Strategic Planning Process

Long Beach Unified School District
LBUSD Strategic Planning Process

### Strategy Development

1. **Assess & Understand**
   - Exec. Interviews
   - SSPC Input

2. **Establish Strategic Challenges/Themes**
   - Superintendent/Executive Staff
   - SSPC
   - BOE

3. **Validate/Establish Objectives**
   - LBUSD Strategic Plan

4. **Develop/Validate Strategic Goals**
   - School Sites
   - Central Office
   - Other

### Strategy Deployment

5. **Prioritize & Allocate Resources**
   - BOE/Exec. Staff Offsite
   - Balanced Scorecard
   - BOE LT CFO Mtgs.

6. **Flow Down Goals/Initiatives & Plans**
   - BOE/LT Offsite
   - Regular Review (Monthly/Quarterly)

7. **Execute Plans**
   - BOE/Exec. Staff Offsite

8. **Evaluate & Improve**
   - Regular Review (Monthly/Quarterly)
   - Points of integration with (BOE, ASB, CSEA, LT, TALB Exec., PTA, Supt. Parent Forum)
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29 March 2006
# LBUSD Strategic Plan Implementation Schedule

<table>
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<tr>
<th>Year/Month</th>
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| **Months 1-6**  
Defining Strategic Destination | • Superintendent formed stakeholder-representational Strategic Planning Committee  
• Committee consisted of students, teachers, parents, district staff and Board of Education members  
• Committee drafted District's Mission, Vision and Shared Values and Beliefs.  
• Presented, reviewed and approved at BOE Workshop – Month 2 |
| **Months 7-10**  
Gathering Stakeholder Input  
Identifying Key Themes  
Building Strategic Goals | • Stakeholder input gathered to identify District’s strengths and areas for improvement – executive interviews with Superintendent, members of BOE, officials of TALB and CSEA, members of Executive Staff, Leadership Team, Strategic Planning Committee and Elem./Middle/High school principals  
• Present findings to Executive Staff  
• Identify Strategic Themes/Objectives (8)  
  o Themes include attaining student proficiency or better in core content areas; increase number of student who graduate from high school w/an academic and/or career plan, promote staff/student safety; enhance parent/community engagement; enhance employee competence and satisfaction |
| **Months 11-15**  
Selecting Key Initiatives to Support Goals | • Draft initial Strategic Objectives/ Goals (5)  
  o Goals include areas around student proficiency; preparation of high school graduates; staff/student safety; growth and development of workforce; improving communication throughout district  
• Finalize Strategic Goals |
| Months 16-18  
Determining phased level  of Implementation | • Draft and select key initiatives and Executive Champions to support Strategic Goals  
  o Key initiatives include: provide systematic, differentiated instructions and interventions; implement systematic process to monitor and evaluate students' progress toward meeting graduation requirements; implement employee evaluation tools that address required competencies and professional attributes, integrate systems to support two-way communication  
• Establish goals teams – stakeholder representational membership |
|-----------------|--------------------------------------------------------------------------------------------------|
| **Months 19-28**  
Goal and Initiative Implementation | • Present to BOE for review – June 20  
• Continued work on goal and initiative implementation |
| **Month 29 and on**  
Next Steps… | • Goal team meetings  
  o Gather stakeholder input and baseline  
• Monthly Goal Team status reports  
• Superintendent’s Update to all District Staff – (Date)  
• Goal Teams present EOY report – Month 27  
• Began work on performance measures and district-level scorecard |
| | • Continued training for Board, Senior Leaders, District/School site staff and students on strategic planning implementation  
• Continued development of robust performance management plan using both top-down standardized corporate approach in conjunction with bottom-up site-specific approach with customized training and coaching. |
Identified Critical Components of the LBUSD Strategic Plan

• “Burning Platform”
• Identification of Key Challenges
• Clear Articulation of How Goals and Objectives Will be Implemented
• Accountability Structure
• Funding for Reforms and Initiatives
• Accessible to the Average Reader
KEY COMMITTEES

Leadership Committee

- Composition: Executive Group I and Executive Group II representatives

- Roles and Responsibilities
  - Setting direction PreK-16
  - Alignment
  - Listening to stakeholders
  - Communication
  - Guiding the perception of “why” now strategic planning
  - Facilitating the process
  - Data driven and accountable to results
  - Powerful professional development regarding how to work with teams
  - Sustainability of resources, short term or long
  - Alignment of current work to future work

Strategic Planning Advisory Committee

- Composition: Parents, Certificated and Classified Staff, Management and Non-management Staff, TALB and CSEA representatives, Community Partners, District Senior Leaders

- Roles and Responsibilities
  - Develop common language so all stakeholders have a shared understanding – simplify
  - Clarify and communicate the perceptions around the district priorities
  - Looking through the critical lens: is the plan reflective of the shared values and beliefs – conflict or alignment
  - Ensure alignment with our day to day work
  - Communication from group. Why we can or can’t do it.
Alignment and Commitment

• All school sites and departments align goals and action plans to district strategic plan
  – “Flow-Down Plans”
  – Specific actions and activities
  – Trimester progress reports

• Annual Report to the Community
  – Clear, concise, visually striking
  – Includes progress with specific data