



# 2023 CABA/CAPSS CONVENTION Leading from Why!

November 17-18, 2023  
Mystic Marriott Hotel, Groton

## Goal Setting

Setting the Stage for Student Success.

Session G-1  
Marriott Salon A  
10:50AM – 12:00 Noon

Nicholas Caruso

Senior Staff Associate for Field Service and Coordinator of Technology, CABA  
Marion Manzo, Chair, Region #15 Board of Education





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## Why Goal Setting?

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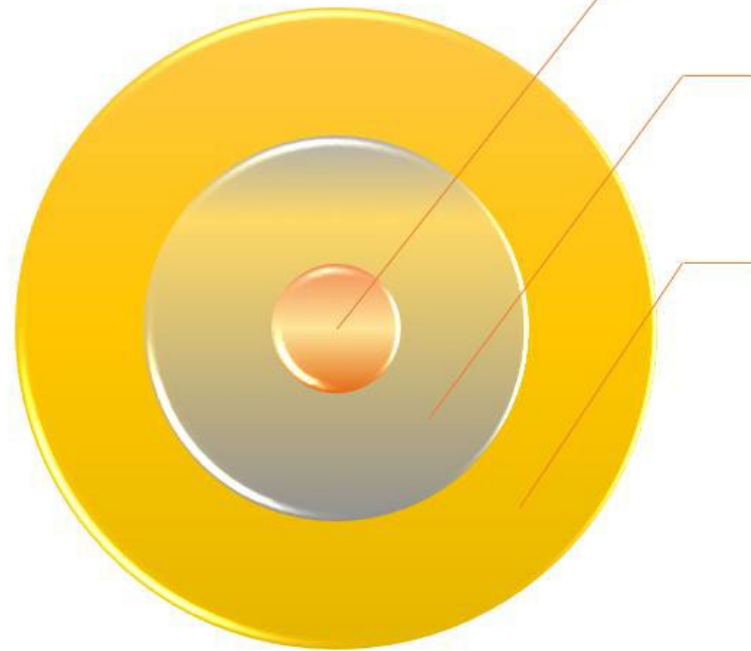
Senior Staff Associate for Field Service and Coordinator of Technology, CABA  
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# The Golden Circle



**TED**  
*Simon Sinek*



Why ?

How ?

What ?

**START**  
HOW GREAT LEADERS INSPIRE  
EVERYONE TO TAKE ACTION  
**WITH**  
SIMON SINEK  
New York Times bestselling author of *Leaders Eat Last* and *Together is Better*  
**WHY**  
MORE THAN  
ONE MILLION  
COPIES SOLD

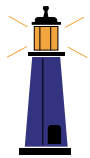
[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

# An Important Role of the Board is to Establish Vision



## 8 Characteristics of Effective School Boards

### CONNECTICUT LIGHTHOUSE



## 5 Roles of Effective School Boards



## Key Work of School Boards



# Trust Equation

**Clear  
Vision** + **Action  
Plan** + **Results** = **Trust**

# Success ~~Trust~~ Equation

**Clear Vision** + **Action Plan** + **Results** = **Trust**  
= **Success**

# Establishing Vision

Clear Vision?



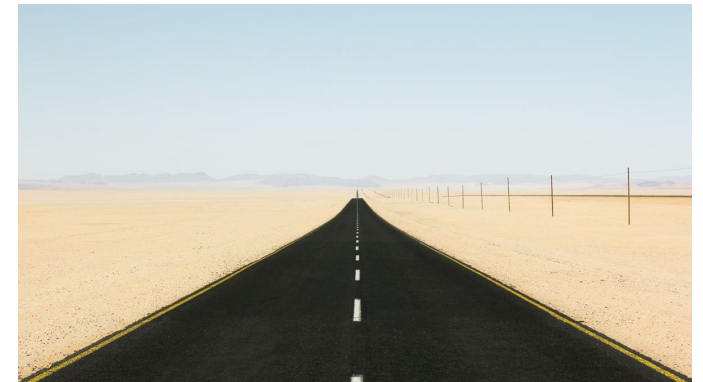
# Establishing Vision

# Ways a School District can establish vision?



# Establishing Vision

- Vision Statement
- Mission Statement
- Portrait/Vision of a Graduate/Learner
- Strategic Plan
- Theory of Action
- Policy Manual
- Goals



# Establishing Vision



**From Data to Wisdom (also referred to as the DIKW Pyramid)**

**Data:** Observations about states of the world; easily structured, often quantifiable.

**Information:** Data endowed with meaning and purpose - meaning depends on interpretation by people, who may not agree.

**Knowledge:** Information connected in relationships.

**Wisdom:** Understanding how to use knowledge to make sound judgments and decisions. (how to answer questions)



# Establishing Vision



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**Knowledge:** Information connected in relationships.

**Wisdom:** Understanding how to use knowledge to make sound judgments and decisions. (how to answer questions)

**Vision:** Using what you know to look beyond the present. (How to ask questions)

# Establishing Vision

## AGENDA

- What are goals?
- Types of goals
- Process for establishing goals
- Monitoring progress of goals



# Establishing Vision

- AGENDA
- What are goals?
- A goal is a desired result that a person or group of people envision, plan, and commit to achieve within a specific time frame.



A high-speed photograph of a water droplet hitting a dark, reflective surface. The impact has created a crown-like splash of smaller droplets around the point of contact, with concentric ripples spreading outwards. The lighting is dramatic, highlighting the textures of the water.

Long-term goals set direction.  
Short-term goals enable execution.

# Establishing Vision

Goals can be:

- Strategic
- Tactical



*“Goals can be used to establish a vision or to fix stuff”.*

# Establishing Vision

## Focus - Strategic Goals:

- Concerned with the big picture
- Focus on where the organization wants to be in the long term.

## Focus - Tactical Goals:

- Focus on the specific tasks, actions, and resources required to achieve the strategic goals.



# Establishing Vision

## Scope - Strategic Goals:

- High-level.
- Long-term objectives that guide an organization's overall direction.
- Focus on the organization's mission, vision, and core values.
- Broad and relate to the organization as a whole.

# Establishing Vision

## Scope - Tactical Goals:

- Specific
- Short to medium-term objectives
- Focused on the day-to-day or short-term operations
- Designed to help implement the broader strategic plan.

# Establishing Vision

## Timeframe - Strategic Goals:

- Long timeframe, often three to five years or more.
- Future-oriented and set the foundation for an organization's growth and direction over an extended period.

## Timeframe - Tactical Goals:

- Shorter timeframe; from a few months to a year or two.
- Immediate
- Practical steps and actions needed to execute the strategic plan.

# Establishing Vision

## Level of Detail - Strategic Goals:

- More general and conceptual,
- Provides a framework for decision-making rather than specific action plans.

## Level of Detail - Tactical Goals:

- More detailed and specific
- Often including measurable targets, deadlines, and responsible parties (SMART Goals)

# Establishing Vision

Purpose - Strategic Goals:

- Create conditions

Level of Detail - Tactical Goals:

- Create actions

# Establishing Vision

- Alignment - Strategic Goals:
- Set the overall direction and vision for the organization, and tactical goals should align with and support these higher-level objectives.

## Alignment - Tactical Goals:

- Are derived from and should be aligned with the strategic goals. They provide a roadmap for executing the strategic plan.



# Establishing Vision

Created by - Strategic Goals:

- As many partners as possible.

Created by - Tactical Goals:

- Administration, staff and board (those closest to the problem).

# Long Term Goals

- Strategic Planning
- Long-Term Goals
- District Goals
- District Improvement Plan
- Alliance Improvement Plan
- Theory of Action

# Long Term Goals Process - Data Collection

## Environmental Scan

- Surveys
- Community Conversations
  - Focus Groups
  - Public Hearing
  - Subcommittees

# Long Term Goals Process

- Planning Committee(?)
- Goal Setting workshop – Board/Superintendent and others
- Draft goals sent out for review
- Public input/reaction
- Board adoption
- Goals disseminated widely

# Long Term Goals – Strategic Planning

- A strategic plan is not more important than Strategic planning.”
- A long-term goal is useless if it isn't driving the work of the district.

# What Might a Strategic Plan Include?

- Why: Relevance to the Commission's vision and mission
- How: The steps we need to take to bring about impact
- Barriers: Obstacles including laws, policies, or resource deficits
- Resources: People, policies, funding, Partners, etc.
- Priority: The long-term importance of the initiative
- Urgency: Time-sensitivity, now and in the future





# Long Term Goals

Charter Oak Public Schools  
Mission Statement and Goals - March 27, 2002

The Charter Oak school community shall strive to provide a quality education in an environment that will allow a diverse body of students the opportunity to learn and achieve to their maximum potential in order to succeed in a global society.

Goal 1. Every learner shall be enmeshed in a positive educational setting that expects academic success.

Goal 2. Every learner shall be encouraged to become an active, responsible citizen.

Goal 3. All learners shall develop an understanding of positive lifestyle decisions to enhance their quality of life.

Goal 4. Students, staff and the community shall be provided with a safe orderly school environment with adequate resources to ensure the success of goals 1, 2 and 3.



# Short Term Goals

Tactical vs. Strategic

## Types of Short-term Goals

- District Goals
- Board Goals
- Superintendent Goals

# Short Term Goals

## District Goals

- Aligned with long-term goals
- Sometimes Strategic, Sometimes Tactical
- Developed by Board/Superintendent Team
- Process determined on case-by case basis

“The Nutmeg Public Schools shall...”

# Short Term Goals

## Board Goals

- Aligned with both long and short term goals
- Accountability is measured by board action - Board self-evaluation

“The Nutmeg Board of Education shall...”

# Short Term Goals

## Superintendent Goals

- Aligned with both long and short term goals.
- Accountability is measured by goal expectations.
- Should focus on outcomes where possible.
- Relate to Superintendent's evaluation.

# Short Term Goals – SMART Goals

- **Specific:**
- **Measurable:**
- **Achievable:**
- **Relevant:**
- **Time-bound:**

# Short Term Goals – SMART Goals

- **Specific:**

Increase the proficiency of 8th-grade students in math on the state standardized test.

- **Measurable:**

Achieve a 10% increase in the number of 8th-grade students scoring proficient or advanced in math on the state standardized test compared to the previous year.

- **Achievable:**

Implement targeted math intervention programs and professional development for math teachers.

- **Relevant:**

Improving math proficiency aligns with the district's strategic plan and the broader goal of ensuring all students are prepared for success in high school and beyond.

- **Time-bound:**

Achieve the 10% increase in math proficiency within the next two school years.



# What Next? – Monitoring Goals

- Regular reports as part of meeting agendas/calendar
- Report on Goals as part of Superintendent's report
- Aligning agenda items to goals



# Focus work of the district on the goals

- Have a Board Self-evaluation annually and spend time on goals.
- Include goals in Superintendent evaluation.
- Subcommittees can also align their work to goals – report annually how each committee worked on goal achievement.
- Establish an annual calendar.

# What Next? – Monitoring Goals

## Sample Board Questions for Progress Reports or Presentations at Board Meetings

### Purpose of this Tool

These questions are intended as samples that boards may wish to consider as a “frame” for administrator/staff progress reports. The board/superintendent team can use these questions “as is” or modify them to fit the district and current circumstances. These “board centric” questions were developed through ongoing work with multiple board teams over the course of a 2-3 year time period. Participating board/superintendent teams have said these kinds of questions have helped build board understanding in ways that can impact the work of boards within their areas of responsibility (provide support, advocate for improvement work, as a means to enhance accountability, etc.).

Typically, after board/superintendent discussion and refinement (or deciding to use them “as is”), the superintendent and administrative team will share these questions with administrative and teacher leadership well in advance of reporting progress. Then administrators and teachers use the questions as a “frame” for planning and reporting progress on key initiatives, professional development, and/or goals during the year.



## Sample Board Questions for Progress Reports or Presentations at Board Meetings

Initial ideas for a Template

### Board Session

The intent of these questions (which may be revised and adopted by the board and superintendent) is to guide the format of presentations and progress reports shared by staff and community.

1. **What is this action/initiative intended to improve?**  
(describe the desired result, outcome or purpose as succinctly as possible)
2. **Which goal is this action/initiative aligned with?**  
(describe the link between this action/initiative and a goal or priority it is intended to address)
3. **What does it take to do or implement this well?**  
(please focus on the big picture or balcony view essential elements or supports it takes to “make this work”. For example: time, training, resources, leadership, financial elements, etc.)
4. **What is the impact of this action/initiative? How do we know its impact (data/information)?**  
(What is the anticipated impact of this action/initiative? How will we know its impact?)
5. **What are the key roadblocks or challenges to doing this well?**  
(What are the likely ways to work around these roadblocks or challenges?)
6. **What are some of the key implications of this presentation/progress report for the board (and superintendent)?**  
(implications might include areas such as: board learning, board leadership/advocacy, sharing common messages with the public/staff, “staying the course”, providing time/resources/financial support, etc.)
7. **What other options were considered and why was this option recommended over others? What potential negatives are there?**  
(The board needs to know *all* reasons for the recommendation including those that challenge it; so as to be sure they make the best decision possible.)



# Theories of Action – Region #15



## District Mission

The mission of Region 15, a collaborative community committed to excellence, is to educate every student to be productive, ethical, and engaged in a global society through proven and innovative learning experiences supported by its strong community whose decision-making is based on the best interest of all students.

# Theories of Action – Region #15

## Development of my Theories of Action

- Administrative retreat
- Entry meetings with Board of Education Members
- Meetings with First Selectman
- Conversations with Teachers, PTO members, parents and students
- Review of the district's survey data and the available student assessment results.

# Theories of Action – Region #15

## What Drives Our Work... Supporting our District's Mission and Vision

- 1.If we foster schools that are welcoming and inclusive to all students, then students will feel valued and they will be better able to access their learning.
- 2.If we embrace communication, transparency and collaborative relationships within ourselves and the community, then we will improve trust and participation in supporting our students.
- 3.If we improve our ability to align assessments to curriculum, improve our data culture, and increase our analysis of student learning, then we will be more equipped to provide meaningful student engagement and increased achievement.
- 4.If we increase and promote access to career pathways, curriculum, and shared instructional experiences, then our district will prepare our students for the world they will enter after their time with us.



# Theories of Action – Region #15



# Theories of Action – Region #15

## **Board & Superintendent Goals**

**PRESENTED 10/23/2023**

# Theories of Action – Region #15





# Theories of Action – Region #15

Date	Planned Presentations
September 11	School Reopening
September 26	Superintendent Goals (Exec Session)
October 23	BOE Goals/Super Goals & Grants
November 13	School Goals & Kindergarten Age of Entrance & Reading Waiver
November 27	5 Year Capital Projects & Facilities & Field Trips
December 11	Assessments (Data Cycle)
January 8	Enrollment
January 22	SPED Overview/ Audit Report Process/ Super Mid Year Exec Session
February 12	Curriculum: Math Update
February 26	Superintendent Budget Presentation
March 6	Budget Workshop
March 11	Curriculum: English / Language Arts
March 20	Budget Workshop
March 25	Pathways
March 27	BOE& BOF Joint Budget Workshop/ Public Hearing
April 8	Approve Budget
April 22	Air Quality/ Building Wellness & Security
April 30 (Tuesday)	District Meeting
May 13	Senior Experience
May 28 (Tuesday)	Student Awards/ End of Year Review/ Reflections
June 10	Staff Retirement & Student Recognition

# Theories of Action – Region #15

## Region 15 Public Schools Superintendent Goals



Establishes structures and process that sustain a culture of continuous improvement (TOA 1&2)



Aligning resources to drive improvement of student performance (TOA 2)



Demonstrates Results and Improvement that addresses both accountability and capacity building (TOA 2&4)



Purposely Aligns Systems and Structures that support the TOA and management of district's core functions

1

If we foster schools that are welcoming and inclusive to all students, then students will feel valued, and they will be better able to access their learning.

2

If we improve our ability to align assessments to curriculum, improve our data culture, and increase our analysis of student learning, then we will be more equipped to provide meaningful student engagement and increased achievement.

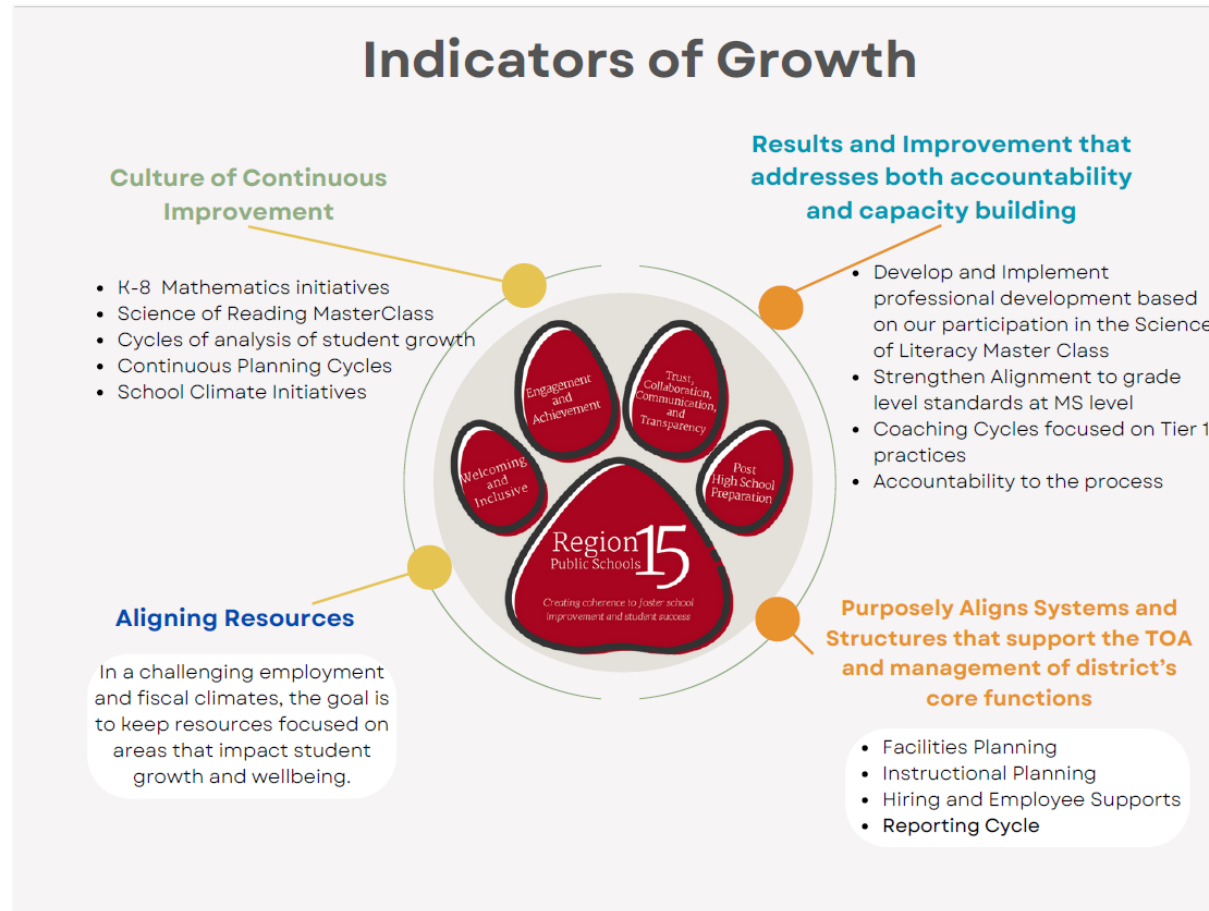
3

If we embrace communication, transparency, and collaborative relationships within ourselves and the community then we will improve trust and participation in supporting our students.

4

If we increase and promote access to career pathways, curriculum, and shared instructional experiences then our district will prepare students for the world they will enter after their time with us.

# Theories of Action – Region #15



# Theories of Action – Region #15

**Theory of Action 1:** If we foster schools that are welcoming and inclusive to all students, then students will feel valued and they will be better able to access their learning.

## Goals:

If we build and foster a community at each school and within the district to promote and maintain a high level of “school connectedness,” then all students will have a sense of belonging in their school and in the district.

## Action Steps:

- ★ Facilitate and support schoolwide advisory program.
- ★ Review and reinforce schoolwide PBIS language (CHIRPS, TRACKS, PRIDE, STAR).
- ★ Support classroom integration of social-emotional learning through morning/afternoon meeting and within academic subjects through observation and team meetings.
- ★ Fine and Practical Arts and Math focus
- ★ School Counselor focus on SEL



# Theories of Action – Region #15

**Theory of Action 2:** If we improve our ability to align assessments to curriculum, improve our data culture, and increase our analysis of student learning, then we will be more equipped to provide meaningful student engagement and increased achievement.

## Goals:

If we facilitate and engage in team meetings and focus on aligning our instruction to the grade level standards within the curriculum to include Tiered interventions, then progress toward learning goals will be clear for all students and allow for targeted, differentiated support.



## Action Steps:

- ★ Schedule, attend, and reflect upon team meetings. Discuss and utilize relevant artifacts and data to support conversations based on student progress to drive instruction and the planning process.
- ★ Support differentiated classroom lessons that include small group instruction.
- ★ Support implementation of Tiered interventions.
- ★ Piloting new math resources (IM, BTC)
- ★ Integrating Science of Reading Master Class into Professional Development & pedagogy



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