**Activity 2**

As part of our meeting on 12/7, I will ask that you **organize and prioritize the goals, measures and actions** gathered throughout our process; the possibilities are listed below. Please come prepared to match goals to measures of success and then to actions that will lead to achieving the goal. Overall, we would be looking for **up to 5 goals, with 2-5 measures each, and no more than 5 actions per goal**. It is okay to combine items; some are repetitive.

Here’s an *example* of an aligned goal-measure-action. I’ve included a *blank template* at the end of this document that you might use to organize your thoughts in advance of our session.

**Sample Aligned Goal-Measure-Action**

|  |  |
| --- | --- |
| **Goal** | ***Employees feel they have flexibility, empowerment and are trusted.*** |
| **Measures** | * Employee Engagement Survey results
* Employee attendance
* # of Employee Forums held
* Evaluation results from collaborative committees
 |
| **Actions** | * Decrease new initiatives/ too many at one time
* Engage employees in ongoing opportunities around the decisions that affect their jobs, listen and act in response
* Model a PLC (Professional Learning Community) at every level
* Communicate and uphold high expectations for teachers and principals
 |

**Potential Goals/ Outcomes Desired**

* Parents, students and schools are partners in student success.
* Consistency and equity is provided to all students across all buildings
* Stakeholders engage in 2-way, consistent and clear communication.
* Teachers feel they have flexibility, empowerment and are trusted.
* Students experience and thrive in a supportive learning environment (time and space).
* Our students are self-directed, with more grit and less stress.
* Our students are less stressed and anxious; they are happy.
* All students are excelling and going to college or entering a career to pursue their passion.
* We close gaps in achievement and success between groups of students; all means all.
* Students are prepared for and encouraged to value both college and career.
* Students are good citizens.

**Potential Measures of Success**

* Parent Satisfaction Survey results
* Employee Engagement Survey results
* Gallup Student Survey
* Student Engagement Survey results
* National and international assessments- ACT, SAT, AP (Advanced Placement)
* State assessments
* Local assessments
* Student Attendance rate
* Student Discipline instances
* Crisis response instances
* College credit attainment
* Vocational certifications
* Pathways enrollment
* 4-year college enrollment
* 2-year college/ technical program enrollment
* Graduate check-ins
* Student technological proficiency
* Student self-assessment of coping strategies
* Employee retention
* Employee attendance
* Substitute costs
* # of Employee Forums held
* Family participation
* Family engagement in activities
* # of district/ school outreaches to community
* # of volunteers in schools
* Evaluation results from collaborative committees
* # of Community Forums
* Length of time for specific processes
* Average Length of Board meetings
* Overtime costs
* Utility costs
* Transportation and Food Services costs
* Response time (work orders, help desk)
* # of violations (health, safety)
* % of deferred maintenance completed
* # of newly established processes
* Hours of Community Service by students
* # of Workplace Learning Experience
* # Industry Credentials earned
* Enrollment in Dual Credit Career Pathway Course
* % participation in organized Co-Curricular activities
* Results for disaggregated populations (students with disabilities, ELL, etc.)
* Average individual student growth
* Proportional representation of disaggregated populations (students with disabilities, ELL, etc.) in enrollment and success of advanced coursework, career pathways
* Employee promotions

Insurance claims/ on-the-job accidents

Employee retention (of all employees, specific employee groups, employees in specific tenure ranges)

Technology opportunities (Devices per student, Devices per employee)

% of facilities offering technical, collaborative, artistic, or athletic space

Reduction of “overflow” space usage

Benchmarks met in construction/ renovation progress

Construction renovation at/under/ within x% over budget/ timeline

Equitable opportunities for students across buildings

%/ $ saved through use of renewable energy

**Potential Actions**

*Student Learning*

* Individual learning in a collaborative environment
* Anticipate the rapid changes in skills needed for future
* Increase the “meaningfulness” ofhomework
* Increase and/or diversify learning opportunities: foreign language, coding, differentiation, more movement, enrichment for highly capable students, real-life connections to curriculum, career pathways that are not 4-year college only, more writing instruction, more time for lunch/ recess, before and after school care/ enrichment
* Increase student engagement
* Personalize learning
* Engage students as co-creators of their educational experience
* Offer more enrichment opportunities
* Increase project-based learning real-life application and student driven learning
* Reach ALL learners
* Support individual passions and provide opportunities for exploration
* Use a balanced approach that supports students’ social-emotional needs, technology and academic skills, and creativity/ innovation
* Provide an innovative, flexible learning environment (time and space)
* Provide availability, opportunity, and encouragement for choice, self-direction and different pathways
* Consistently implement the homework policy
* Balance data collection and assessment with learning about our students and teaching to their needs
* Increase Business/ College partnership
* Grow the PLC for Special Education
* Increase Co-teaching
* Implement student-centered learning - citizenship, environment, opportunities for career, supports for all learners
* Implement deeper learning

*Student Well-Being*

* Define stress and decrease it
* Continue and grow the Social Emotional Learning Task Force
* Implement responsive classroom. Responsive classrooms
* Implement mindfulness. Mindfulness - K-8
* Teach students to be of service to others, global citizen, respect, character
* Implement approved changes to school start time
* Reduce stress of taking (or feeling the need to take) multiple AP classes
* Build strong relationships
* Add more school psychologist and social worker services
* Provide studentswith consistency and support - social emotional, academic, resources.
* Improve student well-being
* Maintain safety from external threats
* Improve direct teacher-student interaction and build positive relationships.
* Empower ME to succeed
* Decrease stress and increase healthy environments
* Increase Social emotional learning opportunities
* Teach students to know that failure's okay, "we're not perfect"
* Provide clear, explicit guidance for joining clubs and activities
* Know my child, even if he/ she is quiet
* Improve the health and wellness of staff and students through social-emotional learning

*Family Engagement*

* Increase mentor opportunities and parent volunteers
* Increase Family Book clubs and Math clubs
* Improve our culture with parent and student voice
* Build strong relationships
* Increase or improve feedback from school staff on how well a child is learning.
* Improved feedback from teachers on progress: skill-specific, academic and social feedback, more face to face conversation, more frequent; increase consistency of method (Aspen, Google Classroom, etc.); too many platforms and too many different approaches to updating; consistent expectations for teachers to communicate with parents should be established and delivered
* Increase or improve the quality/ quantity of positive phone calls, emails, or notes about a child from the school.
* Prioritized communication from administrators using methods desired by parents and following through on methods we've promised (i.e. texts),be thoughtful about what we send; reply to emails.

*Consistency and Differentiation*

* Balance between what is loose and decided at each school with what is tight across the district
* Ensure alignment and support to students when transitioning between levels
* Increase collaboration
* More consistency in classroom experiences and learning opportunities across grades at a school. Consistent practices/ equity. Consistency cross the board - clusters/ teaching practices
* Increase consistency and communication across schools; timely, equitable

*Balance & Priority*

* Prioritize our initiatives
* Decrease new initiatives/ too many at one time
* Not too many new things at once; slow down and let us learn and practice. Connect initiatives to purpose and ensure they are coherent

*Employee Satisfaction & Engagement*

* Increase staff satisfaction and effectiveness in their jobs:
* Engage employees in ongoing opportunities, listen and act in response to us
* Improve teacher-well being
* Increase teacher empowerment and teacher voice.
* Empower ME to succeed
* Decrease stress and increase healthy environments
* Provide teachers with freedom to encourage joy, creativity, and deeper learning
* Ensure highly engaged and trained teachers.
* Maintain a strong faculty/ staff
* Improve the health and wellness of staff and students through social-emotional learning
* Build strong relationships
* Respect our time - efficient meetings, adequate time for lunch, PD that is specific to our needs
* If we are a PLC organization, model this at every level
* Communicate and uphold high expectations for teachers and principals
* Engage employees in decisions that affect their jobs
* Provide teachers with balance and professional development

*Communication*

* Increase honest two-way communication between supervisors and employees.
* Improve communication between the central office and schools.
* Early, frequent communication about changes.
* Consistent and clear communication.
* Improve communications, 2-way, explain why.
* Communicate how your decisions are in the best interest of children and parents of the district.
* Listen to us; value our voices.
* Hire a Communication specialist

*Processes & Systems*

* Be student centered in our decision making
* Use data to act
* Counteract the noise, not listening to just the "Squeaky wheel" that gets the most attention.
* Make proactive v. reactive decisions.
* Implement PBIS. (Positive Behavior Intervention System)
* Implement Multi-Tiered Systems of Support at all levels
* Empower committees as decision-making entities or explain if they are not; if you ask for our input, use it.
* Increase recognitions. Celebrate success.

*Finance & Facilities*

* Publicize our fiscal prudence through measurable outcomes
* Be efficient with finances
* Provide a healthy teaching/ learning environment
* Ensure the right resources - furniture, equipment, building
* Improve safety, appearance of school playgrounds
* Manage classroom temperatures in Fall/ Summer
* Establish class size limits. Desire class sizes under 25
* Improve system/ options for getting supplies; provide adequate supplies/ resources for curriculum implementation

***Template for Thinking***

|  |  |
| --- | --- |
| **Goal** |  |
| **Measures** |  |
| **Actions** |  |