Defining and Aligning Your Mission

Rod Skinner, Milton Academy, MA
Robyn Lady, Chantilly High School, VA
Greatness can only be achieved with the realization that being GOOD is only good enough for those who will never aspire to be GREAT.

Jebb A Rebal – Author of Hard Wired
Everyday Leadership

https://www.youtube.com/watch?v=HR2UnsOuKxo
Vision

• Defines what an organization/school wants to BE

• The purpose is to create a mental picture charged with emotion that can serve to energize and inspire you and your team.

• It is 5-10 years into the future

• Aspirational

• Written as if it already is – present tense

• Try to envision something better than the best possible outcome
Sample Vision Statement

- **Fed Ex**
  - We get the packages there overnight.

- **Chantilly High School**
  - CHS students are educated, actively engaged and compassionate citizens.

- **Chantilly High School Student Services Department**
  - We value and support every student as they strive to reach their full potential.
Mission Statements
What are they really?

• Statement of the organization, school, company’s reason for existence
• It should guide the actions of the organization
• What we are doing when running on all cylinders
• Provides the framework for strategic planning
• Guides decision making
• References all stakeholders
• Serves as a framework to evaluate current activities.
Sample Mission Statement

The Chantilly High School Community:

- Creates a welcoming and safe environment for all Chargers
- Builds meaningful relationships
- Fosters responsibility and accountability
- Teaches critical thinking and application skills
- Connects learning through analysis and application
The Chantilly High School Student Services Department is dedicated to providing a comprehensive program that addresses the academic, career, and personal/social development of all students. As professional school counseling leaders and advocates, the director, school counselors, and career center specialist collaborate with other educators, parents and guardians, and the community to promote access and equity for all students. This partnership promotes the development of skills necessary for all students to become productive citizens and life-long learners.
Values

• Operating principles
• How you want to be known
• How you behave
• How you operate
Chantilly High School Values

We aspire to be Chargers who value

• **Community** a welcoming school, supporting one another, creating a sense of belonging

• **Diversity** of personalities, experiences, interests, something for everyone

• **Respect** for each other, for new ideas and expectations, for taking risks and learning from them
Chantilly Student Services Values

**Professionalism**... by supporting a professional educational environment for students, parents, faculty and staff. We are dedicated to communicating our comprehensive student services program to our school community by being accessible, knowledgeable, and reliable.

**Character**... by facilitating and supporting the integrity, development, and positive growth of each individual’s character as they interact in the world.

**Community**... by providing a safe, supportive learning environment for all students, staff, and the Chantilly High School community.

**Advocacy**... by teaching advocacy to and advocating for all students. We value our students as individuals and strive to treat each person with empathy and respect.

**Learning**... by supporting instruction and ensuring academic equity and access for every student.
Chantilly High School
Department of Student Services

Vision Statement
We value and support every student as they strive to reach their full potential.

Mission Statement
The Chantilly High School Student Services Department is dedicated to providing a comprehensive program that addresses the academic, career, and personal/social development of all students. As professional school counseling leaders and advocates, the director, school counselors, and career center specialist collaborate with other educators, parents and guardians, and the community to promote access and equity for all students. This partnership promotes the development of skills necessary for all students to become productive citizens and life-long learners.

Student Services is committed to:

- **Professionalism** by supporting a professional educational environment for students, parents, faculty and staff. We are dedicated to communicating our comprehensive student services program to our school community by being accessible, knowledgeable, and reliable.
- **Character** by facilitating and supporting the integrity, development, and positive growth of each individual’s character as they interact in the world.
- **Community** by providing a safe, supportive learning environment for all students, staff, and the Chantilly High School community.
- **Advocacy** by teaching advocacy to and advocating for all students. We value our students as individuals and strive to treat each person with empathy and respect.
- **Learning** by supporting instruction and ensuring academic equity and access for every student.
- **Self-Improvement** by promoting our own growth and development as individuals and as a team. We are life-long learners who model, facilitate, and provide tools to members of the school community as they strive to reach their full potential.
How did CHS get there?

Focus Groups

Students and Faculty

Describe Chantilly HS in ONE sentence
Share five words that describe CHS
How would you describe the interactions at CHS
What makes Chantilly HS unique
Wave a magic wand: What one thing, if changed, would help your experience
How did Student Services get there?

What are values?

Brainstorm and share

What do we value individually and as a team?

Consistent adherence to policies
Being heard
Having input in decisions

Etc.
Mission: Let’s Break It Down

- Comprehensive Program
  - Academic, Career & Social/Personal

- Equity and Access for all Students
  - Open enrollment to honors and AP classes

- Life-long learners
  - Creating a college going culture

- Productive Citizens
  - Character Education

- Global Society
  - Embracing diversity & celebrating differences
College Counseling

• Counselors as life-long learners. We must be students of our own profession.
• Forward thinking and backward design.
• Creating a calendar of events that works.
• Equity and Access – Honoring students course requests and providing the support needed for them to meet with success.
• Developing Academic Boot Camps
• Writing SMART Goals each year
• Visibility and accessibility
SMART Goals

Specific, measurable, attainable, realistic, and time-bound

• Analyze minority enrollment in AP classes to show that overall minority attrition from the 1st day of school to 2nd quarter is less than the total attrition of all AP students
• Reduce the total number of failed classes for Hispanic students by 10% during the 2016-17 school year.
• Increase the number of male students earning the Advanced Studies diploma by 5% for the Class of 2020 (current sophomores), as compared to the Class of 2017.
• 100% of transitioning 7th and 9th grade students on an identified watch list will pass all core classes (English, Math, Social Studies, and Science) in the 2016-17 school year.
• Every senior will create a definitive/finalized post-secondary plan with his/her counselor by the end of 1st semester of the senior year.
Accountability-DATA

• Data is used to:
  • Monitor student progress
  • Evaluate programs
  • Close the Achievement Gap

• Data allows counselors to determine what the needs are of the students, what is working, what is not, and what can be done to make programs better for all students

• Counselors can use data to show the impact of their programs or interventions on student achievement
Developing Cultural Fluency

“Cultural Fluency is the ability to move comfortably among cultures from the family culture of home and the ethnic culture of one's community to the educational culture of school and the corporate culture of one's workplace.”
Mount Saint Mary’s Center for Cultural Fluency

A culturally fluent educator.................(Lisa D. Walker, UC Berkley)

• Takes risks in learning about other cultures
• Welcomes discoveries about self that emerge from learning about others
• Responds to diversity not with fear and suspicion but with the courage to reexamine assumptions, and
• Collaborates to develop new perspectives and strategies for education that honor the dignity of people
Five framing concepts:

Racial Competence can be learned (Howard Stevenson, 2014)

- These conversations are about how to look at the world through a racial lens and talk about it with one another.
- Racial Stress is a matter of competence – NOT character “Good people” are not always racially competent.
- A positive racial identity in students has been linked to social and academic success.
- Your racial identity is your toolbox. How you think about and understand your identity. It is a developmental process.
- Intent versus Impact – we judge ourselves by our intent but we often judge others on their impact.
Food for Thought

• Do I regularly share data with my principal/headmaster?

• What are the major issues in our school that I am concerned about?

• What are the barriers that would block my counselors from implementing this program?

• Does this program support the mission and vision of the school?