



Activity: Establishing Goals Connected to the *Framework for Great Schools* (80 minutes)



OVERVIEW

Following a needs assessment, this session will guide participants through a goal-setting process, building on opportunities to connect goals to the *Framework for Great Schools*.

OBJECTIVE

Participants will develop goals grounded in data that build upon both strengths and address areas for growth aligned to the elements of the *Framework for Great Schools*.

MATERIALS

- [Vision for School Improvement: Applying the Framework for Great Schools](#)
- Needs assessment data ([see here](#) for a guided activity)
- Graphic organizer
- [Framework for Great Schools](#)

GUIDING QUESTIONS

- How can I set high-priority goals?
- How can the elements of the *Framework for Great Schools* strengthen my goal-setting?
- How can I set goals that leverage the connections among elements of the *Framework for Great Schools*?

PRE-WORK

- As strong goals are rooted in an understanding of current strengths and areas for growth, prior to engaging in this activity, facilitators and participants should:
 - Explore the [Vision for School Improvement: Applying the Framework for Great Schools](#) ([see here for an activity facilitation guide](#))
 - Conduct a needs assessment, analyzing multiple sources of data and surfacing strengths and areas for growth ([see here for an activity facilitation guide](#))

FACILITATION NOTES

- 1. Introduce and frame the activity (2 minutes).**
 - Welcome participants and review the objective and guiding questions of the activity.
 - Explain that participants will engage in the second step of the [Vision for School Improvement: Applying the Framework for Great Schools](#) by:
 - Reflecting on their strengths and areas for growth surfaced through a prior needs assessment
 - Establishing or revising goals that leverage connections among the elements of the *Framework for Great Schools*
 - Remind participants that good goals reflect current strengths and areas for growth. Today we'll build on our data conversation and identify areas of focus for the year to come.
- 2. Reflect on past goal-setting (5 minutes)**

- Using their graphic organizers, ask participants to reflect on a successful (or unsuccessful) experience they've had setting goals in the past. Consider:
 - What was successful and valuable about the process (or what would have made it so)?
 - What did you learn in the process?
 - Invite participants to share their reflections in pairs.
 - Ask pairs to share out in the whole group, charting responses (optional).
- 3. Review needs assessment data trends (10 minutes)**
- As a group, review the trends that surfaced during the needs assessment activity. Guide participants to discuss the following questions, charting responses:
 - What strengths do we see evidenced in the data?
 - What areas for growth do we see evidenced in the data?
- 4. Analyze data trends through the lens of the *Framework* (10 minutes)**
- Ask participants to use their graphic organizers to reflect on connections between the identified areas for growth and strengths and the elements of the [Framework for Great Schools](#). Invite participants to share their reflections with the group, charting responses:
 - Which elements do our areas for growth and our strengths address directly?
 - Which elements might they address indirectly?
 - Check that across strengths and areas for growth all six elements are addressed. If not, consider returning to the data to surface connected trends.
- 5. Prioritize high-leverage areas for growth(20 minutes)**
- Tell participants that the group will now use the notes in their graphic organizers to identify a small collection of areas for growth to prioritize as a community. To do this, for each area of growth the group will consider its potential to strengthen multiple elements of the *Framework* and the opportunity to leverage current strengths.
 - Remind participants that [the research behind the Framework for Great Schools](#) finds school improvement efforts that were successful built on the interplay of the six elements to drive improvement. Ask participants to begin to prioritize areas for growth previously noted on their graphic organizers that:
 - Touch upon multiple elements and the interplay among them (e.g. *If supporting professional learning connected to Danielson component 3b, questioning and discussion, is noted as an area for growth, the team may find that Collaborative Teachers, Rigorous Instruction, and Trust could be impacted by a single focused goal*)
 - Can be supported by an identified strength
 - Are within the team's locus of control
- 6. Craft goals (15 minutes)**
- Invite participants to work together to draft goal statements to address the prioritized areas for growth, utilizing the S.M.A.R.T.¹ goal format (if preferred).
- 7. Plan to track and measure progress toward the goal (20 minutes)**
- Remind participants that goals serve the team when progress can be consistently and easily measured and used to steer next steps. As a whole-group, discuss:
 - How will we know that progress has been made in alignment with this goal?
 - What existing data sources can we leverage to measure progress?
 - If no current data sources exist, where and how can we easily embed opportunities to gather data (e.g. specific questions on student exit slips, staff surveys after professional learning sessions, etc)?
- 8. Identify next steps (3 minutes)**
- Ask participants to identify and share one next step they will take to support this work (in pairs, or in the whole group).

¹ S.M.A.R.T. goals are *Specific, Measureable, Achievable, Relevant, and Time-bound*.

- Remind participants that goals are always evolving and that the group can revise the goals throughout the year as they measure their progress.
- Thank participants for their work together and remind them that this process of goal-setting is a critical step in developing a cycle of learning. For guidance on creating measures to gauge progress towards the goal, setting up a cycle of learning, and other professional learning activities, see the [Vision for School Improvement](#) website.

ESTABLISHING GOALS CONNECTED TO THE *FRAMEWORK FOR GREAT SCHOOLS*

Session Objective:

Participants will develop goals grounded in data that build upon both strengths and address areas for growth aligned to the elements of the *Framework for Great Schools*.

Guiding Questions:

- How can I set high-priority goals?
- How can the elements of the *Framework for Great Schools* strengthen my goal-setting?
- How can I set goals that leverage the connections among elements of the *Framework for Great Schools*?

Reflection on past goal-setting

Reflect on a successful (or unsuccessful) experience you've had setting goals in the past. Consider:
What was successful and valuable about the process (or what would have made it so)? What did you learn in the process?

Analyze needs assessment data trends through the lens of the *Framework*

Strengths	Rigorous Instruction	Supportive Environment	Collaborative Teachers	Effective School Leadership	Strong Family-Community Ties	Trust

Analyze needs assessment data trends through the lens of the *Framework*

Areas for growth	Rigorous Instruction	Supportive Environment	Collaborative Teachers	Effective School Leadership	Strong Family-Community Ties	Trust

Prioritized high-leverage areas for growth

Begin to prioritize 2-5 areas for growth that:

- Touch upon multiple elements and the interplay among them (e.g. *If Danielson component 3b, questioning and discussion, is noted as an area for growth in MOTP trends, the team may find that Collaborative Teachers, Rigorous Instruction, and Effective School Leadership could be impacted by a single focused goal*)
- Can be supported by an identified school strength
- Are within the school's locus of control

Craft goals

In the space below, draft goal statements to address the prioritized areas for growth, utilizing the S.M.A.R.T.2 goal format (if preferred).

² S.M.A.R.T. goals are *Specific, Measureable, Achievable, Relevant, and Time-bound*.

Plan to track and measure progress toward to goal

1. How will we know that progress has been made in alignment with this goal?
2. What existing data sources can we leverage to measure progress?
3. If no current data sources exist, where and how can we easily embed opportunities to gather data (*e.g. specific questions on student exit slips, staff surveys after professional learning sessions, etc*)?