


GOAL CREATION

Directions:
 As a room, choose one area of A-GAME to focus on: Global access, Academics, Mission, Equity
 In pairs, one of you play the role of the district or charter school authorizer or funder and the other is the school leader.
 The authorizer/district/funder, asks the schools questions on page 1
 Together develop goals responding to questions on page 2.
 Complete your goal using SMART goal template



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Draft a Goal – Key Components

What is Important About Your School that Isn't Measured?

1. Who are your students? (who)
2. What is UNIQUE and not measured about your school? (what)
3. How is your program experienced by students? (how)
4. Is anyone better off because of your program? (why)
5. How do you know? (data)

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A Word About Global Access

Global access includes all knowledge, skills, opportunities students experience that prepare them for social and economic mobility when they matriculate from the school. For high schools, global access includes outcomes associated with the acceptance into two- and four-year colleges and universities, the military, and entry into the workforce. It can be measured through successful internships, work readiness rubrics, positive transitions to work, the military, college, or dual enrollment, and certification programs. In elementary and middle schools, global access can be measured through real-world experiences outside of the school through volunteer opportunities, visits to workplaces and colleges, and expeditions beyond school.

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Global Access Goals – Grounding Questions

What does it mean to prepare students for the "real" world?

- What do you do with your students to prepare them to be citizens? Life-long learners? Active members of society?
- How do your students see the connection between what they learn in school and the world beyond?
- What opportunities do your students have to explore their interests and image themselves as professionals?

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Global Access – Goal-creating Questions

- How does your school prepare students for the world outside? (The **WHAT**)
- What are all the ways that students are exposed to the world outside, including all the activities, classes, certificates, credits, credentials? (The **HOW**)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The **WHO**)
- What skills do your students gain? Is anyone better off? (The **WHY**)
- How do you know it is working? (The **Outcome** and the **DATA**)

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A Word about Academics

A school's academic program is more than a single test – it comprises all learning that occurs during a year and for ALL students and in all forms, not just a single grade level or single test.

Assessing academics involves looking at all ways students are evaluated from credits earned to grades, from portfolios to expeditions. It can also include student progress and improvement over time as measured by standardized assessments or other proxies.

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Academic Goals – Grounding Questions

What does it mean to prepare students for academically?

- What courses, curriculum, instructional models are available to your students?
- How does the curriculum build student's academic knowledge and skills?
- What subject areas are most important to you and your students?

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Academic – Goal Creating Questions

- How does your school prepare students academically, specifically in reading, writing, and math? (The **WHAT**)
- What are all the ways the students are encouraged to learn include all the activities, classes, certificates, credits, credentials? (The **HOW**)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The **WHO**)
- What skills do your students gain? Is anyone better off? (The **WHY**)
- How do you know it is working (e.g., portfolios, grades, NWEA-MAP, STAR), and by what data? (The **Assessment** and the **DATA**)

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A Word About Mission

A school's mission is the heart and soul of the school. It contains what is **UNIQUELY TRANSFORMATIVE** about the school. The Mission answers the question of "Why This School?"

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Mission Goals – Grounding Questions

What does it mean to have a mission?

- How do you build an infrastructure to capture the HEART of a school?
- What experience(s) for students at your school is/are uniquely transformative?

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Mission Goals – Goal-Creation Questions

- What is the uniquely transformative aspect of your school? (The **WHAT**)
- What are all the ways that students are experiencing your mission, including all the activities, classes, certificates, credits, credentials? (The **HOW**)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The **WHO**)
- How is your approach uniquely transformative for your students? What skills do your students gain? Is anyone better off? (The **WHY**)
- How do you know it is working? (The **Outcome** and the **DATA**)

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A Word About Equity

Every Child, Every Day

Educational equity means that every child receives whatever she/he/they need to develop to her/his/their full academic and social potential and to thrive, every day. By "thrive," I mean *academically as well as social-emotionally*. Every child has a right to feel loved and cared for and to feel that they belong to a community. Emotional well-being is as important as academic success in this definition of educational equity.

Educational equity means there is no predictability of success or failure that correlates with any social or cultural factor—a child's educational experience or outcomes is not predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker.

Elena Aguilar, *Coaching for Equity*

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Equity Goals – Grounding Questions

What does it mean to Engage and Support Students?

- How do you ensure that ALL students are learning and thriving?
- In what ways are your students encouraged to return to school each day?
- How are students supported to learn together, collaborate, and communicate?

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Equity Goals – Goal-Creation Questions

- Why do ALL students come to school each day? (The **WHAT**)
- What occurs at school that supports students feeling connected, taking care of themselves and others, being kind? (The **HOW**)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The **WHO**)
- What skills do your students gain? Is anyone better off? (The **WHY**)
- How do you know it is working? (The **Outcome** and the **DATA**)

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SMART Goal

I Initial Goal	Write your goal here.
S Specific	Your goal should be well defined, detailed and clear.
M Measurable	Is your goal measurable? You should be able to tell when you reach your goal.
A Achievable	Can you reach the goal, taking into account your available time, skills, and financial status?
R Realistic	Is your goal realistically achievable within the given time frame and with the available resources?
T Timely	Set a start and finish date for your goal. Start Date: _____ Finish Date: _____
SMART Goal	Revise your goal based on the answers to the questions above.

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A-GAME: Measure What Matters

ONE
For Administrators: Deepening Practices

Be one of the 10 authorizing agencies that work with A-GAME to build a vision for how to make your current framework and/or content plan to incorporate A-GAME's Performance Goals. By partnering with families and schools, and using resources from other authorizing and relevant data, we support you in creating the strategic initiatives that will result in schools that are responsive to your families and children needs.



TWO
For Schools: Unique Goals

Be one of the 9 schools (either independently or in partnership with your authorizer) that works with A-GAME to build to create school-specific, goal-related or state or authorizing frameworks to monitor continuous improvement or strategic content or authorizing, funding, or board governance.



THREE
For Agencies: Goals to Identify Distressed Schools

Join a cohort of 8 authorizing agencies that will work together and with Florida's Department of Education to create customized indicators of Distress that will help you identify schools that are struggling prior to them falling into Priority Status or have results that could lead to new business.





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