

# WCSU Continuous Improvement Planning Kickoff Meeting

Wednesday, March 11, 2015

4:30-7:30 p.m.

U-32 Cafeteria

## Desired Outcomes:

- Each person who engages in this dialogue leaves feeling connected in some way to the WCLT vision and/or their school board's student learning outcomes.
- Each person understands explicitly that it is worth our time to connect our daily work directly to the vision because doing so promotes:
  - effectiveness as educators
  - professional satisfaction and reduced professional stress.

## Agenda:

Activity	Process Notes	Timing
Introductions and Welcome	Sit at pre-assigned, mixed-school tables.	5 minutes
Personal Narrative	What was a defining experience for you as a student or learner? <ul style="list-style-type: none"><li>• What were you doing?</li><li>• What was your teacher doing?</li><li>• What were your classmates or fellow learners doing?</li><li>• What did you learn?</li><li>• Why did that learning matter to you?</li></ul>	25 minutes
Vision Reading from <i>Strategy in Action</i>	We will read pp. 93-95 of <i>Strategy in Action</i> and will use the <i>Three Levels of Text</i> protocol to discuss the excerpt.	20 minutes
Shift to Same-School Tables	Very brief motor break	2 minutes

<p>Asking Why</p>	<p>Consider the following questions and be prepared to share your response briefly:</p> <ol style="list-style-type: none"> <li>1. Why do you come to work each day?</li> <li>2. Why do you send your child to school each day?</li> <li>3. Why do you come to school each day?</li> <li>4. Why do you choose to be involved with the school as more than just your child's parent?</li> <li>5. Why do you choose to engage in the big picture work of your town's school?</li> <li>6. Who are the children in your life and what do you hope we will create for them? Why?</li> </ol>	<p>8 minutes</p>
<p>Introduction and Connection to the Washington Central Leadership Team Vision and School Boards' Student Learning Outcomes</p>	<p>How do your responses to the personal narrative and why questions connect to the Washington Central Leadership Team vision and/or the school boards' student learning outcomes?</p>	<p>25 minutes</p>
<p>Introduction to Continuous Improvement Planning (CIP)</p>		<p>15 minutes</p>
<p>Dinner</p>		<p>15 minutes</p>
<p>Work Time for School Teams</p>	<p>School teams are welcome to work through the dinner break.</p>	<p>60 minutes</p>
<p>Wrap Up</p>	<p>Principals will identify next steps and meeting dates for individual school teams.</p>	<p>5 minutes</p>

**Washington Central Leadership Team Vision: All students learn and are successful, contributing citizens of our local and global communities.**

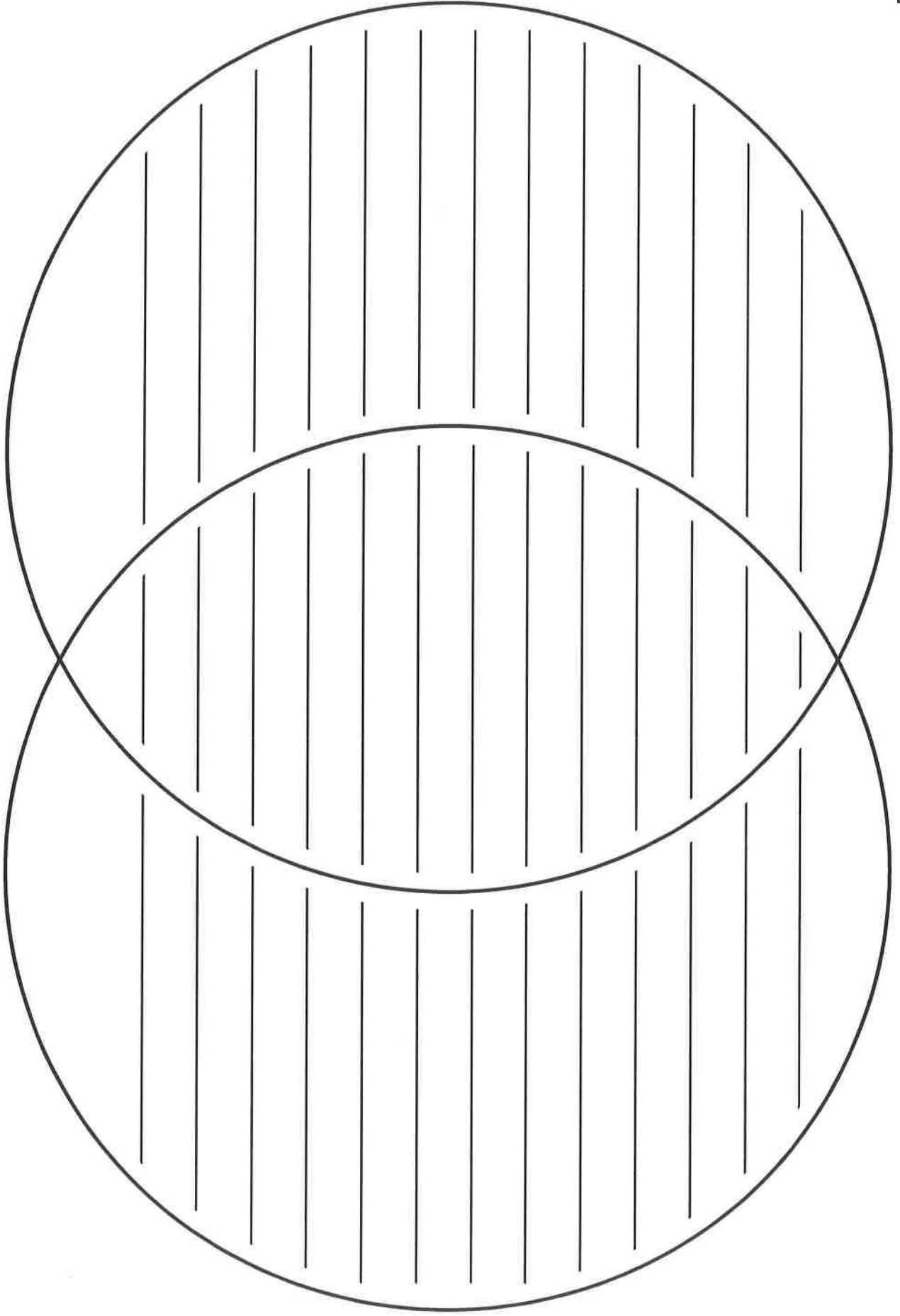
**Reflection Space:**



Name : \_\_\_\_\_

## Venn Diagram

\_\_\_\_\_



# Vision

## Keeping the End in Mind

Every great advance . . . has issued from a new audacity of the imagination.

—John Dewey

*The state test scores were in. The Moorwood senior leadership team members looked at how their schools had performed, and were both pleased and dismayed at what they saw. “We’ve got several schools that are really making progress,” said José Vega, the chief operating officer. “Yes, but we’ve also got good schools that are in trouble,” said Betty Scott, chief of staff. “I’m so tired of No Child Left Behind—it punishes good schools because of the underperformance of a few failing students.” In the awkward pause that ensued, Sonya, the superintendent, counted silently to herself to help her resist responding first. Would someone else on the team respond to Betty? As Sonya’s silent count reached “ten one thousand” (which seemed more like ten minutes than ten seconds), Patrick Leary, the chief academic officer, jumped in. “I’m the first to admit it’s not perfect legislation, but how can we call schools ‘good’ if they have students who are failing? I think part of our problem is we talk about ‘good’ schools and ‘bad’ schools, when what we should be doing is talking about how effective all schools are in educating all children. Underperforming students aren’t the problem—they’re the reason we’re here.” Patrick had surfaced the issues of race and equity that had forced Sonya to count to ten. Now she drew the team’s attention to the big picture, reminding the members, “We need to reflect on our student performance results in the context of what we have said we want to accomplish and make possible for all students.”*

This vignette reminds us that knowing what we are working toward—our vision for our work—is critical to knowing how to interpret and respond to student achievement results. Similarly, having a clear vision for a system's work is essential to having a strong strategy for reaching our goals. Vision also inspires people and helps everyone look beyond the reactive “got-to-fix-this-problem” mind-set to something bigger and more powerful that sustains people in their daily efforts.

The vignette also illustrates the power of a vision for all students and shows how tackling head-on the issues of race, achievement, and equity can focus a leadership team on what is really important. While many people aren't quite as blunt as Betty, we hear variations of her comment frequently. The message is the same—“Except for *those* students, we're doing great. We're not really responsible for why *those* students are underachieving.” This message reflects a narrow and exclusionary vision that lets systems abdicate their responsibility for *all* children. A system's vision and the strategy it develops to achieve it must reflect a commitment to *all* students.

It is not good enough to orient a system's vision solely on solving the problems identified through state tests and NCLB targets—too often that results in seeing children, especially particular groups of children, as the problem, and reinforces school systems' reactive tendencies. A system must be pursuing a vision, orienting itself to the future and a yet-unrealized picture of what's possible for children. Being vision-pursuing gives our work meaning, answers the question of *why*. “Why?” is the companion question to “What do we want to do?” and “How are we going to do it?” The latter two are key questions of strategy development and execution and are answered elsewhere in this book. “Why?” is the motivating question whose answer helps us repeatedly recenter, refocus, recommit, and, sometimes, get out of bed in the morning when the going is very tough.

The vision paints a vivid picture of the future while acknowledging the past and present. Developing such a powerful vision that drives extraordinary effort and achievement requires imagination. Two key components of imagination are image and belief—a picture and the ability to see and believe in that picture. John Kotter, a leading authority on leadership and change, defines vision as “a picture of the future with some implicit or explicit commentary on why people should strive to create that future.”<sup>1</sup> Developing a vision requires asking and answering these questions: What do we want for our children? Does that aspiration apply to all of our children, or just some? When the vision is clear, everyone in the system gives the same responses to these important questions.

Vision is most powerful when it is shared. Yet in practice, vision is rather flat in many organizations—quite literally flat in text that has been carefully crafted by a few people and that exists only on paper. But it is not enough for a few people to be the “imagers.” The foundation of shared, purposeful action is shared belief, and most of us have to be able to “see” something in order to believe it. Too often, we assume that we’re all on the same page about what the vision is and what it means, but as soon as we start digging, we see that we’re in entirely different books.

Without collective clarity, ownership, and energy guided by the vision, the “system” is an assortment of individual agendas, pockets of excellence and mediocrity, and a beehive of activity that is producing little honey. The vision shapes what the system is focused on and how it is organized. If we are trying to keep children safe, out of trouble, and able to read a newspaper, we should go about that differently than if we are trying to help children be able to find, parse, and analyze information; work in teams; and be ready to succeed in college and beyond. If we are trying to help some children succeed in college, we’ll go about that differently than if we are trying to help all children be prepared for college without remediation.

Even so, to be honest, the two of us roll our eyes when we hear the word *vision*. We’ve sat in too many meetings full of wordsmithing and debate about where the commas should go in the vision statement, and we’ve then seen little correlation between the vision statement and how the system and the people in it choose to invest their time and energy on a regular basis. We’re not asking you to revise your vision statement. We are asking you to consider whether your vision is vibrant enough to guide your strategy. If not, what kinds of conversations do you need to have to help people develop a shared and compelling answer to the question “Why?” Why do we want to do this work? Why must we do this work?

In this chapter, we breathe some life into the word *vision* and encourage you to think with “audacity of the imagination” about what is possible for students, adults, and the systems that support them. This is what drives a system’s strategy to succeed and to improve. We suggest processes for visioning and re-visioning—processes that are driven by a sense of urgency and that provide powerful and inspiring images of what is possible, make explicit the values of the organization, and require participants to consider what they will contribute to the enterprise.

In cultivating strategy for a school system, we encourage assessing the present, imagining the future, and learning from the past. Assessing the present helps us look at the state of the system’s vision currently and determine the extent to which

End  
here

**Three Levels of Text Protocol, Strategy in Action, pp. 93-95**  
**Continuous Improvement Planning Meeting**  
**March 11, 2015**

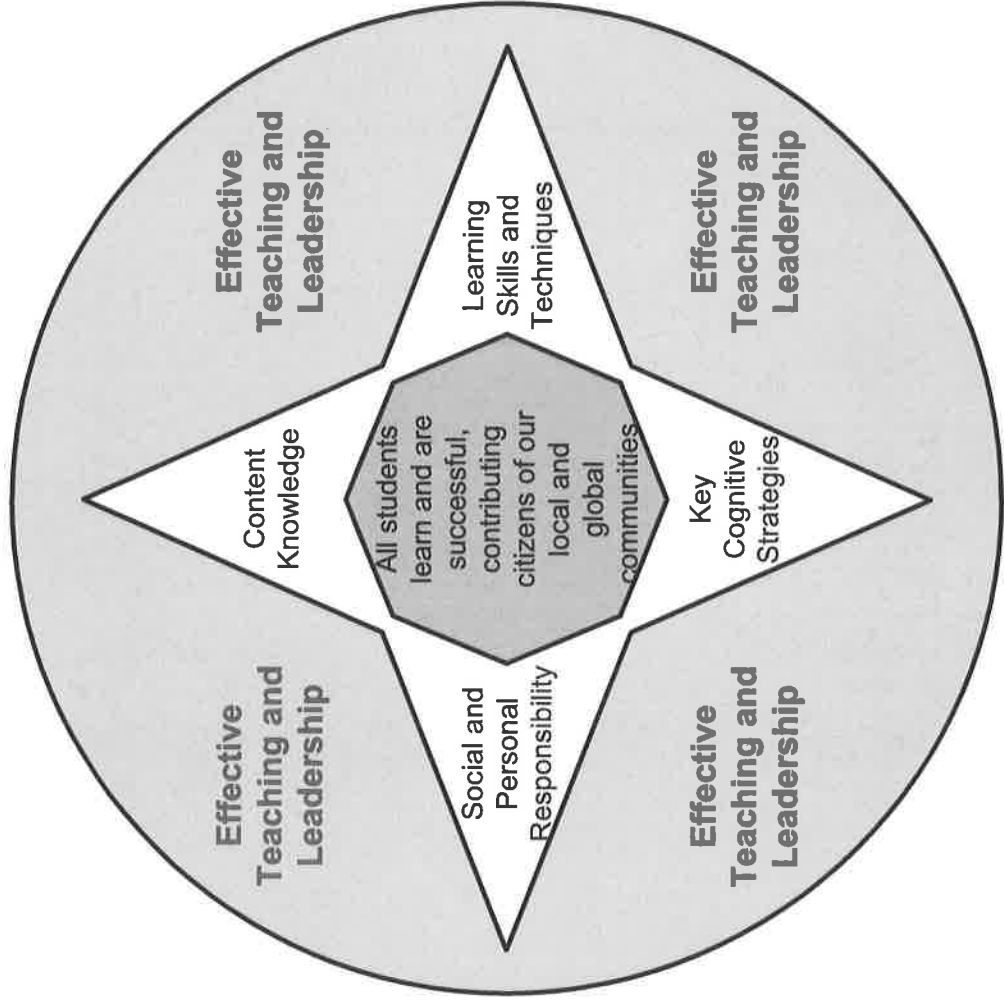
Your Selection	Your Discussion Notes
Significant sentence from this excerpt  Page ____:	
Significant phrase from this excerpt  Page ____:	
Significant word from this excerpt  Page ____:	

What have we learned about/from the text that is important as we kick off our continuous improvement planning? In other words, how will our reading and discussion inform our work?

How do we move from vision to student goals and concrete action steps?



Washington Central Leadership Team Vision Statement  
August 2014



Washington Central Supervisory Union School Boards  
 Student Learning Outcomes  
 As of March 5, 2015

<b>U-32</b>	Adopted February 4, 2015
Short Version	<p>U-32 exists to cultivate in all students the passion, creativity and power to contribute to their local and global communities.</p> <p>More specifically, U-32 students will meet or exceed rigorous standards for:</p> <ul style="list-style-type: none"> <li>● Academic skills and abilities that prepare students for life-long learning.</li> <li>● Core knowledge of essential academic subjects.</li> <li>● Life skills and behaviors necessary for success in the 21st century.</li> </ul>
Longer Version	<p>U-32 exists to cultivate in all students the passion, creativity and power to contribute to their local and global communities.</p> <p>More specifically, U-32 students will meet or exceed rigorous standards for:</p> <ol style="list-style-type: none"> <li>1. Academic skills and abilities that prepare students for life-long learning including:       <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Critical Thinking</li> <li>○ Problem Solving</li> <li>○ Digital Technology</li> </ul> </li> <li>2. Core knowledge of essential academic subjects including:       <ul style="list-style-type: none"> <li>○ Literacy &amp; Humanities</li> <li>○ Math</li> <li>○ Social and Natural Sciences</li> <li>○ Health, Personal Financial Literacy, the Arts and Environmental Sustainability</li> </ul> </li> <li>3. Life skills and behaviors necessary for success in the 21st century including:       <ul style="list-style-type: none"> <li>○ Collaboration and working independently</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ Responsibility and accountability</li> <li>○ Pursuing passions and interests</li> <li>○ Reflection and Planning</li> <li>○ Responsible and Involved Citizenship</li> </ul>
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<b>Calais</b>	Adopted September 22, 2014
	<p>Through their education at Calais Elementary, students will grow to meet or exceed rigorous standards for:</p> <ol style="list-style-type: none"> <li>1. Academic skills and abilities that prepare students for life-long learning, including: <ul style="list-style-type: none"> <li>● critical thinking</li> <li>● resourcefulness</li> <li>● creative self-expression</li> <li>● content knowledge</li> <li>● communication</li> </ul> </li> <li>2. Life skills and personal responsibility necessary for success in the 21st century, including: <ul style="list-style-type: none"> <li>● work ethic (commitment, expectations, homework, perseverance, take on challenges...)</li> <li>● responsibility &amp; accountability</li> <li>● intellectual curiosity &amp; risk taking</li> <li>● healthy choices for mind and body</li> <li>● adaptability</li> <li>● a spirit of fun and adventure</li> </ul> </li> <li>3. Behaviors and interpersonal skills that prepare students to be responsible citizens, including: <ul style="list-style-type: none"> <li>● service to the community</li> <li>● collaboration</li> <li>● respecting others and their differences</li> <li>● environmental stewardship</li> </ul> </li> </ol>

<b>Doty</b>	From board meeting on June 18, 2014
	<p data-bbox="483 321 646 352"><b>Knowledge:</b></p> <ul data-bbox="532 394 831 646" style="list-style-type: none"> <li>● STEM</li> <li>● literacy</li> <li>● personal finance</li> <li>● geography</li> <li>● cultural awareness</li> <li>● history</li> <li>● arts</li> </ul> <p data-bbox="483 688 571 720"><b>Skills:</b></p> <ul data-bbox="532 762 1107 1087" style="list-style-type: none"> <li>● critical thinking</li> <li>● problem solving</li> <li>● decision-making</li> <li>● research</li> <li>● conflict resolution</li> <li>● self-accommodation for personal needs</li> <li>● identify personal strengths</li> <li>● taking responsibility</li> <li>● working with others</li> </ul> <p data-bbox="483 1129 620 1161"><b>Attitudes:</b></p> <ul data-bbox="532 1203 1383 1558" style="list-style-type: none"> <li>● tolerance for others</li> <li>● responsibility</li> <li>● self-confidence</li> <li>● passion for something that allows for contributing to community</li> <li>● perseverance</li> <li>● love of learning</li> <li>● sense of engagement with community</li> <li>● sense of “duty” (not sure if they felt it was the right word) to contribute to society/community</li> </ul>

<b>Rumney</b>	From board meeting on March 5, 2015
	<p>Using input from the community and the staff, the board develops a statement of student outcome goals related to:</p> <ul style="list-style-type: none"><li>● critical thinking, research, oral and written communication skills, creative individual expression via the arts, individual resiliency and social integration</li><li>● participation in independent studies and/or community-oriented projects</li><li>● student performance on SBAC and other assessments</li></ul>

Your School Name Here  
 Continuous Improvement Plan  
 (Addressing Education Quality Standards, AYP Plan and Title I Schoolwide Plan Requirements)

School Name: Title I Schoolwide (Y/N): Supervisory Union:  
 Superintendent: SU Phone: Superintendent Email:  
 Principal: School Phone: Principal Email:

<b>Goal Number:</b>	<b>Statement of Goal:</b>
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Goal addresses what identified need? What data supported the identification of this need?	When will this goal be realized (date or “ongoing”)?
How does this goal translate into student outcomes? Identify your supporting data and performance indicators.	Anticipated funding sources (Title I, Title IIA, etc.):
How does this goal reflect SU goals or priorities?	Implementation lead (name and role):

Task	Related Green Mountain Star Indicators	Person Responsible	Anticipated Completion Date	Status (Completed, in progress, etc.) and related notes

Task 1					
Task 2					
Task 3					
Task 4					

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Task 1				
Task 2				
Task 3				
Task 4				



Continuous Improvement Plan: Supplemental AYP Narrative  
For AYP-identified and/or Title-funded schools submitting CIPs for AOE review  
To be completed in each school's Green Mountain Star dashboard

(For AYP-identified schools) How will the needs of your AYP-identified student subgroups be addressed in a new way as a part of this plan?
(For AYP-identified schools) Why do you think that these changes will lead to improved outcomes for students in your AYP-identified subgroups?
(For AYP-identified schools) How will you be modifying your approach to supporting AYP-identified content areas as a part of this plan?
(For AYP-identified schools) Why do you think that these changes will lead to improved student outcomes within your AYP-identified content areas?
(For Title-funded schools) How do your CIP investments align with the goals and tasks of your CIP addressing AYP-identified subgroups and content areas?
What are the stated and/or implied connections in your CIP to your LEA's plans and priorities?
What questions remain about your LEA's role in supporting the implementation of your CIP?

Continuous Improvement Team Members and Roles:

Approved by the School Board on (Date):

Posted in PDF form on the school's web site on (Date):