

## **Raymond School District Strategic Planning Committee Charter**

**Purpose:** To charter a committee to develop a Strategic Plan for the Raymond School District and present this plan to the School Board for review and approval by December 30, 2022.

**Background:** The School Board has decided to embark on Strategic Planning to improve the district's ability to anticipate and plan for changes while creating lasting, positive improvement in student learning.

**Overall Roles and Responsibilities:** The Strategic Planning Committee (SPC) assists the School Board with its responsibilities for the Districts Mission, Vision and Strategic direction. The SPC is chartered to develop, on behalf of the Raymond School District, and in consultation/collaboration with the broader community, a 3-5 year Strategic Plan.

### **Specific Responsibilities:**

1. Being objective and taking a District wide view of issues being discussed.
2. Making recommendations to the School Board in the form of a Strategic Plan that contains the District's Mission Statement, Portrait of a Graduate, Goals and Strategies.
3. Supporting the process of identifying critical strategic issues facing the School District.
4. Tasking sub committees to conduct research on targeted areas and to recommend new, innovative teaching and learning strategies.
5. Adopting these recommended guiding principles for long range planning;
  - a. The Long View - The day-to-day work of schools is usually driven by near-term concerns and urgent needs. Long range planning requires looking beyond immediate demands and looking far enough into the future to see new, plausible possibilities.
  - b. Outside-In Thinking – Thinking from the outside-in begins with pondering external changes that might, over time, profoundly affect the work of the school district.
  - c. Multiple Perspectives - The introduction of multiple perspectives— diverse voices that will shed new light on your strategic challenge—helps you better understand your own assumptions about the future, as well as the assumptions of others.
6. Attending all meetings and arriving prepared by completing all assigned read ahead material.
7. Acting as an advocate for school improvement

**Committee Membership:** The committee will be comprised of the Superintendent, School Leaders and teachers, School Board members, SAU personnel, parents, students and community members. The Superintendent will act as the single point of contact for all questions related to Strategic Planning and will work with a Strategic Planning facilitator to schedule meetings, develop agendas, review and issue meeting minutes and actions.

**Scope of Effort/Time Commitment:** This SPC will work from July 2022 to December 2022. Meetings will take place approximately every two weeks, last either 2 or 3 hours and be scheduled on weeknights so as not to be disruptive to the school day. Meetings will be in person with an option to participate via Zoom. Specific location of meetings will be determined when the Committee is formed.

A detailed, formal meeting schedule will be published for the SPC. Committee members may be asked to comment on draft documents via email or Google doc and perform other work necessary to support the process, outside of the meetings.

Subcommittees: The SPC will appoint sub committees responsible for conducting research, information gathering and drafting documents (e.g. draft goals) in selected priority areas. The subcommittee will report to the SPC. One member of the SPC will serve as each subcommittee chairperson.

Status Reporting: This committee, or a representative from the committee, will communicate progress on the Plan development at least monthly at School Board meetings. In addition the committee will interact with staff, administrators, parents, other School Board members, Town officials and the community at large during the process in order to support an inclusive process. The committee will present a final plan to the School Board by December 30, 2022.

## **Getting SPC off the Ground**

Starting below, identify which of the questions, if answered, would improve the functioning of your team. Note what already is in place versus what still needs to be done.

### **1. *Why do we exist - what is our purpose?***

- Are the values, vision, mission, and overall school goals sufficiently clear and compelling to guide the team in its goal setting, planning, and action?
- Is the goal of our team to identify or create a goal, accomplish a goal, or identify potential problem solutions? Do we know exactly what our work is?
- If the goal is pre-set, is there any flexibility in refining the goal?
- Are there any limits/parameters on how our goals can be reached?
- How long will we exist, and/or do we have the ability to determine the answer to this question?
- What are the limits of our authority?

### **2. *How does work get done?***

- What is the model of organizational functioning that we operate by?
- What are the rules (policies and procedures) by which we operate, e.g., how often do we meet?
- What will our basic meeting protocol be?
- What is our decision process?
- What is our goal setting and planning process?
- What is our communication process?
- What is our conflict resolution process?
- What are our data collection and management processes?
- What is our documentation processes?
- What resources are required and how do we get them?
- What is our work assignment process?
- How do we insure that team member workload is equitable?
- How do roles interact?
- How much time will be required of the team in general, and for specific team roles, e.g., the team leader?

### **3. *Who should be on the team?***

- What capabilities are required to meet our goal?
- What stakeholders need representation?
- What is the optimum number of members for goal attainment?
- Will expertise external to the team be required?

### **4. *What roles are required - both internal and external to the team?***

- What governance structure will maximized our chances for success?
- How are roles defined and what are they?
- What roles are required to make this team a "learning organization?"
- What is the life span of each role?
- What capabilities must be imbedded within each role?
- How are roles assigned?
- Will roles be rotated for skill development purposes?

### **5. *How do we measure our functioning, progress, and success?***

- What are our progress and success measures?
- Who has responsibility for monitoring progress?

- How is feedback employed to improve functioning?
- What measures do we owe people outside the team, and how often?
- What is the performance appraisal process for team members?
- How will we deal with sub-par performance?
- How will we reward particularly good performance?
- How does team performance impact each individual's performance appraisal, to include impact on pay and career opportunities?

**6. *What are our influence requirements as a team?***

- What type of individual and organizational resistance issues will we encounter in doing our work and presenting our results?
- Will we have to sell our findings and recommendations?
- Who will we need to influence and to what end?
- Will a communication and influence team be required, i.e., a sub-team?

**Summary: HPT Key Points**

1. HPTs take time to get their legs under them.
2. Only engage in developing rules, processes, and roles to the extent they are necessary to accomplish team goals.
3. Clear roles are essential to effective HPT functioning.
4. A formalized meeting structure/protocol is essential to effective team functioning. Key elements include:
  - Pre-set agenda
  - Clear objectives
  - Contracting
  - Note-taking
  - Goal/task assignment process
  - Progress check
  - Debrief
5. A HPT workbook for all team members and key stakeholders is essential.
6. The team will go through the stages of group development, i.e., forming, storming, norming, and performing.
7. Don't shortcut the team development process in terms of process, policy, and role development.
8. Even though there is an emphasis on process, this is still in the service of getting results and enhancing your school's capacity - it's not activity for it's own sake.
9. Because being a member of a HPT is time consuming, find ways to help everyone take things off their plates