

**Development and Implementation of a Strategic Plan**

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## **Development and Implementation of a Strategic Plan**

### **1. Introduction: Description of the Organization**

The selected organization for this development and implementation of a strategic plan is Crestwood Preparatory College (CPC). CPC was established in 1980, CPC is an independent school located in North York, Toronto, Ontario, Canada. Independent schools in Ontario are a group of private schools with high calibre and standards, organized into a board called the Conference of Independent Schools in Ontario (CIS Ontario). In addition to the Ontario Ministry of Education and CIS Ontario, CPC is accredited by the Middle States Association to ensure an excellent quality of education. CPC operates through two campuses: The Lower School and the Upper School. This strategic plan focuses specifically on the Upper School, which serves students in Grades 7 to 12 (Crestwood, n.d.). The Upper School is responsible for preparing students for the transition to university and provides students with the Ontario Secondary School Diploma (OSSD) upon successful completion of academic requirements. The program is designed to maximize opportunities for university entrance while supporting students in developing the academic, personal, and social competencies needed for post-secondary success (Crestwood, n.d.).

Since CPC is a private institution, students have to pay an annual tuition fee. The tuition fees for the academic year 2026-2027 are \$40,000, as stated on the school website. These high tuition fees indicate that most students come from upper socioeconomic backgrounds (Crestwood, n.d.). The student population is relatively balanced in gender, with approximately 50% male and 50% female students. The 560 students come from 15 different countries (Crestwood, n.d.). CPC includes both domestic and international students, with domestic students accounting for more than 50% of the student body. Among domestic students, White

students represent the largest group, while the international student population is diverse, with Chinese students forming the largest subgroup. These demographic observations and dynamics are based on my direct experience as a Business Studies teacher at CPC (Author's observation). Parents expect strong academic outcomes, successful university placements, and a safe learning environment, and CPC has a 100% transition rate from grade 12 to university; all CPC grads receive university offers (Crestwood, n.d.).

CPC's average class size is 18 students per class, and the students-to-teacher ratio is 7:1 (Crestwood, n.d.). The staff population is also balanced, with approximately 50% male and 50% female teachers. Most teachers are certified by the Ontario College of Teachers (OCT), ensuring professional standards in teaching and learning. The 80 faculty members and staff in the Upper School teach English, mathematics, science, social studies, business, and the arts, as well as guidance counsellors and administrative leadership. Teachers are expected to respond to individual student needs, recognizing that students learn at different rates and in different ways. Teaching is designed to maximize each student's potential, regardless of starting level. The administrative structure is hierarchical, with the Head of School and Upper School Principal providing leadership, supported by vice principals, department heads, and teaching staff. Decision-making combines top-down leadership with collaborative professional practice (Author's observation).

CPC emphasizes a safe, disciplined, structured, and nurturing learning environment, where students are supported by effective teaching practices and a highly enriched academic and co-curricular program. CPC has more than 80 Clubs, athletic teams, and service-learning opportunities. The school aims to develop students who are confident, responsible, and capable of succeeding in both academic and life contexts. Students and alumni are described as

individuals who approach life with confidence, curiosity, and adventure, supported by strong academic preparation and character development (Crestwood, n.d.). The core philosophy of the school is that all students should be treated with dignity, respect, patience, and fairness. The learning environment fosters positive relationships among students, teachers, and parents through consistent communication and collaboration. Teachers actively encourage student participation at all levels and support students in addressing academic or personal challenges in a professional and constructive manner (Crestwood, n.d.). Crestwood's academic program is process-oriented, emphasizing not only academic content but also essential learning skills, including study habits, time management, organization, and independent thinking. Critical thinking and problem-solving are central to instruction, ensuring that students develop the ability to analyze, evaluate, and apply knowledge effectively. The school also promotes student confidence and self-esteem by encouraging involvement in academics, athletics, arts, and co-curricular activities (Crestwood, n.d.). The mission of CPC is to help students achieve their full potential by balancing academic, physical, and social development in a structured, disciplined environment. The school is committed to academic excellence while fostering integrity, creativity, responsibility, and respect for self and others. It also emphasizes civility, inclusion, and the importance of positive relationships within the school community (Crestwood, n.d.).

CPC demonstrates strong academic performance, high expectations, and a commitment to student success. However, like many high-performing schools, it must continuously improve areas such as student well-being, differentiation of instruction, and maintaining a balance between academic rigour and emotional support. Thus, I selected Crestwood Preparatory College because it represents a high-achieving academic institution grounded in strong values, yet still requiring continuous strategic improvement to ensure long-term student success and well-being.

## **2. Shared Vision, Mission, Beliefs, Values, and Aspirational Goals**

### *Essential Question 1*

How will you establish shared mission, vision, beliefs, and values?

Although CPC is a high-performing private school with strong academic outcomes and university placement rates, it lacks a clear vision. The absence of a clearly defined vision statement and the presence of lengthy and unfocused core values indicate a need for strategic clarity and alignment. Kotter (2012) wrote: “Vision plays a key role in producing useful change by helping to direct, align, and inspire actions on the part of large numbers of people” (p. 8). Therefore, the four essential questions below will serve as the roadmap for developing a clear vision, that includes Integrity, Respect, Responsibility, Excellence, Equity and Inclusion, Perseverance, Collaboration, Innovation and Technology, Empathy and Compassion, and Global Awareness.

The first step in CPC’s strategic planning process is to establish a strong sense of urgency, as complacency is a risk given its current success. Kotter (2012) listed nine “Ways to raise the urgency level” (p. 46), some of which work for CPC. Thus, urgency can be developed by teachers and staff regularly discussing the lack of a vision statement and the need to incorporate technology into one of the CPC’s moral values. Moreover, put more honest discussions of the CPC’s lack of vision statement in the school newsletter and mention that it is a requirement for Middle State Association, and Technology is a 21st-century requirement. Stop senior management “happy talk.”

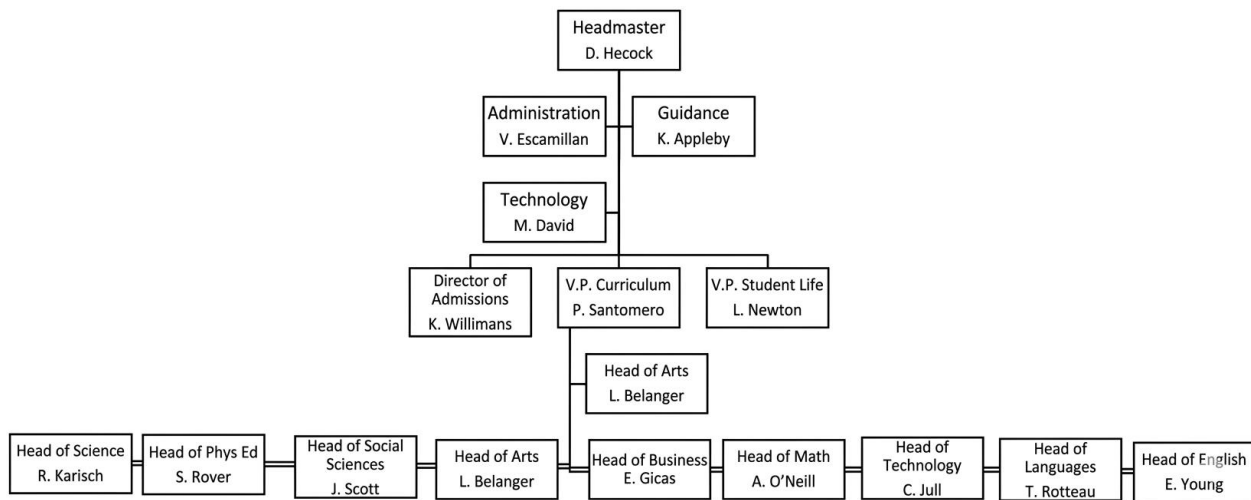
Thus, urgency will be communicated through staff meetings, professional development sessions, and structured discussions. Emphasis will be placed on preparing students for

technological, academic, and social demands. Establishing urgency ensures that change is recognized as necessary and immediate rather than optional or delayed.

Leadership will play a central role in developing and implementing of the vision, mission, and moral values at CPC. The leadership team, including the Head of School, Vice Principals, and department heads, will facilitate the development and implementation of the vision, mission, and core values.

**Figure 1**

*CPC leadership organizational chart*



Kotter (2012) highlighted that “Development of leadership potential doesn’t happen in a two-week course or even a four-year college program” (p. 174). CPC has an accountable leadership team who is ready for facilitating transformation, motivating staff, and supporting organizations in adapting the new situations. CPC leaders have developed their proficiency over time through experience, knowledge acquisition and practice.

***Essential Question 2***

How will get the staff to believe in and “buy into” the mission?

Leadership will play a central role in creating and guiding coalitions and implementing organizational change at CPC. Kotter (2012) suggested how leaders can create a coalition, “Building a coalition that can make change happen” (p. 68), by following three steps: find the right people, create trust, and develop a common goal.

At Crestwood Preparatory College (CPC), a strong team already exists. There is also a good level of trust among leadership, department heads and staff. This is an advantage for the change process.

The guiding coalition includes the Principal, department heads, experienced teachers, and support staff. These members have strong positions, good experience, and high credibility in the school. Since trust is already present, the focus will be on building a shared direction. The team will work together in meetings and planning sessions. These discussions will help create a clear and common goal. The goal must be easy to understand. It must also be meaningful and motivating. It should appeal to both thinking (head) and feelings (heart).

The coalition will support the process by: (1) Reviewing and improving the vision, mission, and values. (2) Making sure all departments follow the same direction. (3) Communicating clearly with staff. (4) Supporting teachers during the change process.

In addition, communication will be a two-way process rather than a one-way approach. Kotter (2012) emphasized that in successful change efforts, “communication always becomes a two-way endeavor” (p. 101). This means that staff are not only informed about the vision, but also actively involved in discussing and shaping it. Staff members are more likely to believe in the mission when they have the opportunity to engage deeply with it. As Kotter (2012) explained, “most human beings, especially well-educated ones, buy into something only after

they have had a chance to wrestle with it” (p. 102). This process of “wrestling” includes asking questions, challenging ideas, and participating in meaningful discussions.

Furthermore, two-way communication helps improve the quality of the vision by incorporating feedback from staff. Kotter (2012) warned that when feedback is not collected, “the errors were never corrected until late in the process” (p. 102), which may lead to costly mistakes. Therefore, ongoing dialogue will be encouraged not only in formal meetings but also in informal settings. Kotter (2012) noted that even “five minutes in a product launch meeting, two minutes in a hallway conversation” (p. 102) can contribute to building understanding and commitment. This continuous communication will strengthen trust, increase staff engagement, and support stronger buy-in to the mission.

### ***Essential Question 3***

How will a clear vision, mission, values, and aspirational goals be developed and communicated?

Kotter (2012) suggested “Creating an effective vision” (p. 84). The development of a clear and aligned vision, mission, and values is essential for providing direction and meaning.

The process will start with a first draft. This draft may come from the Head of School and his vice principals. It will reflect both personal ideas and the real needs of the school. For example, it will include academic excellence, student development, and the role of technology.

Next, the school departments (guiding coalition) will review and improve the draft. The vision will be discussed, changed, and refined over time. This is a team process. Strong teamwork is necessary for success.

The process will include both thinking and creativity. Data and analysis will support decisions; research is needed to explore the schools that adopt technology, gamification, and

interactive textbooks. At the same time, the team will think about the future and what the school wants to become. Both the head (logic) and the heart (inspiration) are important.

The process will not be perfect. There will be changes and adjustments. Progress may move forward, then step back, and then improve again. This is a normal part of developing a strong vision. The final vision will be: (1) Clear and easy to understand. (2) Focused on the future. (3) Realistic and achievable. (4) Flexible for change. (5) Easy to communicate in a short time. For example, Crestwood Preparatory College will be a leading university-preparatory school that prepares future-ready students from highly engaged and supportive families to achieve excellence and demonstrate integrity, respect, and responsibility, while embracing equity and inclusion, showing perseverance, collaborating effectively, using innovation and technology, acting with empathy and compassion, and contributing as globally aware citizens.

Once the vision is finalized, it will be shared across the school. It will be communicated in meetings, passages, classrooms, the CPC website, the CPC newsletter, and school documents. Leaders and teachers must be good examples of this vision; this vision must be embedded into each lesson, so they will also show it through their daily actions to “walk the talk” (p. 97).

### **3. Collaborative Teams and Empowerment**

#### ***Essential Question 1***

How will set up a team structure?

The team structure at Crestwood Preparatory College (CPC) will focus on teamwork, shared leadership, and clear roles. First, a guiding team will be created. It will include the Head of School, vice principals, department heads, experienced teachers, and support staff. These members will be chosen because they are trusted and have good experience. As Kotter (2012) suggested, change needs “building a coalition that can make change happen... find the right

people... create trust...develop a common goal..." (p. 68). Second, teams will be created in each department and across departments. Department teams or Academic Departments will work on teaching and student learning. Other teams will focus on areas like technology, innovation, and student support. Third, each team will have clear roles. Team leaders will guide the work, and members will share ideas and support each other. Teams will meet regularly to discuss progress and solve problems. Finally, this structure will help staff feel responsible and involved. This will increase their motivation and support the school's mission.

### *Essential Question 2*

What teams will you have?

At CPC, several teams will be created to support the school's vision and improvement. A shared purpose is important. As Kotter (2012) explains, "If employees have a shared sense of purpose, it will be easier to initiate actions to achieve that purpose" (p. 119). This means that team structure must support the vision.

First, the Leadership Team will include the Head of School, vice principals, and department heads. This team will guide the school, make important decisions, and support change across the organization, including professional development for teachers.

Second, the Curriculum Development Team consists of the vice principal of academics and the department heads; this team will focus on improving teaching, learning, and curriculum quality. They will also incorporate digital learning into the curriculum.

Third, the Student Support Team consists of the vice principal of student life and guidance counsellors who will support student well-being, behaviour, and academic success. They will also communicate with students, parents, and teachers to ensure all needs are met.

They will track underachieving students' marks on Edsby, follow up on action plans, and make up assessments with teachers, students, and parents.

Fourth, the Data Team consists of the head of school and the IT officers and department heads, who will collect and analyze student performance data. They will monitor growth and improvement related to change goals and help the school make decisions based on evidence.

Fifth, the Innovation and Technology Team consists of the vice principal of academics, department heads, pilot teachers, and IT officers, who will support the use of technology in teaching and learning. They will be responsible for the execution of digital learning across the school.

These teams will work together to support school improvement and achieve the school's mission. Most team meetings will be scheduled bimonthly to allow for other department meetings, such as before- and after-school extra help sessions, makeup assessments, and extracurricular activities and clubs.

### ***Essential Question 3***

How will they function?

The teams at Crestwood Preparatory College (CPC) will work through clear roles, teamwork, and regular meetings. They will support the school vision and improvement goals. All teams will share information on CPC G-Drive and Edsby (the school learning management system), and work together to improve the school.

The Leadership Team will make decisions and guide the school. It includes the Head of School and vice principals. They will meet weekly or when needed for important issues.

The Department Teams (Business, Math, Science, English, etc.) will focus on teaching and learning. They will plan lessons and share strategies. They will meet every two weeks. They will also work with the Curriculum Team on digital learning.

The Curriculum Development Team will improve the curriculum and support digital learning. They will meet every two weeks.

The Student Support Team will support student behaviour, well-being, and success. They will also communicate with parents, students, and teachers. They will meet every two weeks.

The Data Team will collect and study student data. They will monitor growth and progress toward goals. They will meet every two weeks.

The Innovation and Technology Team will support the use of digital learning in classrooms. They will train teachers and help with technology. They will meet every two weeks.

#### ***Essential Question 4***

What is your role as leader as it relates to these teams?

The first role is to empower vice-principals, department heads, and teachers. Empowerment means helping staff feel capable and confident to act, and is necessary for action. Kotter (2012) explains that “numerous obstacles can still stop employees from creating needed change” (p. 106). At CPC, staff will be empowered by: (1) Involving teachers in decision-making. (2) Giving teams authority to act. (3) Encouraging open communication. Since trust already exists, teachers can take initiative. When staff understand the vision, they are more willing to act and support change.

Second, is to remove barriers to increase collaboration and empowerment. Kotter (2012) identifies four main barriers: structure, skills, systems, and supervisors (p. 106). These barriers can prevent action even when staff support the vision. If barriers remain, staff may become

frustrated and stop trying. Therefore, to remove these barriers: (1) Structure: Cross-functional teams will organize the work and ensure consistency. (2) Skills: Training will support collaboration and the use of technology. (3) Systems: Evaluation and rewards will support teamwork. (4) Supervisors: Leadership behaviour will be aligned with the vision.

Third, the leader should ensure that each teacher has the right skills, knowledge, and competencies to perform the required tasks and achieve the desired goals, and provide training and professional support and empower staff. Training is necessary for empowerment. Staff cannot change without new skills and support. And it is obvious that most teachers need to know more about incorporating moral values and, especially, technology into their lesson plans. At CPC, training will focus on: (1) Teaching strategies. (2) Technology integration. (3) Student engagement. (4) Differentiation. Training will be ongoing. It will include follow-up support such as coaching and feedback. Kotter (2012) highlights the importance of proper training: “Without the right skills and attitudes, people feel disempowered” (p. 119). Both skills and attitudes are important. Teachers must feel confident, not only informed.

Fourth, systems must support the vision. If systems are not aligned, staff will return to old habits. At CPC, the following systems will be aligned: (1) Performance evaluation. (2) Professional development. (3) Communication systems. Kotter (2012) explains that “unaligned systems also block needed action” (p. 119). This shows that systems must match the vision.

Fifth, leadership is also important. Some supervisors may block change. Kotter (2012) states, “Nothing disempowers people the way a bad boss can” (p. 119). At CPC, leadership will support staff, encourage ideas, and avoid control-based management. If leaders resist change, this will be addressed through honest discussion.

#### 4. Environmental Scan and Comprehensive Assessment

##### *Essential Question 1*

How will CPC conduct a thorough assessment of your organization?

A thorough assessment of CPC will focus on understanding internal performance using data, evidence, and continuous analysis. As Collins and Hansen (2011) state, “we simply do not know what the future holds” (p. 1), but organizations can still create their future through disciplined action. In this sense, CPC must understand that internal excellence is not built on prediction, but on consistency under uncertainty.

CPC operates in a high-performing and stable environment; however, like all institutions, it is exposed to unpredictable forces such as technological disruption, changing student (domestic and international) needs or preferences, and evolving university expectations. Therefore, the internal scan focuses on whether CPC has “10X companies” (Collins and Hansen, 2011, p. 2), such as discipline systems that allow it to perform consistently even when conditions change.

**1. Internal Evidence Collection:** Following Collins and Hansen’s emphasis on empirical grounding, CPC will collect real performance evidence (No assumptions, only data): (1) Student achievement trends across multiple years. (2) Attendance, absenteeism, and engagement patterns. (3) Classroom observation data focusing on consistency of instruction and providing feedback. (4) Teacher effectiveness and instructional alignment data. (5) Student well-being and stress indicators. (6) Parent satisfaction and communication effectiveness. (7) Curriculum delivery consistency across departments

**2. Internal Analysis:** Similar to the 10X research method (Comparing Great vs. Merely Good Performance), CPC will compare: (1) High-performing departments vs. inconsistent

departments. (2) High-engagement classrooms vs. low-engagement classrooms. (3) Strong student well-being practices vs. areas of stress or overload. The goal is not to identify “good performance,” but to identify what creates sustained excellence over time under pressure.

Therefore, key internal questions will pop up: (1) Where does performance remain stable regardless of external pressure? (2) Where does performance fluctuate depending on leadership or workload? (3) Where is consistency strong, and where is it fragile?

**3. Implementation Strategy:** CPC will follow the “20 Mile March” Discipline. Instead of radical internal reform, CPC will adopt a “20 Mile March internal model”. Therefore, CPC will completely transition away from paper-based textbooks, homework, classwork, and assessments. This will happen gradually. Thus, minimum and maximum thresholds of 20% and 25%, respectively, will be set so that teachers can start incorporating technology with autonomy. Regardless of external circumstances, teachers must maintain the same improvement rate in converting from paper-based 100% to computer-based resources 100% in 4-5 years. This will allow differentiation instruction, providing immediate feedback that helps students construct knowledge and improve their learning achievement. Moreover, it will improve parent involvement and communication because incorporating technology will allow publishing student achievement, improvement, and feedback to parents, which will encourage home support. Incorporating technology will allow absent students to complete their tasks at home.

### ***Essential Question 2***

How will CPC collect and assess demographic, perception, process, and achievement (ROI) data?

CPC will collect and assess data to support continuous improvement. As Collins and Hansen (2011) gave an example, “Grove realized he ultimately had to draw his own decision

trees; plug in his own probability equations; and come to his own data-driven, logical conclusions about his treatment plan” (p. 24). Especially since unexpected incidents will always pop up, especially since we are not aware of what will happen in the future. As Collins and Hansen (2011) emphasize that uncertainty is permanent, and organizations that thrive are not those that predict the future, but those that remain hyper-aware, disciplined, and prepared under instability. Therefore, Crestwood Preparatory College (CPC) must assume that external change is continuous, not occasional. The purpose of the environmental scan is not prediction, but prepared readiness and adaptive discipline without panic or reactionary decision-making.

**1. Demographic Data:** Who are the students at CPC? CPC will collect student background information to better understand the student population. Moreover, CPC will share this information with stakeholders who need it; for example, only the direct teachers of a student with an IEP plan will have access to that plan. The Demographic Data will include: (1) Grade level and program enrollment. (2) Domestic and international student status. (3) Individual Learning Plan (IEP) for a student with learning needs (such as ADHD or mild learning disabilities).

Demographic data will help the school plan appropriate support, differentiation, and instructional strategies for diverse learners. CPC will maintain continuous monitoring of demographics, with special attention to risk areas that directly affect teaching, learning, and assessment stability. Especially, there is an increasing number of underachieving students after COVID19, or even students with mild learning disabilities (such as ADHD). Schools are likely to experience a growing population of students with ADHD, or other mild learning disabilities, or concussions (due to extracurricular activities and sports clubs). These students often require: (1) More structured organizational support. (2) Frequent formative feedback. (3) Clear step-by-

step instructional scaffolding. (4) Predictable classroom routines and routines for assignments.

Which requires CPC to strengthen: (1) Differentiated instruction systems. (2) Executive functioning support strategies (planning, time management, task breakdown). (3) Structured feedback cycles embedded in daily instruction.

**2. Perception Data:** What stakeholders think and feel? CPC will collect feedback from students, parents, and teachers through surveys and communication tools. This will measure: (1) Student engagement and learning experience. (2) Parent satisfaction and communication quality. (3) Teacher perceptions of instruction and support systems. This data will help CPC understand the learning environment and relationships between stakeholders.

**3. Process Data:** How teaching and learning happens? CPC will monitor instructional practices and school processes. This will include: (1) Classroom observations. (2) Instructional consistency across departments. (3) Use of digital learning tools and instructional strategies. (4) Implementation of support strategies for students.

In addition, CPC will monitor and survey stakeholders on how emerging tools such as Interactive eBooks, Digital Learning, Exam Platforms, and MagicSchool AI are used to support learning, lesson planning, and differentiation.

Moreover, to prepare for uncertainty and unexpected incidents in the short and long run. CPC will assess the process for unexpected lockdowns or a future shift toward hybrid or fully online learning models. Schools must assume that education can be disrupted at any time due to global health crises, political instability, or technological transformation. Therefore, continuity of learning must be guaranteed in all conditions. This requires: (1) Fully developed online learning systems for every course. (2) Teacher readiness for immediate transition between in-person and online instruction. (3) Student readiness for independent digital learning environments.

Nevertheless, assessment integrity becomes a critical priority in online environments. CPC will use secure digital assessment platforms such as Exam.net and DigiExam, which support: (1) Secure login and student authentication. (2) AI-supported proctoring features and monitoring systems. (3) Camera-based supervision to ensure students remain focused on their screens. (4) Screen-locking functions that restrict access to external applications during exams. (5) Behavioural tracking to ensure assessment validity.

However, integration of Artificial Intelligence in learning (not in completing assessments). Artificial intelligence is a major external force shaping education, and all industries today are incorporating AI in their operations; thus, to align with the vision, we must prepare students for the future, and this is a risk. CPC must respond strategically by distinguishing between: (1) AI as a learning support tool (permitted and encouraged). (2) AI as a replacement for student thinking during assessment (restricted). CPC will integrate AI tools such as MagicSchool AI to enhance learning by: (1) Supporting teachers in lesson planning and differentiation. (2) Providing students with guided writing feedback. (3) Creating personalized practice activities. (4) Supporting struggling learners (especially ADHD students) with step-by-step explanations. (5) Assisting with revision, summaries, and concept reinforcement. However, AI will be used only as a learning scaffold, not as a substitute for student work during assessments. For example: (1) Students may use MagicSchool AI to practice writing structure or receive feedback before submitting drafts. (2) Teachers may use AI tools to create differentiated worksheets for students with ADHD or learning challenges. (3) Students may use AI for study support, but not during formal exams or graded assessments.

**4. Achievement / ROI Data:** CPC will collect and monitor student results and growth using the school learning management system Edsby. Teachers must get approval from the Data

Team in order to book an assessment for students and post it on Edsby. The purpose of this is to prevent more than two assessments per day and five per week to comply with the Ministry of Education requirement. Then, the teacher has to book the assessment on Edsby, and then he has to log the marks within 48 hours if a digital assessment or one week if a paper-based assessment is booked. Assessment is aligned with the curriculum, so this will indicate the completion of the curriculum, the class average, and the underachievers. CPC will measure student achievement using: (1) Test scores and academic performance. (2) Student growth over time. (3) Assessment results and feedback. (4) Progress toward school learning goals.

CPC will follow a disciplined innovation model by testing before scaling, especially while moving towards a digital learning context. Therefore, CPC will implement the following three steps.

Step 1: Fire Bullets (Small Controlled Experiments). CPC will pilot targeted innovations such as: (1) ADHD support strategies in selected classrooms (structured planners, guided checklists, feedback cycles). (2) Use of MagicSchool AI in selected subjects to support lesson differentiation and student feedback. (3) Testing AI-assisted learning activities for revision and formative practice. (4) Implementing Exam.net or DigiExam for selected assessments with monitoring and authentication features. (5) Simulated online learning scenarios to test lockdown readiness during the snow day lockdown.

Step 2: Evaluate Results Using Empirical Evidence. Each pilot will be assessed using: (1) Student achievement and engagement data. (2) Teacher workload and effectiveness feedback. (3) Accuracy and integrity of AI-supported assessments. (4) Student organization and stress indicators (especially ADHD learners).

Step 3: Fire Cannonballs (Scaled Implementation Only After Proof). Only after successful validation will CPC: (1) Expand ADHD support systems school-wide. (2) Integrate MagicSchool AI across departments as a structured learning support tool. (3) Fully implement AI-supported digital assessment systems. (4) Standardize hybrid/online emergency learning systems across all grades.

## **5. Action Orientation: SMART Goals and Action Plans**

### ***Essential Question 1***

How will CPC develop and implement SMART goals and Action Plans to turn your goals into reality?

After identifying priorities, I will develop four SMART goals: SMART means Specific, Measurable, Achievable, Relevant, and Time-bound. Example goals:

**SMART Goal 1:** How can CPC respond to increasing student needs for constructing knowledge, especially underachieving students? Increase Individual Written Feedback. CPC will increase individual written feedback to each student by 20% across all formative assessments within one academic year.

**Action Plan:** Teachers will conduct 20% of formative assessments as written assessments, and teachers will check them and provide feedback to students. Feedback will focus on organization skills, task completion, and conceptual understanding.

**Department heads will monitor:** (1) Number of feedback entries per student. (2) Quality and consistency of feedback.

**Professional development sessions will train teachers on:** (1) Differentiated feedback strategies. (2) Supporting executive functioning skills

***Rationale:*** This action reflects fanatic discipline, ensuring that all students receive consistent support, especially those who struggle with attention and organization.

**SMART Goal 2:** How can CPC prepare for unexpected disruptions such as lockdowns or shifts to online learning? Transition to Digital Learning Resources. CPC will convert 20% of all paper-based resources into digital learning materials each year over five years.

***Action Plan:*** Gradual conversion of: lessons, classwork, homework, assessments

***Use platforms such as:*** Learning Management Systems (LMS, Edsby), Interactive digital textbooks such McGraw Hill Digital Learning.

***Ensure all teachers are trained in:*** Online instruction, Digital classroom management

***Implement secure online assessment platforms such as:*** Exam.net, DigiExam

***Online exam platforms specifications:*** (1) Lock the student's device during exams. (2) May use camera monitoring and AI-based authentication. (3) Ensure students remain focused and do not access external resources

***Rationale:*** This ensures preparedness before crisis, allowing seamless transition to online learning without disruption. It reflects productive paranoia by preparing for events like pandemics or school closures.

**SMART Goal 3:** How can CPC ensure consistent student academic performance above expectations? Maintain Above-Average Student Achievement. CPC will ensure all classes maintain performance above the passing average through continuous monitoring and intervention throughout the academic year.

***Action Plan:*** (1) Weekly monitoring of: Student grades and class averages. (2) Identify at-risk students early and declining performance trends. (3) Develop individual action plans for

struggling students: targeted feedback, modified instruction strategies, and provide One-on-one academic support during before or after-school extra help sessions.

**Requirement:** Teachers to communicate with parents when a student gets less than 70% on a summative assessment.

**Rationale:** This reflects the 20 Mile March principle, maintaining consistent performance rather than extreme fluctuations. It builds stability and reduces long-term academic risk.

**SMART Goal 4:** How can CPC integrate Artificial Intelligence effectively while maintaining academic integrity? Integrate AI for Learning Support. CPC will implement AI-supported learning tools in at least 30% of classrooms within two years, ensuring AI is used for learning support, not assessment completion.

**Action Plan:** Pilot AI tools (bullets) such as: Magic School AI for lesson planning and differentiation. AI-based tutoring systems for students

**Use AI to:** (1) Support personalized learning. (2) Provide instant feedback. (3) Enhance engagement.

**Establish clear policies:** (1) AI is allowed for learning and practice only. (2) AI is prohibited during graded assessments.

**Train teachers and students on:** Ethical use of AI and Academic integrity.

**Rationale:** This aligns with empirical creativity, testing innovation carefully before scaling, and ensures that AI becomes a strategic advantage, not a threat.

### ***Essential Question 2***

How will you actively engage your staff and make the most of their talents?

CPC will engage staff by involving them in meaningful work and showing clear results. Staff engagement will focus on collaboration, responsibility, short-term success, showing clear

results, and supporting their growth. This will increase motivation and help the school achieve its mission.

First, staff will work in different teams such as Leadership, Department, Curriculum, Student Support, Data, and Innovation and Technology teams. Each teacher will contribute based on their strengths and skills. This helps staff feel valued and involved.

Second, staff will be engaged through short-term wins. According to Kotter (2012), change efforts must produce “visible” and “unambiguous” results (p. 126). Therefore, CPC will plan small, clear improvements within one academic year. For example: (1) Improving student engagement. (2) Using digital tools. (3) Supporting underachieving and ADHD students with structured strategies. These improvements will be clear and easy to see. This helps staff believe that change is working.

Third, staff will receive regular feedback and recognition. Kotter (2012) explains that short-term wins “help justify the short-term costs” and “build momentum” (p. 127). CPC will celebrate small successes and recognize teacher efforts. This will increase motivation and commitment.

Fourth, staff will be involved in continuous discussion and improvement. Teams will meet regularly to review results, solve problems, and adjust strategies. This allows teachers to share ideas and improve their practice.

Fifth, staff talents will be developed through training and support. Teachers will receive professional development in digital learning, AI tools, and student support strategies.

***Essential Question 3***

How will you overcome paralysis by analysis and negative naysayers to gain inertia and take action?

CPC will overcome paralysis and resistance by maintaining momentum, focusing on action, using clear results to build confidence and reduce opposition, and not allowing setbacks to stop progress.

First, CPC will recognize that resistance never fully disappears. Kotter explains that “irrational and political resistance to change never fully dissipates” (p. 139). Some staff may resist change or wait for an opportunity to stop progress. Therefore, leadership will not ignore resistance but will manage it carefully.

Second, CPC will avoid paralysis by analysis by focusing on action instead of overthinking. Teams will not wait for perfect conditions. Instead, they will implement small steps, test ideas, and move forward. This keeps the process active and prevents delays.

Third, CPC will maintain continuous momentum. Kotter warns that “whenever you let up before the job is done, critical momentum can be lost and regression may follow” (p. 139). For this reason, CPC will not slow down after short-term success. Even after small wins, teams will continue working toward the long-term goals.

Fourth, CPC will manage negative naysayers by using evidence and results. Short-term wins will show that change is working. This reduces the influence of critics and builds confidence among staff.

Fifth, CPC will prevent regression by reinforcing change through daily practice. New strategies will be applied consistently until they become part of the school culture. This ensures that progress is not lost.

## **6. Commitment to Professional Improvement**

CPC must build a strong system of lifelong learning and distributed leadership to sustain improvement and adapt to continuous change.

### ***Essential Question 1***

How will you develop and implement a professional learning plan for your staff?

CPC will establish a structured and continuous professional learning system aligned with vision, mission statements, and moral values and goals: (1) Provide ongoing professional development focused on differentiated instruction, supporting underachieving students and students with ADHD and mild disabilities, and effective feedback strategies. (2) Encourage teachers to: take instructional risks by trying new teaching methods like conducting more graded classwork and providing individual feedback, and reflect on their teaching practices after each assessment. (3) Implement reflective practices: teachers write short reflections on successes and challenges, and departments discuss these reflections in meetings. (4) Promote collaboration: peer observations, sharing best practices among teachers.

Kotter (2012) emphasizes that growth comes from continuous development, not fixed ability: “nothing inherent in human DNA prevents growth later in life” (p. 185). Thus, this approach ensures that teachers continuously improve their instructional practices and remain adaptable to student needs and educational changes.

### ***Essential Question 2***

How CPC will create conditions for perpetual learning?

CPC will create conditions for perpetual learning by making digital learning, student engagement, and excellent student achievement parts of the school culture, not just a temporary

change. CPC will create perpetual learning by showing results, encouraging discussion, supporting the right people, and making learning part of everyday work.

First, CPC will focus on showing clear results. Staff will continue learning only if they see improvement. Kotter explains that change stays when “the new behavior produces some group benefit for a period of time, and after people see the connection between the new actions and the performance improvement” (p. 165). Therefore, CPC will use data to show how new teaching methods improve student achievement.

Second, CPC will encourage continuous discussion and reflection. Learning will happen through regular meetings and conversations. Kotter states that anchoring change “requires a lot of talk” (p. 166). So, teachers will share ideas, discuss challenges, and learn from each other in team meetings.

Third, CPC will align hiring and promotion with learning values. Kotter explains that culture is strong “because individuals are selected and indoctrinated so well” (p. 159). This means CPC will hire teachers who are open to learning and support staff who use new strategies.

Fourth, CPC will make sure learning becomes part of daily practice. If new practices are not part of the culture, they will disappear. Kotter warns that without strong roots, “the practices dried up, withered, and died” (p. 155). Therefore, CPC will continue supporting and reinforcing new practices every day.

Fifth, CPC will understand that building a learning culture takes time. Kotter explains that “most alterations in norms and shared values come at the end of the transformation process” (p. 165). So, CPC will be patient and consistent.

***Essential Question 3***

How will you determine the individual needs of your staff and provide individualized support?

CPC will identify staff needs the system of continuous improvement: (1) Require teachers to: provide increased written feedback, monitor student progress regularly. (2) Conduct data-driven meetings: analyze student performance, identify gaps and adjust instruction. (3) Promote collaboration: teachers discuss challenges and solutions, share strategies for improving student outcomes. (4) Encourage an open feedback culture: teachers seek feedback from peers, accept constructive criticism. Kotter highlights the importance of reflection and learning from experience: “He reflected on good times and bad, and tried to learn from both” (p. 188). He also emphasizes listening and openness: “listening with an open mind... without honest feedback, learning becomes almost impossible” (p. 189). This approach ensures that teachers continuously improve their practices through evidence-based collaboration, leading to better student outcomes.

CPC will provide individualized support for teachers: (1) Provide training on: digital learning textbooks (McGraw-Hill Digital Learning), exam platforms (Exam.net, DigiExam), online teaching strategies, and AI tools such as Magic School. (2) Pilot innovations (bullets before cannonballs): AI-supported instruction, digital assessments, and gamified learning tools. (3) Establish clear policies: AI is used for learning support only; AI is not allowed in formal assessments. (4) Provide continuous support: coaching, technical assistance, and sharing best practices. Kotter explains the importance of adapting to change: “as the rate of change increases, the willingness and ability to keep developing become central to career success” (p. 186). He also emphasizes the need to embrace the future: “better for most of us to start learning now how

to cope with change” (p. 194). This ensures that teachers are not only adapting to technology but using it strategically to enhance learning while maintaining academic integrity.

## **7. Results Orientation: Monitoring and Continuous Improvement**

### ***Final Essential Question***

How will you set up a continuous assessment system to collect and analyze data to monitor progress and establish new goals?

**1. Establishing a Continuous Performance Monitoring System:** Crestwood Preparatory College (CPC) will develop a structured and ongoing assessment system that collects, analyzes, and responds to data regularly rather than periodically. This aligns with the idea that modern organizations must operate in a constant state of awareness and responsiveness.

Kotter (2012) emphasized, “Keeping urgency up will require, first and foremost, performance information systems that are far superior to what we generally see today” (p. 170). To ensure that data is collected continuously, CPC will build cross-functional teams to monitor the following: (1) Academic performance data (test scores, assignments, formative assessments). (2) Student engagement indicators (participation, attendance). (3) Feedback tracking (frequency and quality of teacher comments). (4) Technology usage data (digital platforms and AI tools).

**2. Frequent and Transparent Data Collection:** To support decision making, CPC will ensure that data is shared frequently across all stakeholders, teachers, department heads, and administration.

Kotter (2012) highlights: “More people, more often, will need data... The systems... will need to be created to provide honest and unvarnished news, especially about performance” (p. 170). Thus, to ensure transparency and avoid delayed reactions, CPC will collect and share the following: (1) Weekly tracking of student performance trends. (2) Monthly departmental review

meetings. (3) Use of Learning Management Systems (LMS) dashboards. (4) Identify: at-risk students, declining performance patterns, gaps in feedback delivery.

**3. Alignment with SMART Goals:** This table aligns CPC’s SMART goals with the specific Departments and Teams responsible for executing and monitoring progress.

**Table 1**

*Data collection and SMART goals alignment*

SMART Goal	Collected Data	Team Responsibility	Specific Actions
1. Increase Written Feedback by 20%	Frequency and quality of feedback per student.	Academic Departments	Monthly audits of formative assessments.
2. Transition to Digital Learning	Percentage of courses using digital resources; class average per subject.	Innovation Technology Team, Academic Departments, PLCs, Steering Committee	Evaluate digital resource effectiveness using student performance data.
3. Ensure Above-Average Performance	Individual student scores vs. class/school benchmarks.	Student Support Team, Academic Departments, Data Team	Students at risk: create 1-on-1 intervention plans.
4. Ethical AI Integration	Usage patterns and adherence to academic integrity policies.	Leadership Team, Professional Learning Communities (PLCs), Innovation and Technology Team	Use AI for learning support for underachieving students while taking exams in proctored environments.

**3. CPC Continuous Improvement Cycle:** CPC’s system will follow a structured continuous improvement cycle.

Kotter (2012) highlights the importance of using feedback effectively: “The combination of valid data... and a willingness to deal honestly with the feedback will go a long way toward squashing complacency” (p. 171).

**Table 2***CPC continuous improvement cycle*

<b>Cycle Stage</b>	<b>Objectives</b>
<b>Step 1: Collect Data</b>	(1) Academic results (2) Feedback frequency (3) Engagement
<b>Step 2: Analyze Data</b>	(1) Identify trends and gaps (2) Detect underperformance early
<b>Step 3: Act</b>	(1) Provide extra help sessions (2) Adjust teaching strategies (3) Increase targeted feedback
<b>Step 4: Evaluate</b>	(1) Evaluate the effectiveness of interventions (2) Modify strategies if needed

**Conclusion**

A strong strategic plan requires a shared vision, teamwork, data analysis, action planning, professional learning, and continuous evaluation. This structured approach will ensure that the organization can improve student success, staff collaboration, and overall performance. In addition, this strategic planning process is a proactive approach that enables the organization to improve its systems and outcomes in a sustainable way, and not only being reactive to solve pop-up problems.

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