

# Outgrowths of a Focused Vision Process for Student Success

When a board begins to tie its conversations and decisions to student achievement, the primary goal is to improve student outcomes. School board members, school leaders and district staff see that when setting goals, there must also be a clear indication of the steps necessary for achievement, a timeline for accomplishment and an indication of who is responsible for each objective. This applies the pressure of accountability more evenly on the shoulders of all levels of school leadership, rather than placing it on the individual backs of district teachers. This shared responsibility leads to an improved school culture.

Becoming more informed on the expectations from both accreditation agencies and the community, as well as where the district stands in terms of these expectations, creates a more knowledgeable board. This requires study and often challenges the paradigm of board members who are used to the corporate model of board work that employs a more hands-off approach. One of the most important reasons for building the capacity of the board to understand the needs of students is to ensure that the board approves the allocation of resources that aligns with these goals.

Additionally, this focus on student growth helps board members to educate and inform stakeholders. Many community members have a perception of the school district based on their own or family members' experiences with the district – whether those experiences accurately reflect the effectiveness of the educational enterprise or not. When boards are informed and diligently monitor, evaluate and publicize decisions, this leads to improvement in community relations.

## Necessary resources to align with goals include:



**MONEY**



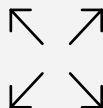
**EFFORT**



**ENERGY**



**INVENTIVENESS**



**COMMITMENT ACROSS  
THE SYSTEM**

## The following cornerstones are integral for school boards in the effort to improve teaching and learning:



**INTEGRITY**



**TRUST**



**LEADERSHIP**

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**Online Questionnaire:** Using data from community meetings, an online questionnaire should be developed to solicit further input from community members. This may include people who were not able to attend community meetings, or it may include people who want to comment further after attending the community meeting/meetings.

**Visioning:** The board uses input from the community sessions, as well as their own knowledge of the students, their learning environment and the community, to write a statement that creates an ideal picture of what is desired for the district in the long term. It should be attainable and cause the district to reach beyond where it is currently. This is the unifying statement that the leadership team uses to form their strategic plan for incremental improvement.

**Goal Development:** At this point, the board and the superintendent should write district goals based on the vision statement. District goals are more specific than a district vision. They can be short- or long-term and are focused on the results the district's leaders would like to see as part of the effort in achieving the vision and defining primary areas of focus in advancing student achievement. The goals address the issues the board would like the district's staff to spend special time, effort and resources on in the coming year and in the long term. The board should use these goals regularly to assess its decision-making.

**Superintendent Performance Goals Development:** The administration should use the goals to set work priorities for itself and the staff. In this phase, the leadership team meets to develop strategies or performance goals that move the district demonstrably in the direction of the district goals. These performance goals or objectives are then taken back to the board for agreement and adoption.

**Superintendent Evaluation Training:** Board training at this point helps the board examine superintendent evaluation strategically and assess how an ongoing evaluation cycle should fit into the goals of the district, establishing a cycle and defining expectations in advance for a process that aids in professional development and strengthens the working relationship with the board/superintendent team. This training should focus on both product and process. The instrument the board uses to evaluate the superintendent cannot be separated from the visioning work to which the team has committed.

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## Drive efficiency and save time to focus on what matters most

Leverage a fully secure, digital and streamlined process for agenda and meeting management to focus on high quality decisions rather than meeting preparation.

- Automated agenda creation through templates and submitted items
- Comprehensive full-cycle meeting management
- Streamlined workflow and approval process
- One-click to publish and distribute agendas and minutes
- Full Agenda packet downloads and printing capabilities
- SMS and email notifications for agendas and approvals



## Facilitate Stakeholder and Community Engagement

Empower governance leaders to exercise transparency and easily engage with the board, council, staff and the public.

- Public subscription to agenda notification
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- On-demand meetings with time stamping
- Manage remote or hybrid public meetings effectively
- Secure access to meeting materials and digital annotations from any device



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Ensure complete public visibility into current and past board and council materials for all community members.

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