Board Goal Development

Focused Conversation February 13, 2014

Rationale Aim: The Board of Education shall identify the important data that leads to effective decision-making and utilize that information effectively in planning improved board governance.

Experiential Aim: All Board members shall feel energized and engaged in the planning process, and shall have an opportunity to speak and participate in a professional setting.

Objective Question: After looking over the "Blueprint for Excellence" report and thinking about other areas of quality and value in our district, what types of data have you seen or heard that are used by the Board for decision-making?

Reflective Question: Thinking about all the different types of data and information that you've just seen or heard, what information motivates you to learn more or what information brings you value as a board member?

Interpretive Question: In what ways do you believe that Board goals should impact the District's mission and vision?

Decisional Question: What types of data or information would you, as a Board member, like to have over the course of a school year to help you make the best decisions in leading the district?

What are the key criteria from the Blueprint for Excellence that you would connect to our needs as a district to grow and improve? List your Top 3

Category from Blueprint for Excellence	Rating
Visions and Mission	2
Student Achievement	4
Educational Equity	3
Common Core Standards Implementation	2
Instructional Quality	4
Change Leadership	4
Systems Support	2
Policy & Governance	2
Parent and Community Engagement	3

VISION & MISSION

There is evidence that the mission and vision have influenced a specifically identified set of developing leaders who are capable of meeting short-and long- term demands for building and system-level leadership.

STUDENT ACHIEVEMENT

There is evidence that teachers and leaders have created intellectual and emotional ownership of their improved practices, sharing effective practices with colleagues and maintaining improvements even when there is turnover among leaders and teachers.

EDUCATIONAL EQUITY

There is evidence that the District serves as a model for other systems, innovating policies and practices that not only assist students from a wide variety of economic and cultural backgrounds to achieve educational success, but also assist other educational systems in understanding and replicating those policies and practices.

COMMON CORE IMPLEMENTATION

There is evidence that the system expects more of its students than the Common Core. Specifically, there is evidence of systematic assessment of 21st Century Skills, including collaboration, critical thinking, creativity, and communication, that extend far beyond the requirements of the Common Core. Furthermore, the District has created the technology infrastructure required to administer Next Generation Common Core Assessments (either from PARCC or the Smarter Balanced).

INSTRUCTIONAL QUALITY

The District effectively supports teachers and leaders in implementing effective instructional practices and has built a sustainable model of professional learning to ensure these practices continue to deepen.

CHANGE LEADERSHIP

The change leadership system of the District is emulated by other educational systems and community stakeholders. The District is a model acknowledging the toughest challenges, creating a blueprint for action, implementing the blueprint, testing it, and then demonstrating its effectiveness for sustained long-term results.

SYSTEMS SUPPORT

Innovative practices in human resources, professional development, and instructional technology are widely emulated by other educational systems. There may be specific evidence that the innovative use of instructional technology not only leads to improvements in teaching practices and student achievement, but also leads to improved leadership decision making within the central office and throughout the community. Similarly, improved professional development

practices not only help teachers improve their practice, but help senior leaders become more effective teachers and communicators for all stakeholders. Human resource leaders are not only consumers of talent from colleges and universities, but are active partners in designing improved curriculum, assessment, and teaching in the institutions of higher learning from which the human resources department hires the next generation of teachers, leaders, and support staff members.

POLICY & GOVERNANCE

Change Model-the Board holds itself to the same high standards of teachers and administrators. While "data walls" are common in schools, this board has its own data wall, holding itself publicly accountable for its contribution to student success. Each board member has made a personal and public commitment to supporting system-level goals. What they all have in common is a commitment to public data-based accountability for their actions not just during the board meetings, but for the hours between meetings.

PARENT & COMMUNITY ENGAGEMENT

Change Model-community and parent partnerships are linked not only to improvements in test scores, but also to improvements in student performance in 21st Century skills, such as creativity, collaboration, communication, and critical thinking. The Community is committed, with funding, time, and policy support, to helping the educational system improve student performance in ways that vastly exceed current state, national , and international standards.

Blueprint	Vision and Mission	Student Achievement	Educational Equity	Common Core Implementation	Instructional Quality	Change Leadership	Systems Support	Policy and Governance	Parent and Community Engagement
Blueprint Rating	Level 2	Level 4	Level 3	Level 2	Level 4	Level 4	Level 2	Level 2	Level 3
Blueprint Recommendations	"Gather stakeholders to review District philosophy and take ownership of a vision and mission statement for the District that is consistent on all documents and able to be recited by all stakeholders."	"Sustain commitment to system-wide professional learning and student achievement by staying current with educational research on instructional strategies. Continue to monitor academic progress and add data walls	"Continue to provide opportunities for all students to participate in academic and extracurricular learning and actively monitor demographic data to ensure sustainability of current implementation level. Professional learning opportunities targeted at student equity should be incorporated into the professional development plan."	"Leverage the knowledge and skills of teacher-leaders who have begun to apply their knowledge of the Common Core to daily instruction so that the entire system can benefit from their experience and expertise."	"Sustain current high-quality instructional practice and consider sharing successful techniques and practices with others outside the District through publication or presentations at national conferences."	"Use data to monitor the ongoing effectiveness of change leadership while growing teacher leadership within the system. Suggested reading might include 'The Reflective Leader: Implementing a Multidimensional Leadership Performance System' by Ray Smith, Julie Smith, Karen Brofft, and Nicole Law."	"Capture the best practices within the system by systematically identifying, documenting , and replicating these practices. There is also an opportunity to save resources and build long-term capacity by emphasizing greater levels of teacher-leadership and certification for continued professional development delivery within the system."	"More clearly delineate the roles of the governing Board and the Superintendent. The system will be better served by a simple directive from the Board to the Superintendent that, "the Superintendent shall establish, implement and monitor procedures in curriculum, instruction, assessment, and grading." …Cultivate an environment in which the governing board is represented on all key committees within the District, i.e. vision and	"Build upon strong parent and community relationships by inviting participation from stakeholder groups beyond parents and neighboring businesses in development and implementation of vision and mission and to find ways to include and involve those stakeholders who do not have children in school."

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								mission, professional development, etc.	
2013-14 Outcomes Proposed (From "FOUNDATION FOR SUCCESS" Document)	Complete comprehensive Master Plan for Facilities.		Data report of credits earned and recommendations for improvement to college credit opportunities for HS students.	Complete Stage 2 and Stage 3 work in Atlas, plus collaboration with Professional Development Team to plan learning needs for 2014-15. Create Draft of K-12 Science Power Standards, objectives, assessments aligned to Next Generation Science Standards.	Foreign Language "best practices" and recommendations for improvement	Monitor impact of shared collaborative grade level time in K-5 schools.	Complete training for Leadership Teams on Protocols, elements of change, decision-making, goal setting for the year to transition new members.	Successfully bargain successor GEA-Board professional agreement.	Publish Stage 1 of Atlas System curriculum prior to Parent Conferences. Monthly podcasts to support District Communications Plan