

St. Croix Educational Complex Planning Committee

Planning Process Model

Introduction

To assist the St. Croix Educational Complex (SCEC) in its planning efforts, the school's Planning Committee has written this document, within which it is proposing to the Steering Committee a planning process model (PPM) for school-wide use. The purpose of planning is to drive and direct current and future operations at SCEC, while recognizing the realities of administering an effective and vibrant educational environment. It is the recommendation of the Planning Committee, that where possible, the framework of the PPM be adhered to. This model is not a plan. Rather, it is an instrument that can be used to engage in planning efforts, aimed at facilitating short-term and long-term operations and initiatives within the school. The PPM has several useful benefits that include:

- ✓ Providing a focal, structured and methodical approach to planning
- ✓ Clarifying and simplifying the planning process
- ✓ Minimizing potential errors in the planning process.

Planning Process Model Overview and Components

To ensure uniformity in the various planning processes, the Planning Committee has identified several integral components that should underpin the development of each of the school's plans. The content as well as the construct of the PPM are important, and must be followed in order to ensure uniformity throughout and integrity within each planning initiative and within resulting plans. Deviations from the PPM should only be entertained in those instances when and where alternative planning templates have been issued by a controlling entity (for example, the Office of the Commissioner) with specific instructions for their use. The components of the PPM are as follows:

1. Foundations of Planning
2. Plan's Vision Statement
3. Purpose
4. Goals
5. Strategies
6. Tactics/Implementation Projects
7. Planning Assumptions

A visual illustration of the PPM is depicted in Appendix A. The components of the model along with their interrelationships are delineated within the appendix, and explained thoroughly throughout this document.

Foundations of Planning

All of SCEC's planning initiatives must be grounded in its mission and belief statements. In many institutions (secondary and tertiary), a separate school-wide vision statement precedes the establishment of the mission and belief statements. However, for SCEC purposes, the use of the mission and belief statements should suffice. Collectively, these components form the core of the school's existence. Therefore, in developing plans the mission and belief statements are the first components that should be listed in each plan. The school's mission and belief statements are provided below.

School Mission Statement

St. Croix Educational Complex High School is a four-year public school designed to provide educational opportunities through a diversified and integrated curricula to a multicultural student body. The school's mission is to prepare students to become productive members of their local and global communities.

School Belief Statement

We believe

- That all students can learn.
- Teaching and learning is an integrated process.
- A student with a healthy mind and body is primed for achievement and optimal success.
- A cooperative, student-centered environment that encompasses diverse learning styles, abilities, and interests, and accommodates and fosters the educational process.
- A student's life-long success is additionally dependent upon diverse extra-curricular activities and school programs.
- The school's curriculum should provide meaningful and relevant experiences that parallel those found in everyday life.
- The integration of technology into the learning process is a pivotal component in the school's curriculum.
- Ongoing student assessment is the key to establishing, maintaining, and enhancing the accountability of students' academic achievements.
- A teacher is a learner, facilitator, and coach in the process of teaching and learning.
- An environment of collegiality and collaboration can affect and enhance teachers' performance and ultimately, students' successes.

- Knowing the strengths and weaknesses of our staff is an important component in planning for professional development resulting in accountability for students' achievement.
- Site-based management allows for school governance which ultimately leads to administration in a more efficient manner.
- A safe, secure, and well-disciplined environment creates an atmosphere conducive for students' success.
- Community usage of the school's facilities reinforces safety and security of the school and ultimately enhances the school's performance.
- School leadership is a shared responsibility requiring a collaborative approach among stakeholders.
- Parental involvement is the key to students' success.
- An understanding of the uniqueness of the cultural diversity of the community is essential for a holistic approach by all stakeholders for enhancing school performance and ultimately, students' success.

Establishing the Plan's Vision Statement

The vision statement is a necessary component of the PPM. It is a textual description of the overarching goal or set of goals for each plan. The developers of each plan must engage in repetitive and iterative brainstorming activity to create a vision statement that accurately and concisely contains the high-level goal(s). The vision statement for each plan must be clearly and demonstrably linked to and supported by the school's vision, mission, and belief statements.

Operational and qualitative goals are not to be included in the plan's vision statement. For example, in the construction of a professional development plan, the developers should not mention, within the vision statement, precise goals for facilitating professional development. Such operational goals will be developed at a later stage based on the high-level goals within the vision statement. The vision statement should provide a description of realistic expectancy indicating what the school is striving for within a specific focus area. It should encapsulate succinctly yet comprehensively the focus, drive, and foundation of the desired planning initiative.

Establishing the Purpose

The next component of the PPM is the purpose. Developers should clearly list the overall purpose/objectives of the plan. To assist in this process, several individuals should seek to determine exactly what the resulting plan should/will help to accomplish. A listing of three to five overall objectives of the plan should be included within this component.

The following provides an example of how the purpose may be written. Focus on the construct and phrasing of the example provided below, rather than on its relevancy to any particular plan the school might be considering. While objectives may be related,

there should be no overlapping. An example of objectives involving a student management plan follows:

The student management plan has been developed to accomplish the following objectives:

- ✓ To help improve efficiency within the student registration process
- ✓ To provide a framework for creating and maintaining a thriving alumni society
- ✓ Etc.

Developing Goals

Goals must directly underpin the high-level goal(s) envisioned in the plan's vision statement, as well as be intricately linked to all other foundational components. The goals should establish and detail, in a more conceptual means than the foundational components, exactly what the developers aspire to achieve—not in the plan, but through the implementation of the plan.

In creating goals, developers could simply ask these questions: “What is wanted?” “What specifically do we want to accomplish within our focus area?” Answering these questions may require the assistance of someone (for example a school administrator or area coordinator, etc.) who can facilitate the process.

Goals must be responsive to the current and future needs of SCEC, specifically to the focus area to which they are associated. The construct and wording of each goal is critical to it being understood, accepted, and implemented by the stakeholders. Each goal should be precisely understood without ambiguity. An example of goals involving student enrichment follows:

- Goal 1: Maintain a faculty and staff who due to their background and educational experiences can enrich students' learning experiences.
- Goal 2: Provide a safe, secure, and disciplined school environment.
- Goal 3: Maintain appropriate facilities that stimulate and foster student-learning.

Each goal should support the foundational components of the plan in which it is contained, as well as the overarching vision and mission of the school.

Developing Strategies and Tactics/Implementation Projects

Developing Strategies

The next component of the PPM involves the development of strategies. Strategies are more specific and less abstract than goals, and represent critical and important issues of which school officials should be aware. Strategies should be stated as simply and succinctly as possible. Not all strategies may be related to each goal.

The developers may discover, however, that a particular strategy may be associated or linked to more than one goal. Linking strategies to goals is an important step at this stage of the planning process. This activity helps to ensure that each strategy plays an important role in accomplishing one or more stated goals. Examples of strategies for a hypothetical student enrichment plan are listed below. The areas where the words “Goal linkage(s)” are noted indicate how each strategy is associated with the goals listed within the “*Developing Goals*” section addressed previously in this document.

Strategy 1: Secure funds in support of student-enrichment initiatives.

Goal linkage(s): 2, 3

Strategy 2: Provide professional development for faculty and staff with a focus on utilizing information technology to facilitate instructional and student-support activities.

Goal linkage(s): 1

Developing Tactics/Implementation Projects

The process of creating tactics requires the developers to ask “What steps/actions will be needed to accomplish each strategy.” Each tactic represents one piece of a puzzle, uniquely and unambiguously aimed at accomplishing the associated goal. An example of a strategy and two associated tactics for a hypothetical student enrichment plan are listed below.

Strategy 1: Secure funds in support of student-enrichment initiatives.

Tactic 1: Apply for Title V funds, specifically to establish a student-activity center.

Tactic 2: Assess each student a student-activity fee.

At the strategy and tactic development stage, planning becomes more precise. Think about a student whose goal it is to enroll in higher education and graduate with a Bachelor degree in four years. This goal is insufficient in and of itself. That student now

needs to develop one or more strategies, in pursuit of the goal. Most likely, the strategies will vary in their context, and scope. How to finance one's education is a necessary consideration when enrolling in higher education. For our purpose here, "Finances" is considered the context. For the Finances context, two strategies are provided:

Strategy 1: Acquire the financial means needed to enroll and complete higher education.

Tactic 1.1: Ask my parents for financial assistance.

Tactic 1.2: Apply at institution(s) for financial aid: loans, grants, etc.

Tactic 1.3: Acquire or maintain a job.

Tactic 1.4: Submit a financial-assistance application to the Board of Education upon enrolling in an institution.

Tactic 1.5: Withdraw money from my endowment fund.

Tactic 1.6: Use interests funds accumulated from my U.S. saving bonds.

Strategy 2: Locate an institution that offers my area of interest.

Tactic 2.1 Indicate tactic one here.

Tactic 2.2 Indicate tactic two here.

The tactics beneath Strategy 1 provide you with an extensive though not an exhaustive listing of tactics that can be used in support of the strategy to receive financial aid, in support of the goal to enroll in and complete higher education.

The numbering of the tactics (1.1, 1.2, etc.) readily allow readers to know to which strategies tactics are linked. If the tactics were numbered 2.1, 2.2, etc., this would indicate that they are linked to Strategy 2. In your planning activities, you may discover that some tactics are relevant to more than one strategy. In those cases, you should list those tactics again, in association with all other strategies to which they are relevant, appropriately adapting the number sequence. When tactics are repeated this may be indicative of their increased usefulness to the plan.

Planning Assumptions

Planning assumptions are those factors which realistically and potentially can and do impact the daily and yearly operations within the school. These factors may be viewed and classified as facilitating or constraining. Those factors that facilitate growth and continued development should be listed under the heading "Facilitating Factors." Those

factors that challenge and impact the growth and advancement of continued development should be listed under the heading “Constraining Factors.”

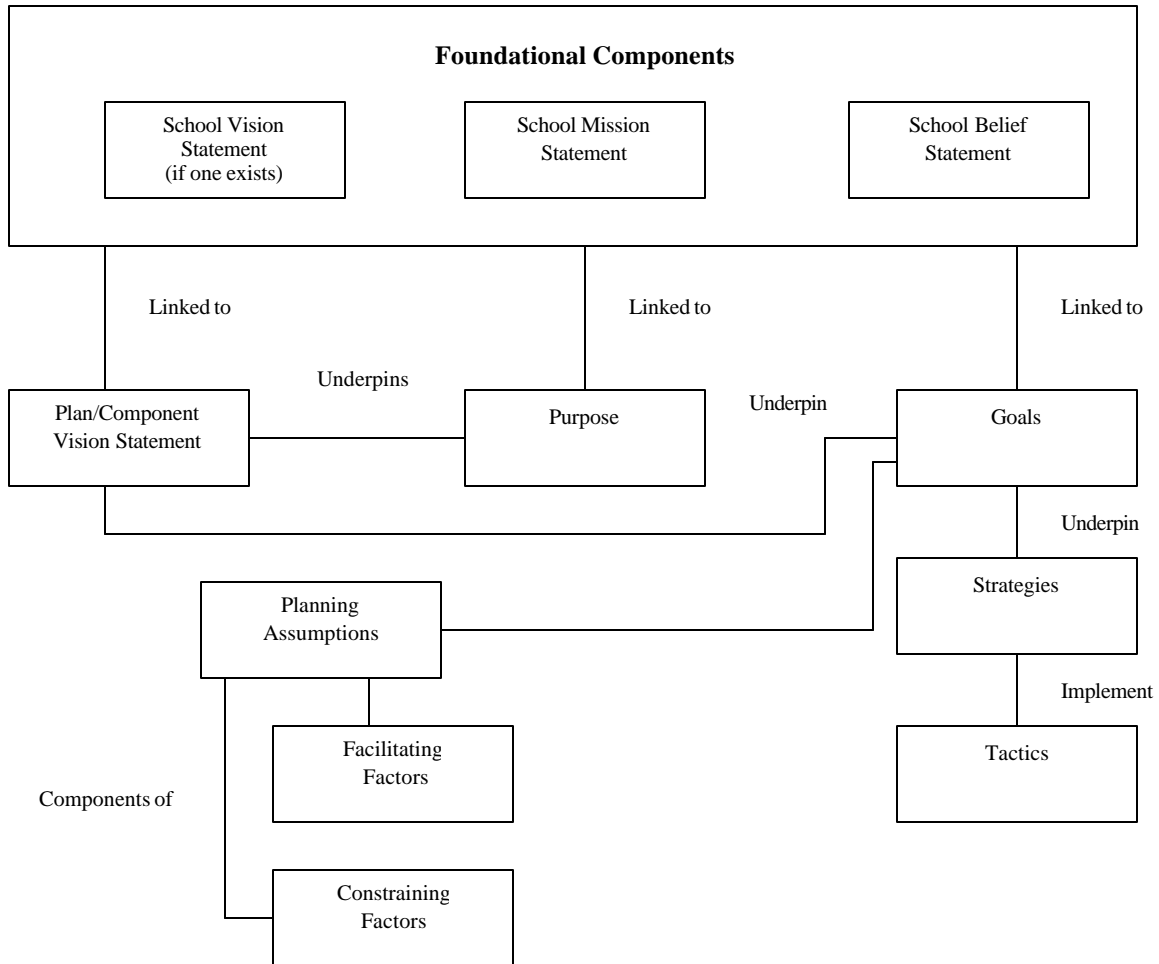
Conclusion

The Planning Committee at SCEC compiled this document, which represents a planning model for use within the school, to guide and facilitate planning efforts. The model is comprised of several elements which include: Foundations of Planning, Plan’s Vision Statement, Purpose, Goals, Strategies, Tactics/Implementation Projects, and Planning Assumptions.

It is the recommendation of the Planning Committee, that where possible, the framework of the planning model be followed precisely. Adherence to the overall construct of the planning model is important, and will help to ensure uniformity throughout and integrity within each planning initiative, even among disparate groups. Deviations from the planning model should only be entertained in rare instances.

Appendix A

SCEC Planning Model



- SCEC's vision, mission, and school belief statements are the foundational components for planning initiatives.
- The vision statement of each plan or component is linked to and determined by the foundational components.
- The purpose represents the overall objective(s) of the plan. It underpins the vision statement, and is directly linked to and determined by the foundational components.
- Each goal underpins the vision statement of the plan to which it is associated. Additionally, each goal is linked to and determined by the foundational components.
- Strategies underpin goals, in support of the overarching foundational components.
- Planning assumptions are factors that can or will facilitate or constrain the realization of goals.