

MASS Strategic Plan Goals & Strategic Objectives Worksheet

Used on 7-30-18 by the MASS Board of Directors and updated to reflect input as of 8-23-18

For each of the 3 goals, review the knowledge-based decision making questions and identify action to be taken to accomplish the objective:

- 1. What do we know about our stakeholders' needs, wants, and preferences that are relevant to this decision?**
- 2. What do we know about the current realities and evolving dynamics of our environment that is relevant to this decision?**
- 3. What do we know about the “capacity” and “strategic position” of our organization that is relevant to this decision?**
- 4. What are the ethical implications?**
- 5. What actions are required to accomplish the Strategic Objective?**

You can add a Strategic Objective or Revise a Strategic Objective based on the discussion of your group.

Link to Google Doc: https://docs.google.com/document/d/1fQk8w42no3CzAzyVqIsb_1MuLx_WZnfrb8pHpDwyOEE/edit?usp=sharing

1. Goal Area 1: Education Leadership

Goal Statement: Increase our members’ capacity to positively impact and support, in measurable and observable terms, student achievement and development based on statewide goals and local interests.

Goal 1 Team: Alex Ator, Greg Dern, Tobin Novasio, Tom Stack

<i>Strategic Objectives</i>	<i>1. What do we know about our stakeholders’ needs, wants, and preferences that are relevant to this decision?</i>	<i>2. What do we know about the current realities and evolving dynamics of our environment that is relevant to this decision?</i>	<i>3. What do we know about the “capacity” and “strategic position” of our organization that is relevant to this decision?</i>	<i>4. What are the ethical implications?</i>	<i>5. What actions are required to accomplish the Strategic Objective?</i>	<i>Who</i>	<i>Timeline</i>
1.1 Enhanced Organizational Climate -Staff Development -Staff and Board Relationships	-Increase trust between school staff, board, press and community. -Materials and practices that are data driven and evidence based. -Increased peer relationships, school to school and in many cases district to district.	-Schools are constantly changing organizations. -Time for curricular and instructional training is at a premium. -Training on goal setting and strategic planning.	-Provide support for members in organizational strategies, staff engagement and other best practices.	-Accountable for student success, the public good and being stewards of taxpayer investment. -Consistency in the superintendent position correlates directly with student academic growth.	- Provide training on strategic planning and organizational theory. -Curriculum development activities.		
1.2 Maximize Student Growth -Relationships -Academic	-Students need to have positive relationships with staff in order to engage in their education.	-More students are coming to school with social and emotional needs.	-Support for academic and social emotional growth. -Consistency in the superintendent position correlates	-Accountable for student success, the public good and being stewards of taxpayer investment.	-Best practice training for student relations, impact of poverty, trauma informed practices,		

	-Student voice. -Educational best practices are continuously changing.	-We need to engage students in their own education.	directly with student academic growth.		and academic development.		
1.3 Identifying and Supporting New Superintendents	-Turn over in the profession. -Incoming Superintendents that are less qualified. -Turnover reflects poorly on the profession as a whole.	-Quality superintendents improve the image of the profession statewide. - Well prepared superintendents will have more success and stay longer.	-The skills needed to be a superintendent are very diverse and need to reflect the needs of the community. -It takes numerous well prepared, and highly effective administrators to fulfill the needs of all districts in Montana.	-Accountable for student success, the public good and being stewards of taxpayer investment. -Consistency in the superintendent position correlates directly with student academic growth.	-Scholarships for teachers and principals to obtain licensure. -Target leaders and sell them on the positives of the superintendent positions. -Continuation of the mentoring programs we have developed. -New Leaders Program. -New Superintendent strand of LPLP. -Create Scholarship for LPLP participation. -MT-PEC Summit Program. - Create Superintendent recognition opportunity similar to MTSBA golden gavel to incentivize participation in MASS -Personal contact with new area		

					members by Regional Presidents		
1.4 Provide a Collegial Network for Members	-Supports for solving problems that arise on a daily/monthly/yearly basis.	-Reduce the feeling of isolation. -Develops life long relationships that increase individual successes and superintendent retention. -Day to day support for members.	-Developing positive relationships with colleagues increases job satisfaction, thus increasing longevity in the position and student growth.	-Enhance vitality of leaders to advance and affect transformative change. -Pay it forward.	-Provide networking opportunities to administrations. - Create Superintendent recognition opportunity similar to MTSBA golden gavel to incentivize participation in MASS		
1.5							

2. Goal Area 2: Professional Learning

Goal Statement: Write the statement here ---Providing effective, current and evolving professional development opportunities and resources for practicing and future superintendents.

Goal 2 Team: Write the names of those on the team here --- Mike Perry, Scott Chauvet, Loren Dunk

<i>Strategic Objectives</i>	<i>1. What do we know about our stakeholders' needs, wants, and preferences that are relevant to this decision?</i>	<i>2. What do we know about the current realities and evolving dynamics of our environment that is relevant to this decision?</i>	<i>3. What do we know about the "capacity" and "strategic position" of our organization that is relevant to this decision?</i>	<i>4. What are the ethical implications?</i>	<i>5. What actions are required to accomplish the Strategic Objective?</i>	<i>Who</i>	<i>Timeline</i>
2.1 To improve knowledge and abilities to manage HR.	Superintendents are having to provide employee training and completing paperwork related strictly to HR concerns. Accreditation issues are becoming more prevalent with the loss of personnel.	Schools are limiting the staff and schools are combining roles which may add HR responsibilities to the superintendent role.	MASS has the expertise in the current membership to provide the knowledge to current and aspiring superintendents to become better HR managers as necessary.	Superintendents must be provided the appropriate knowledge to provide trainings to new and current employees. Superintendents are responsible for confidential information.	Develop a timeline for employee trainings. Create a database that includes various presentations for required employee knowledge; ie, safety, sexual harassment, etc.		
2.2 To enhance the image and perception of public schools through the use of multiple approaches to PR.	Superintendents are being required to interact with the public through various media forms. Superintendents are often the first line of communication with	Today's practicing superintendents may not be aware of some forms of social media and yet are being held accountable for the information shared	A number of districts may have communication specific personnel or IT personnel that are familiar with the types of social media and the best	The superintendent speaks for the district and will be held accountable for information disseminated concerning the district.	Workshops and discussions regarding best practices for superintendents regarding media.		

	media outlets concerning district issues.	on various platforms. Information is being shared with homes and media sources faster than schools may be able to respond.	way to interact with media on various issues.				
2.3 To identify and provide multiple and appropriate resources for practicing and aspiring superintendents.	Superintendent turnover and upcoming retirements show the necessity to gather information from current superintendents for future use. The job description for current superintendents is increasing in duties and current and relevant resources are necessary.	This year had 40 superintendent openings with ??% filled by first time superintendents. The position of superintendent is changing rapidly throughout the state.	We currently have the practicing superintendents with the knowledge and expertise to guide and mentor new and aspiring as well as current superintendents and it needs to be made available.	It is unethical to let the current knowledge be unavailable to others in the superintendency.	Develop a MASS Knowledge Warehouse to access practicing superintendents with expertise in topical areas important to schools		
2.4 Increase MASS involvement to include more AA and A district leaders	MASS needs to reach out to the larger district leaders and find ways to get them involved in our organization.	The percentage of superintendents in larger districts actively participating in MASS is low.	The knowledge of the larger districts can be of vital interest to all practicing superintendents.	As an organization we need all of our leaders to participate in order to be effective.	MASS needs to reach out and see what we can offer as an organization to the larger districts to bring those leaders into a greater role.		
2.5							

3. Goal Area 3: Advocacy

Goal Statement: Work to build members capacity for non-partisan advocacy of public education through accurate information and effective strategies.

Goal 3 Team: Write the names of those on the team here --- Rick Duncan, Cal Ketchum, Bart Hawkins, Heather Davis Schmidt

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3.1 Unified front with MT-PEC (SAM, MTSBA, MASBO, MREA, MFPE, MQEC)	MT-PEC members surveyed and individual Delegate Assemblies provide advocacy priorities	MT-PEC continues to collaborate in state and federal advocacy	SAM has advocacy priorities separate and jointly from MT-PEC	"Hang together, or hang separately"	Continued positive relationship		
3.2 Utilize Legislative Network for accurate information sharing and two way communication	DASC is part of the Legislative Network; provides a filter and transparent communication among MASS membership	It works! Things come up during the legislative session and therefore the two-way communication is critical	Timely two-way communications for advocacy is a weakness in MASS right now.	Members represent their respective regions.	Centralized communications system; Spend time at each region to ensure everyone knows how to get on and use.		
3.3 Build capacity of MASS membership to develop effective	Continue to provide PD opportunities for interested members, and outreach	Legislative Network & Federal Relations Coord. work well with SAM membership	We have the capacity & expertise to provide professional learning & outreach within and from SAM members	Informed, non-partisan, for the betterment of public education.	Create or find a series of advocacy skill building videos of 3-5 minutes to be shown at regional MASS meetings.		

advocacy strategies					Create an advocacy strand at MCEL 2019.		
3.4 Build Montana specific federal advocacy	Developed through the DA process to establish federal priorities	Particularly divisive right now;	Members currently rely to heavily on a few federal advocacy experts in MASS to do the work; need to build capacity of broader membership	Maintain nonpartisanship	Provide monthly Montana specific advocacy talking points for MASS members to talk with Congressional Delegation (Federal Relations Coordinator would do this)		