



## Recommended School Strategic Planning Process

Individual school strategic plans must support the goals and strategies outlined in the system plan. The standards and criteria in various planning models (Baldrige, Effective Schools Research model, TQE, SACS/CASI, and the North Carolina Accountability System) are correlated and synchronized to give the schools a well-defined planning entity. This provides individual schools with the means to address the standards of the researched-based school strategic models and to assess needs with a multi-faceted evaluation system.

Schools develop a three-year plan in a process similar to the system-wide strategic planning process. The schools formulate annual action plans in response to the results from data analysis of student performance, stakeholder input, legislative mandates or local board policies, and superintendent initiatives. Status reports to the superintendent and the board of education are made each year. Timelines and procedures for the development, review, presentation, and approval of plans and yearly action plans are set by the superintendent. Emphasis on articulation of curriculum programs and practices among the elementary, middle, and high schools and within feeder districts assures that the planning process is not a single building level endeavor but a joint venture among all levels and within the geographic feeder districts.

Preliminary critiques of the school plans are made in peer review sessions, thus creating opportunities for sharing of successful strategies among the schools. The peer review teams are comprised of teachers and principals from each school. The teams meet with other school peer review teams within their primary feeder districts to assure understanding and share initiatives among all levels.

Leaders at the Onslow County Schools Education and Technical Support Center have the responsibility of overseeing the development and implementation of the School Strategic Plans. Parent and school community members are valued members on School Strategic Planning teams, working together with school staff members to build cohesive plans for continuous improvement.



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The North Carolina School Improvement Planning Implementation Guide (2009-2010) is a recommended resource for the school planning process and can be found at: <http://www.ncpublicschools.org/councils/lea/previous/templates/>.

The planning process is a four-phase Plan-Do-Check-Act (PDCA) model. This approach allows school personnel to develop plans based on:

- Data analysis (Plan)
- Implement (Do)
- Understand the results or impact (Check)
- Make adjustments based on outcomes of strategy implementation (Act)

The “Plan” phase addresses the following guiding principles:

- Goal alignment
- Structured needs assessment
- Limited focus
- Data-driven decision-making
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The “Do” phase addresses the following guiding principles

- Data-driven decision-making
- Effective measurement
- Distributed leadership
- Professional development alignment
- Calendar alignment

The “Check” phase considers guiding principles:

- Data-driven decision-making
- District-level participation

The “Act” phase is the completion of the review cycle

- Is a continuation of the “Do” phase
- Reflects changes resulting from the “Check” phase
- Efforts focus on continuing what has been shown to work
- Refreshes the continuous improvement process
- Integrates new ideas with proven actions