Board Goal Setting Retreat

April 24, 2021

Mountain View Whisman School District

PGLA | PETER GORMAN LEADERSHIP ASSOCIATES

Peter Gorman
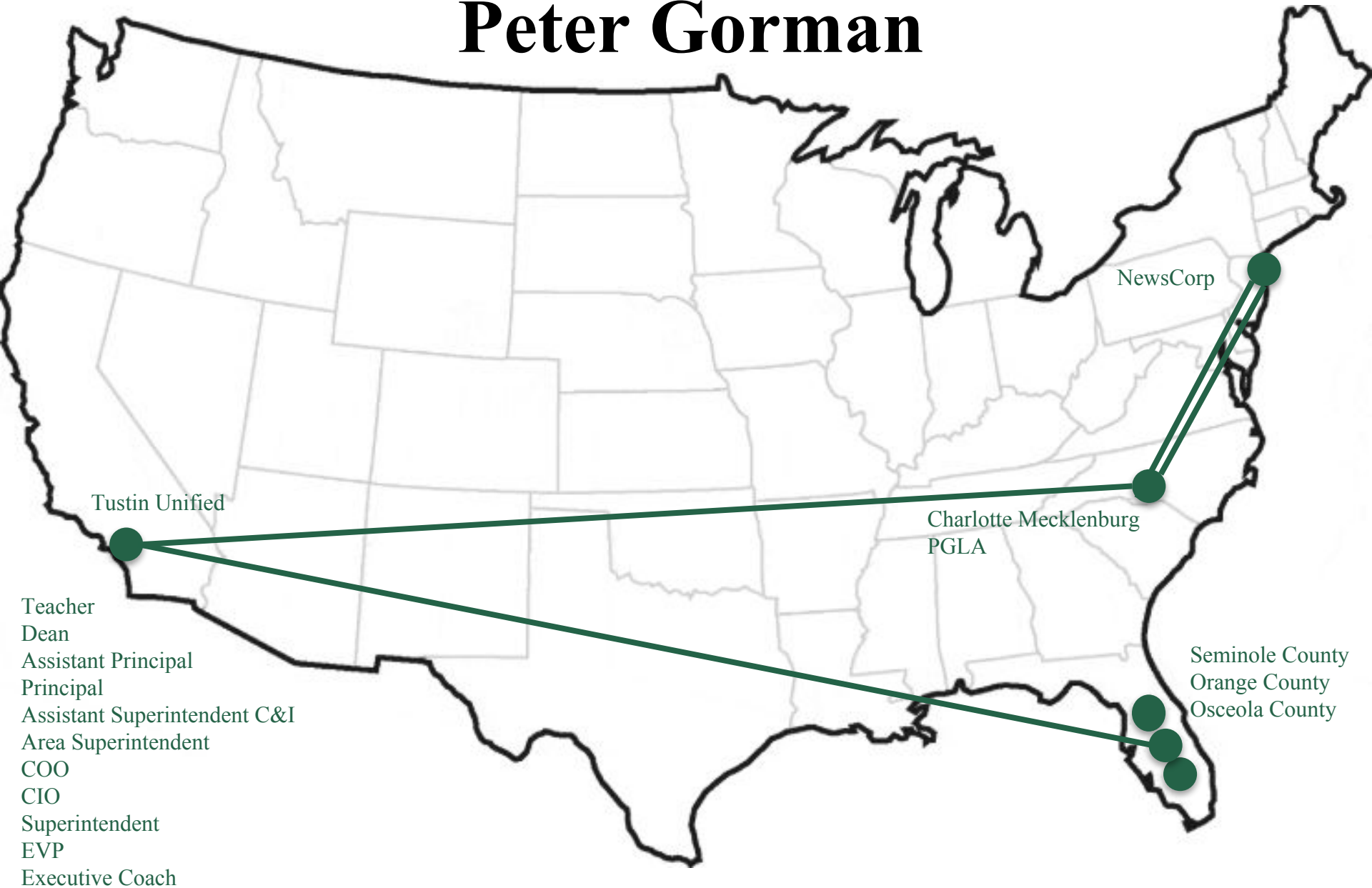
NewsCorp

Charlotte Mecklenburg
PGLA

Tustin Unified

Seminole County
Orange County
Osceola County

Teacher
Dean
Assistant Principal
Principal
Assistant Superintendent C&I
Area Superintendent
COO
CIO
Superintendent
EVP
Executive Coach

Introductions

- Name

- Length of time on the Board

- Why you ran for the Board

- What you are most proud of about the District

Today

What do you hope to accomplish today?

What will evidence of success at the end of the session look like?

Purpose

What is the purpose of Board goal setting?

Center for Public Education

cpe

Eight Characteristics
of Effective
School Boards

Chuck Dervarics and Eileen O'Brien

AN **nsba** PUBLICATION

EIGHT CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

The School Board Role
in Creating the Conditions for Student Achievement

A Review of the Research

csba

A report by the California School Boards Association and its Policy and Programs Department

Six Factors of District Improvement

1. Setting a vision and goals with a primary focus on student achievement, and aligning resources to realize those goals.

2. Establishing and maintaining a balance between system-wide coherence and local (school site) autonomy.

3. Using data to inform and support continuous improvement, especially for student achievement.

4. Creating a district culture that supports student achievement, including establishing strong community partnerships.

5. Investing in human capital by building staff capacity at all levels.

6. Maintaining stable and effective leadership while ensuring a shared vision and responsibility for meeting goals that can withstand leadership transitions.

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Conclusion

Based on the research presented in this section, one of the central functions of school board governance is the development of clear, shared goals to guide decisions within the school district. This sets the stage for successful improvement efforts. In the next section, we explore how the vision and goals developed in collaboration with staff at all levels of the system can also help boards align actions and investments of time, energy, attention, and other resources to facilitate that vision.

Key Points Relating to Superintendent Evaluation

Boards must have agreed upon core district beliefs, a district vision and/or mission, and must know what their priority areas are. Only then, can they effectively evaluate the superintendent.

Superintendent evaluation should be a communications process that serves as a model for district evaluation at all levels. It should be:
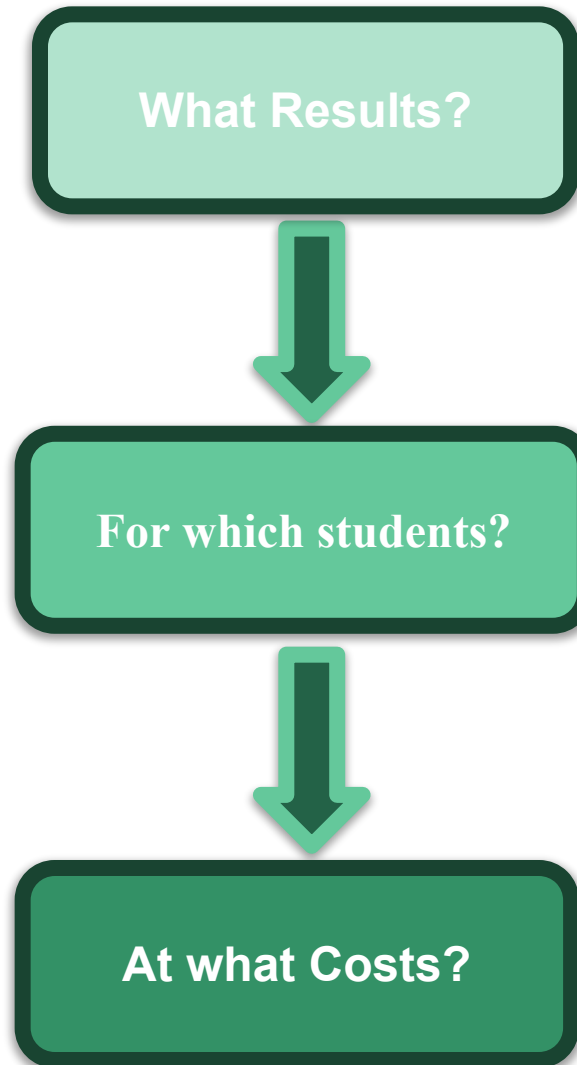
- Goal-based (These should be "district" goals set mutually by the board and superintendent in priority areas for the coming year and should include LCAP goals.)
- Measurable
- Ongoing
- Collaborative (Working together as a governance team, the board and superintendent should also agree on success indicators for each goal.)

In this way, boards use superintendent evaluation as an important leadership tool to focus and align all district efforts, an opportunity for the governance team to reflect and talk about where the district is going, not just this year, but with an eye to the future.
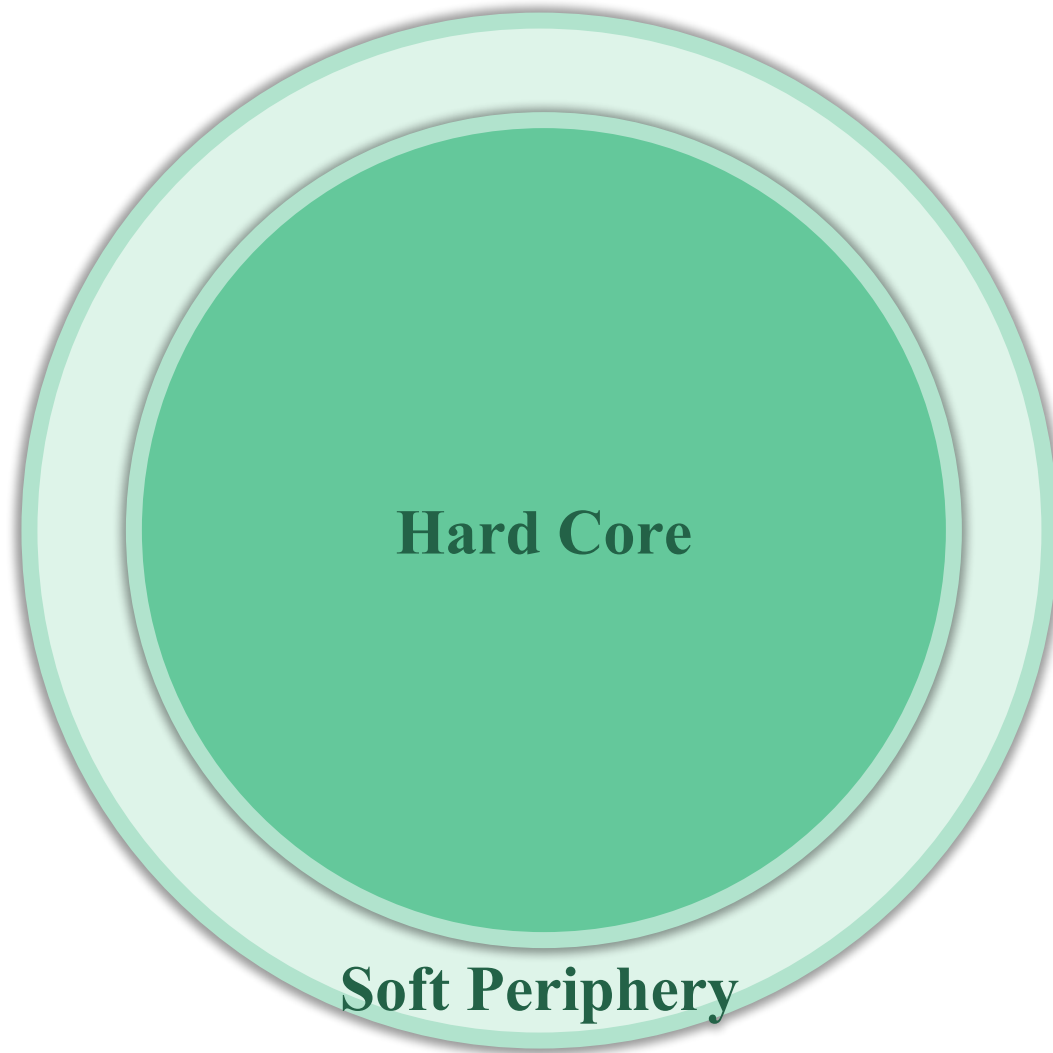
It should:

- provide an opportunity for acknowledging and commending the superintendent's accomplishments;
- support growth of the superintendent and sustained improvement for the district; and,
- if necessary, identify weaknesses or problems that need to be addressed by the superintendent to ensure continuous progress.

Goal Setting

What Results?

For which students?

At what Costs?

Goal Setting

Hard Core

Soft Periphery

An Aligned System To Increase Student Achievement At Scale

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CLIMATE AND CULTURE

| Evaluation |
| Accountability System |
| Budget |
| Organizational Structure |
| Strategic Plan |
| Policies |
| Theory of Action |
| Mission |
| Vision |
| Beliefs |

Leading a School District Requires Clarity, Context and Candor:
An Aligned System to Increase Student Achievement at Scale

Dr. Peter Gorman
with Dail Willis

LRP Publications
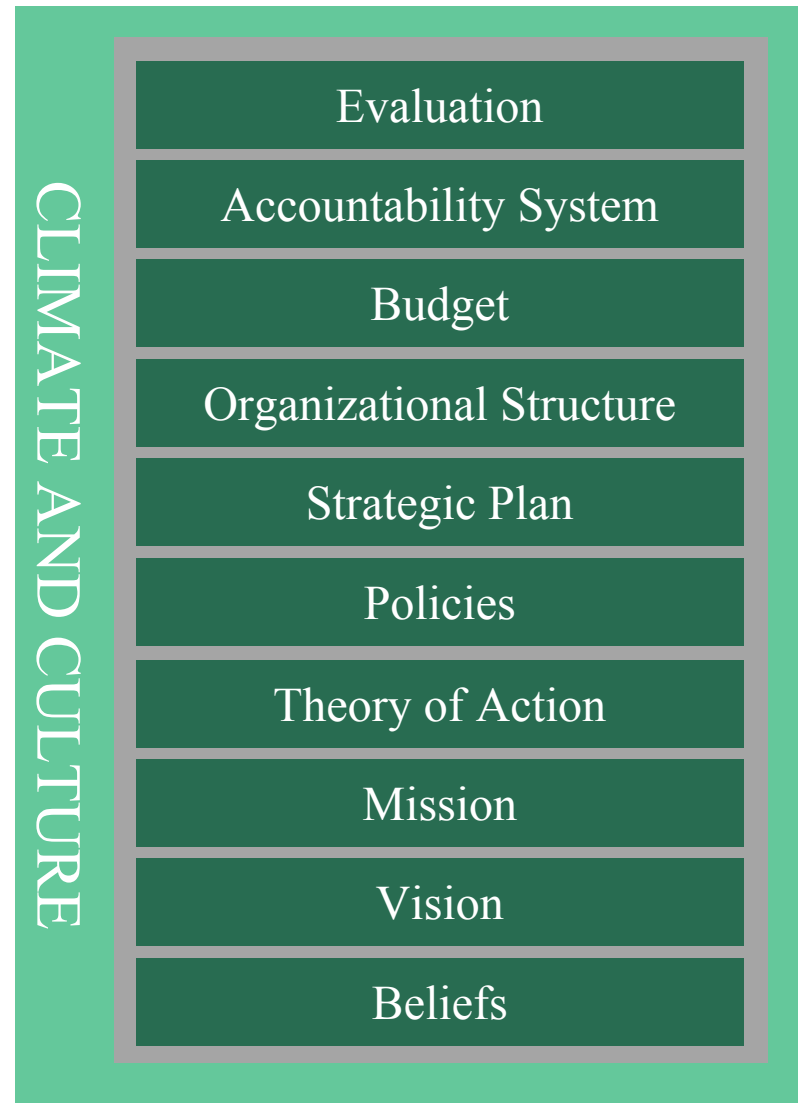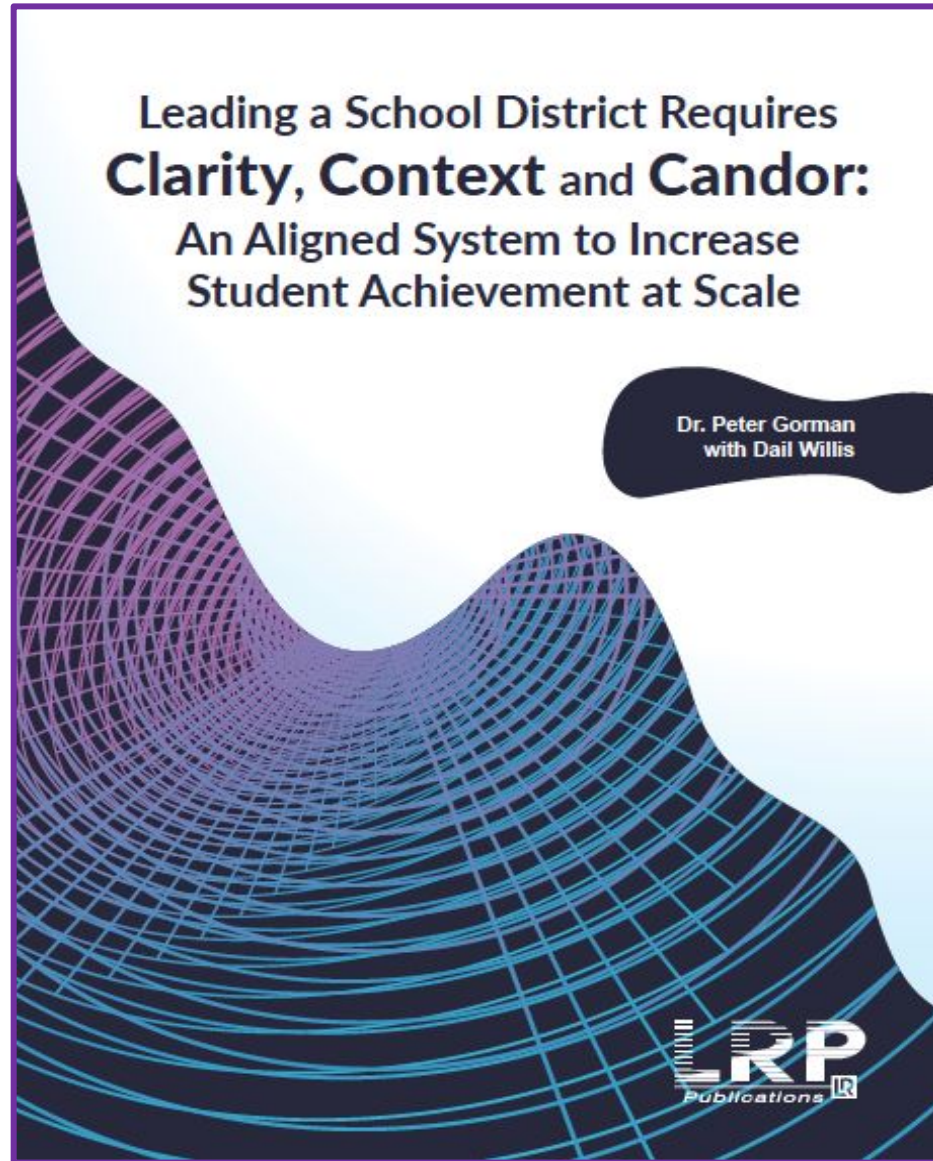
Priorities

1.

2.

3.

Alignment

How do you make sure that your priorities are aligned?

Alignment

Strategic Plan

LCAP

Board Goals
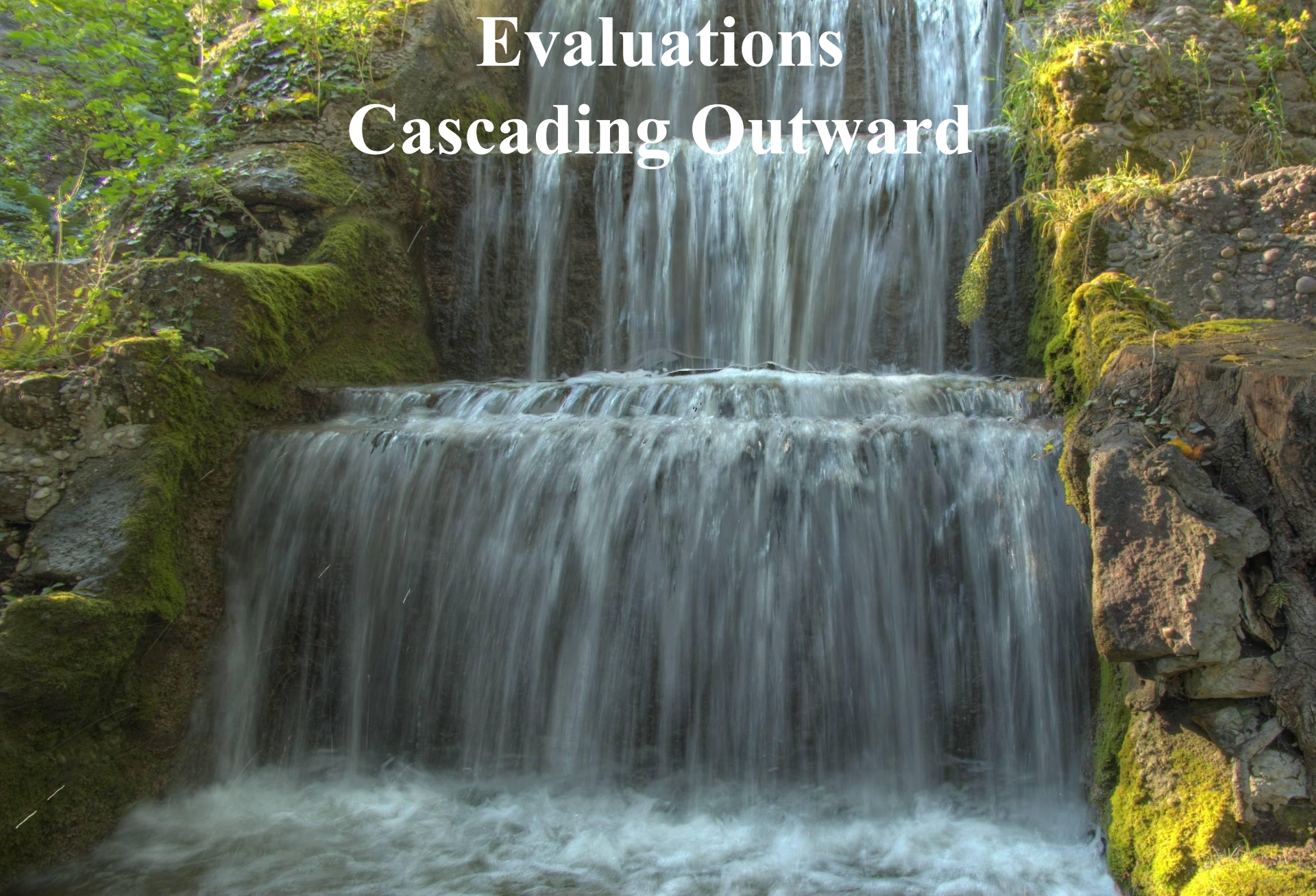
School Site Plans
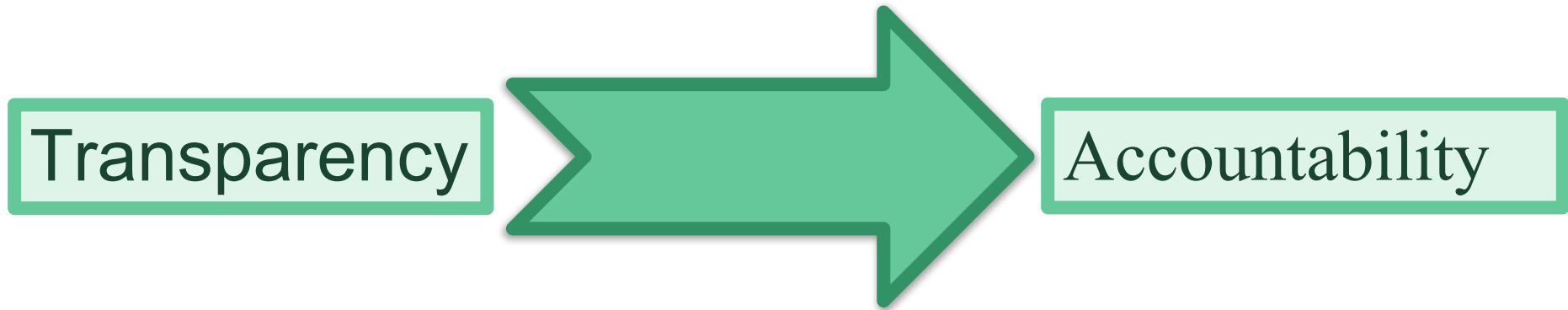
Department Plans

EVALUATION

Evaluations
Cascading Outward

Transparency

Transparency is the route to accountability

| Transparency | → | Accountability |

3 Things You Need To Know
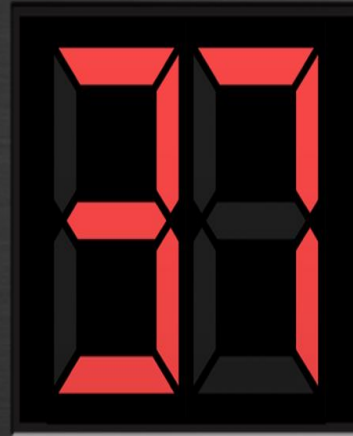
Strategic Plan Update

March 4, 2021

Mountain View Whisman School District

Strategic Plan Framework 11.17.2020

Vision Statement
Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse, and innovative partnership

Priority Student Outcomes

- Increase achievement for all students while closing gaps among student groups
- Ensure at least one year of academic growth for each student
- Strengthen student engagement and well being
- Ensure all students are prepared for high school

Goal Area #1
Effective and consistent instructional practices that meet the needs of all students

Objectives
1a. Establish a culturally relevant instructional system aligned toward high school readiness
1b. Ensure targeted instructional opportunities that maximize learning for all students
1c. Establish systemic approaches for student directed learning

Goal Area #2
Student social-emotional health

Objectives
2a. Equitably and effectively support healthy and responsible student behavior
2b. Ensure an integrated, consistent approach to social-emotional learning

Goal Area #3
Inclusive and welcoming culture

Objectives
3a. Expand and enhance opportunities for stakeholder voice
3b. Expand and enhance culturally relevant approaches to student, parent and community engagement
3c. Expand stakeholders' access to the systems and strategies used to support student learning.

Goal Area #4
Effective and engaged employees

Objectives
4a. Attract and retain diverse, quality employees
4b. Adopt an approach to differentiated professional development for all employees that aligns with student success
4c. Build leadership skills to support future district needs

Goal Area #5
Equitable distribution of resources that support student success

Objectives
5a. Ensure facilities and resources equitably serve all students
5b. Strengthen infrastructure for flexible learning environments

Cultural awareness, equitable resources, student ownership of learning

Mountain View Whisman School District

Strategic Plan Framework 2.21.2021

Priority Student Outcomes

- Increase achievement for all students while closing gaps among student groups
- Ensure at least one year of academic growth for each student
- Strengthen student engagement and well being
- Ensure all students are prepared for high school

Goal Areas

Initiatives in Phases

Cultural awareness, equitable resources, student ownership of learning

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Goal Area #1
Effective and consistent instructional practices that meet the needs of all students

Leader Cathy Baur

Year 1
1c. **Develop programs to increase opportunities for underrepresented students to reach high levels of academic success.**
2. **Fully develop MVWSD's Multi Tiered System of support to improve instruction, differentiate learning and align systems.**

Year 2-3
1a. Improve the quality of instruction by developing a rigorous and culturally relevant instructional program that is consistently implemented.
1b. Design and implement a highly coordinated college and career readiness program for all students beginning in elementary school.
3. Develop and implement innovative, student-directed instructional approaches and guiding principles to create a culture of student directed learning.

Goal Area #2
Student social-emotional health

Leader Karin Jinbo

Year 1
1a. **Develop and implement a "whole school, whole community, whole child" model.**
2a. **Implement a competency-based SEL model.**

Year 2-3
2b. Develop and implement a comprehensive social-emotional continuum of care embedded within the district MTSS.

Goal Area #3
Inclusive and welcoming culture

Leader Geoff Chang

Year 1
2. **Engage in actions based on a Community Equity Framework that will help us build habits of practice to increase inclusivity.**
3a. **Streamline and differentiate communication streams so parents get information that more closely matches their family attributes, communication preferences and tone.**
3c. **Work directly and collaboratively with parents to build our mutual capacity to support student learning.**

Year 2-3
1a. Identify and assess meaningful, ongoing and sustainable community engagement practices and patterns.
1b. Establish and conduct identity-based affinity groups that give stakeholders opportunities to connect, share, and offer suggestions to improve MVWSD.
3b. School communities create a regular (yearly, semesterly) community action project(s) that address real needs, are culturally relevant and involve all families.

Goal Area #4
Effective and engaged employees

Leader Tara Vikjord

Year 1
1b. **Develop and consistently implement district-wide policies and practices that focus on retention, differentiation, and ongoing support.**

Year 2-3
1a. Develop and implement district level recruiting and hiring practices that reflect the diversity of our student population.
2a. Develop and implement a comprehensive Differentiated Professional Development program that clearly identifies a process of data driven, collaborative, targeted, and recurring cycles of collective inquiry that are ongoing and meet the needs of sites and staff.
3a. Develop a system that promotes opportunities for growth, leadership, and career advancement for all staff.

Goal Area #5
Equitable distribution of resources that support student success

Leader Rebecca Westover

Year 1
1a. **District-wide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders. Standards are reviewed annually.**
1b. **Ensure every child that needs food has the opportunity for a nutritionally balanced daily meal.**
2a. **Implement feasible opportunities to offer flexible learning from home, from different schools, at different times and other environments.**
2b. **Ensure that students have access to the internet inside and outside of school with support for families.**

Year 2-3
1c. Implement feasible District run after school program for academics and social support for all students.
2c. Investigate and implement practical flexible physical learning environments inside and outside the classrooms that meets the needs of diverse student learners.

Next Steps

Develop Strategic Initiative Action Plans for Phase 1, to include:

- Current state and desired future state
- Ongoing stakeholder engagement plan (may include a standing advisory committee, or periodic convenings as needed)
- Action steps, responsibilities and timelines for up to three years
- Implementation performance indicators to monitor progress
- Budget for up to three years
- Staffing requirements (existing and new)
- Assumptions
- Interdependencies
- Risks

Design priority student outcome performance metrics and targets

Develop monitoring and reporting process

Support strategic plan communication

What are your three (or four) things?

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Goals

S	**M**	**A**	**R**	**T**
Specific	**Measurable**	**Attainable**	**Realistic**	**Time-bound**
Do: Set real numbers with real deadlines. Don't: Say, "I want more visitors."	Do: Make sure your goal is trackable. Don't: Hide behind buzzwords like, "brand engagement," or, "social influence."	Do: Work towards a goal that is challenging, but possible. Don't: Try to take over the world in one night.	Do: Be honest with yourself- you know what you and your team are capable of. Don't: Forget any hurdles you may have to overcome.	Do: Give yourself a deadline. Don't: Keep pushing towards a goal you might hit, "some day."

Goal Setting

What is the goal?

Which strategic plan priority does it support?

How will we measure success?

What is the starting point?

What is the target?

What interim data/information can we review to determine progress toward goal achievement and when will the data/information be available

What is evidence of success?

Get the Words Right

Leave NO room for misinterpretation.

Keep A compelling Scoreboard

- Simple and compelling

- People want to know three things
  - What are the rules of the game?
  - How much time is left on the clock?
  - What is the score?

- Updated frequently

- Everyone can tell whether they are winning

- People play differently when they're keeping score

Goal Setting

Must be aligned

Relate to the strategic plan priorities

Be written in a spirit of clarity, context and candor

Keep in mind the rules of the game, the score and how much time is on the clock

Some is not a number and soon is not a time!

Let's Get To Work!

Topics?

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Goal Setting

What is the goal?

Which strategic plan priority does it support?

How will we measure success?

What is the starting point?

What is the target?

What interim data/information can we review to determine progress toward goal achievement and when will the data/information be available

What is evidence of success?

COMMITMENT CLARIFACTION

What have you agreed upon today?

1

2

3

4

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