by "data". The classroom teacher is a good resource for information about student learning in addition to data.

Maybe spend some time going over these with staff and really talk about what these beliefs look like. I believe all of these SHOULD be our goal all the time but I don't believe everyone exhibits these all the time. If we had these discussions EOY it would give those who don't really buy in the opportunity to look elsewhere for employment. I believe these are non-negotiables and pressure needs to be applied to make sure we're carrying through on the campuses.

One suggestion is to promote better morale among staff members and holding all staff to the SAME standard. This would promote a more positive environment among the staff and in-turn make educational excellence a more achievable goal.

I feel these belief statements are still accurate for how we conduct our business at AISD.

## Principal's Council / Alumni Feedback on Graduate Profile and Belief Statements

### CITIZENSHIP

- Dependable (check)
- Respectful towards others (check)
- Emotionally and intellectually mature (This bulleted item caused a discussion. They discussed the gap of consistency that falls in the middle school. They felt like instead of fostering maturity, it was simply forced compliance which had the opposite effect. They commented that the discipline was too overt and focused on the small things. As for intellectual maturity, they felt that most of the work is simple, busy work.)
- Participates in the democratic process and demonstrates civic pride and responsibility (They said that this doesn't really come into play until their senior year, and that it either needs to be removed or updated to reflect more opportunities, such as class officer campaigning etc.)
- Demonstrates character and integrity (check)
- Practices a healthy life-style (needs to be changed to reflect what this even means)
- Acknowledges and respects cultural diversity (Their comment was that this must have been an issue if it was necessary to include it at the time of creating the document. This was an area that they felt could be expanded on to include "awareness" as well. One student mentioned that even something as little as having cards telling what is in the food in the cafeteria for students who abstain from eating certain things for religious reasons would be a good start.)
- Able to work effectively in a variety of settings. (check)

### SCHOLARSHIP

- Proficient in core academic subjects (Have a track for more than just AP and regular...maybe an Honors section. More Dual Credit options)
- Appreciative of the arts and humanities (The students questioned where this is in the process...)
- Effective problem solver and decision-maker. (check)
- Critical thinker (They thought this was a bit redundant.)
- Independent thinker (Same...redundant)
- Self-motivated (see reference above about middle school...topic came up again)
- Life-long learner (needs elaboration)
- Proficient in use of technology (check)
- Exhibits effective oral and written communication (not emphasized enough at some grade levels)
- Establishes priorities and goals (take off the rest of the words)

**The following are comments from the alumni survey on the two documents.**

**Do you think that the items on the Academy ISD Belief Statements still apply to Academy graduates?  
Please explain why or why not.**

- Yes (2)
- Yes I do
- Yes, everything there is true. History is History and it should be taught as fact based as possible.
- No idea

## Principal's Council / Alumni Feedback on Graduate Profile and Belief Statements

- I believe these things were taught to me during my time at AHS and were expected of all AHS graduates.
  - Yes academy has always and still does pursue the intent to hold parents accountable for their children's actions. This should continue to be a core focus. When teachers and administrators have the support of the parents the students are much more likely to excel.
  - I feel like we are losing the battle with our students on some of these points—and that we should continue to talk about these things with our students more regularly. Again, I didn't even know this document existed, and I have to wonder how many students haven't seen these 2 documents.
  - I don't remember this. Must have started after I graduated.
  - The beliefs still apply but that had nothing to do with my experience with the school.
  - Not all currently apply. There are some instructors that do not alter their teaching style to try to address the different learning styles in the classroom.
  - Yes. Much like many other facets of life, the school environment is ever changing, and the staff, parents, students, and administration would do well to adapt to the change, as hard as that may be. Educators must stay on top of changes that occur in their disciplines and schools can learn from a richly diverse group of students and educators who have many wonderful and different things to bring to the table.
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- Yes, I hope AISD aims to achieve the level of attention to students as expressed above. My school experience is consistent with the statements above.
  - Correct.
  - I think the belief statement is fine. I don't care for bullet number 2. Education excellence isn't easy for everyone. I worked very hard in school and barely passed. I would work twice as hard for a lower grade. Not every student who is at school fits into a perfect little box. After attending college I have had to find other ways to learn and retain information. It seems schools always reward the "A" students but discount the ones who barely make it but are working just as hard if not more so.
  - Yes. The seniors I know at AHS this year are some of the most helpful, respectful kids I've come across.
  - I do believe that these items still apply. I will always be grateful for the foundation AHS has provided me. I was able to pass most of my college courses with ease because Academy made it a point to challenge us and direct us in the classroom before we got to college/work. I hated the difficulty of classes while in school (specifically Mrs. Dillard's and Mrs. Henson's classes) but was over-the-moon grateful for it all whenever I entered college.
  - Yes. AISD is definitely based on these statements and they all hold true to the experience I had at AISD.
  - Yes
  - Yes. However there's more the school itself could do to apply these principles to a broader array of students- offer more challenging courses for advanced students. Support those taking dual-credit by awarding GPA points equivalent to AP classes. Offer technology and occupational training courses for individuals who do not wish to pursue the traditional college degree

## Principal's Council / Alumni Feedback on Graduate Profile and Belief Statements

**Do you think that the items on the Academy High School Graduate Profile are still the focus points for Academy graduates? Please explain why or why not.**

- Yes (4)
- For the most part yes.
- Yes, all those are things students should aspire to achieve and be a part of.
- No idea
- We could have a greater emphasis on arts and humanities and effective oral communications. All other requirements I believe were taught to me at AHS
- Yes very much so
- Honestly, I didn't know this profile existed. I think we could do a better job talking to and trying to instill these traits in our students.
- I don't remember this. Must have started after I graduated.
- That's the goal, isn't it?
- Yes. I believe a lot of these focal points are important in the development of a high school student, and as a high school educator myself, I like to see the awareness and pride that some of these points instill.
- All the qualities listed above are great for a high school student to pursue.
- Need to be more career/business focused
- Yes I think these are all attributes students and adults should strive for.
- Yes. Grit might be a good one to add. Adult life takes grit. 😊
- I do believe that this is the mindset for many AHS graduates- but I also believe that these points should be the goals of all human beings despite what high school they attended. I believe that a school can help to shape and mold students, but in the end it's the individual's choice as to how they want to live. Therefore, I can say that these are still my personal goals, but I can't claim that truth for everyone.
- Absolutely. It reflects many of the things I said in the previous question.
- Yes, these goals represent those of a well-rounded, educated individual, but I don't think these are always enforced by all teachers in the class room.

## Academy ISD Enrollment

Grade Level		2006	2007	2008	2009	2010	2011	9/18/2012	4/30/2014	2/4/2015	5/25/2016	11/29/2016
		-07	-08	-09	-10	-11	-12	-13	-14	-15	-16	2016-17
PK		17	16	22	19	28	24	39	38	35	32	36
KG		75	74	67	64	79	75	77	109	98	108	105
1st		51	74	86	75	80	86	83	85	116	122	122
2nd		79	62	83	77	70	78	88	100	83	126	136
3rd		60	80	70	88	84	73	77	87	105	89	124
4th		84	71	82	72	85	91	72	89	97	116	96
5th		79	84	81	83	79	94	100	90	91	102	108
6th		69	85	97	87	88	80	90	113	101	98	113
7th		65	73	90	102	88	95	94	94	113	113	100
8th		78	76	79	91	102	91	100	107	104	131	119
9th		93	87	87	83	91	106	93	113	108	109	127
10th		97	89	80	79	80	89	102	79	118	103	112
11th		68	92	85	77	76	80	87	98	78	102	105
12th		72	67	82	76	72	70	76	69	93	71	106
Total		<b>987</b>	<b>1030</b>	<b>1091</b>	<b>1073</b>	<b>1102</b>	<b>1132</b>	<b>1178</b>	<b>1271</b>	<b>1340</b>	<b>1422</b>	<b>1509</b>
Plus / Minus from previous			<b>43</b>	<b>61</b>	<b>-18</b>	<b>29</b>	<b>30</b>	<b>46</b>	<b>93</b>	<b>69</b>	<b>82</b>	<b>87</b>